DOCUMENT RESUME

ED 436 317 RC 021 568

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TITLE	Teaching in an Isolated Northern Native Manitoba Community: A Teacher's Perspective.
PUB DATE	1997-00-00
NOTE	242p.; Master's Research Project, Brandon University.
PUB TYPE	Dissertations/Theses (040) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*American Indian Education; American Indians; *Canada Natives; Culture Conflict; Discipline Problems; Dropouts; *Educational Practices; Elementary Secondary Education; Foreign Countries; Questionnaires; *Student Alienation; Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS	Manitoba (North)

ABSTRACT

This master's research project investigated teaching practices in a Native community school in Manitoba in relation to the school's high dropout rate. The school was located on an isolated Native reserve in northern Manitoba, providing education through grades 9-10. In contrast to successful Native education programs elsewhere that are based in Native language and culture, the school delivered the standard Manitoba provincial education program. In the higher grades, student attendance was very sporadic, and almost all students failed to graduate. Student behavior problems were widespread, and teacher turnover was high. Surveys were constructed with teacher and student input and completed by most teachers and by all students in grades 5 and higher. Several factors emerged as contributing to teenagers' decision to abandon school. Teachers were fully qualified to teach in urban mainstream schools but were poorly prepared for rural northern Native schools. No teacher had taken a university course in actually teaching Native children, and only Native teachers and local aides could speak Cree or relate to community cultural norms. Most staff were new teachers and had little knowledge of alternatives to teacher-directed lectures. As students grew into teenagers, their dissatisfaction with school developed into overt rejection, characterized by nonparticipation and misbehavior. Teachers' disciplinary efforts were unsuccessful. (Contains 58 references. Appendices include teacher and student survey questionnaires, survey results, a map of Manitoba reserves, a community description, and Native cultural materials.) (SV)

TEACHING IN AN ISOLATED NORTHERN NATIVE MANITOBA COMMUNITY: A TEACHER'S PERSPECTIVE

A Research Project

Submitted to the Faculty of Education

of Brandon University

in Partial Fulfilment of

the Degree of Master of Education

BY WILLIAM M. TERRY

BRANDON, MANITOBA

1997

BRANDON UNIVERSITY

FACULTY OF EDUCATION

The undersigned certify that they have read, and recommend to the Senate for acceptance, a Master's Project entitled--

TEACHING IN AN ISOLATED

NORTHERN NATIVE MANITOBA COMMUNITY:

A TEACHER'S PERSPECTIVE

--submitted by William M. Terry in partial fulfilment of the requirement for the degree of Master of Education.

Jan 9 / 98
Date

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Abstract

The purpose of this project was to investigate the teaching practices of the teachers in one northern Native Manitoba reserve community school over a two-year time frame, and to consider the impact of their teaching practices on the high rate of Native student rejection of school-based education. The opinions stated by the teaching staff were compared with opinions of their own students, and also with other studies related to the issue of using mainstream Euro-Canadian education formats within the Native education environment.

Acknowledgments

I wish to take this opportunity to thank the Education Authority, staff, and students of my study's community for contributing so much effort to help me conduct my research. I wish to thank Dr. Breckman for allowing me to use his data and for giving me hours of advice while my project's thesis was being developed.

I was very fortunate to have had many professors take an interest in my education. These professors showed me that learning is a worthwhile and noble endeavour, and I am proud to be a teacher because of the qualities I found in them. Especially, I want to thank Dr. Neil McQuarrie for teaching me how to think, Dr. Robin Enns for teaching me to look at life in new ways, Dr. James Kepron for keeping me on track in the initial stages of my project, and Dr. Lorraine Frost and Dr. Murray Smith for helping me bring my project to completion.

I would also like to thank two friends and colleagues: Elaine Funk for teaching me that working hard every day leads to success, and Garfield Rose for being the best teacher I have ever had the honour of observing, and for his decency, personal integrity, and friendship.

Most importantly, I want to thank my mother for a lifetime of support through many challenges. I want to thank my wife for helping me to be better in life than I could be alone, and my daughter Sara for making it all worthwhile.

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CHAPTER 1

INTRODUCTION

The purpose of this project was to investigate the teaching practices of the teachers in one northern Native Manitoba reserve community school over a two-year time frame, and to consider the impact of their teaching practices on the high rate of Native student rejection of school-based education. The opinions of the teaching staff were compared with opinions of their own students, and also with other studies related to the issue of mainstream Euro-Canadian education formats versus Native-based, Native-directed forms of school education. Even though this report focuses on the teachers' methods or strategies, the reasons that may affect their students' rejection of school are examined holistically in this project, because many educational and lifestyle factors are interrelated.

The targeted community typifies isolated Native Canadian reserves that are connected to the rest of the country only by temporary winter roads and airplanes. (See Appendices B.1 and B.2) Such isolation means there is no industry: local employment consists of positions in two stores and provincial government services. During the time of this study, fifty-six of the community's (approximately) seven hundred residents worked full-time; thus most of the people in this community subsist on welfare. Most of the houses rely on forty-five gallon tubs, not taps, for water which comes directly (untreated) from the river. The ground water which supplies

the few houses that have running water is sometimes so polluted with petroleum gas that it can literally be set on fire.

Even under such difficult living conditions, the community is lavish in its support of its children's education. The Education Authority is competent and committed to a high quality of education. The teachers and principals are fully certified and highly dedicated to their students. The school building, furnishings, education supplies, and support services are excellent by modern standards. The library, for example, has more than five thousand books for student use. All conditions appear optimal for education to flourish with these children.

In spite of these optimal human and material resources, however, most of the students fail to complete the highest grade level offered in the community (which varies between grades nine and ten, depending on what grade is chosen each year for sending students to residential schooling situations elsewhere in the province). These students see schooling as a vital component of achieving their goals, but they end up rejecting the education presented to them in their home community.

CHAPTER 2

REVIEW OF THE LITERATURE

Past Native Education Practices

During the early 1950s, the federal government decided to arbitrarily induce movement of Canada's Aboriginal people into permanent settlements. Several aspects of this forced move added measurably to the comfort, security, and health of Native people across Canada. Unfortunately, life in wooden houses located in permanent settlements caused many Native people to give up, then lose altogether, their traditional lifestyles. (See Appendix II. C for a description of the spiritual influence on traditional Native housing.) Integral to the government's deliberate "de-Indianization" process was its intention to use education to essentially brainwash the children into embracing Euro-Canadian ideals (Coates & Powell, 1989). Residential schools were deliberately constructed at sites far from families or Aboriginal communities. The students were systematically taught to degrade or dehumanize their Native values (Hirschfielder, 1982). By the 1970s, two-thirds of Canada's Native children--about 50,000--were housed in residential schools (MacPherson, 1991).

The residential schools housed Native children for ten months each year. By design, they succeeded in interfering with the students' understanding of traditional Native lifestyles, of local community values, and of family nurturing methods. The schools may have succeeded in invalidating the sense of "Nativeness"

in children, but they failed in their goals of making the children value the Euro-Canadian lifestyle, or even in providing a good education (Zenther, 1973; Elliot, 1970, Minister's Advisory on Curriculum Review, 1984; Patrick, 1983; Sealey, 1980; Bognar, 1983). Teachers blamed their students; parents blamed the teachers--and the residential school philosophies (Sealey, 1980). Eventually, the educational system recognised that their goals for the residential school system were not being realised, and that "the process was alien and meaningless in the context of their life needs on a reserve" (Jordan, 1991).

The 1973 Indian Control of Indian Education Act was voted in by the federal government to transfer control of Indian education to Indian people. The actual effect, however, was only to provide token local management of programs dictated by outside governments (MacPherson, 1991). By 1988, only eight per cent of federally funded schools were band-operated (Jordan, 1991).

Local band control of Native education accelerated in the late 1980s. By 1991, about forty-four per cent of Native children attended band operated schools (MacPherson, 1991). Local boards often deliberately chose to use their control over education to re-indoctrinate their children into their culture and values. The Inuit of Quebec, for example, decided to teach only Inuit languages in elementary school, and to encourage the children to teach their parents their own language (Stairs, 1987).

Present Native Education Practices

Native people living on rural reserves now recognise the need to borrow from, adapt to, and live in the overall Canadian mosaic. They do not, however, want to become "red apples" (white on the inside and red on the outside). Because education has been used as a tool to destroy their Aboriginal identities, they reject a great deal of the educational system imposed upon them (Green, 1990). Even today, the Native consensus is that the Euro-Canadian school system "exhibits a general inability . . . to sustain innovation and change for aboriginal students" (Beaulieu, 1991).

In its current--or "regular"--format, the Canadian education system is rejected by most Aboriginal children. Approximately 69,000 young Canadian Native adults currently on reserves were teenage dropouts; more than 33,000 of them are illiterate. They cost $1.4 billion in welfare dollars each year. The teenage suicide rate of Natives is 6.6 times the non-reserve rate. Registered reserve Native children drop out at the rate of about 70% nationwide. The projected potential income of these children, however, if they were to graduate, is about $31.4 billion (Ross, 1991). Natives on reserves typically do not see the value of having a high school education; in 1986, Native high school graduates working on reserves earned on average $4,674 less than the welfare system would have given them for doing no work at all (Ross, 1991).

The Canadian band-operated schools which maintain high attendance rates, and have high graduation rates, are those which feature Native-oriented, Native language-

dominant programs. These schools have teaching styles that are openly different from Euro-Canadian "regular" schools. Typically, elders in schools directly teach the skills that are culturally relevant to the local people, and two provinces, British Columbia and Alberta, give school credits for such courses (Barber & Estrin, 1995; Foreman, 1991; Gardner, 1991; Couture, 1987).

In contrast, the school examined in this study delivers the standard Manitoba provincial education program. The students start their education at relatively the same age/grade level as other children across the province, but by grade five, 85-90% of them have dropped below their age/grade level. By junior high, no students are at their assigned age/grade level. Attendance rates drop from near perfect in the early years to very sporadic in the advanced grades. Between 1991 and 1996, for example, only 59% of all students attended 90-100% of the time, in contrast to the provincial average of over 90%. Up to two-thirds of the students' attendance was poor enough to jeopardize their education. Approximately one-third of the teenage students attended less than 50% of the time (Breckman, 1996).

Frustration over what happens in school has led to many student conduct problems. Teacher dissatisfaction, mostly over student behaviour, caused over three-quarters of the teaching staff to either quit or not be offered re-employment between 1991 and 1996 (Breckman, 1996). Frustration affects administrators, too. In the 1996-97 academic year, for example, the school had four principals within four months.

The standard Manitoba provincial education system implemented in this community contrasts sharply the fundamentally reorganized Cass Lake-Bena Indian Education Program, which developed nineteen Native-based components to foster Indian-based education. In 1990, 80% of this community's senior students graduated high school. In another example, in 1992-93, after the Quileute Indian Education Program focused on Native language and culture in all courses, school-wide attendance was 97% (Cypress, 1995). These programs may represent the true cutting edge for success in Native education, by diverting their efforts away from a focus on "regular" Euro-Canadian-based school programs.

Prospective Native Education Practices

As Canada's Native people face the next millenium, they face three main problems: that their cultural knowledge has been lost or made redundant, that they need to revive or evolve it in the modern era, and that this culture must be integrated with modern Canadian society (Alleo, 1991). The success of Native people depends on moving forward, not isolating themselves from modern life. Nostalgia for the "old ways" will not solve today's issues in Native life (Tafoya, 1990). School exists to teach what is important, and "if school is to teach what is important, then it has to know what is important, now" (Tafoya, p. 4).

Native people are quite diverse: there are over three hundred distinct north American Aboriginal languages, and Native cultures are as diverse as there are

isolated rural communities. In Canada, about 188,405 Native children speak hundreds of local dialects based on thirty-three distinct languages (Cavendish, 1991; Ross, 1991). One of the few consistent features of this mosaic is the intention of most bands to wrest education services from Euro-Canadian influence (Brady, 1995; Frideres, 1988; Jordan, 1991). Unlike United States laws, Canadian laws support only that Natives receive an education, not that this education be Native-oriented. In fact, the federal education policy towards its Native students in the 1990s could be termed the "no policy policy"; what happens--or might happen--in reserve schools "typically depends on who had power, the local conditions, or any other issue" (Brody, 1995). The government may be reluctant to legislate Native control over Native education during a political era in which Quebec is fighting for recognition of its own special status in Canada, and in which there appears to be minimal support for the issue of special status for either the French or the Aboriginal people.

The current national trend is that Native people are moving out of reserves. Reserves may thus feel pressured to deliver mainstream education services so that the people will be able to live and learn in mainstream society. By the year 2000, for example, 50% of the students in Regina will likely be Native. Regina's school board is faced with the dilemma of educating half of its student body in either mainstream or Native-oriented programs (Fris, 1988). The central issue is to decide how far to deviate from mainstream education to cater to 2% of the overall Canadian population when that 2% is also typically transient or isolated on reserves. The next fifty years

of argument "may be about the conflicting values of just what mainstream Canadian education and Native education should be" (Urion, 1991).

Many reserves are unwilling to accept the present-day problems in education. The Native education authority responsible for the school examined in this project funded a study of its education services in 1996, which produced a list of seventy-six recommendations to improve the education system (Breckman, 1996). The focus for future education services in northern rural reserve schools must change, because the current practices will not serve anticipated future needs.

Lost or Irrelevant Identity

The Canadian government and Euro-Canadian people have had a unique form of relationship with Canadian Aboriginal people: they have endeavoured to absorb Natives into the Euro-Canadian population (Frideres, 1988). Most government policies and actions were created to "hurry up" the assimilation of Native people into the Canadian mainstream. This process has not worked out because the Native people rejected its basic premise; nevertheless, massive changes to their lives, culture, and values caused most Native people to abandon the norms that supported their traditional identity (Larose, 1991). They found that traditionally adequate survival strategies did not work in modern Euro-Canadian society. The reserves on which they were placed by governments were typically not productive enough to provide an adequate livelihood for the population.

Many Natives chose to abandon their Native ways and conform to the expectations of the mainstream society (Larose, 1991; Cavendish, 1991).

Culture and spirituality evolve in an attempt to survive in any given environment. Prior to being "Christianized," Native people believed in spirits which could be friendly or evil, depending on the tribe: the Pueblo tribes feared spirits; the Natchez tribes had priests who made human sacrifices to please their spirits; the Assiniboines buried their loved ones nearby to talk to their beloved spirits; the Ojibwa sent their dead to Heaven (Cavendish, 1991). Today, however, the traditional sacred aspects of pre-Euro-Canadian influence do not "work" on modern Native Canadian children. The eagle, once the literal protector and spiritual guiding force of the Swampy Cree tribes, has for many today become just another bird (Cavendish, 1991).

Other aspects of the "old times" would not be welcomed by modern Native children, either. Prior to the Euro-Canadian presence, Native children were routinely abused and tortured to toughen them for their hunter-gatherer lifestyle. Work was rigidly assigned according to gender. A young teenage Native was an adult in the tribe. Stoic mannerisms were taught to, and expected of, very young children because adult life was hard. Modern Native children thus lead relatively pampered lives in comparison to previous generations (Cavendish, 1991).

Knowledge of the "old times" may be inaccurate because traditional Native culture is based on oral (not written) traditions, and knowledge of "modern times" is restricted by the lifestyle realities of housing, living, working, and hunting. Nostalgia today is primarily a sense of freedom from White domination. This writer

could find no library reference to any Native group that has turned its back on modern conveniences and returned to the hunter-gatherer life of a hundred years ago.

Differences Between Native and Euro-Canadian Learning Styles

Native children are rooted in different ways of learning than Euro-Canadian children, in terms of life views, approaches to problem solving, communication styles, and even ways to understand knowledge (Barber, Estrin, & Trumbull, 1995). Some teaching methods which are successful in mainstream classrooms are probably unproductive with Natives. The underlying issue of Native education is that Native children learn best in their own ways (Couture, 1987). The mainstream education system that produces students who value wealth, power, individuality, success, improving one's class, future thinking, and competition is viewed by many Native people as "compulsory miseducation of Native children" (Antone, 1992).

Educators have tried to isolate the differences in learning between Native and Euro-Canadian students. Standardized tests, for example, largely measure deficiencies in White learning, rather than Native proficiencies (Barber, Estrin, & Trumbull, 1995). In a 1992 in-school inservice, the teaching staff of the study school explored the issues of Native learning needs and isolated thirty-nine problems that their Native students face in their own English language arts classes (Orf, 1992). (See Appendix B.5 for this list.) Many Native learning problems, then, may be caused by cultural problems in addition to student/teacher compatibility issues.

Many Euro-Canadians respect and embrace the values of Aboriginal Canadians, and many Aboriginal Canadians have found success within the overall Canadian society. The Euro-Canadian-based education system, however, has not focused on Aboriginal values in non-Native-based schools. Winther and Currie (1987) asserted that Native values are so separate from mainstream values that Natives have difficulties learning in Euro-Canadian classrooms. Some of the differences they found are listed in Table 1.

The needs of Native people are sometimes so incompatible with Euro-Canadian education that the students are virtually forced to fail school. The typical school does not close down when the family should be on the land carrying out the hunter-gatherer lifestyle. Students must decide whether or not to miss two weeks of school in order to hunt the caribou during migration. Most Natives would rather have school close down during their food-gathering times, and reopen during the summer.

Another example comes from a 1980 study on Native absenteeism at a trade school: 30% of the Native students failed due to absenteeism or poor punctuality. The reasons included family obligations and other excuses that the Native students believed were valid reasons to be absent from school (Rodrigues, 1991). They felt they had to choose important obligations over the need to attend the school that promised cherished careers. In many important ways, the failure of Native children is more properly the failure of Euro-Canadian-based schools to correctly teach Native children while not adapting to their Native-based needs (Frideres, 1988).

Table 1.

Differences Between Euro-Canadian and Native Canadian Values

Euro-Canadian	Native Canadian
desire mastery over Nature	desire living in harmony within Nature
are future oriented	are oriented to the present
explain events by science	explain events as supernatural
try to achieve beyond father	accept life as it is
embrace competition	embrace cooperation
reward aggressiveness	reward passivity and submission
work to get ahead, to be promoted	work to satisfy a present need
are impersonal with others	value relationships with all people
value precision and time management	work to finish tasks at the time
attack problems, value action	value patience, time solves problems
live within a nuclear family	live in an extended family
value possessions, materialism	are non-materialistic
value power and reward leaders	do not value power or reward leaders
have many rules in society	have few rules in society
aggressively work out conflicts	repress conflicts with others
interfere with rule-breakers	ethic of non-interference with others

(See Appendix B.4 for examples of the traditionally circular Native thinking style.)

Other Factors Affecting Learning

Native people prefer to think holistically; all factors in life affect all other factors. They are very aware of their place in the overall Canadian environment. They occupy only 2% of the Canadian population, and believe they are Canada's repressed people. Their frustration has led to many problems: 95% of women and 70% of men in federal penitentiaries are Native. Furthermore, by the 1980s, about 70% of all Canadian Status Indian adults could expect to serve time in provincial jails (Frideres, 1989).

Children raised in turbulent home/community social conditions may not be emotionally able to learn in school. Worse, they may develop a lack of respect for societal rules themselves, a condition termed "social anomie," exhibited by 80% of young criminals (Winzer, 1990). In the community in this study, for example, during the ten-month period between January 1 and October 31, 1996, RCMP made 2 996 arrests, of which 798 (26.6%) were of youths aged twelve to seventeen. RCMP made 640 inhalant abuse arrests of school-age adolescents (Firth, compiler of data for the local RCMP, personal communication, 1996). Nail polish sniffing is considered an acceptable alternative for teenage girls (according to Jenvenne, an RCMP constable in the study's community, personal communication, 1997). About 70 (one-third) of this community's students are regular gas sniffers. These factors cause turbulence in their lives: at least 134 attempted suicides by school-age children were recorded between January, 1993, and April, 1996 (Breckman, 1996). In respect to educational issues,

according to Breckman's study, "approximately one-third of the students indicate that they 'seldom' or 'never' show respect to teachers. . . . in general parents and teachers feel that students have little or no respect for anyone or anything" (p. 33). For education to occur, Native communities must address the destructive behaviours that, in an interrelated holistic society, contribute to the breakdown in academic learning by their children.

Cree Elder Teaching Methods

Prior to the introduction of the White culture, most of northern Manitoba's Swampy Cree people lived in related family groups of four hundred or fewer people. In theory, each member was equal, and leadership roles included few, if any, special rewards. To stave off starvation, the Swampy Cree people were among the most nomadic of all tribes, and had many ways to live off the land. The teachers were elders who had developed extraordinary survival skills in one or more areas of life. Learners would go to one elder who knew how to hunt moose in deep snow, to another who could fish, and another who could interpret the messages of the spirits. Skilled people who chose not to share their skills were not called "elders." If a learner chose not to go to an elder, pressure was never applied to force him or her (McKnight, 1986).

The typical Cree teaching style was to teach by example. Elder teachers were respected in the community because they aspired to share their skills and beliefs.

Elders never yelled at children. They got up early and toiled all day to show others the value of work. By the example of their own lives, they endeavoured to teach and nurture their heritage in the circle of life (Putt, 1991).

Elders still receive respect in modern reserve life, but the survival of reserve people is less and less dependent on traditional skills. The rifle, the snowmobile, and the all-terrain vehicle have made many traditional hunting skills redundant, and the spirits have been relegated to myth for many Native people. Elders find that their skills are not easily adapted to the Manitoba school curricula, and so choose to abandon school education to the university-trained school teachers.

Local elders should be involved in the school, because they are the bearers of Native culture and belief. Their stories are neither "legend" nor "myth"; they are the embodiment of Native life. Elders are the spiritual intermediary for children, and they teach their history, values, and beliefs in ways integral to the Native people (Diverse Voices, 1997). In recognition of the gifts of elders, both British Columbia (Gardner, 1991) and Saskatchewan (Goddard, 1992) have accredited courses taught by elders. In contrast, the school in this study was not able to give a single Native-based education credit during 1995-96 or 1996-97. If the Manitoba government were to accredit the special knowledge skills of local teaching Cree elders, the courses and lessons by local elder teachers would be more relevant for Native learners in school (Elofson & Elofson, 1988). (The current school-initiated course plan in Manitoba stil relies on student completion of tests sent out from Winnipeg, instead of trusting the expertise of the elders who are brought into the school to teach the course.)

Native Learning Styles in School

Considerable research has demonstrated that Native children learn differently than Euro-Canadian children, so teaching strategies should focus on their different abilities or needs. Native-oriented classrooms minimize desk work, long teacher monologues, and individual work. The classwork is caring, friendly, non-threatening, and group oriented. The students are allowed to do similar things, to interact naturally, and share evaluations of the group's work. They take turns; leadership is not imposed on them. Because Native children are unsettled at being singled out, teachers should not give public praise or correction, but instead praise or correct the group or give praise in private (Ward, 1992).

Native students learn well using imagery. They are reflective, not impulsive, learners. They normally are brought up in watch-then do learning, and then, thus armed, they typically perform the skill correctly very quickly, even on their first try (Bryant, 1983; Karlebach, 1986; Moore, 1984). Tests comparing Native and European-based students have demonstrated Native superiority if using simultaneous processing of integrated immersive learning--or, in simpler everyday language, "using holistic learning" (Moore, 1987). "Regular" classroom lessons that depend heavily on the "trial and error" learning of mainstream classrooms could be suicidal for living in the bush. Regular schooling that fixates on timetables seems silly to Native people who hunt when the caribou are migrating, when the fish are at spawn, or when the berries are ripe. Euro-Canadian education is often destructive to Native lifestyles.

Native-based education allows time for Native children to enjoy security, health, food gathering, and Native culture by having flexible rules (Larose, 1991). In the school in this study, any children who go onto the land with their families are given attendance credit as if they are in school.

As well as academic needs, Native-based schools should meet the following basic conditions: connectiveness (belonging, spirituality, wellness); uniqueness (self-direction, freedom to do what we want); power (control over our lives); and cultural modelling (elders, shared community activities or beliefs) (Pepper & Henry, 1991).

The philosophy of Native-based schools is to help children to interact in harmony with Nature, not to simply consume its resources (Pepper & Henry, 1991). The pattern of thinking is circular, with all factors interacting with each other, not in linear cause- and-effect thinking styles. To assist teachers in facilitating these philosophies, Manitoba Education and Training has published a 263-page resource catalogue on Native-based education (Malcolm, 1990).

Native children learn best in their own language. A major reason Native-based education has worked on some Canadian reserves was the decision to teach primarily in the local language (Indian and Metis Education Advisory Committee, 1991; Foreman, 1991; Gardner, 1991). Typically, education in one's own language increases the students' self-esteem, increases parental and elder involvement in schooling, validates culture and values, and increases academic success (Elofson & Elofson, 1988). The education authority for this study's targeted school cites an increased emphasis on Cree language and culture as one of its main objectives

(Breckman, 1996). Unfortunately, the school featured English-only credits during the two-and-a-half years of this writer's employment in the community (spanning 1995 through 1997), except for non-credit Cree classes taught by an elder (who was also a respected school board member).

Native teachers bring extra relevance to Native-based education. Some schools require all teaching staff to know, or learn, the local language (Gardner, 1991). They view language skills as integral to the education of children. Language skill opens a person up to understanding how unique people value life, and they become sensitive to Native thinking (Lazarus, 1992).

Native-based education uses learning tools in different ways than Euro-based education. Play and games are not mindless activities in Native-based education: solitary games develop motor skills; social games promote social equilibrium; production games teach how to hunt or live off the land; and transportation games help develop mobility and adaptability (Larose, 1991). Games were, and still are, critical learning tools to help Native children become competent, socialized adults (Cavendish, 1991).

The United States has developed research that has led to the acceptance of Native education as different in content and application from regular education. According to the U.S. Department of Education (1991), Native-based education should accomplish the following:

- deliver early childhood pre-school education,
- deliver parenthood training and counselling,
- encourage use of local language in school courses,
- improve teacher training to meet Native priorities,
- adapt teaching methods to accept Native norms,
- include a culturally inclusive curriculum, and
- ensure accountability for locally developed goals.

Education in this study's school is based on the regular Manitoba curriculum. In Breckman's 1996 study, 78% of the community respondents reported being "very satisfied" with the school program and 90% indicated that they provided average or above average encouragement to their children. Of the students who responded, 61% reported feeling that the school adequately supported their career goals. The fact remains, however, that most of the students drop out of school: between 1991 and 1996, only 5 students completed high school (Breckman, 1996). Clearly, the school has a large disparity between the local opinion and the final product (said product being successful completion by students).

CHAPTER 3

REVIEW OF THE TEACHER SURVEY

Method

A recurring topic of discussion among the teachers in this study's community while this writer was there was the high rate of failure by students who started their education as normal, intelligent happy learners. This writer witnessed teachers who became so frustrated over teaching angry, nonparticipating, openly antagonistic students in the higher grades that they gave up on education. The 1995-96 teaching staff met at this writer's request to use this project to discover which teaching strategies they used were successful, which were not successful, and (hopefully) which unused strategies might have worked better. This project's list of survey questions was developed from the teachers' direct input. The same survey was given to the 1996-97 teachers in the targeted school.

The teachers of the 1995-96 school year wanted to address the issues of their competency and preparedness, and helped this writer develop the "Teacher Training and Experience" part of the questionnaire. The questions in this section were personally difficult for the teachers to respond to, but some teachers believed that the data collected would prove a useful reflection of the core issues of why the older students rejected school.

This writer chose to do a qualitative research project because the teachers and students who were the study's subjects also prepared the questions which comprised the questionnaires. In both suggesting questions for the study and then answering the questions in the questionnaires, the teachers and students relied on their own subjective understandings--and judgments--of what teaching practices did and did not work well in their classrooms. Thus, both the teacher and student respondents felt personally connected with the assessment process. This writer feels that a qualitative analysis is the best way to accurately understand the educational strategies at work in the learning environment of this study's school.

Two Native teachers chose not to participate in the project, stating that non-Native people had no right to involve themselves in issues that these teachers felt belonged only to Native people. This study thus represents the opinions of all other teaching staff who completed full terms of empoyment during the two yeras of data collection.

Overview of Results

Teacher Training and Experience

question 1. How many years of grade-school teaching experience did you have prior to teaching in this school? Responses to this question are given in Table 2.

Table 2.

Teachers' Years of Prior Teaching Experience

Years of Experience	Number of Responses
0 years	10
1 year	5
2 years	0
3 years	0
4 years	0
5+ years	3

Most of the teachers had either none or only one year of previous full-time teaching experience. Thus, the staff experience base was mainly at the "novice" level. Their inexperience may have positively--or negatively-- skewed the results of this project because these teachers had no other experiences with which to compare the relative success of their practices.

question 2. What were your professional qualifications at the time? Responses to this question are given in Table 3.

Most of the teaching staff had only their basic teaching degrees. The middle years teachers and the physical education teacher had second degrees. This data supports the efforts of the school's education authority to provide the older students with well-qualified teachers.

Table 3.

Teachers' professional qualifications

Qualifications	Number of Responses
basic 4-year education degree	13
second degree related to education	5
third degree related to education	0

question 3. If you had a university degree, what were your subject area specializations? The responses to this question are given in Table 4.

The subjects of specialization reflect adequate staffing qualifications for elementary schooling, but reveal a general weakness in preparation for teaching middle/senior years courses. This weakness may be reflected in the poor performance of older students in this study's school.

question 4. How many credit hours of courses have you taken in the subjects listed? Responses to this question are given in Table 5.

The teachers felt that this question addressed what they perceived as the most pertinent problems in the school: most teachers hired to teach the Cree children could not speak Cree; most teachers had little or no training in Native studies; most teachers had little or no training in student behaviour management; and most teachers had no preparation in second language teaching. Most of the staff stated to this writer that the question addressed the reasons they felt incompetent or unprepared to teach in the school. In contrast, school systems that require their teaching staff to learn and

immerse themselves in the lives of their students have found that the students achieve higher rates of school success (Gardner, 1991; Goddard, 1992; Frideres, 1988).

Table 4.

Teachers' University Subject Area Concentrations

Subject Concentrations	Number of Responses
general elementary	14
science	2
special education	2
physical education	1
English	1
philosophy	1
music	1
mathematics	1
vocational (computer, industrial arts)	2

question 5. If your teaching experiences in this school made you decide to undertake more professional training, on what subject areas did you focus? The responses to this question are given in Table 6.

These responses reflect the inertia of the staff in two separate years. The effort to work day by day caused most of the teachers to believe that things would not improve, no matter what courses they took.

Table 5.

Teachers' Credit Hours in Listed University Courses

Subject areas	Credit Hours	Number of Responses
Cree language	0 credit hours	16
	3 credit hours	1
	6 credit hours	11
Native studies	0 credit hours	10
	3 credit hours	4
	6 credit hours	3
	9 credit hours	1
student behaviour management	0 credit hours	5
	3 credit hours	6
	6 credit hours	5
	9 credit hours	1
	12+ credit hours	2
second language teaching	0 credit hours	13
	3 credit hours	4
	6 credit hours	1

question 6. What university courses would you suggest for a teacher-in-training who is preparing to teach in this school? The responses to this question are given in Table 7.

These answers relate closely to the responses given to the previous question: ten teachers had not taken Native studies courses, but eight thought it would be a good idea; thirteen teachers had not taken second language courses, but six thought it

would be a good idea; eleven teachers had taken no, or few, behaviour management courses, but six thought it was a good idea; sixteen teachers had no Cree language training, but five thought it was a good idea. The four highest-rated responses to this question closely corresponded to the four weakest responses to question 4.

Table 6

Teachers' Extra Professional Training

subject areas	number of responses
no response	5
classroom management	4
Native studies	4
English as a second language	4
Cree language	3
special needs	2
mathematics	2
language arts	2
motivation	1
remedial education	1
computer applications	1

Table 7

Teachers' Course Suggestions for Teachers-in-Training

University Courses	Number of Responses
Native studies	8
English as a second language	6
classroom management	6
Cree language	5
mathematics	3
special education	3
computer applications	2
language arts	1
stress management	1
no response	1

question 7. What teaching abilities do you feel were strengthened by your experiences in this school? Responses to this question are given in Table 8.

Question 4 revealed that five teachers had no previous classroom management training, and six teachers had only one three credit-hour course in this area. However, (as might be expected of inexperienced teachers) thirteen of the seventeen teachers who responded to Question 7 believed that their teaching experience in this school had strengthened their classroom management skills. The extremely low response rate in all other ability areas indicates that the teaching experiences of two years' worth of staff members yielded little perceived improvement in most other abilities.

Table 8

Teaching Abilities that Teachers Felt Were Strengthened

Teaching Abilities	Number of Responses
classroom management	13
flexible program planning	3
English as a second language	2
patience	1
lesson planning	1
Native education	1
reading assessment	1
all areas	1
no response	1

question 8. What professional development activities did you find most helpful during the time you spent in this school? Responses to this question are given in Table 9.

As complement to the responses to Question 7, the high number of teachers who found no professional development activities helpful is a strong indicator that the teaching experience in the school was unfulfilling, perhaps even unproductive, for two years' worth of staff efforts. Professional development activities tend to be undertaken at the principal's direction; having four principals within four months during the 1996-97 school year is a clear indication of the general malaise at the administrative level.

Table 9.

Professional Development Activities that Teachers Found Useful

professional development	number of responses
none	12
S.A.G.	5
English as a second language videos	2

question 9. What advice from others (administrators, teachers, support staff, parents) did you find most helpful during the time you spent in this school? Responses to this question are given in Table 10.

These responses affirm the feeling by most teachers in this school that they were abandoned, and felt alone in dealing with their students. It also is a significant indicator that the majority of teachers were inexperienced, and were afraid that they would be reprimanded if they asked for help from others. The principals and the education authority were consistently helpful, however; whenever this writer asked for help, it was provided.

summary. The teachers were typically discouraged by the time they completed this project's questionnaire. A contributing factor to the low success rate of their students may be development of indifference, and even dislike, of the teachers toward working in this school.

Table 10.

Others' Advice that Teachers Found Helpful

Advice	Number of responses
none	11
don't get discouraged	2
don't expect much	1
control of students	1
advice on sniffers	1
supportive counselling	1

Personal Teaching Style

question 1. Teachers were asked to respond to three given endings to the following sentence introduction: "In terms of course planning . . ." The Likert scale responses to this question are given in Table 11.

Most of the teachers prepared lesson plans several days ahead of time. Of the six teachers who stated "somewhat agree," all taught the earliest grades, from Kindergarten to grade four. Most of the teachers made unit plans a week in advance.

The high response affirming that teachers incorporated long-term units into a yearly plan is a strong indicator that most teachers tried to teach by following long-term curriculum goals.

Most of the teachers tried to follow the Manitoba curriculum guidelines. There were problems experimenting with new ideas because the school was physically

isolated from urban centres that "power" new strategies. Also, many of the texts and teacher guidelines in this study's community were a decade old, and out of date.

In summary, most of the teachers believed that their lesson and unit plans were well conceived. They believed that they adequately addressed the planning needs of the students within the Manitoba curriculum guidelines.

Table 11

In Terms of Course Planning

Response Endings	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
I prepared daily lesson plans several days ahead of time.	10	6	0	2	0
I incorporated individual units into an overall plan for the year.	10	7	0	1	0
I experimented with new ideas for curriculum development.	6	10	1	0	1

Note. SA = strongly agree; A = somewhat agree; N = neither agree nor disagree; D = somewhat disagree; SD = strongly disagree.

question 2. Teachers were asked to respond to three given endings to the following sentence introduction: "In terms of lesson planning . . ." The Likert scale responses to this question are given in Table 12.

Table 12

In Terms of Lesson Planning

Response Endings	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
teacher-directed lectures were more effective than student-directed discussions.	7	5	2	2	2
having everyone work on the same assignment at the same time was more effective than having students work on individualized assignments.	1	10	1	2	4
concrete, hands-on seat work was more effective than abstract, theory-based activities.	12	6	0	0	0

Most teachers supported teacher-directed learning, not group-oriented learning. The main reason is that it was easier to discipline students by keeping them separated. This strategy directly opposes the theory that Native children learn best in cooperative groups (Battiste, 1994; Bower, 1997; Bull, 1991; Frideres, 1988; Larose, 1991; Lazarus, 1982). The teachers in this study's school had discipline priorities dominant over learning priorities; their decision to stress teacher-directed lectures, however, may have been a major factor in their students' rejection of school.

Students learn in different ways and at different rates; differentiated education is a well-respected, validated concept The majority of the teachers in this study, however, still favoured teaching the same work to different students; their emphasis on classroom management superseded efforts to meet the learning needs of individual students.

These teachers discovered that concrete, hands-on seat work was more effective than abstract, theory-based activities is strongly supported by other research (Antone, 1992; Beaulieu, 1991; Couture, 1987; Foreman, 1991; Frideres, 1988; Gardner, 1991). This writer's experience as resource teacher was to advise new teachers to facilitate activity-based, concrete, hands-on learning in order to ensure optimum learning among their students.

In summary, the teachers' responses may reveal some reasons for their students' rejection of school. The students were forced to sit in teacher-directed lectures, and to learn class-wide generalized lessons that they may not have understood. They liked doing hands-on work that suited their community's Native learning styles. The students' behaviour may have made the teachers avoid other lessons that they would have enjoyed more.

question 3. Teachers were asked to respond to three given endings to the following sentence introduction: "In terms of classroom environment . . ." The Likert scale responses to this question are given in Table 13.

Table 13

In Terms of Classroom Management

Response Endings	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
I took a business-like approach, rather than being "friendly" with students.	3	0	0	11	4
I expect my students to follow a strict code for appropriate behaviours.	8	7	1	1	1
a mutually positive learning environment was relatively easy to establish and maintain.	4	6	1	6	1

Teachers of the youngest children responded that they strongly disagreed with being business-like instead of "friendly." Most of the teachers chose to try to be on "somewhat" friendly terms with their students, likely more than they would in a larger urban school. Most of the students, however, preferred friendly teachers, and this writer has witnessed students utterly refuse to work for disliked teachers.

Most of the teachers had a strict behaviour code, even though the older students relentlessly broke these rules. Most of the teachers believed that there were no consequences that they could impose to control the older students.

The majority of teachers indicated that they could maintain positive learning environments. The teachers of older students had the most difficulty maintaining mutually positive learning environments.

In summary, most of the teachers had strict behaviour codes, but the older students consistently broke these codes. The Native teachers had fewer expectations or rules for behaviour, and the students disobeyed their rules less often.

question 4. Teachers were asked to respond to two given endings to the following sentence introduction: "In terms of student assignments . . ." The Likert scale responses to this question are given in Table 14.

The responses regarding assignment completion are divided evenly along age lines: the younger students would complete their assignments, but the older half of the student population tended not to complete every assignment. No middle or senior years teacher regularly assigned homework during the two years of this study, because the teachers did not believe the homework would be completed.

The responses regarding assignment time-lines are nearly evenly distributed across the Likert categories. Teachers in the younger grades generally expected the work to be done on time or be given a failing grade, but teachers in the older grades tended to accept their students' work whenever it was submitted.

In summary, the data is evenly distributed across grades: students in the younger grades generally completed their work--and completed it on time, but students in the older grades tended not to complete every assignment--and not to complete it on time. Rather than fail the students, the older students' teachers were often forced to accept assignments whenever the students chose to pass them in.

Table 14

In Terms of Student Assignments

Response Endings	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
I was able to require each student to complete every assignment.	3	5	0	7	3
clearly established time-lines worked better than flexibly negotiated time-lines.	5	4	1	4	4

question 5. Teachers were asked to respond to several endings to the following sentence introduction: "In terms of my teaching relationships with other adults in the school . . ." The Likert scale responses to this question are given in Table 15.

Most of the teachers were on good terms with other teachers. Unfortunately, no formal processes (such as departmental meetings, problem-solving teams, or mentor programs) were in place to solve problems, so the potential to efficiently solve problems was minimal.

The majority of responses indicate that teachers felt they could share their problems with the school administration. The principals had problems of their own, however. (In 1996-97, for example, the school had four different principals.) The high turnover rate of principals caused disruption in the overall functioning of the school.

Table 15

In Terms of My Teaching Relationships with Other Adults in the School

Response Endings	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
I felt comfortable sharing my teaching problems with other adults in the school.	7	9	0	1	1
I felt comfortable sharing my teaching problems with administrators.	4	7	0	0	7
I felt comfortable making arrangements for others (administrators, teachers, support staff, parents) to help out in my classroom.	1	3	6	5	3
teachers were paired (or otherwise grouped) according to their levels of experience, so that more senior teachers could help junior teachers establish effective teaching strategies.	0	1	1	1	15

The teachers tended to "neither agree nor disagree" with the third statement. They had a lot of difficulty getting members of the community to help out in the school. The high school staff in 1996 and 1997, for example, tried very hard to get a community person to show the high school students how to skin a caribou; in spite of

many promises, no community member came to the school to skin a caribou. Most of the teachers gave up trying to get community members to participate in their classrooms.

The teachers "strongly disagreed" that there had been supportive junior/senior teacher groupings, because no mentoring program existed in the school during the two years of data collection for this study.

In summary, the teachers were on good terms with each other, and they believed that they could share their problems with the school administrators. There was no established system to handle classroom problems, so teachers were left on their own to initiate contact with others about their problems. Several teachers chose to "bottle up" their problems, rather than initiate requests for help, thus increasing their frustrations as problems escalated beyond their control.

Teaching Methods

question 1. Teachers were asked to indicate the extent to which they incorporated six given "community/culture" strategies into their teaching practice. The Likert scale responses to this question are given in Table 16.

The teachers claimed to have incorporated Native issues into the curriculum materials. An elder (who also served on the education authority board) taught Cree in all classrooms, but no high school student in 1995-96 or 1996-97 was able to receive

Table 16

Community/Culture

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	VO	O	N	S	VS
incorporating Native issues into curriculum materials	7	7	4	0	0
teaching academic courses in Cree	3	5	2	0	8
bringing elders into the classroom on a regular basis	2	4	4	0	8
including sharing circles in the weekly school routine	5	3	3	1	6
providing professional personal counselling in school for students and their families	6	2	4	0	6
adjusting the school calendar to allow students to accompany their families on trap lines and to fishing camps	4	5	6	0	3

Note. VO = very often; O = often; N (neutral) = sometimes; S = seldom; VS = very seldom.

Cree language credits. For Cree course work, only certified teachers can accredit students, but some of the teachers had a "hands off" attitude toward the Cree elder's participation in the school (and would not become involved in helping him maintain discipline in the classrooms). In the second term of 1996-97, the Cree language program was terminated.

The Native teachers were more successful at bringing elders into the classroom to share their wisdom. The problems which the older students' teachers had in getting elders to come into the classrooms may have been because the teachers mainly wanted the elders to help them discipline the students, not teach them. The elders did not want to be disciplinarians, so they did not like going into junior or senior high classrooms.

The teachers were very supportive of the principle of providing professional personal counselling for their students. They believed that counselling was an important aspect of their relationships with students. However, the older students tended to refuse to relate to the teachers in this interpersonal context.

The school policy was to grant students leave to go "onto the land" to hunt or fish with their families. Students were to be marked "present" in teachers' attendance registers during these events. This was another way the school respected cultural differences.

In summary, many teachers tried to include some Native-related content in their programs. (They had Native pictures on the walls, for example.) Furthermore, an elder regularly taught Cree as a non-credit program to students in all grades, and

the students were permitted to go hunting or fishing with their families without school attendance penalties. The teachers, however, had problems understanding the concept of "Native-based" education in terms of course content and delivery methodology.

question 2. Teachers were asked to indicate the extent to which they incorporated five given "peer support" strategies into their teaching practice. The Likert scale responses to this question are given in Table 17.

Most of the teachers often or very often grouped their students according to similar needs or abilities. This practice is well supported by research that concludes that Native children learn best in cooperative learning groups (Antone, 1992; Foreman, 1991; Frideres, 1988; Fris, 1988; Gardner, 1991; Winther & Currie, 1987).

Most of the teachers grouped their students for reasons other than academic ones. For example, friendships waxed and waned within the class memberships. If student "A" had become friendly with student "B," their teacher tended to allow these friends to be in the same work group. If a friendship was in trouble, however, it would be pointless to include them in the same work group.

Most of the teachers encouraged competition in their students. The three teachers who answered "seldom" and "very seldom" were Aboriginal women. The research on this issue indicates that Native-based philosophies discourage competition (Battise, 1994; Bower, 1997; Dawson, 1988; Lazarus, 1982). Competition may be symptomatic of the clash of cultures between White teachers and Native students.

Table 17

Peer Support

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	VO	O	N	S	VS
grouping students according to similar needs/abilities	5	12	1	0	0
grouping students according to leadership and "cooperative learning" qualities, rather than academic needs/abilities	2	8	5	2	1
grouping students in order to create competitive teams	2	8	5	2	1
using group work to acquire academic skills	5	8	2	2	1
using group work to practise academic skills	5	10	1	1	1

Most of the teachers claimed to use group work to acquire academic skills, yet in Question 2, twelve of the teachers claimed that teacher-directed lectures were a more effective academic skills teaching method. "Core" subjects such as language arts and mathematics were more often taught using teacher-directed individual desk work, and such non-core subjects as health and art were more often taught using teacher/student-directed group work. Students did not generally like the core subjects as well as the non-core ones.

Most of the teachers used group work to practise academic skills. The students seemed to be better behaved during these activities; therefore, teachers would be well advised to use group work as much as possible in both the acquisition and practice of academic skills.

In summary, the teachers grouped their students for academic as well as social reasons. Most "core" subject learning was conducted in individualized seat-work but, when students could practise together without being disruptive, they were permitted to work in groups. The research indicates that Native students prefer to learn in groups, and that isolating the students in their desks is contrary to their cultural norms.

question 3. Teachers were asked to indicate the extent to which they incorporated five given "course development" strategies into their teaching practice. The Likert scale responses to this question are given in Table 18.

The teachers generally planned short course units that the students could focus on in terms of having clearly identifiable concrete learning objectives and relatively short-term completion goals.

The teachers did not tend to achieve success doing long-term projects, even in the higher grades. In general, the longest-term units were about two weeks in duration.

The teachers found great value in incorporating fun learning lessons into lesson plans. Students tended to apply themselves more, and to retain better the knowledge gained during "fun," as opposed to "serious," lessons.

Table 18

Course Development

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	VO	O	N	S	VS
planning short course units to give students short-term goals for completion of assignments	8	6	4	0	0
planning long course units to give students term-end goals for completion of assignments	1	5	7	2	3
incorporating "fun" activities into lesson plans	7	7	2	0	0
maintaining consistent routines in lesson plans (i.e., no "surprises"	8	5	5	0	0
using self-directed learning strategies instead of teacher-directed learning plans	2	6	4	5	1

Consistent routines were the school-wide norm because even relatively minor changes could cause chaos. A missed gym class, for example, would greatly upset the students, far moreso than would likely be expected in a larger urban school.

Most of the teachers indicated that they allowed the students to explore their own ideas and interests. Students learn best when satisfying their own interests.

Research into Native learning strategies supports the idea that children would be able to explore their environment without continual adult input (Dawson, 1988; Elofson & Elofson, 1988; Larose, 1991; Pepper, Henry, & Floy, 1991).

In summary, the teachers generally taught in small lesson units with closure in easily attainable time periods. Although they strived for consistency in their daily routines, they also tried to incorporate fun into their students' learning activities, and they tried to allow students to explore areas of their own interest.

question 4. Teachers were asked to indicate the extent to which they incorporated four given "academic feedback" strategies into their teaching practice. The Likert scale responses to this question are given in Table 19.

The teachers put their students' work on the classroom and hallway walls to the extent that some work always had to be taken down to find room for the new work going up. The older students, however, did not want their work to be put on display. Of the twenty-six grade five and older students who participated in the students' questionnaire for this study, for example, eleven expressed negative feelings about having their work put on display (see Chapter 4: Review of the Student Survey). This aspect of school life may be one reason that older students quit school.

The teachers of this school used concrete rewards for academic performance. Typically, if the younger students completed the work they were rewarded with extra gym or play time, or a cartoon on the television. In the high school grades, a good week's work was rewarded with a movie on Friday afternoon.

Table 19

Academic Feedback

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	VO	O	N	S	VS
putting students' work on display in the classroom or hallway	12	4	2	0	0
using concrete rewards for academic performance	8	6	3	1	0
providing feedback in terms of letter grades or percentages	10	4	1	3	0
providing verbal or written "anecdotal" feedback	6	10	0	2	0

Most teachers used letter grades or percentages because of school policy. The preschool, Kindergarten, and grade one teachers were exempt from that system.

For all grades except preschool and Kindergarten, the school policy was to provide ongoing verbal and written feedback to students and parents, in addition to regular report cards. Thus, the fact that two teachers reported "seldom" doing this is more unusual than the fact that sixteen reported "very often" or "often" doing this.

In summary, the teachers tried to provide many forms of feedback to the students and to the students' families. According to school policy, that each student could expect letters and home visits from the teacher. A source of conflict between

the high school students and their teachers was that the students did not want contact between their parents and the teachers beyond periodic report cards.

question 5. Teachers were asked to indicate the extent to which they incorporated two given "extrinsic rewards" strategies into their teaching practice. The Likert scale responses to this question are given in Table 20.

The idea of taking field trips is laudable, but during the two years of this study only one "real" out-of-town field trip occurred: grades one to four flew to Thompson to see the circus. For the purpose of responding to this study, teachers may have considered class-time nature walks or cross-country ski excursions as field trips.

Although the concept of paying students to attend school was often discussed, no students were paid daily wages for attendance. At the end of each month, however, students with perfect attendance received $5; and at the end of each year, students with perfect attendance received bicycles. In addition, senior students received several hundred dollars for completing the highest grade in the school: Senior 1 (grade nine) in 1996 and 1997. In addition, the 1996 Senior 1 graduates were rewarded with Brandon University Mini-University summer camp.

In summary, the underlying principle for paying students to attend school was that, since many adults go to work only to make money, perhaps the older students would return to school to make money, also. The idea never proceeded further than the talking stage, however.

Table 20

Extrinsic Rewards

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	VO	O	N	S	VS
rewarding positive behaviours in school (such as regular attendance and academic progress) with periodic field trips out of town	3	5	2	2	6
giving financial rewards (or prizes) for passing each grade level	3	5	2	2	6

Personal Strategies

question 1. Teachers were asked to indicate the extent to which they felt six given "student evaluation" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 21.

Teachers made careful notes of each student's progress: successes, problems, and behaviours. This data was considered an integral part of the students' files. The school policy was to assign letter grades or percentages for assignments, except in the earliest grades (preschool, Kindergarten, and grade one). Half of the teachers regularly shared their students' progress data with other teachers, generally with teachers who taught the same children different subjects. Eleven of the eighteen respondents either did not share their student progress with school administrators or

did not feel that such sharing was applicable to their teaching situations. The administrators structured such feedback only at report card times; thus, they were at risk of being out of touch with students' ongoing progress in the school.

The majority of teachers believed that public praise was a good motivational tool, but research (e.g., Lazarus, 1982) has revealed that Native students do not generally like to be publicly praised or censured. Moreover, fifteen of the twenty-six students who completed the students' survey for this study (see Chapter 4: Review of the Student Survey) indicated a dislike for public praise of their work.

Most of the teachers used private moments to praise their students' work. Sixteen of the twenty-six student respondents in this study (see Chapter 4: Review of the Student Survey) also valued this method of giving praise in private.

In summary, most teachers made frequent, ongoing anecdotal notes on their students' progress, and regularly shared this information with the students and their families. The administrators did not spend much time reviewing these notes, except as they affected report card results. The teachers gave both public and private praise to students (although the students preferred to receive such attention only in private).

question 2. Teachers were asked to indicate the extent to which they felt five given "group-based learning" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 22.

Table 21

Student Evaluation

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
I made frequent, ongoing anecdotal notes of each student's progress.	4	14	0	0	0
I recorded letter grades or percentages for each assignment.	8	7	3	0	0
I regularly shared my students' progress with other teachers.	2	7	6	3	1
I regularly shared my students' progress with school administrators.	1	6	5	3	3
My students appeared to be motivated by public praise for work well done.	3	12	1	3	0
My students appeared to be motivated by private praise from me for work well done.	2	11	1	4	0

Note. TA = true all of the time; TM = true most of the time; N = not applicable; FM = false most of the time; FA = false all of the time.

Table 22

Group-Based Learning

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
I included group-based activities in most of my unit plans.	2	14	2	0	0
My students appears to learn well in group-based activities.	0	15	0	3	0
I felt comfortable in dividing grades evenly among the members of the group responsible for each assignment.	0	10	3	5	0
Groups tended to share their learning easily with members of other groups.	0	9	5	4	0
Leadership roles were successfully rotated among the members of different groups.	0	6	5	7	0

The majority of teachers included group-based activities as part of their classroom planning. Group work has increased potential for students going off-task, however, so group-based activities tended to begin with threats by teachers that misbehaving meant the activities would cease. Group-based activities have a negative side, because one "jokester" can ruin everyone's fun.

Most of the teachers found that their students appeared to learn well in group activities, but the three teachers who responded "false most of the time" were the high school teachers. Some of their students chose to be disruptive in groups.

The early years teachers tended to divide grades equally among the members of groups. The high school teachers, however, tended to give individual grades, even for group work; some of their students would not share in the work, so did not deserve equal shares of the grades.

Most early years students shared their learning easily with peers, but the high school students did not share their learning well with others. Between January and June, 1997, for example, this writer did not witness any group of high school students make a formal presentation to any other groups.

The early years students were willing to take on leadership roles, but the middle and senior years students were not willing to assume leadership roles as dictated by teachers. The people in this study's community do not culturally strive for leadership roles. Leadership is temporarily granted to experts as a political necessity for community survival, but it is not a comfortable task for most. Leadership responsibilities are especially unwelcome by Native students in the classroom environment (Bower, 1997, Larose, 1991).

In summary, the early years teachers successfully used group-based activities in their classroom learning environments, but the middle and senior years teachers had difficulty using group-based learning tasks. In many cases, group work degenerated into off-task behaviour in junior and senior high settings.

question 3. Teachers were asked to indicate the extent to which they felt three given "individualized instruction" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 23.

Most of the teachers found success in incorporating the needs or interests of individual students. The high school teachers, on the other hand, found it very difficult to interest some students in education, no matter what interests they had.

The majority of teachers gave one-to-one instruction in class, typically when the rest of the students were on task. Few teachers used the on-task work time to do their own desk work, but used the time for teachable moments with individual students.

Most of the teachers did not try to keep students after school or assign extra work to be done at home. Homework assignments were rarely completed, even when credit for them was included in school grades, and the books sent home with the work were rarely returned to the school. In the student results of this study, however, twenty of the twenty-six respondents "strongly agreed" that homework was an important part of doing well in school (see Chapter 4: Review of the Student Survey). These distinctly separate perspectives infer that the problem may be the type of extra work that is assigned, not the students' willingness to it at home. (Another inference may be that although the older students recognize the value of homework for success in school, they lack the motivation to succeed that would make them do the assigned homework.)

Table 23

Individualized Instruction

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
It was relatively easy to incorporate the needs/interests of individual students into unit plans.	2	12	0	4	0
I was able to give one-to-one instruction during class-time to students who needed extra help.	7	9	0	2	0
Students who needed extra help were willing to stay after school for one-to-one instruction.	0	0	0	3	15

In summary, the teachers provided one-to-one instruction as a general course of action in their classrooms. They did not assign extra work to be done after school or at home because their past experiences told them the students would not do it. One reason for these students falling academically behind their peers elsewhere in Manitoba is that they did not do homework when they fell below Manitoba curriculum expectations for their grade levels.

question 4. Teachers were asked to indicate the extent to which they felt four given "curriculum adaptations" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 24.

Half of the teachers diverted from the Manitoba Education curriculum guides to teach units of local interest, but the other half (mainly the teachers of older students) did not feel that diverting from the curriculum guides applied to them. The dissatisfaction of students with school may be partly caused by teachers who chose not to develop course units that appealed to the local interests of the people.

Half of the teachers felt that their programs were culturally relevant; the other half considered cultural concerns to be irrelevant. One reason many students in this study's community "turned off" formal schooling may be that they were exposed to lessons which were culturally irrelevant. Research has demontrated that a significant key to retaining students is to deliver culturally relevant courses (Battiste, 1994; Breckman, 1996; Common & Frost, 1988; Dawson, 1988; Elofson & Elofson, 1988; Larose, 1991; McAlpine, 1992; U.S. Department of Education, 1991; Ward, 1992).

"Most of the time," the majority of teachers taught the curriculum in separate entities or pieces instead of using a whole language approach. In language arts, for example, they reported using oral drills or worksheet exercises to teach specific skills. The students were willing to work this way on isolated parts of language, but the fundamental reason for using this teaching method was that most of the teachers did not know how to use whole language methods. The reason whole language should have been successful in this school is that its holistic premise fits very closely with

Table 24

Curriculum Adaptations

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
I diverted from the Manitoba Education curriculum guides to develop units of local interest.	3	6	9	0	0
I gave culturally relevant programming (hunting, skinning game, wilderness survival, etc.) credit weighting equal to core academic programming.	3	6	9	0	0
I had more success in teaching portions of the curriculum as separate entities, rather than using the "whole learning" approach.	4	10	4	0	0
I needed to supplement the "whole language" approach with routine drill exercises focused on specific reading, writing, speaking and listening skills.	5	10	3	0	0

the holistic cultural perspectives of the students. Another argument against doing segmented learning of language arts is that some students may not be able to transfer the pieces (e.g., spelling) into the whole (e.g., creative writing). The school's upper elementary and junior high students, for whom drill exercises comprised basic language skills instruction, were very delayed in language arts. Thus, drill may not have been as effective a teaching tool as the teachers believed.

In summary, most of the teachers used the basic Manitoba curriculum exclusively to design their programs. Half of the staff did not develop culturally-relevant or locally interesting units because they felt that such units were irrelevant. Teachers who did not fully understand (or endorse) whole language concepts used drills and segmented bits of language instruction instead.

question 5. Teachers were asked to indicate the extent to which they felt five given "program planning" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 25.

The majority of teachers did not "team up" to share or develop lesson plans, except for the high school teachers who shared course loads. Better unit/lesson plans might have been developed if cooperative teams had been in place.

Most teachers stated that they were not consulted in making program decisions. Many teachers thus felt alienated from administrative decision-making that would affect many areas of their functioning within this school's education system.

Table 25

Program Planning

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
Teachers "teamed up" to produce units or to share lesson plans.	0	4	0	4	10
The principal solicited teacher participation in making programming decisions.	0	3	2	8	5
I was able to choose what grade level and/or subject areas I taught.	0	0	5	4	9
Community members (parents and other community resource people) were invited to participate in overall school programming planning.	1	1	1	8	7
The school administration encouraged teachers to vary program components so that the students would be exposed to a wide variety of topics and to different learning styles and strategies.	3	13	2	0	0

The administration assigned grade levels to the teachers (often on the "administration day" just before the first day of classes each year), but high school teachers were allowed to choose some of their particular courses. The decision for a teacher to teach all middle/senior years science or social studies courses, for example, was made in consultation with the other middle/senior years teachers. For some teachers, then, the perception of having no role in the school's decision-making process was not accurate; nevertheless, the teachers' perceived powerlessness should be seen as a significant part of their self-concepts as teachers.

The teachers tried to get community members to share in the classroom learning, but few of these people actually came to the school. For example, the nursing station staff promised to deliver several sessions in health classes (first aid and STD education for everyone, and counselling and female-related health care for the girls), but they did not come in 1995-96 or 1996-97.

The majority of teachers believed that the administration supported the use of different learning styles and strategies. For example, a video series about new ideas/methods in education was offered as professional development on Thursday nights for several weeks. Another example was that a mathematics consultant was flown to the school for a full day's clinic about new mathematics ideas.

In summary, most teachers believed that they developed their programs in isolation from peers or the administration, although the teaching staff were provided with a variety of resources and professional development opportunities to give them knowledge on a variety of styles and strategies.

question 6. Teachers were asked to indicate the extent to which they felt four given "classroom climate" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 26.

The issue of students being willing to ask for help was split across grade and age lines: the young children would ask for help, but the teenagers tended not to ask for help. In the senior years, the teachers had to look at the students' work in order to identify learning problems.

Absenteeism may have been a factor in retaining knowledge, but most teachers believed they had to reteach many lessons. One reason students in this school had to have much of their work retaught was that they did not do the homework assignments that students elsewhere are expected to do to reinforce lesson components through skills practice.

The teachers strongly advocated the use of multi-media in reinforcing lesson concepts. The school was well equipped in this regard; for example, its library contained over five thousand books and over two hundred educational videos.

Students in the early years willingly shared classroom housekeeping duties, but students in the middle and senior years rarely did so. Depending on the novelty value, floors might be littered with spitballs, mud from shoes, elastic bands, pencil eraser tips, etc. Regular classes were often delayed while the students were forced to clean graffiti from washroom walls. At one point in 1995-96, the boys' washroom doors were removed in a desperate effort to curb vandalism.

Table 26

Classroom Climate

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
Students who did not understand course materials appeared to feel comfortable in making their needs known in class.	0	8	0	10	0
I often found that lesson materials had to be retaught for the majority of classroom members.	2	15	0	1	0
I found that using a variety of instructional tools (videos, reading and writing activities, discussions, etc.) was helpful in reinforcing lesson components.	13	4	0	1	0
Students were eager to help maintain a cheerful classroom environment by helping with housekeeping chores such as cleaning brushes or tidying work areas.	4	7	0	6	1

In summary, the early years students were willing to let their needs be known to the teachers and to do their part in keeping their classrooms tidy. In all higher grades, however, material had to be retaught because the students did no after-school work or homework to reinforce lessons. Some of these students were not only unwilling to help keep their own classroom spaces presentable, but were openly vandalous in their own classrooms and elsewhere in the school. The students may have developed an "anti-school environment" that discouraged cooperation in keeping the school clean or doing extra work at school or at home.

question 7. Teachers were asked to indicate the extent to which they felt three given "classroom setting" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 27.

Younger children's teachers tended to put up more commercially-produced display visuals (posters, borders, large coloured paper, starts, alphabet or number patterns, etc.). Most of the older students' teachers put up visuals made by the students themselves. One factor in this difference is the fact that there are fewer commercially-produced visuals suitable for teenage students.

The majority of teachers found that grouping students together was more conductive to learning than was individual work. All of the twenty-six students who participated in this study stated they preferred to work with their friends in class. (See Chapter 4: Review of the Student Survey.)

Table 27

Classroom Setting

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
I found commercially produced display visuals to have more effect on student learning than teacher-made display visuals.	2	3	1	10	2
I found grouping student desks (or having students sit together at tables) to be more conducive to learning than having students sit at separate desks (or individually at tables).	0	8	5	5	0
The classroom furnishings (desks, tables, chairs, shelving, etc.) were appropriate for my instructional needs.	6	9	1	1	1

The majority of teachers stated that the school was well equipped. The school had three TV/VCRs, several multiple-outlet tape recorders, and a variety of 16mm projectors. The resource texts filled eight shelves in the library. The students were generously supplied with text and lesson activity materials.

In summary, the teachers found that grouping students into learning teams was more conducive to learning than individualizing instruction. All but one teacher was pleased with the school's furnishings and equipment.

question 8. Teachers were asked to indicate the extent to which they felt three given "parental involvement" statements were applicable to their teaching situation. The Likert scale responses to this question are given in Table 28.

The majority of teachers did not maintain much contact with parents, even though school policy dictated that the teachers should make periodic home visitations. In most cases, when the teachers did make contact with the parents, they wanted the parents to make their children behave in school, and the parents were very uncomfortable with this role--some were visibly angry at being dragged into school to do a "teacher's dirty work." Research has shown that Native children receive very little rebuke from parents; rather, children are expected to work out their own social or learning problems (Bower, 1997; Larose, 1991; Lazarus, 1982; Ward, 1992). One effect of calling on parents to correct their children is that the humiliation tends to make children lose respect and withdraw from interacting with the teachers (Breckman, 1996). About one-third of the students in this study's school exhibited

Table 28

Parental Involvement

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	TA	TM	N	FM	FA
I maintained contact with my students' parents, in addition to report-card interviews at school.	2	3	1	10	2
Students with parents whom I contacted regularly performed better in school than students with parents whom I did not contact regularly.	1	1	5	11	1
The rate of success I had with homework assignments indicated that my students' parents supported their efforts to do well at school.	1	3	7	6	1

"hostility, aggressive rejection of authority, and self-destructive behavior" (Breckman, 1996, p. 32) whenever outsiders were involved in school discipline. Most teachers quickly learned not to ask parents to discipline their children in school.

Most teachers did not maintain contact with parents. Even when parents were asked to help out in the classroom, the teachers did not observe noticeable improvement in the academic performance of these parents' children. The social benefits that might be expected to accrue from regular contact with parents were also

missing. It was difficult, however, to welcome the teachers into the society and cultural richness of the community when the teachers were thought to be "aloof" or uninterested except in contacts made during formal school-oriented functions (such as parent-teacher days).

Teachers rarely assigned extra work to students. Since there was little or no homework for the parents to help their children with, the parents had no vehicle with which to help the teachers assist their children in learning. The response by teachers to this survey question likely reflects their blaming of the parents for student failures. The teachers, however, were wrong to blame parents for the teaching failures that contributed to the children's learning problems in school.

In summary, most teachers maintained little contact with parents other than periodic parent-teacher day meetings. The teachers did not believe that contact with parents contributed to better school performance, nor did they believe that the parents supported their children's learning efforts. The parents, on the other hand, resented being brought to school merely to discipline their misbehaving children. Their children felt humiliated during such interactions, and tended to become even more disruptive in school as a result. Regular contact with parents did not translate into higher academic performance by the children. However, if homework had been assigned, the parents would have at least had a chance to help their children do better in school.

Classroom Management

question 1. Teachers were asked to indicate the extent to which they felt seven given "preventive discipline" strategies were effective in their teaching situation. The Likert scale responses to this question are given in Table 29.

All the teachers had pre-set classroom rules, and the school-wide rules were posted in all classrooms. The pre-set expectations for behaviour were a valuable tool for preventive discipline.

The majority of teachers planned the classroom learning experiences to be interesting. The students paid attention in direct proportion to their levels of interest.

All of the teachers chose to be forceful in interacting with their students. Research has demonstrated, however, that Native students tend to withdraw from forceful people (Lazarus, 1982). The students who responded to the student questionnaire for this study indicated that they preferred friendly teachers. (See Chapter 4: Review of the Student Survey.) A major source of conflict in this study's school was that all the teachers used forceful interactions on students who lived in a culture that abhorred forceful discipline.

The majority of teachers believed that students who fully understood the rules were less likely to break them. The goal of letting students participate in the rule-setting process is to encourage them to take ownership (and therefore want to obey) these rules. Most teachers agreed with this process; the teachers who responded "not applicable to your situation" generally used only the school-wide rules as prescribed by the school behaviour policy.

Table 29

Preventive Discipline[a]

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	EA	EM	N	IM	IA
having pre-set expectations for classroom behaviours	5	13	0	0	0
planning interesting classroom learning experiences	5	13	0	0	0
being forceful in interactions with students	5	13	0	0	0
making sure students fully understand classroom rules (which may be very different than home/community rules	6	11	0	1	0
letting students participate in the rule-setting process	3	8	6	1	0
being strict in expecting students to follow classroom rules	6	12	0	0	0
planning lessons to teach students appropriate classroom behaviours	4	10	3	1	0

Note. EA = effective all of the time; EM = effective most of the time; N = not applicable; IM = ineffective most of the time; IA = ineffective all of the time.

[a]"Preventive Discipline" is defined as keeping classroom misbehaviours from occurring.

All of the teachers believed that being strict about following the classroom rules was a good method to prevent discipline problems. The teachers felt that "giving in" or "caving in" over rules was a sure way to incite behaviour problems in their classrooms.

The majority of teachers responded that directly teaching appropriate behaviour was a successful strategy to prevent rule breaking. Direct teaching is a one way for a teacher from one culture to show his or her models of behaviour to students of another culture, even if a teacher does not want to impose his or her cultural bias upon students.

In summary, the teachers focused their preventive discipline methods on setting rules, and then being forceful in their expectations that those rules be kept. Most teachers developed some version of direct teaching to ensure that their rules were followed.

question 2. Teachers were asked to indicate the extent to which they felt nine given "supportive discipline" strategies were effective in their teaching situation. The Likert scale responses to this question are given in Table 30.

The majority of teachers supported the idea of proximity as a way to keep students on task. Few of the teachers sat at their desks during class time, but instead continually moved among their students.

Table 30

Supportive Discipline[a]

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	EA	EM	N	IM	IA
using direct and indirect communication signals	5	12	0	1	0
using physical proximity	5	13	0	0	0
constantly moving among students and checking their work	5	12	0	1	0
removing obvious distractions from the classroom	4	10	1	3	0
forcefully telling students to "get back to work"	1	15	2	0	0
gently asking students to "get back to work"	2	9	1	5	1
planning frequent changes in classroom activities	3	12	0	3	0
separating off-task students	6	11	1	0	0
terminating the lesson early and moving on to something else	0	7	2	8	1

[a]"Supportive Discipline" is defined as keeping students "on task" in the classroom.

All the teachers used direct and indirect communication signals to keep students on task. The teachers did not believe in letting the students "get away with" off-task behaviour, so they constantly sent signals to keep their students at their work.

Most teachers removed obvious distractions in an effort to keep students on task. A major concern is that extremely interesting classrooms are loaded with interesting objects that are distracting to students who easily go off task. A "time-out" centre or "quiet corner" in a classroom could be designed to be much more sterile--and less distracting--than the rest of the classroom.

The majority of teachers believe that students can be kept on task by forcefully telling them to "get back to work." This writer has had trouble keeping some students on task unless the communication was quite forceful.

Most teachers had success keeping students on task by gently requesting them to "get back to work." The high school teachers, however, found this strategy to be relatively ineffective. A more effective strategy was gently asking students to keep working, although the request had to be repeated often throughout each work period.

The majority of teachers kept students on task by frequently changing classroom activities. They often supervised several activities during a single forty-five minute period of class time.

Most teachers separated off-task students from the rest of the classroom group. Native children are seldom separated from others outside of school time, so "time outs" are very serious consequences for these children's in-school behaviours.

Some teachers terminated their lessons early to reward students with "fun time" when the assigned work was completed. Half of the teachers, however, found this practice unproductive, because some students would do shoddy work in order to finish early and have fun time.

In summary, the teachers kept their students on task by using signals, by using their proximity skills, by removing distractions, by combining forceful and gentle reminders to stay on task, and by separating off-task students from on-task students.

question 3. Teachers were asked to indicate the extent to which they felt twenty-one given "corrective discipline" strategies were effective in their teaching situation. The Likert scale responses to this question are given in Table 31.

The majority of teachers consistently applied consequences for misbehaviours. This writer has found that if any student were excused from receiving the same consequences that others had been given for the same misbehaviour, bad feelings, resentment, and "cries of favouritism" ensued.

Nearly the same number of teachers found case-by-case treatment of misbehaviours effective as found it ineffective. The Native teachers, and other teachers who had previous experience working in reserve schools, tended to support the case-by-case strategy.

The teachers were split in their opinions about encouraging peer disapproval of misbehaving students. Most off-task students are trying to play; encouraging peers to disapprove of a friend at play is usually not very productive.

Table 31

Corrective Discipline[a]

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	EA	EM	N	IM	IA
consistently applying consequences	5	12	0	1	0
treating misbehaviours on a case-by-case basis	2	6	3	6	1
encouraging peer disapproval (i.e., peers disciplining peers	2	6	3	4	4
asking for administrative help	0	6	3	5	4
using corporal (physical) punishment	0	0	7	1	10
"yelling" at the class	0	8	0	7	3
using recess-time detentions	1	5	3	5	3
using "time-outs"	3	5	5	5	0
using after-school detentions	0	7	9	1	1
speaking to individual students privately after class	6	8	1	2	1
soliciting parental support	1	5	3	4	5
addressing students' personal problems	2	4	7	3	2
denying favourite activities or "fun time"	3	13	1	1	0
trying to maintain student/teacher relation-ships while applying consequences	6	12	0	0	0

(table continues)

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	EA	EM	N	IM	IA
trying to guide students toward appropriate behaviours while applying consequences	6	11	0	1	0
"giving up" on students with long-term pervasive conduct disorders	1	1	3	4	9
seeking administrative help in dealing with long-term pervasive conduct disorders	0	4	2	5	7
using contracts wherein students agree to specific behaviour changes	0	4	11	3	0
using concrete "step" programs that match specific behaviours with specific consequences	0	3	11	3	1
negotiating with students the consequences for their misbehaviours	1	9	6	2	0
tailoring classroom teaching strategies to the needs of specific conduct-disordered students	3	10	4	1	0

[a]"Corrective Discipline" is defined as dealing with classroom misbehaviours.

The majority of teachers did not feel that asking for administrative help was a successful strategy. Corporal punishment was not allowed in this school. Most teachers believed that this strategy would not have worked, anyway. The teenage students often misbehaved in the presence of the principal, and did not curb their behaviours even when their parents or education authority members were present.

Native children are not "yelled at" by adults in their community; the culture of the people in this study's community opposes coercion of children in any way (Bower, 1997; Larose, 1991). The most likely result of a teacher's yelling behaviour is that the student either withdraws from interacting with the teacher or laughs at the novelty of seeing an adult behaving in such a "lunatic" fashion. Yelling is utterly ineffective when working with teenagers in this school environment.

The teachers appeared split along grade divisions in their opinions on the usefulness of using recess detentions as a disciplinary measure. Detentions seemed to work for young children who wanted to play with their friends during recess, but not for teenagers who would typically walk out of the classroom (at any time) as an act of defiance against the teacher. Detentions could often be a focus point for the animosity between teenage students and their teachers, so teachers in the older grades found them to be ineffective as a corrective discipline practice.

A slight majority of teachers in the younger grades found "time outs" effective. Five teachers did not use time outs, and five discovered through experience that the process was ineffective because students who were not closely supervised were destructive to school property. Most time outs were responses to misbehaviours

in the first place, so the students involved were essentially "primed" to misbehave in the time out situation. Time outs did not serve the purpose of corrective discipline among the teenage school population.

After-school detentions worked well on the young students, but the middle and senior years teachers did not use detentions as a disciplinary strategy. Teachers in the upper grades may have chosen not to use this strategy because they did not want to stay after school to supervise the detentions.

The majority of teachers found success through talking to their students in private situations. Corrective discipline strategies always involve stress because a punishable misbehaviour has occurred. Private conversations are a good way to defuse the teacher/student interpersonal conflicts that arise over misbehaviour situations. In many cases, the students will share the underlying causes of misbehaviours during private conversations, and solutions to problem behaviours can be caused at the causal level--before they get out of hand.

Only seven teachers believed that addressing their students' personal problems was a useful corrective discipline strategy; five felt that the strategy was not useful; seven did not believe this issue applied to them. These responses are disturbing not only because helping students address their personal problems is a valid way to solve underlying causes of misbehaviours, but also because helping children solve their problems is one of the noblest challenges of the teaching profession. Some of the teachers who responded to the survey appeared to have abandoned their personal commitment to their students.

Most of the teachers reported finding success in correcting discipline problems by denying a favourite school activity (such as physical education classes). The school principals, however, repeatedly denounced the use of physical education privileges as a disciplinary weapon. This objection was based on the observation that the students became so upset at losing their favourite activities that no learning occurred as a result of the activity denial, anyway. In some cases, the core cause of students choosing to reject school was that teachers denied them their "fun" times.

All teachers stated that maintaining good relationships was important while applying corrective discipline consequences. The teachers in the younger grades found that they could maintain very friendly relationships with their students; the teachers in the older grades, however, found it necessary to be more detached--yet pleasant--in their relationships with students.

The teachers claimed to have "guided students toward appropriate behaviours" while applying consequences. Most misbehaving students knew fully well that they were breaking the rules--and broke them anyway. Therefore, most of the applied consequences were punitive: rather than using rewards to gradually shape student behaviours in desired directions, most of the teachers used punishment in an attempt to gradually steer students away from undesired behaviour patterns.

Most teachers felt that they did not "give up" on students who had long-term behaviour problems. The issue, however, was not in "giving up" on students, but in using interventions which were ineffective in redirecting student behaviours. A shift in management strategies might have solved these misbehaviour problems.

The majority of teachers did not believe that the school administration could--or would--help them in terms of supporting their discipline strategies. This writer, however, observed that all of the principals in this study's school during the two years of data collection were highly supportive of the teachers' attempts to discipline their students. Most of the respondents to the questionnaire were relatively new to the profession, and may have had feelings of inadequacy which made them reluctant to bring their problems to the adminstration.

Most teachers found that "step" programs were not appropriate because each corrective discipline situation was handled on its own merits. "No excuses" step-type programs, moreover, may violate Native cultural ways to handle problem behaviours (Antone, 1992; Couture, 1987; Green, 1990). To adults in the community, if a student felt bad about what had happened and expressed a desire to do better in the future, then step program consequences (i.e., punishments) for the child's behaviour were unnecessary. Inflexible step programs highlight a major difference between urban White-based and rural Native-based schools: Native children in Native communities are taught to think for themselves and to be flexible in dealing with life's issues; inflexible step-type programs conflict with the cultural imperatives of Native people in the education of their children (Barber, Estrin, & Trumbull, 1995).

A slight majority of teachers found success negotiating with their students about the consequences for misbehaviour. This community typifies Native communities that allow children to learn from their mistakes, to think independently, and to solve issues using a variety of solutions. Teachers are expected to allow

children to be unique, self-directed, and in control of what they do to solve problems (Kirkness, 1992; Larose, 1991; Lazarus, 1982; Pepper, Henry, & Floy, 1991)

The majority of teachers tailored teaching strategies to the needs of specific students. For example, if targeted students were unable or unwilling to stay on task, a teacher would cut the project short, move to another task, or do the task in another way. Once conduct disordered students decided not to do a task, the most effective strategy was to give the student a different task altogether.

Summary of Teaching Issues that May Have Affected Student Retention

Most of the individuals teaching in this study's school during the two years of data collection were in the first year of their careers. Most had only a basic four-year teacher certificate in elementary education, with no formal training in Native studies, second language teaching, or the Cree language/dialect spoken in the community. The majority of teachers felt that the professional development activities offered them did not address their needs, nor did others' advice help them solve their problems.

Most teachers indicated that they felt competent in the following teaching skills:

- cultivating teaching styles and personal teaching strategies,
- planning lessons/courses/programs,
- creating a positive classroom environment,
- accommodating community and cultural needs,
- maintaining supportive relationships with teaching peers,

- providing academic feedback to students and their parents,
- rewarding students for academic progress,
- offering group and individualized instruction,
- adapting curricula to meet the needs of students, and
- managing student behaviours in a variety of ways.

The teachers believed that they had done their best to provide the best possible education to their students. Perhaps their teaching techniques would have proven successful with more urban students, but they did not work well with this study's student group. For the most part, the teachers blamed their students, not themselves, for failing courses, misbehaving, and quitting school.

Most of the teachers in this study, however, stated there were conflicts between them and their students. Most were not trained to adequately teach middle or senior years subject levels. Most needed better classroom management training. Most recognized that problems existed in their classrooms, but did not aggressively increase their qualifications; they gave up rather than train to overcome their deficiencies. They tended to teach the same lessons in the same ways, even though differentiated learning would likely have proven more effective. In effect, those students who could not keep up with the lessons provided to the whole group ended up failing.

The students targeted in this study tended not to complete assignments, and homework was not regularly assigned to students partly because the teachers "gave up" trying to increase the performance levels of students whom they saw as apathetic.

The non-Native teachers were unable to integrate community elders into their regular course work. The Native teachers included sharing circles and counselling into their classrooms, but the non-Native teachers did not.

The teachers claimed to use group work to enhance learning, but their inexperience at controlling group dynamics actually led to off-task play behaviour. The teachers typically separated their students during important "core" lessons, and formed them into groups for "less important" learning tasks. The teachers stated that they developed adequate strategies, course and unit plans, and that the students received adequate academic feedback, but the students were not able to do their curricula. If students are not learning, then (for whatever reason) the teachers are somehow not teaching well.

The classroom climate is critical to students. Ten out of eighteen teachers stated that students appeared to be uncomfortable in making their academic needs known to teachers. Fifteen of the eighteen teachers regularly retaught lessons. The teachers should have addressed these (related) issues, and treated a positive classroom setting as a top priority.

The issue of discipline was critical to this study because students in grades five through nine regularly misbehaved prior to quitting school. The teachers claimed to regularly use a variety of preventive discipline measures, yet the students continued to misbehave. The teachers had a variety of supportive and corrective discipline strategies, yet the students continued to misbehave. A major source of frustration among the teachers was the strategy of negotiating with students over the

consequences for their behaviours. Some teachers believed that a student who broke the rules should receive an agreed-upon consequence and, since that technique was not enforced, these teachers tended to withdraw from disciplining students. Other teachers chose to yell "at the tops of their lungs" at students. The majority of teachers were unable to feel in control of their students, so allowed a form of anarchy to evolve in the classrooms. The reality was that some teachers had poorly developed methods of successfully disciplining the students in this study's target school.

CHAPTER 4

REVIEW OF THE STUDENT SURVEY

Method

One of the best aspects of this project was the integration of the opinions of the students. Breckman's (1996) longitudinal study of the study's school determined that by grade six, the students became disenchanted with their eduction in observable ways. In five school years, approximately two-thirds of the students in grades five and higher had attendance rates in the 56% to 74% range, and the other third had attendance rates below 50% (Breckman, p. 26). During the years of Breckman's study (1991-1996), between twelve and sixteen students should have finished the school's highest grade, but only five actually did so.

The local education authority agreed to allow the students in grades five and higher to create, as part of their social studies program, their own questionnaire for this writer's study--and to then individually (and anonymously) answer the questionnaire after some discussion. Neither this writer nor the students' other teachers participated in the questionnaire's development; it reflects the students' own opinions on the topic presented by this project.

Although the format of the students' survey does not perfectly parallel the teachers' survey, it addresses several of the same issues that were the focus for concern in the teachers' questionnaire. Twenty-six students--the entire student

population present in grades five through nine on the days the questionnaire was completed in May, 1996--responded to the survey. Their responses are given in Table 32.

Overview of Results

question 1. Students were asked to respond to the statement "I prefer a very regular school day (no surprises). The students' opinions were nearly evenly split on this issue. Thirteen of the eighteen teacher respondents favoured maintaining consistent routines as part of their course development. A major theme of the literature dealing with the teaching of students with mild and moderate behaviour problems is that these students need highly structured learning situations (Rosenberg, Wilson, Maheady, & Sindelar, 1992). Nine students, however, strongly disagreed with highly structured school days, and may have equated consistency with monotony.

question 2. Students were asked to respond to the statement "I prefer friendly teachers." The significant majority of students preferred friendly teachers. Eleven teachers reported that they were "somewhat" friendly with their students, and four early years teachers considered themselves "very" friendly. The research agrees with the concept that friendly interaction is important in the schooling relationships between Native children and their teachers (Bower, 1997; Bull, 1991; Pull, 1991; Green, 1991; Foreman, 1991).

Table 32

Student Survey

Student Statements	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
I prefer a very regular school day (no surprises).	2	6	9	0	9
I prefer friendly teachers.	23	1	1	0	1
I prefer to work with my friends in class.	21	5	0	0	0
I like to see my work on display in the classroom or hallway.	4	5	6	2	9
I like my teacher to praise my work in front of my friends.	5	4	2	3	12
I prefer my teacher to give me compliments in private.	12	4	6	0	4
I prefer my teacher to give me the assignments and then leave me alone to do the work.	13	9	1	1	2
I work harder when the teacher yells at me to get my work done.	6	3	2	4	11
When I have problems in school, I prefer my teacher to talk about them with me in private.	15	3	5	0	3

(table continues)

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
When I have finished an assignment, I like to show my finished work to others in the classroom.	3	3	4	6	10
I prefer to show my finished work only to the teacher.	18	4	2	2	0
I fully understand the rules for behaviour in my classroom.	11	8	2	1	4
I fully understand the school-wide rules for behaviour.	16	4	3	1	2
I would probably behave better in school if my parents (or guardians) were asked to help me understand the rules.	9	4	3	2	8
I believe that consequences for behaviour should be absolute (no room for discussion).	3	2	12	3	6
I feel that students who break the rules are treated fairly in my classroom.	11	8	2	3	2

(table continues)

Teaching Strategies	Number of Responses in Each Likert Scale Category				
	SA	A	N	D	SD
I think homework is an important part of doing well in school.	20	4	1	0	1
I am willing to stay after school to get help from the teacher.	8	6	2	1	9
I would do regular homework if it was assigned to me.	15	2	1	0	8

Note. SA = strongly agree; A = somewhat agree; N = neither agree nor disagree; D = somewhat disagree; SD = strongly disagree.

question 3. Students were asked to respond to the statement " I prefer to work with my friends in class." Most students strongly agreed with this statement. The teachers also favoured incorporating group teaching methods: seventeen of the eighteen teacher respondents grouped students according to similar needs/abilities; ten grouped students according to leadership and cooperative learning qualities; fourteen grouped students to create competitive teams; thirteen grouped students to acquire academic skills; fifteen used group work to practise academic skills. As a cultural norm, Native children live and learn in cooperative environments, so the students and teachers who participated in this study mirrored normal learning patterns in the school (Foreman, 1991; Winther & Currie, 1987; Frideres, 1988; Sealey, 1980; Barber, Estrin, & Trumbull, 1995; Fris, 1988; Moore, 1987).

question 4. Students were asked to respond to the statement "I like to see my work on display in the classroom or hallway." The younger students liked to see their work on display; the older students did not. Sixteen of the eighteen teachers who responded to the survey put their students' work on display in the classroom or hallway--likely partly because the principals believed in doing it and partly because the teachers felt the practice would validate the learning process for the students involved. If all students must participate in the practice of displaying student work, then this practice interferes with the Bower's (1997) codes of freedom for each student to choose whether or not to participate. In some cases, putting work up for display equates being "singled out" for attention, which is unsettling to some Native children (Ward, 1992). Glasser (1986) wrote that it is humanly impossible to separate our feelings from our basic needs, and students who do not have the power of choice over what they do will "turn off" school. Glasser estimated that this turning off occurs in more than 50% of adolescents in school.

question 5. Students were asked to respond to the statement "I like my teacher to praise my work in front of my friends." The majority of students did not want their teachers to praise their work in public; however, fifteen of the eighteen teacher respondents believed that their students were motivated by public praise for work well done. This issue thus appears to be a source of conflict between students and teachers. Praising Native children in the classroom tends to unsettle them: they dislike being singled out, and may enter into what Ward (1992) refers to as a "mask

of silence," in which they fight against a teacher's mistaken good intentions by refusing to continue working with the teacher. The habit of non-Native teachers to give public praise to Native children who do not value it is an indication that conflicting student/teacher values are a core problem for modern education of Native children (Urion, 1991).

question 6. Students were asked to respond to the statement "I prefer my teacher to give me compliments in private." Most students preferred that any praise to be given for their work be given in private. Thirteen of the eighteen teacher respondents also reported that their students appeared to be motivated by private praise for their work. These positive private moments are critical in meeting the personal/cultural, as well as the educational, needs of Native students; they enable teachers and students to foster positive cross-cultural interpersonal dynamics (Ward, 1992), as opposed to participating in just academic relationships.

question 7. Students were asked to respond to the statement "I prefer my teacher to give me the assignments and then leave me alone to do the work." The majority of the students preferred to be left alone to do their assignments. Seventeen of the teacher respondents, however, reported constantly moving among their students and checking their work as a supportive discipline strategy. The teachers' behaviour was thus at odds with their students' preference. Elders in the community teach by example, and then allow children to learn independently. Native children, over

thousands of years, have learned via exploration and natural interaction; the elders did not constantly supervise these children (Battiste, 1994). Between the elders and the children, there existed a valued sense of trust that learning was occurring (Lazarus, 1992). By constantly patrolling their classrooms and checking that work was being done, the teachers in this study may mistakenly have signalled a lack of trust to the students. Breckman (1996), for example, found that two-thirds of the teenage students in this study's school had attitudes dominated by hostility, aggression, and rejection of the authority of teachers, even though approximately two-thirds of the students also believed that the teachers "gave 'all' or 'most' of the personal encouragement and help" (p. 38) they needed to do well in school. Question 7 in this study's student survey may be seen to highlight one of the causal factors in this problem.

question 8. Students were asked to respond to the statement "I work harder when the teacher yells at me to get my work done." Most of the students felt that they did not work harder in response to teachers' "yelling" at them. Ten of the eighteen teacher respondents also felt that yelling was an ineffective corrective discipline strategy. Native children are typically sensitive to scolding, punishment, and confrontation, and they tend to respond by withdrawing from participation in the activity. "I won't work with you" may be the students' normal response for confrontation situations such as teachers yelling at them (Lazarus, 1982; Larose, 1991).

question 9. Students were asked to respond to the statement "When I have problems in school, I prefer my teacher to talk about them with me in private." The majority of students strongly agreed with this statement. Sixteen of the eighteen teacher respondents, however, reported forcefully telling students to "get back to work" as a supportive discipline strategy. Ten of the teachers also favoured speaking to students privately after class as a corrective discipline technique. The teachers were trying to "cover all the bases" to correct problems with their students, but being forceful inside the classroom can easily generate an "us against the teacher" attitude among the students.

question 10. Students were asked to respond to the statement "When I have finished an assignment, I like to show my work to others in the classroom." Most students did not like to show their work to their peers, yet sixteen of the teacher respondents habitually displayed students' work in the classroom or hallway. Typically, all students' work in some classrooms was put on display, whether or not the students wanted to participate. In these cases, the students were denied their cultural right to participate in the learning process according to their own preferences. The goal of education, even in terms of the issue of putting student work on display, should be "to teach them to be proud. You help the kid stand with his head held high, and he will decide for himself where he is going" (Dawson, 1988, p. 48). The students in this study's school should have been allowed to choose (or refuse) to put their work on display.

question 11. Students were asked to respond to the statement "I prefer to show my finished work only to the teacher." The majority of students' agreement with this statement closely corresponds to their preference not to have their work publicly displayed (in response to the previous question).

question 12. The students were asked to respond to the statement "I fully understand the rules for behaviour in my classroom." Most of the students felt that they understood their classroom rules. All eighteen of the teacher respondents reported having pre-set expectations for student behaviour, and also reported being forceful in preventive discipline interactions about rules. Misbehaviours, then, were deliberate; students broke the rules on purpose, despite the teachers' consistent application of consequences for misbehaviours. Misbehaviours were overt statements of disrespect by the students. Breckman's (1996) polling of parents and teachers in this school resulted in the following summation: "In general parents and teachers feel that students have little or no respect for anyone or anything. . . . approximately 1/3 of the students indicate they 'seldom' or 'never' show respect to teachers" (p. 33).

question 13. Students were asked to respond to the statement "I fully understand the school-wide rules for behaviour." The majority of students understood the school-wide rules; these rules were posted by each classroom door. All the teachers who participated in this study reported having verbally stated (and periodically restated) the rules to their students. In addition, the principal restated the

rules in first-day assemblies each year. At times, education authority personnel would come to the school to restate the rules in the community's Cree dialect.

question 14. Students were asked to respond to the statement "I would probably behave better in school if my parents (or guardians) were asked to help me understand the rules." Nine younger students strongly agreed that they would behave better if their parents became involved, but eight older students strongly disagreed that their parents could affect their behaviour in school. Only six of the eighteen teacher respondents, moreover, agreed that soliciting parental support would correct discipline problems. One reason parents may not have helped the teachers overcome misbehaviours was that most Native parents do not punish children who have problems. The children are allowed to learn by making mistakes and are expected to find their own solutions in life. Native people respect each other's uniqueness, not their ability to conform to outside authority. At one time, "punishment" was almost unknown to Native people; Native parents do not appreciate being taken to school to help teachers punish their children (Bull, 1991; Bower, 1997). Our teacher training institutions should be responsible for properly training teachers to teach Native children within the cultural norms of their society (Elofson & Elofson, 1988).

question 15. Students were asked to respond to the statement "I believe that consequences for behaviour should be absolute (no room for discussion)." The students' majority opinion was "neither agree nor disagree." Seventeen of the

eighteen teacher respondents reported that they consistently applied consequences as a corrective discipline strategy. A source of conflict between teachers and students was that the students expected their misbehaviours to be met with bargaining and resolution, not with consistent, inflexible, punishing consequences.

question 16. Students were asked to respond to the statement "I feel that students who break the rules are treated fairly in my classroom." Most students felt they were fairly treated in their classes (yet they chose to misbehave by being absent, tardy, or off task). The core implication of the students' response was that they rejected their education, not that they were treated badly by teachers.

question 17. Students were asked to respond to the statement "I think homework is an important part of doing well in school." Twenty of the twenty-six student respondents "strongly agreed" with this statement. Although teacher experiences with homework assignments were unsuccessful, the students appeared to support, in principle at least, the concept of doing extra work outside of class time. If a jump from "no extra work at all" to "lots of extra work at home" is too big for students, then perhaps providing supervised opportunities to do extra work after school or in the evenings would be a viable initiative. Another successful strategy might be to encourage students to perceive homework as relevant to their interests.

question 18. The majority of students stated that they would be willing to stay after school to get help, but none of the eighteen teacher respondents reported staying after school for one-to-one instruction. This writer believes that the main cause for such a wide rift in responses was related to the weather: in winter, the temperature often fell below -40^{0}C, and the students chose to take the bus home right after school, rather than walk. Most schools offer an extensive list of extra-curricular activities, but this study's school had none. Perhaps if students (and teachers) were in the habit of staying after school for extra-curricular activities, and if bus transportation were available to students at 4:30 p.m., more students (and teachers) would have participated in extra learning opportunities outside of regular school hours.

question 19. Students were asked to respond to the statement "I would do regular homework if it was assigned to me." Most students reported a willingness to do homework, but only three of the eighteen teacher respondents reported having had success in assigning homework. No high school classes were regularly assigned homework in the two years of data collection for this project. The main reason was that assignments, materials, writing tools, reference books, etc., were not returned to the school. This writer, for example, assigned several "high interest/low vocabulary" novels to be read as homework assignments, but had to discontinue the practice because the books and assignment materials were not brought back to class. The loss to the school represented several hundred dollars, and the administration was highly displeased with this writer's efforts to provide homework experiences for the students.

Summary of Student Issues that May Have Affected Student Retention

The efforts by the students of this study's school to address the teaching strategies of their teachers offer several insights into their rejection of the education provided in their school. The majority of students endorsed the following teaching practices:

- being friendly with students,
- allowing students to work with their friends in class,
- giving praise to students in private conversations,
- giving assignment instructions and then leaving the students alone to get their work done,
- discussing problems with the students in private,
- having students show their work to teachers privately,
- staying to provide one-on-one assistance to students after school, and
- assigning homework.

On the other hand, the students generally rejected the following teaching practices:

- putting student work on display,
- giving praise to students in public,
- "yelling at" students to get back on task,
- having students show their work to peers in class, and
- involving the students' parents (or guardians) in disciplinary decisions for older students.

The students reported understanding the classroom and school-wide rules, and felt that they were treated fairly in school. However, they tended to be indifferent toward rigid application of consequences (because the general practice of the school was to negotiate consequences on a case-by-case basis).

Were a new teacher to read the above lists of endorsements/rejections, that person might assume that these issues could be reasonably resolved through teacher intervention. Where teacher survey responses differ significantly from the students', however, solutions to the differences may not be as easy as just "giving in" to student preferences. For example, the teachers used physical proximity while students were working (moving around the room, checking on student progress) as a supportive discipline tactic. The students may prefer being left alone to do their work, but teachers realize that it is preferable to prevent off-task behaviour by physical proximity than it is to correct off-task behaviour by punishment. Furthermore, a mutually respectful classroom climate is difficult to nurture when the teachers perceive the students as "seldom" or "never" showing them respect.

In other aspects, however, this study's teachers would have been better advised to respect their students' wishes:

- not to publicly display student work,
- not to praise student work in front of the students' peers,
- not to "yell" at students, and
- not to forcefully confront students in front of their peers.

Furthermore, even though the teachers' experiences were that assigning extra work as homework or offering to stay after school for one-to-one assistance was not productive, the students reported a willingness to do it--and stated a perception that extra work was necessary in order to succeed academically. Therefore, new teachers would be well advised to "try out" a few homework assignments, being careful not to make these assignments dependent upon the students taking home expensive resources (for example, books or calculators).

In summary, although a certain degree of incompatibility of opinion is inevitable in any grade school student/teacher situation (because of the parties' respective roles and disparate ages), teachers must be responsible for eliciting feedback from their students that will help them to address the differences that can be accommodated within the classroom, and advocating for appropriate school-wide changes. Perhaps it is naive to assume that non-Native teachers can bridge the gap that exists between their cultural patterns (which have been reinforced throughout their own schooling experiences) and those of their Native students in remote communities. Nevertheless, some effort must be made. Students who say they are willing to do homework must be respected for having a desire to do well in school.

CHAPTER 5

DISCUSSION

This project was developed to explore the problem of student rejection of the education services in a rural, northern Manitoba Native community. The teachers prepared a series of questions that they felt would address the problems they were experiencing. The students independently prepared their own series of questions about issues of concern to them. This writer hoped that some answers to the problem of student retention would emerge because the typically high drop-out rate (82% in the grade nine 1995-96 class) in the study school affects everyone concerned: the students, the community, the teachers and administrators. When teenage students fail to complete grade schooling in a small community, the school itself must be seen as the principal causal agent in the process.

Several factors emerged as contributing to the community's teenage children's decision to abandon school. The teaching staff members were fully qualified to teach in the urban, southern school system, but they were poorly prepared to teach in a rural, northern Native schooling environment. Few teachers had Native studies training. Only the Native teachers and local education assistance staff members could speak the local Cree dialect or relate to the cultural norms of the community. Not one teacher had taken a university credit course in actually teaching Native children. The teachers asserted that their classroom management abilities were strengthened by their experiences in the school, but most finished their employment terms without a

true appreciation of knowledge of Native-based classroom management techniques. Furthermore, the majority of the teaching staff felt that they received little or no help from others about the problem of teaching their students in the best possible manner--even though the education authority staff and school principals welcomed dialogue with the teachers.

The results of the teacher survey showed that the teachers taught the regular Manitoba curriculum in ways typical of most urban-based classroom teachers, They were encouraged to develop new ideas for their curriculum plans, but most of the teachers did not know what else to do--except what had worked for them as students. Most of the staff were new teachers with a year or less of full-time teaching experience. Seven of the eighteen teacher respondents in this study believed that teacher-directed lectures were effective for grades five through nine--revealing a relative lack of experience in working with other instructional methods. The teachers also tended to teach the same lesson the same way to all students in their classes--even in multi-grade classrooms--rather than offer differentiated learning according to the differentiated needs of their students.

As the students in this study's school grew into teenagers, their dissatisfaction with school generally developed into overt rejection. Upper grade teachers in the study had difficulty getting students to complete assignments, and they were unsuccessful at creating proactive plans to solve the problems of incomplete assignments and misbehaviours. Although group work was a frequent part of the classroom environment, positive academic growth did not occur. Few of the teachers

had taken training in group dynamics, so off-task behaviours during group work frequently stunted academic progress. In order to solve the problem of students' inability (or unwillingness) to participate in sustained learning tasks--and to maximize the chances for task completion, the teachers used short-term assignments which resulted in a rather disjointed approach to accomplishing curriculum objectives. When seventeen out of eighteen teacher respondents reported that they had to reteach lessons (repeatedly), there were classroom teaching weaknesses that needed to be addressed.

The areas of preventive discipline, supportive discipline, and corrective discipline were especially noteworthy because the final precursor to students finally quitting school or preparing to quit school was denoted by an almost endless series of misbehaviours. The teaching staff tried many ideas and techniques to address the misbehaviours of their students, but without much success. The issue was not that the teachers could have worked harder to control their students, but that the students fundamentally rejected the process under which their teachers had been trained. The students did not necessarily know what other system would work, but they definitely rejected the one that was in place in their school.

Other northern rural Native communities share the problem of children's rejecting the school system. Recent research has shown that schools with Native-based education by teachers who are trained to respect Native cultures, norms, and learning styles retain large numbers of their students, and that these students appear to gladly accept the opportunity to learn through to graduation. Teachers who are thus

trained are better able to develop teaching programs that Native students find relevant to their academic and personal needs.

Isolated rural Native communities, as exemplified by the community in this study, are lavish in their support of the education of their children. This study has demonstrated one cause of student withdrawal to be the students' rejection of the education delivered to them, in spite of their belief that a good education would benefit their lives. The teachers were competent by urban, Euro-Canadian school standards, but admitted their lack of knowledge of Native-based learning needs--and the culturally-appropriate methods which would be appropriate to satisfy these needs.

One solution that would lessen the negative impact of teacher unpreparedness in Native communities would be to deliver courses in teaching Native children as part of the prescribed teacher education certification program. A "major" program could include training in Native cultural issues, languages, learning styles and art, as well as practice-teaching in Native communities and conducting research in terms of reviews of related literature. Graduates of such a program would be much better prepared to teach Native children within the schooling context of Native communities.

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Appendix A.1.

Teacher Survey

TEACHING PRACTICES IN A NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF TEACHERS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

TEACHER TRAINING AND EXPERIENCE

Please answer the following questions in the spaces provided. (Attach a paper if you need more space.)

(1) How many years of grade-school teaching experience did you have prior to teaching in [this community]?

_____

(2) What were your professional qualifications at the time?

_____

(3) If you had a university degree, what were your subject area specializations?

_____

(4) How many credit hours of courses had you taken in the following subjects:

Cree language? _____

Native studies? _____

Student behaviour management? _____

Second-language teaching? _____

(5) If your teaching experiences in [this community] made you decide to undertake more professional training, on what subject areas did you focus?

_____

(6) What university courses would you suggest for a teacher-in-training who is preparing to teach in [this community]?

_____

(7) What teaching abilities do you feel were strengthened by your experiences in [this community]?

_____

(8) What professional development activities did you find most helpful during the time you spent in [this community]?

_____

(9) What advice from others (administrators, teachers, support staff, parents) did you find most helpful during the time you spent in [this community]?

_____

PERSONAL TEACHING STYLE

In the space given beside each of the following statements, please indicate whether you:

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree
5 - strongly disagree

(1) In terms of course planning,

___ I prepared daily lesson plans several days ahead of time.

___ I incorporated individual units into an overall plan for the year.

___ I experimented with new ideas for curriculum development.

(2) In terms of lesson planning,

___ teacher-directed lectures were more effective than student-directed discussions.

___ having everyone work on the same assignments at the same time was more effective than having students work on individualized assignments.

___ concrete, hands-on seatwork was more effective than abstract, theory-based activities.

(3) In terms of classroom environment,

___ I took a business-like approach, rather than being "friendly" with students.

___ I expected my students to follow a strict code for appropriate behaviours.

___ a mutually positive learning environment was relatively easy to establish and maintain.

(4) In terms of student assignments,

___ I was able to require each student to complete every assignment.

___ clearly established time-lines worked better than flexibly negotiated time-lines.

(5) In terms of my teaching relationships with other adults in the school,

___ I felt comfortable sharing my teaching problems with other teachers.

___ I felt comfortable sharing my teaching problems with administrators.

___ I felt comfortable making arrangements for others (administrators, teachers, support staff, parents) to help out in my classroom.

___ teachers were paired (or otherwise grouped) according to their levels of experience, so that more senior teachers could help junior teachers establish effective teaching strategies.

TEACHING METHODS

Please use these numbers to indicate the extent to which you incorporated each of the following strategies into your teaching practice:

1 - very often
2 - often
3 - sometimes
4 - seldom
5 - very seldom

(1) Community/culture:

___ incorporating Native issues into curriculum materials

___ teaching academic courses in Cree

___ bringing elders into the classroom on a regular basis

___ including sharing circles in the weekly school routine

___ providing professional personal counselling in school for students and their families

___ adjusting the school calendar to allow students to accompany their families on trap lines and to fishing camps

(2) Peer support:

___ grouping students according to similar needs/abilities

___ grouping students according to leadership and "cooperative learning" qualities, rather than academic needs/abilities

___ grouping students in order to create competitive teams

___ using group work to acquire academic skills

___ using group work to practise academic skills

(3) Course development:

___ planning short course units to give students short-term goals for completion of assignments

___ planning long course units to give students term-end goals for completion of assignments

___ incorporating "fun" activities into lesson plans

___ maintaining consistent routines in lesson plans (i.e. no "surprises")

___ using self-directed learning strategies instead of teacher-directed learning plans

(4) Academic feedback:

___ putting students' work on display in the classroom or hallway

___ using concrete rewards for academic performance

___ providing feedback in terms of letter grades or percentages

___ providing verbal or written "anecdotal" feedback

(5) Extrinsic rewards:

___ rewarding positive behaviours in school (such as regular attendance and academic progress) with periodic field trips out of town

___ giving financial rewards (or prizes) for passing each grade level

PERSONAL STRATEGIES

For the period of time you spent in [this community], please indicate whether each of the following statements was: 1 - true all of the time, 2 - true most of the time, 3 - not applicable to your situation, 4 - false most of the time, or 5 - false all of the time.

(1) Student evaluation:

___ I made frequent, ongoing anecdotal notes of each student's progress.

___ I recorded letter grades or percentages for each assignment.

___ I regularly shared my students' progress with other teachers.

___ I regularly shared my students' progress with school administrators.

___ My students appeared to be motivated by public praise for work well done.

___ My students appeared to be motivated by private praise from me for work well done.

(2) Group-based learning:

___ I included group-based activities in most of my unit plans.

___ My students appeared to learn well in group-based activities.

___ I felt comfortable in dividing grades equally among the members of the group responsible for each assignment.

___ Groups tended to share their learning easily with members of other groups.

___ Leadership roles were successfully rotated among the members of different groups.

(3) Individualized instruction:

___ It was relatively easy to incorporate the needs/interests of individual students into unit plans.

___ I was able to give one-to-one instruction during class-time to students who needed extra help.

___ Students who needed extra help were willing to stay after school for one-to-one instruction.

(4) Curriculum adaptations:

___ I diverted from the Manitoba Education curriculum guides to develop units of local interest.

___ I gave culturally-relevant programming (hunting, skinning game, wilderness survival, etc.) credit weighting equal to core academic programming.

___ I had more success in teaching portions of the curriculum as separate entities, rather than using the "whole learning" approach.

___ I needed to supplement the "whole language" approach with routine drill exercises focused on specific reading, writing, speaking and listening skills.

For the period of time you spent in [this community], please indicate whether each of the following statements was: 1 - true all of the time, 2 - true most of the time, 3 - not applicable to your situation, 4 - false most of the time, or 5 - false all of the time.

(5) Program planning:

___ Teachers "teamed up" to produce units or to share lesson plans.

___ The principal solicited teacher participation in making programming decisions.

___ I was able to choose what grade level and/or subject areas I taught.

___ Community members (parents and other community resource people) were invited to participate in overall school program planning.

___ The school administration encouraged teachers to vary program components so that the students would be exposed to a wide variety of topics and to different learning styles and strategies.

(6) Classroom climate:

___ Students who did not understand course materials appeared to feel comfortable in making their needs known in class.

___ I often found that lesson materials had to be retaught for the majority of classroom members.

___ I found that using a variety of instructional tools (videos, reading and writing activities, discussions, etc.) was helpful in reinforcing lesson components.

___ Students were eager to help maintain a cheerful classroom environment by helping with housekeeping chores such as cleaning brushes or tidying work areas.

(7) Classroom setting:

___ I found commercially-produced display visuals to have more effect on student learning than teacher-made display visuals.

___ I found grouping student desks (or having students sit together at tables) to be more conducive to learning than having students sit at separate desks (or individually at tables).

___ The classroom furnishings (desks, tables, chairs, shelving, etc.) were appropriate for my instructional needs.

(8) Parental involvement:

___ I maintained regular contact with my students' parents, in addition to report-card interviews at school.

___ Students with parents whom I contacted regularly performed better in school than students with parents whom I did not contact regularly.

___ The rate of success I had with homework assignments indicated that my students' parents supported their efforts to do well in school.

CLASSROOM MANAGEMENT

For the period of time you spent in [this community], please indicate whether each of the following statements was:
1 - effective all of the time
2 - effective most of the time
3 - not applicable to your situation
4 - ineffective most of the time
5 - ineffective all of the time

(1) Preventive discipline - i.e., keeping classroom misbehaviours from occurring:

___ having pre-set expectations for classroom behaviours

___ planning interesting classroom learning experiences

___ being forceful in interactions with students

___ making sure students fully understand classroom rules (which may be very different than home/community rules)

___ letting students participate in the rule-setting process

___ being strict in expecting students to follow classroom rules

___ planning lessons to teach students appropriate classroom behaviours

(2) Supportive discipline - i.e., keeping students "on-task" in the classroom:

___ using direct and indirect communication signals

___ using physical proximity

___ constantly moving among students and checking their work

___ removing obvious distractions from the classroom

___ forcefully telling students to "get back to work"

___ gently asking students to "get back to work"

___ planning frequent changes in classroom activities

___ separating off-task students

___ terminating the lesson early and moving on to something else

CLASSROOM MANAGEMENT (continued)

For the period of time you spent in [this community], please indicate whether each of the following statements was:
1 - effective all of the time
2 - effective most of the time
3 - not applicable to your situation
4 - ineffective most of the time
5 - ineffective all of the time

(3) Corrective discipline - i.e., dealing with classroom misbehaviours:

___ consistently applying consequences

___ treating misbehaviours on a case-by-case basis

___ encouraging peer disapproval (i.e., peers disciplining peers)

___ asking for administrative help

___ using corporal (physical) punishment

___ "yelling" at the class

___ using recess-time detentions

___ using "time-outs"

___ using after-school detentions

___ speaking to individual students privately after class

___ soliciting parental support

___ addressing students' personal problems

___ denying favourite activities or "fun time"

___ trying to maintain student/teacher relationships while applying consequences

___ trying to guide students toward appropriate behaviours while applying consequences

___ "giving up" on students with long-term pervasive conduct disorders

___ seeking administrative help in dealing with long-term pervasive conduct disorders

___ using contracts wherein students agree to specific behaviour changes

___ using concrete "step" programs that match specific behaviours with specific consequences

___ negotiating with students the consequences for their misbehaviours

___ tailoring classroom teaching strategies to the needs of specific conduct-disordered students

Appendix A.2.

Student Survey

TEACHING PRACTICES IN A NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF STUDENTS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

STUDENT SURVEY

In the space given beside each of the following statements, please indicate whether you:

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree
5 - strongly disagree

(1) ___ I prefer a very regular school day (no surprises).

(2) ___ I prefer friendly teachers.

(3) ___ I prefer to work with my friends in class.

(4) ___ I like to see my work on display in the classroom or hallway.

(5) ___ I like my teacher to praise my work in front of my friends.

(6) ___ I prefer my teacher to give me compliments in private.

(7) ___ I prefer my teacher to give me the assignments and then leave me alone to do the work.

(8) ___ I work harder when the teacher yells at me to get my work done.

(9) ___ When I have problems in school, I prefer my teacher to talk about them with me in private.

(10) ___ When I have finished an assignment, I like to show my work to others in the classroom.

(11) ___ I prefer to show my finished work only to the teacher.

(12) ___ I fully understand the rules for behaviour in my classroom.

(13) ___ I fully understand the school-wide rules for behaviour.

(14) ___ I would probably behave better in school if my parents (or guardians) were asked to help me understand the rules.

(15) ___ I believe that consequences for behaviour should be absolute (no room for discussion).

(16) ___ I feel that students who break the rules are treated fairly in my classroom.

(17) ___ I think homework is an important part of doing well in school.

(18) ___ I am willing to stay after school to get help from the teacher.

(19) ___ I would do regular homework if it was assigned to me.

Appendix A.3.

Teacher Survey Results

TEACHING PRACTICES IN AN ISOLATED NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF EIGHTEEN TEACHERS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

(18 teachers answered the following questions in the spaces provided)

(1) Question:

How many years of grade-school teaching experience did you have prior to teaching in [this community]?

Responses:

0 years -	10	2 years -	0	4 years -	0
1 year -	5	3 years -	0	5+ years -	3

(2) Question:

What were your professional qualifications at the time?

Responses:

basic 4-year teacher certificate -	13
second degree related to education -	5
third degree related to education -	0

(3) Question:

If you had a university degree, what were your subject area specializations?

Responses:

elementary education -	14	philosophy -	1
science -	2	music -	1
special education -	2	mathematics -	1
physical education -	1	vocational -	2
English -	1	(computer, industrial arts)	

(4) Question:

How many credit hours of courses had you taken in the following subjects:

Responses:

Cree language:

0 cr. hrs -	16	6 cr. hrs -	1		
3 cr. hrs -	1				

Native studies:

0 cr. hrs -	10	6 cr. hrs -	3		
3 cr. hrs -	4	9 cr. hrs -	1		

Student behaviour management:

0 cr. hrs -	5	6 cr. hrs -	5	9+ cr. hrs -	2
3 cr. hrs -	6	9 cr. hrs -	1		

Second-language teaching:

0 cr. hrs -	13	6+ cr. hrs -	1
3 cr. hrs -	4		

(5) Question:

If your teaching experiences in [this community] made you decide to undertake more professional training, on what subject areas did you focus?

Responses:

no response -	5	mathematics -	2
classroom management -	4	language arts -	2
Native studies -	4	motivation -	1
English as a Second Lang.-	4	remedial education -	1
Cree language -	3	computer applications -	1
special needs -	2		

(6) Question:

What university courses would you suggest for a teacher-in-training who is preparing to teach in [this community]?

Responses:

Native studies -	8	computer applications -	1
English as a Second Lang.-	6	special needs -	1
classroom management -	6	language arts -	1
Cree language -	5	stress management -	1
special education -	3	no response -	1
mathematics -	2		

(7) Question:

What teaching abilities do you feel were strengthened by your experiences in [this community]?

Responses:

classroom management -	13	all areas -	1
flexible program planning -	3	Native education -	1
English as a Second Lang.-	2	reading assessment -	1
patience -	1	no response -	1
lesson planning -	1		

(8) Question:

What professional development activities did you find most helpful during the time you spent in [this community]?

Responses:

none -	12
S.A.G. (annual "Special Interest Groups" in Winnipeg) -	5
ESL (English as a Second Language) video -	2

(9) Question:

What advice from others (administrators, teachers, support staff, parents) did you find most helpful during the time you spent in [this community]?

Responses:

none -	11	control of students -	1
don't get discouraged -	2	advice on sniffers -	1
don't expect much -	1	supportive counselling -	1

PERSONAL TEACHING STYLE

In the space given beside each of the following statements, please indicate whether you:

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree
5 - strongly disagree

(1) In terms of course planning,

Statement:
I prepared daily lesson plans several days ahead of time.
Responses:
1 - 10 2 - 6 3 - 0 4 - 2 5 - 0

Statement:
I incorporated individual units into an overall plan for the year.
Responses:
1 - 10 2 - 7 3 - 0 4 - 1 5 - 0

Statement:
I experimented with new ideas for curriculum development.
Responses:
1 - 6 2 - 10 3 - 1 4 - 0 5 - 1

(2) In terms of lesson planning,

Statement:
teacher-directed lectures were more effective than student-directed discussions.
Responses:
1 - 7 2 - 5 3 - 2 4 - 2 5 - 2

Statement:
having everyone work on the same assignments at the same time was more effective than having students work on individualized assignments.
Responses:
1 - 1 2 - 10 3 - 1 4 - 2 5 - 4

Statement:
concrete, hands-on seatwork was more effective than abstract, theory-based activities.
Responses:
1 - 12 2 - 6 3 - 0 4 - 0 5 - 0

(3) In terms of classroom environment,

Statement:
I took a business-like approach, rather than being "friendly" with students.
Responses:
1 - 3 2 - 0 3 - 0 4 - 11 5 - 4

Statement:
I expected my students to follow a strict code for appropriate behaviours.
Responses:
1 - 8 2 - 7 3 - 1 4 - 1 5 - 1

Statement:
a mutually positive learning environment was relatively easy to establish and maintain.
Responses:
1 - 4 2 - 6 3 - 1 4 - 6 5 - 1

(4) In terms of student assignments,

Statement:
I was able to require each student to complete every assignment.
Responses:
1 - 3 2 - 5 3 - 0 4 - 7 5 - 3

Statement:
clearly established time-lines worked better than flexibly negotiated time-lines.
Responses:
1 - 5 2 - 4 3 - 1 4 - 4 5 - 4

(5) In terms of my teaching relationships with other adults in the school,

Statement:
I felt comfortable sharing my teaching problems with other teachers.
Responses:
1 - 7 2 - 9 3 - 0 4 - 1 5 - 1

Statement:
I felt comfortable sharing my teaching problems with administrators.
Responses:
1 - 4 2 - 7 3 - 0 4 - 0 5 - 7

Statement:

I felt comfortable making arrangements for others (administrators, teachers, support staff, parents) to help out in my classroom.

Responses:

1 - 1 2 - 3 3 - 6 4 - 5 5 - 3

Statement:

teachers were paired (or otherwise grouped) according to their levels of\ experience, so that more senior teachers could help junior teachers establish effective teaching strategies.

Responses:

1 - 0 2 - 1 3 - 1 4 - 1 5 - 15

TEACHING METHODS

Please use these numbers to indicate the extent to which you incorporated each of the following strategies into your teaching practice:

1 - very often 3 - sometimes 4 - seldom
2 - often 5 - very seldom

(1) Community/culture:

Statement:

incorporating Native issues into curriculum materials

Responses:

1 - 7 2 - 7 3 - 4 4 - 0 5 - 0

Statement:

teaching academic courses in Cree

Responses:

1 - 3 2 - 5 3 - 2 4 - 0 5 - 8

Statement:

bringing elders into the classroom on a regular basis

Responses:

1 - 2 2 - 4 3 - 4 4 - 0 5 - 8

Statement:

including sharing circles in the weekly school routine

Responses:

1 - 5 2 - 3 3 - 3 4 - 1 5 - 6

Statement:
providing professional personal counselling in school for students and their families
Responses:
1 - 6 2 - 2 3 - 4 4 - 0 5 - 6

Statement:
adjusting the school calendar to allow students to accompany their families on trap lines and to fishing camps
Responses:
1 - 4 2 - 5 3 - 6 4 - 0 5 - 3

(2) Peer support:

Statement:
grouping students according to similar needs/abilities
Responses:
1 - 5 2 - 12 3 - 1 4 - 0 5 - 0

Statement:
grouping students according to leadership and "cooperative learning" qualities, rather than academic needs/abilities
Responses:
1 - 2 2 - 8 3 - 5 4 - 2 5 - 1

Statement:
grouping students in order to create competitive teams
Responses:
1 - 8 2 - 6 3 - 4 4 - 0 5 - 0

Statement:
using group work to acquire academic skills
Responses:
1 - 5 2 - 8 3 - 2 4 - 2 5 - 1

Statement:
using group work to practise academic skills
Responses:
1 - 5 2 - 10 3 - 1 4 - 0 5 - 0

(3) Course development:

Statement:
planning short course units to give students short-term goals for completion of assignments
Responses:
1 - 8 2 - 6 3 - 4 4 - 0 5 - 0

Statement:
planning long course units to give students term-end goals for completion of assignments
Responses:
1 - 1 2 - 5 3 - 7 4 - 2 5 - 3

Statement:
incorporating "fun" activities into lesson plans
Responses:
1 - 9 2 - 7 3 - 2 4 - 0 5 - 0

Statement:
maintaining consistent routines in lesson plans (i.e. no "surprises")
Responses:
1 - 8 2 - 5 3 - 5 4 - 0 5 - 0

Statement:
using self-directed learning strategies instead of teacher-directed learning plans
Responses:
1 - 2 2 - 6 3 - 4 4 - 5 5 - 1

(4) Academic feedback:

Statement:
putting students' work on display in the classroom or hallway
Responses:
1 - 12 2 - 4 3 - 2 4 - 0 5 - 0

Statement:
using concrete rewards for academic performance
Responses:
1 - 8 2 - 6 3 - 3 4 - 1 5 - 0

Statement:
providing feedback in terms of letter grades or percentages
Responses:
1 - 10 2 - 4 3 - 1 4 - 3 5 - 0

Statement:
providing verbal or written "anecdotal" feedback
Responses:
1 - 6 2 - 10 3 - 0 4 - 2 5 - 0

(5) Extrinsic rewards:

Statement:
rewarding positive behaviours in school (such as regular attendance and academic progress) with periodic field trips out of town
Responses:
1 - 5 2 - 4 3 - 3 4 - 3 5 - 3

Statement:
giving financial rewards (or prizes) for passing each grade level
Responses:
1 - 3 2 - 5 3 - 2 4 - 2 5 - 6

PERSONAL STRATEGIES

For the period of time you spent in [this community], please indicate whether each of the following statements was: 1 - true all of the time, 3 - not applicable to your situation, 2 - true most of the time, 4 - false most of the time, or 5 - false all of the time.

(1) Student evaluation:

Statement:
I made frequent, ongoing anecdotal notes of each student's progress.
Responses:
1 - 4 2 - 14 3 - 0 4 - 0 5 - 0

Statement:
I recorded letter grades or percentages for each assignment.
Responses:
1 - 8 2 - 7 3 - 3 4 - 0 5 - 0

Statement:
I regularly shared my students' progress with other teachers.
Responses:
1 - 2 2 - 7 3 - 6 4 - 3 5 - 1

Statement:
I regularly shared my students' progress with school administrators.
Responses:
1 - 1 2 - 6 3 - 5 4 - 3 5 - 3

Statement:
My students appeared to be motivated by public praise for work well done.
Responses:
1 - 3 2 - 12 3 - 1 4 - 3 5 - 0

Statement:
My students appeared to be motivated by private praise from me for work well done.
Responses:
1 - 2 2 - 11 3 - 1 4 - 4 5 - 0

(2) Group-based learning:

Statement:
I included group-based activities in most of my unit plans.
Responses:
1 - 2 2 - 14 3 - 2 4 - 0 5 - 0

Statement:
My students appeared to learn well in group-based activities.
Responses:
1 - 0 2 - 15 3 - 0 4 - 3 5 - 0

Statement:

I felt comfortable in dividing grades equally among the members of the group responsible for each assignment.

Responses:

1 - 0 2 - 10 3 - 3 4 - 5 5 - 0

Statement:

Groups tended to share their learning easily with members of other groups.

Responses:

1 - 0 2 - 9 3 - 5 4 - 4 5 - 0

Statement:

Leadership roles were successfully rotated among the members of different groups.

Responses:

1 - 0 2 - 6 3 - 6 4 - 7 5 - 0

(3) Individualized instruction:

Statement:

It was relatively easy to incorporate the needs/interests of individual students into unit plans.

Responses:

1 - 2 2 - 12 3 - 0 4 - 4 5 - 0

Statement:

I was able to give one-to-one instruction during class-time to students who needed extra help.

Responses:

1 - 7 2 - 9 3 - 0 4 - 2 5 - 0

Statement:

Students who needed extra help were willing to stay after school for one-to-one instruction.

Responses:

1 - 0 2 - 0 3 - 0 4 - 3 5 - 15

(4) Curriculum adaptations:

Statement:

I diverted from the Manitoba Education curriculum guides to develop units of local interest.

Responses:

1 - 3 2 - 14 3 - 1 4 - 0 5 - 0

Statement:

I gave culturally-relevant programming (hunting, skinning game, wilderness survival, etc.) credit weighting equal to core academic programming.

Responses:

1 - 3 2 - 6 3 - 9 4 - 0 5 - 0

Statement:

I had more success in teaching portions of the curriculum as separate entities, rather than using the "whole learning" approach.

Responses:

1 - 4 2 - 10 3 - 4 4 - 0 5 - 0

Statement:

I needed to supplement the "whole language" approach with routine drill exercises focused on specific reading, writing, speaking and listening skills.

Responses:

1 - 5 2 - 10 3 - 3 4 - 0 5 - 0

(5) Program planning:

Statement:

Teachers "teamed up" to produce units or to share lesson plans.

Responses:

1 - 0 2 - 4 3 - 0 4 - 4 5 - 10

Statement:

The principal solicited teacher participation in making programming decisions.

Responses:

1 - 0 2 - 4 3 - 2 4 - 8 5 - 5

Statement:

I was able to choose what grade level and/or subject areas I taught.

Responses:

1 - 0 2 - 0 3 - 5 4 - 4 5 - 9

Statement:

Community members (parents and other community resource people) were invited to participate in overall school program planning.

Responses:

1 - 1 2 - 1 3 - 1 4 - 8 5 - 7

Statement:

The school administration encouraged teachers to vary program components so that the students would be exposed to a wide variety of topics and to different learning styles and strategies.

Responses:

1 - 3 2 - 13 3 - 2 4 - 0 5 - 0

(6) Classroom climate:

Statement:

Students who did not understand course materials appeared to feel comfortable in making their needs known in class.

Responses:

1 - 0 2 - 8 3 - 0 4 - 10 5 - 0

Statement:

I often found that lesson materials had to be retaught for the majority of classroom members.

Responses:

1 - 2 2 - 15 3 - 0 4 - 1 5 - 0

Statement:

I found that using a variety of instructional tools (videos, reading and writing activities, discussions, etc.) was helpful in reinforcing lesson components.

Responses:

1 - 13 2 - 4 3 - 0 4 - 1 5 - 0

Statement:

Students were eager to help maintain a cheerful classroom environment by helping with housekeeping chores such as cleaning brushes or tidying work areas.

Responses:

1 - 4 2 - 7 3 - 0 4 - 6 5 - 1

(7) Classroom setting:

Statement:

I found commercially-produced display visuals to have more effect on student learning than teacher-made display visuals.

Responses:

1 - 0 2 - 8 3 - 5 4- 5 5 - 0

Statement:

I found grouping student desks (or having students sit together at tables) to be more conducive to learning than having students sit at separate desks (or individually at tables).

Responses:

1 - 2 2 - 10 3 - 1 4 - 3 5 - 2

Statement:

The classroom furnishings (desks, tables, chairs, shelving, etc.) were appropriate for my instructional needs.

Responses:

1 - 6 2 - 9 3 - 1 4 - 1 5 - 1

(8) Parental involvement:

Statement:
I maintained regular contact with my students' parents, in addition to report-card interviews at school.
Responses:
1 - 2 2 - 3 3 - 1 4 - 10 5 -2

Statement:
Students with parents whom I contacted regularly performed better in school than students with parents whom I did not contact regularly.
Responses:
1 - 1 2 - 1 3 - 5 4 - 11 5 - 1

Statement:
The rate of success I had with homework assignments indicated that my students' parents supported their efforts to do well in school.
Responses:
1 - 1 2 - 3 3 - 7 4 - 6 5 - 1

CLASSROOM MANAGEMENT

For the period of time you spent in [this community], please indicate whether each of the following statements was:

1 - effective all of the time
2 - effective most of the time
3 - not applicable to your situation
4 - ineffective most of the time
5 - ineffective all of the time

(1) Preventive discipline - i.e., keeping classroom misbehaviours from occurring:

Statement:
having pre-set expectations for classroom behaviours
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
planning interesting classroom learning experiences
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
being forceful in interactions with students
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
making sure students fully understand classroom rules (which may be very different than home/community rules)
Responses:
1 - 6 2 - 11 3 - 0 4 - 1 5 - 0

Statement:
letting students participate in the rule-setting process
Responses:
1 - 3 2 - 8 3 - 6 4 - 1 5 - 0

Statement:
being strict in expecting students to follow classroom rules
Responses:
1 - 6 2 - 12 3 - 0 4 - 0 5 - 0

Statement:
planning lessons to teach students appropriate classroom behaviours
Responses:
1 - 4 2 - 10 3 - 3 4- 0 5 - 0

(2) Supportive discipline - i.e., keeping students "on-task" in the classroom:

Statement:
using direct and indirect communication signals
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
using physical proximity
Responses:
1 - 5 2 - 12 3 - 0 4 - 1 5 - 0

Statement:
constantly moving among students and checking their work
Responses:
1 - 5 2 - 12 3 - 0 4 - 1 5 - 0

Statement:
removing obvious distractions from the classroom
Responses:
1 - 4 2 - 10 3 - 1 4 - 3 5 - 0

Statement:
forcefully telling students to "get back to work"
Responses:
1 - 1 2 - 15 3 - 2 4 - 0 5 - 0

Statement:
gently asking students to "get back to work"
Responses:
1 - 2 2 - 9 3 - 1 4 - 5 5 - 1

Statement:
planning frequent changes in classroom activities
Responses:
1 - 3 2 - 12 3 - 0 4 - 2 5 - 0

Statement:
separating off-task students
Responses:
1 - 6 2 - 11 3 - 1 4 - 0 5 - 0

Statement:
terminating the lesson early and moving on to something else
Responses:
1 - 0 2 - 7 3 - 2 4 - 8 5 - 1

_ (3) Corrective discipline - i.e., dealing with classroom misbehaviours:

Statement:
consistently applying consequences
Responses:
1 - 5 2 - 12 3 - 0 4 - 1 5 - 0

Statement:
treating misbehaviours on a case-by-case basis
Responses:
1 - 2 2 - 13 3 - 0 4 - 3 5 - 0

Statement:
encouraging peer disapproval (i.e., peers disciplining peers)
Responses:
1 - 2 2 - 6 3 - 3 4 - 6 5 - 1

Statement:
asking for administrative help
Responses:
1 - 0 2 - 6 3 - 3 4 - 5 5 - 4

Statement:
using corporal (physical) punishment
Responses:
1 - 0 2 - 0 3 - 7 4 - 1 5 - 10

Statement:
"yelling" at the class
Responses:
1 - 0 2 - 8 3 - 0 4 - 7 5 - 3

Statement:
using recess-time detentions
Responses:
1 - 1 2 - 6 3 - 3 4 - 5 5 - 3

Statement:
using "time-outs"
Responses:
1 - 3 2 - 5 3 - 5 4 - 5 5 - 0

Statement:
using after-school detentions
Responses:
1 - 0 2 - 7 3 - 9 4 - 1 5 - 1

Statement:
speaking to individual students privately after class
Responses:
1 - 6 2 - 8 3 - 1 4 - 2 5 - 1

Statement:
soliciting parental support
Responses:
1 - 1 2 - 5 3 - 3 4 - 4 5 - 5

Statement:
addressing students' personal problems
Responses:
1 - 2 2 - 4 3 - 7 4 - 3 5 - 2

Statement:
denying favourite activities or "fun time"
Responses:
1 - 3 2 - 13 3 - 1 4 - 1 5 - 0

Statement:
trying to maintain student/teacher relationships while applying consequences
Responses:
1 - 6 2 - 12 3 - 0 4 - 0 5 - 0

Statement:
trying to guide students toward appropriate behaviours while applying consequences
Responses:
1 - 6 2 - 11 3 - 0 4 - 1 5 - 0

Statement:
"giving up" on students with long-term pervasive conduct disorders
Responses:
1 - 1 2 - 1 3 - 3 4 - 4 5 - 9

Statement:
seeking administrative help in dealing with long-term pervasive conduct disorders
Responses:
1 - 0 2 - 4 3 - 2 4 - 5 5 - 7

Statement:
using contracts wherein students agree to specific behaviour changes
Responses:
1 - 0 2 - 4 3 - 11 4 - 3 5 - 0

Statement:

using concrete "step" programs that match specific behaviours with specific consequences

Responses:

1 - 0 2 - 3 3 - 11 4 - 3 5 - 1

Statement:

negotiating with students the consequences for their misbehaviours

Responses:

1 - 1 2 - 9 3 - 6 4 - 2 5 - 0

Statement:

tailoring classroom teaching strategies to the needs of specific conduct-disordered students

Responses:

1 - 3 2 - 10 3 - 4 4 - 1 5 - 0

Appendix A.4.

Student Survey Results

TEACHING PRACTICES IN AN ISOLATED NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF TWENTY-SIX STUDENTS

Questionnaire Designed, Delivered and Analyzed by William M. Terry

In the space given beside each of the following statements, please indicate whether you--

1 - strongly agree 3 - neither agree nor disagree 4 - somewhat disagree, or
2 - somewhat agree 5 - strongly disagree

(1) Statement:
I prefer a very regular school day (no surprises).
Responses:
1 - 2 2 - 6 3 - 9 4 - 0 5 - 9

(2) Statement:
I prefer friendly teachers.
Responses:
1 - 23 2 - 1 3 - 1 4 - 0 5 - 1

(3) Statement:
I prefer to work with my friends in class.
Responses:
1 - 21 2 - 5 3 - 0 4 - 0 5 - 0

(4) Statement:
I like to see my work on display in the classroom or hallway.
Responses:
1 - 4 2 - 5 3 - 6 4 - 2 5 - 9

(5) Statement:
I like my teacher to praise my work in front of my friends.
Responses:
1 - 5 2 - 4 3 - 2 4 - 3 5 - 12

(6) Statement:
I prefer my teacher to give me compliments in private.
Responses:
1 - 12 2 - 4 3 - 6 4 - 0 5 - 4

(7) Statement:
I prefer my teacher to give me the assignments and then leave me alone to do the work.
Responses:
1 - 13 2 - 9 3 - 1 4 - 1 5 - 2

(8) Statement:
I work harder when the teacher yells at me to get my work done.
Responses:
1 - 6 2 - 3 3 - 2 4 - 4 5 - 11

(9) Statement:

When I have problems in school, I prefer my teahcer to talk about them with me in private.

Responses:

1 - 15 2 - 3 3 - 5 4 - 0 5 - 3

(10) Statement:

When I have finished an assignment, I like to show my work to otehrs in the classroom.

Responses:

1 - 3 2 - 3 3 - 4 4 - 6 5 - 10

(11) Statement:

I prefer to show my finished work only to the teacher.

Responses:

1 - 18 2 - 4 3 - 2 4 - 2 5 - 0

(12) Statement:

I fully understand the rules for behaviour in my classroom.

Responses:

1 - 11 2 - 8 3 - 2 4 - 1 5 -4

(13) Statement:

I fully understand the school-wide rules for behaviour.

Responses:

1 - 16 2 - 4 3 - 3 4 - 1 5 - 2

(14) Statement:

I would probably behave better in school if my parents (or guardians) were asked to help me understand the rules.

Responses:

1 - 9 2 - 4 3 - 3 4 - 2 5 - 8

(15) Statement:

I believe that consequences for behaviour should be absolute (no room for discussion).

Responses:

1 - 3 2 - 2 3 - 12 4 - 3 5 - 6

(16) Statement:

I feel that students who break the rules are treated fairly in my classroom.

Responses:

1 - 11 2 - 8 3 - 2 4 - 3 5 - 2

(17) Statement:

I think homework is an important part of doing well in school.

Responses:

1 - 20 2 - 4 3 - 1 4 - 0 5 - 1

(18) Statement:

I am willing to stay after school to get help from the teacher.

Responses:

1 - 8 2 - 6 3 - 2 4 - 1 5 - 9

(19) Statement:

I would do regular homework if it was assigned to me.

Responses:

1 - 15 2 - 2 3 - 1 4 - 0 5 - 8

Appendix A.5.

Permission by the Education Authority

to Conduct the Survey

7

Educ'n Authority letter goes here

good — when you put a copy in [illegible] name [illegible] out the identifying [illegible] & identifying info — letter [illegible] the unaltered original [illegible]

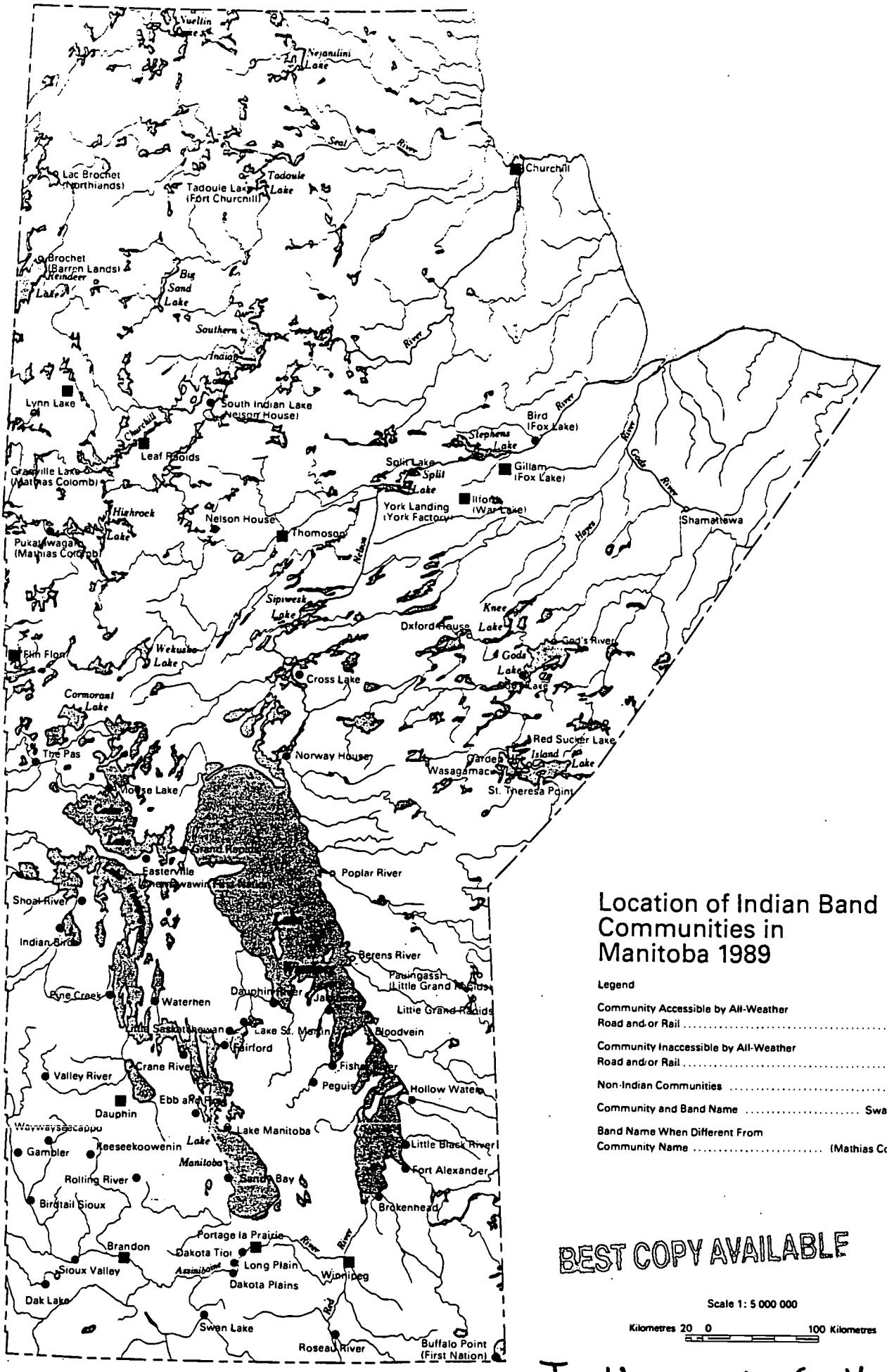
BEST COPY AVAILABLE

Appendix B.1.

Map of Manitoba

Showing Locations of

Northern Indian Reserves



Location of Indian Band Communities in Manitoba 1989

Legend

Community Accessible by All-Weather Road and/or Rail ..... ●

Community Inaccessible by All-Weather Road and/or Rail ..... ○

Non-Indian Communities ..... ■

Community and Band Name ..... Swan Lake

Band Name When Different From Community Name ..... (Mathias Colomb)

Scale 1: 5 000 000

Kilometres 20 0 100 Kilometres

Indian and Northern Affairs Canada. 1989.

Appendix B.2.

Government description of

the Targeted Community

Indian and Northern Affairs Canada
Affaires indiennes et du Nord Canada
1989

. Indian reserve No. is located approximately air kilometres north of Winnipeg

Manitoba. Most of the development is situated on a well drained beach ridge . The band has an outstanding land entitlement.

The community was established as a permanent settlement when the York Factory Hudson's Bay operation was closed in the 1950's.

Surface soils in the area are a mixture of sand, clay, silt, and gravel with a few rocks over a shale and limestone base. The northeastern and a large portion of the southern sector is occupied by poorly drained peatlands which contain discontinuous permafrost.

There is a logging and milling operation adjacent to the community.

The band is a party of the 1910 Adhesion to Treaty 5.

Language

The native language is Cree.

Population

INAC Band Membership List

On-Reserve	On Crown Land	Off-Reserve	Total Population
644	8	42	694

Community Services

Fire Protection: The band has no fire protection equipment other than fire extinguishers.

Police Protection: The band employs one band constable. There is an R.C.M.P. detachment on-reserve.

Hydro: Service provided by land line.

Postal Service: Air mail twice a week.

Health Care: There is a nursing station on-reserve. The nearest hospital is located in There are two community health representatives on the reserve.

Telephone: Satellite ground station.

Communications: The band receives CBC-TV and FM radio from Thompson. The band operates a satellite dish in the community.

Infrastructure

Housing:
Number of houses - 93.
The band constructed approximately six new units and renovated five during fiscal year 1987/88 through Capital Housing.

Water Supply: The community obtains water from God's River. All of the homes receive the untreated water via water trucks. The school uses chlorinated water which is piped into holding tanks.

Sewage Disposal: Pit privies are utilized by most residents. The school, the nursing station, and HBC utilize septic fields and one lagoon.

Garbage Disposal: One landfill site.

Roads: The reserve is inaccessible by road, however a winter road may be constructed when heavy equipment is needed in the area.

Major Land Use: Commercial fishing and trapping.

Transportation: A 4,200 foot gravel airstrip is maintained in the community and it is serviced by Calm Air out of Thompson. There are dock facilities for both boats and float planes.

Education

School:

Enrolment (Band Members 1987/88):

Grade	No. of Students
K4	13
K5	15
1	27
2	28
3	20
4	18
5	20
6	21
7	19
8	18
9	12
10	
11	
12	
Total	211

Construction of a new Federal school, opened in August 1987. provides northern Indian students with grades K4-12. The four school buildings incorporate 13 classrooms. science lab. library. gymnasium, home economics, industrial arts facilities and administration area.

Child & Family Services

Awasis Agency of Northern Manitoba
3 Station Road
THOMPSON. Manitoba
R8N 0N3
Ph: 778-4401

Recreation Facilities

Recreation facilities on-reserve include the [illegible] Centre, an outdoor rink. community hall. equipped playground and baseball diamonds, as well as the school facilities.

Commercial Businesses/ Services

Pool hall
Movie hall
Logging/Sawmill Operation (band)
Motel (band)
Confectionary shop
Hudson Bay Store
Gas bar

Appendix B.3.

Description of Spiritual Nature

in Building Housing

The traditional tipi reminds us of a culture rich in legend, folklore, ceremony and tradition.

Derived from the Sioux language, tipi means "to live in"' or "to dwell in". It was the ideal shelter for the nomadic Plains Indians who followed the buffalo herds. The tipi offered mobility, privacy and luxury.

The linings and skins were decorated with the spiritual symbols of the culture. Some of the tipis were creations of outstanding beauty and originality. The top portion was for the sky and spirit world. The bottom represented the earth and things having to do with the earth. The life of man and his experiences was in between.

Tipis were used for many different purposes. Some served as medicine lodges or for warrior societies. There were tipis for ceremonial purposes, puberty rites, hunting rites and social gatherings.

The tipi went out the first decade of this century. The government had a policy that indicated the tipis were savage and wall tents were civilized. So the government quit supplying canvas for tipis and replaced tipis with wall tents.

Archaeologists have surveyed tipi rings running from Edmonton to New Mexico. Sites were used over and over and sometimes there would be over one hundred rings at one site. These rings were found in places good for lookouts, for ceremonial purposes, for defence, or for protection from the elements.

The image of the tipi preserves the memory of a life of freedom, hospitality and an intimate family life.

It was not for nothing that the Plains Indians called heaven the "Land of Many Tipis". What could be a more beautiful sight on our broad and sweeping prairie landscape?

The Brandon Friendship Centre would like to thank the following businesses for donating cash or prizes for our tipi raffle.

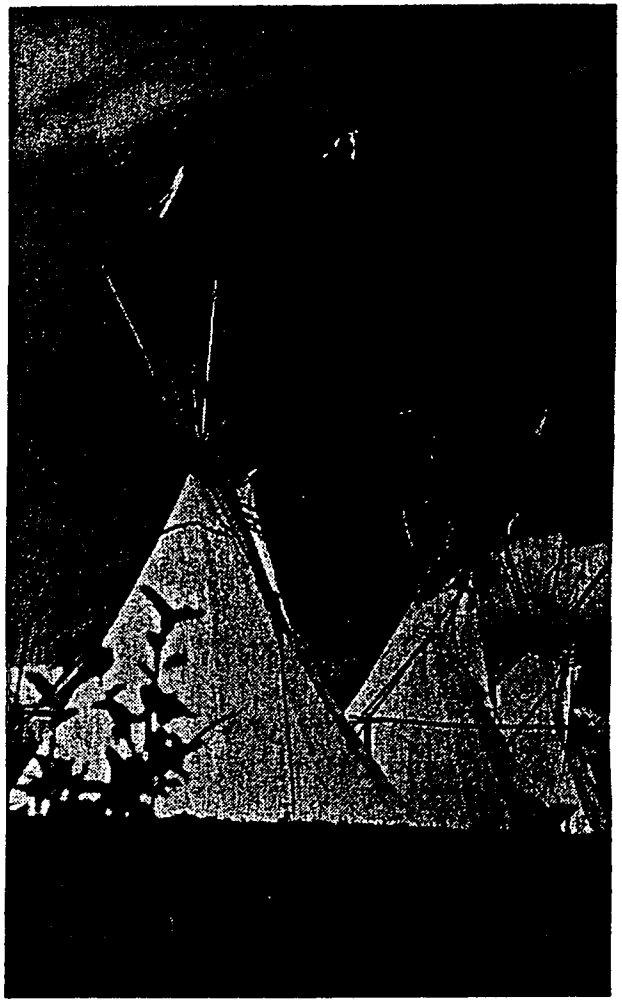
- Canadian Tire
- Cresting Unlimited
- Home Hardware
- Native Images
- Ray's Autobody
- Woolco
- Zellers

For tipi rentals

727-1407
BRANDON FRIENDSHIP CENTRE
303-9TH STREET
BRANDON, MB

BRANDON FRIENDSHIP CENTRE

Tipi Project



To the Indian people the tipi was a home but it was also a spiritual dwelling.

The tipi incorporated the spiritual values and contained the sacred essence of the Indian people.

The circle of Earth at the base of the tipi represents the whole of our mother.

In our Creation story the Woman was created as Earth. From her all life is born – plant, water, bird, and animal. She is the mother of all living things.

The tipi was constructed according to this story. The circular base of the tipi represents the Earth and the circle of Life she contains. The tipi was called "The sacred dress of Mother Earth". If you look closely you will see the tipi is constructed as a dress.

The flap poles represent the arms of the dress outstretched to greet the new day. The open top is the collar of the dress, open to allow new knowledge and wisdom to flow in.

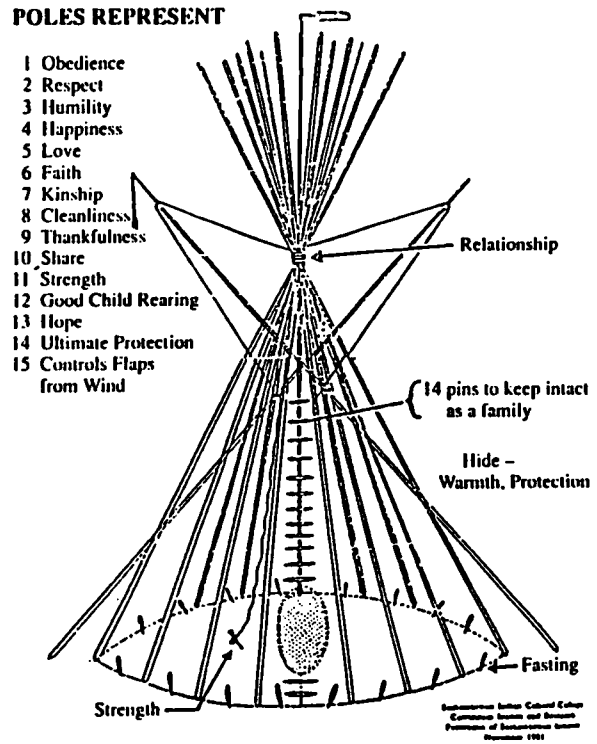
In the evening we return to this living earth to be warmed and protected within her dress and around her fire.

We continue the same understanding in the homes we live in today.

We understand we have a responsibility to home (no matter what kind) to make it a better place to live.

In the morning, prayers are said within the tipi, then we are clothed and fed before we emerge into the morning sun.

Today we can use the teachings of the tipi (our culture) to help us to understand our roles in society today.



"Everything the power of the world does is done in a circle. The sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same, and both are round. Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves. Our tipis were round like the nests, where the great spirit meant for us to hatch our children. But the Wasichus have put us in these square boxes. Our power is gone and we are dying, for the power is not with us anymore."

— BLACK ELK

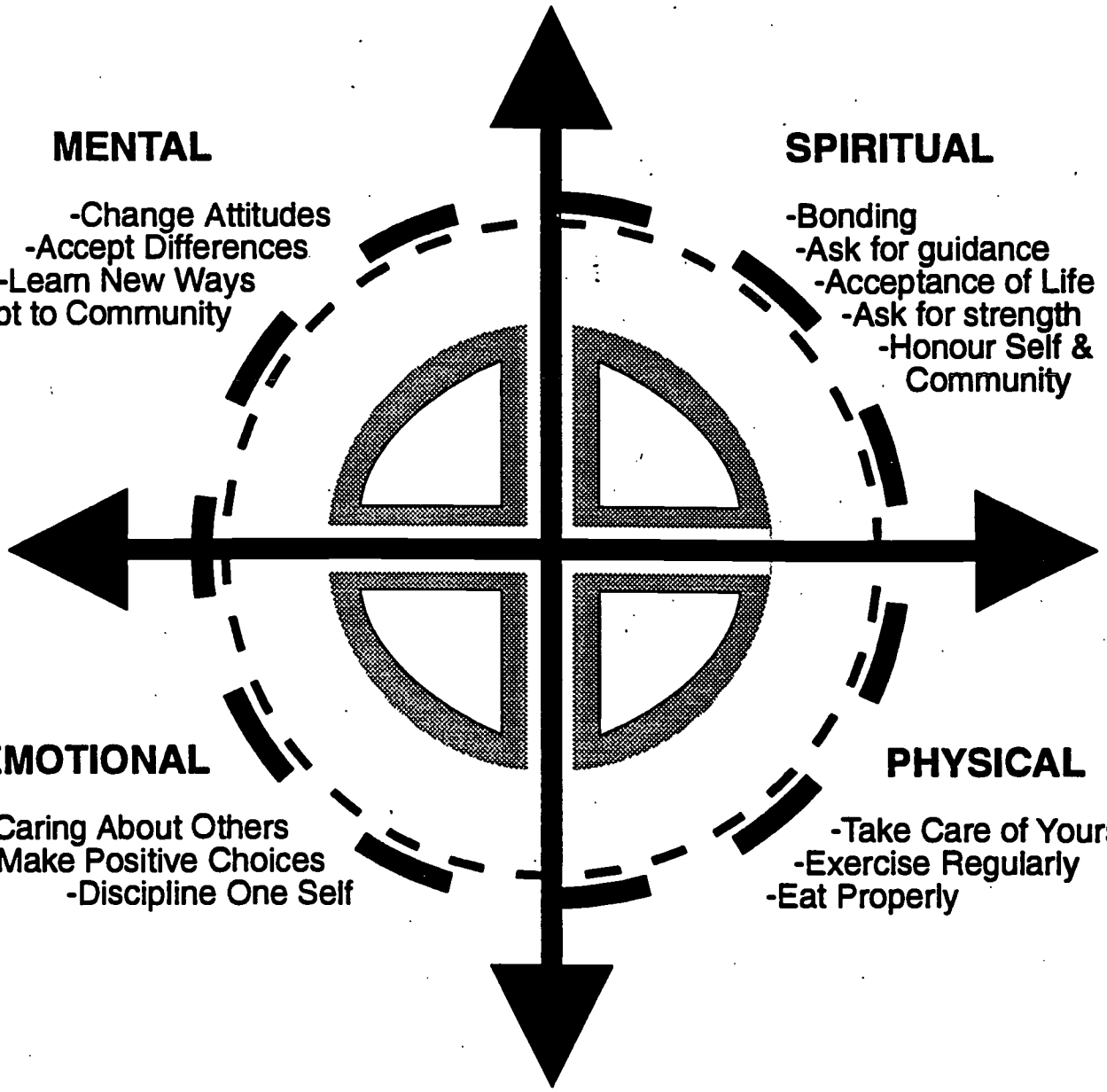
Appendix II. D.

Examples of "Circle of Life" or

Circular Manner of Thinking that

Native People Call "Holistic Thinking"

THE MEDICINE WHEEL



THE MEDICINE WHEEL :

Everyone, including you, is a part of the circle. People in balance, keep the circle strong, and that is very important. They do this by following the guidelines in the "The Medicine Wheel ". It is very important to keep your culture alive and it is done in four ways, mentally, emotionally, spiritually & physically. Learn about your heritage through education and your Elders and **BE PROUD OF WHO YOU ARE !!**

Indian Child
Fall, 1996
Spruce Grove
Alberta

FOOD GUIDE

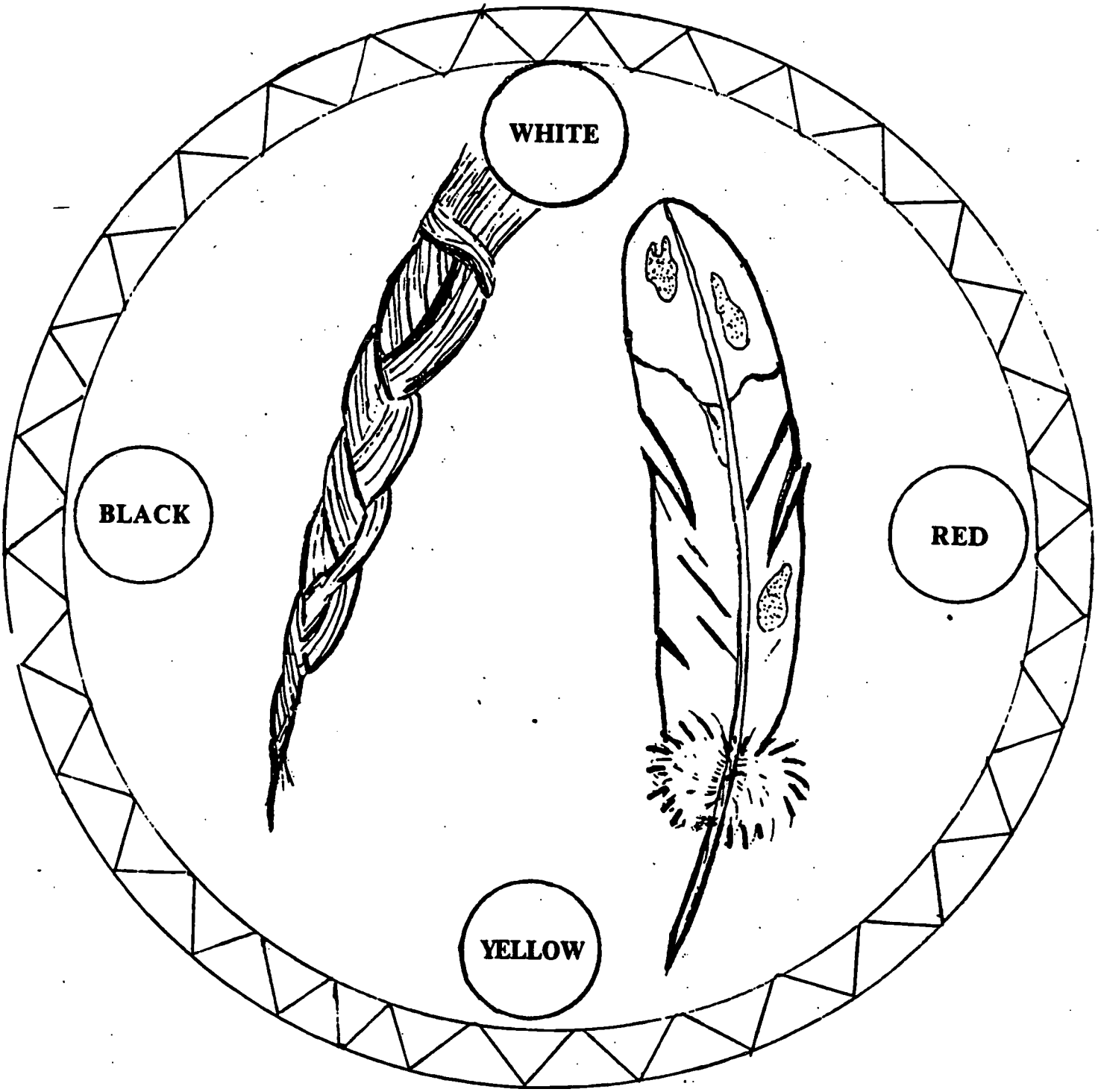
MILK & MILK SUBSTITUTES

MEAT & MEAT SUBSTITUTES

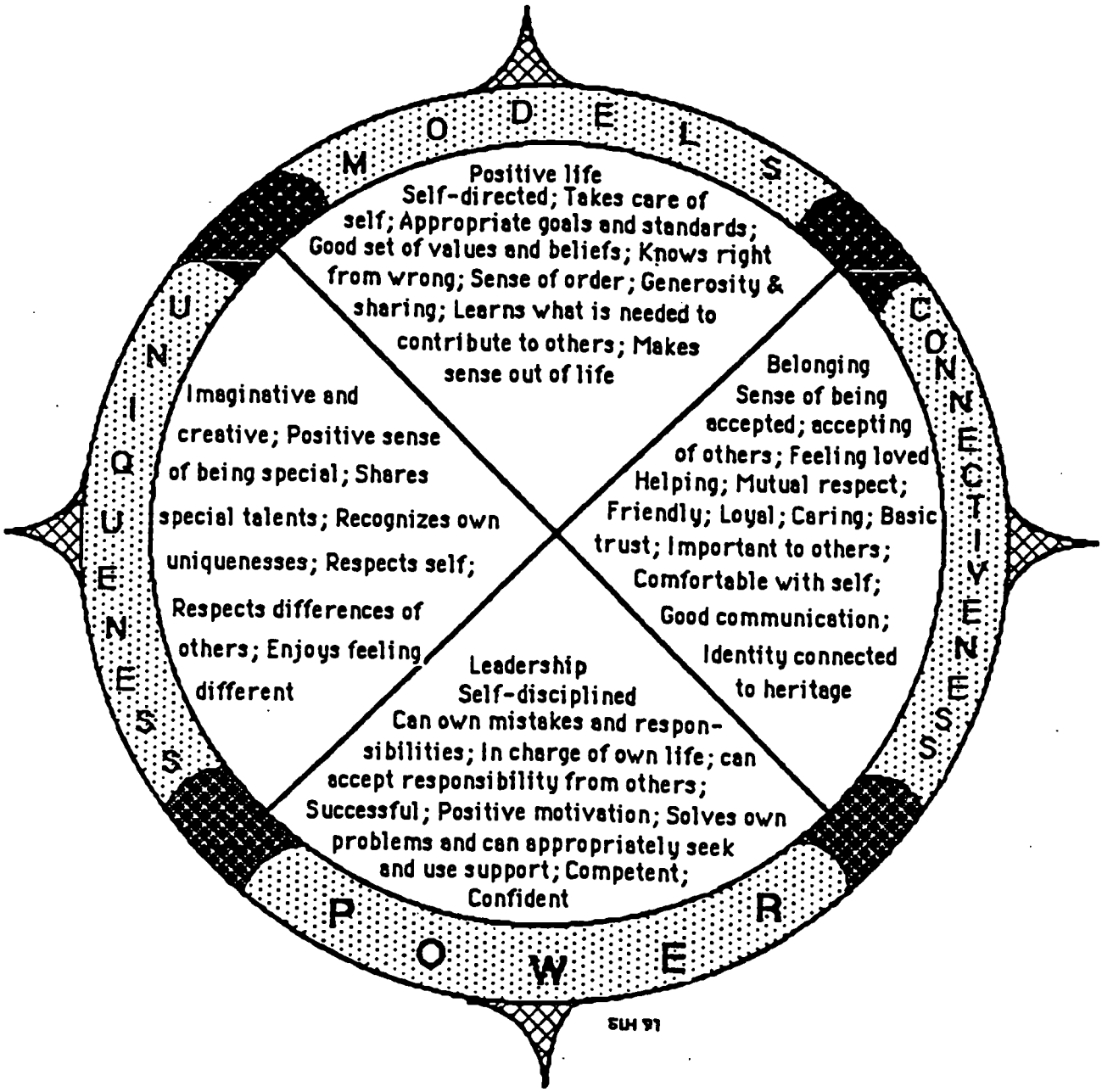
BANNOCK, BREADS & CEREALS

VEGETABLES, FRUITS & BERRIES

Indian Child
Fall 1996
SPRUCE GROVE
ALBERTA



Indian Child
Fall 1996
Spruce Grove
Alberta

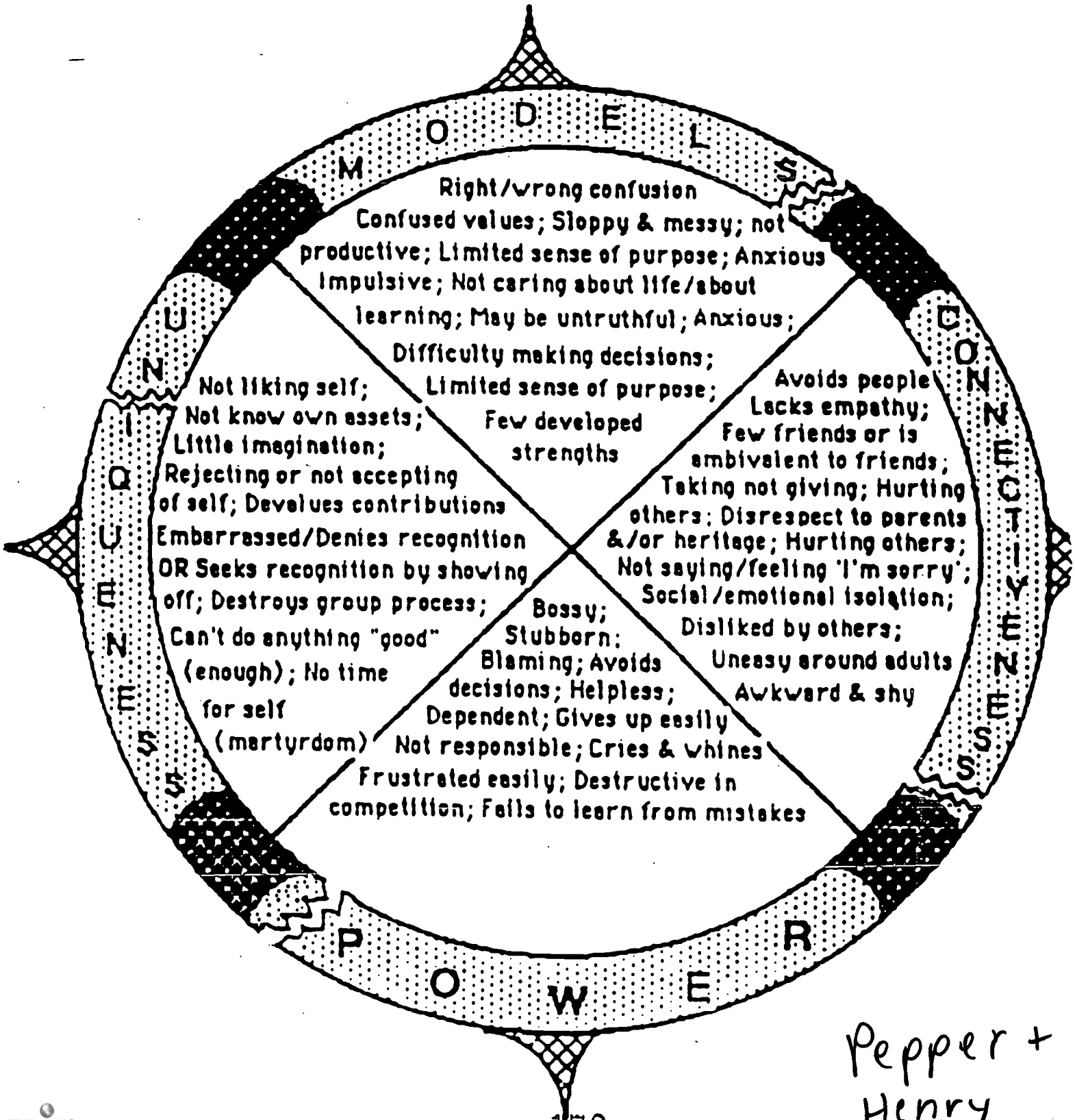


1. Everyone has these potentialities as part of the self.
2. Helping others to care for these basic needs allows growth.
3. We need to take care of these for ourself, as well.

Adapted by FLoy Pepper and Steven L. Henry
From Bertha Covington, Independent Educational Consultant
Spokane, WA 1991

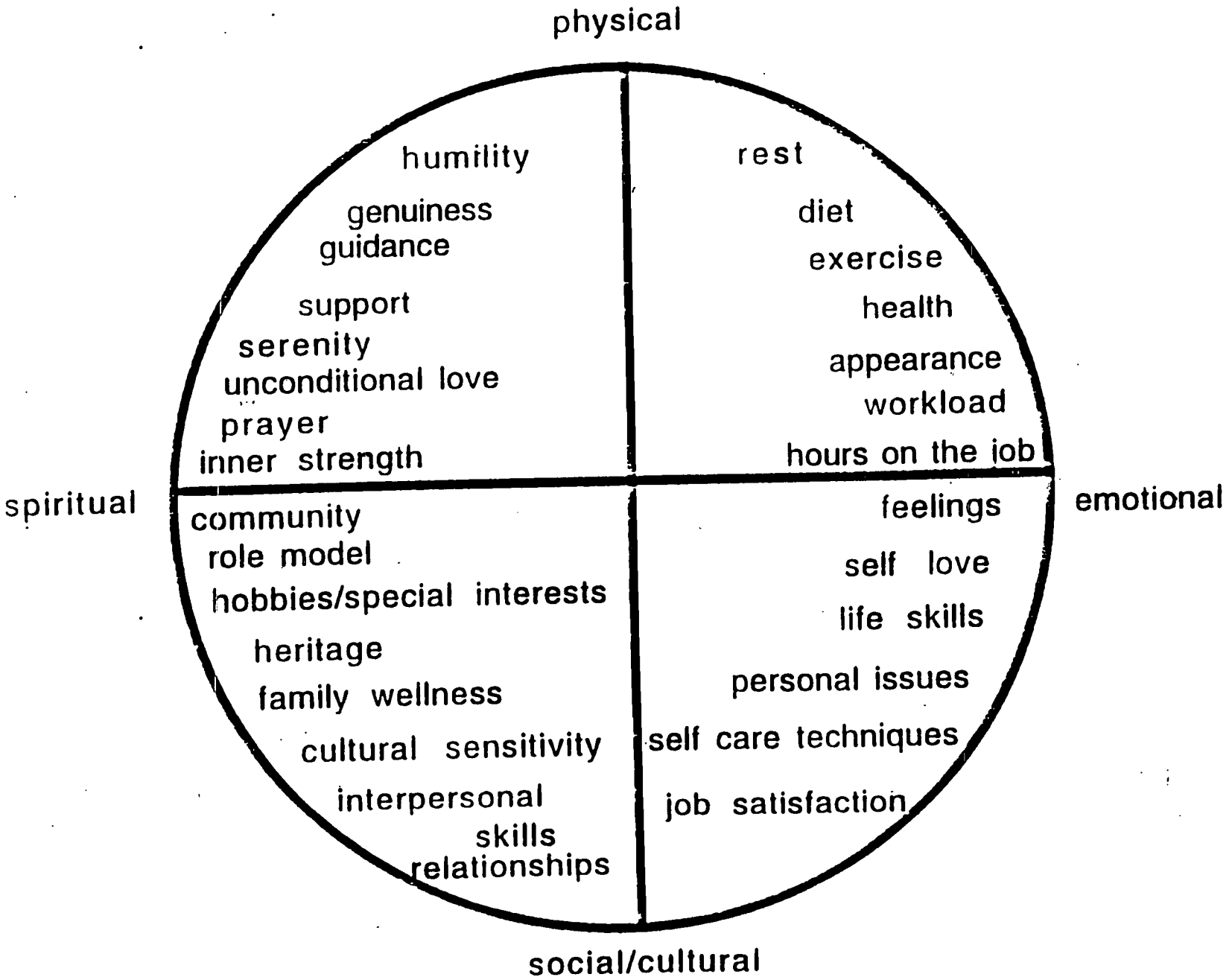
Figure 1. Intact Medicine Wheel: High self-esteem.

Pepper + Henry, 1991.

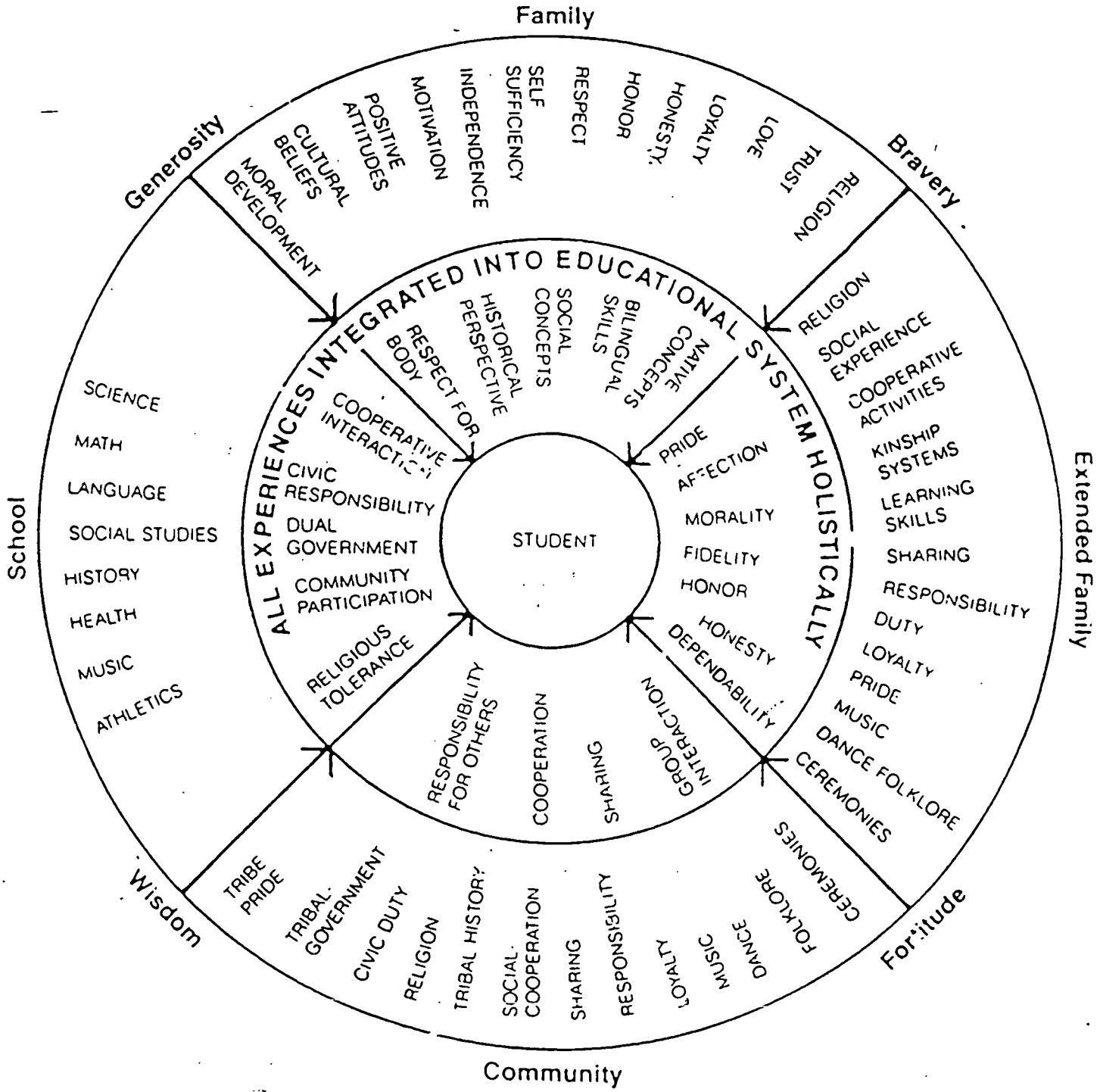


Pepper + Henry, 1991

Behaviors frequently hurt self and others.



Peppers + Henry, 1991

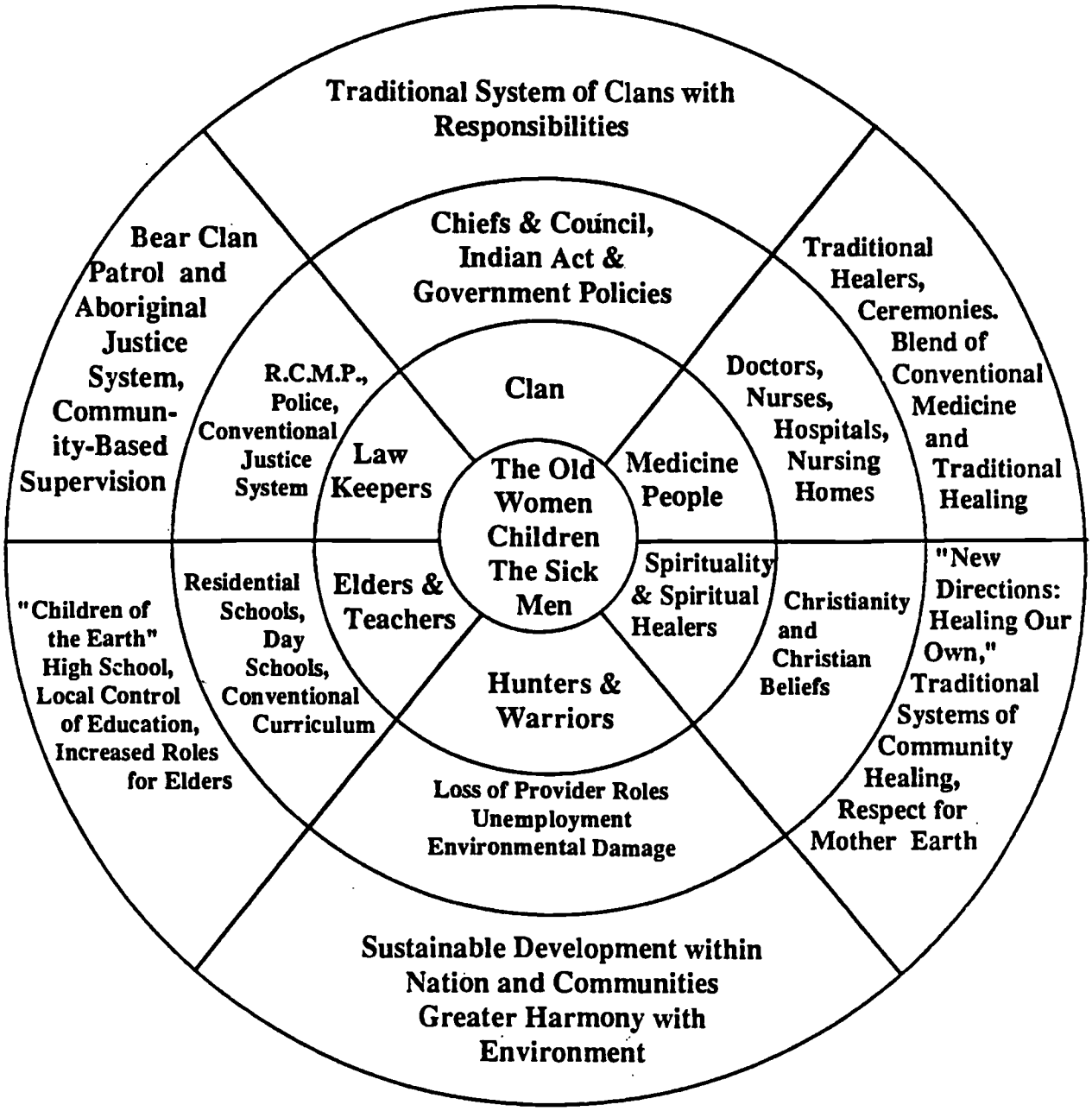


Peppert Henry 1991

Compliments of
[illegible]lkali Lake Indian Band and
[illegible] Works Development [illegible]

Drawing by
Patti Lucas

Figure 2: Circles of Development: Traditional Systems, Colonization and Decolonization



NOTES: 1. During the pre-contact and peaceful co-existence periods Aboriginal societies were based on a family/clan system with respective roles and responsibilities.

2. As a result of internal colonialism traditional Aboriginal systems and roles were destroyed and replaced with institutions from the dominant society.
3. Decolonization involves, in part, the replacement of conventional systems with systems which re-integrate aspects of traditional systems destroyed during colonization.
4. Concepts illustrated in this model reflect the collective contributions of Elders and many other Aboriginal people. Special acknowledgement includes Robert Daniels, David Blacksmith, Marilyn Fontaine, Linda Clarkson, Wilfred Buck and Judy Williamson.

(Clarkson, Morrissette, + Regallet, 1992)

Appendix II. E.

List of Problems Students

in the Study's Community Have

in English Language Arts

ENGLISH LANGUAGE PROBLEMS ABORIGINAL STUDENTS FACE IN THE CLASSROOM

1). English secondary

2). E.S.L. (not recognized)

3). Differences in language structure and thought process

4). Cultural differences

5). Communication differences

6). Native languages not used in mainstream

7). Non-standard English learned

8). Lack of pride in Native identity

9). Content in textbooks is irrelevant

10). Comprehension of both English and Aboriginal languages

11). Peer pressure not to take Aboriginal Languages (not cool)

12). Resources - materials (lack of)

13). Lack of parental support

14). Native Language imposition by parents

15). Ridiculed when you are trying to learn Aboriginal language

16). Fluent (Aboriginal) speakers make fun of beginners and vice and versa

17). Students fluent in English ridicule Aboriginal speakers

18). Isolated reserves - students not exposed to English language

19). If English skills are poor, it is difficult to make it in college

20). Lack of standard dialect

21). Lack of instruction of Native language in schools

22). Problem of grouping of people due to language (cliques)

23). "Dead" language (new words need to be created with new discoveries) ex. Latin

Youth Centre; Adult detention centres; and schools where Native population warrants it

25). Unity of Native groups closely related to language (see each other via satellite

26). Different linguistic groups/different dialects

27). Different spellings/phonetics

28). Parents don't speak language/lack of role models

29). Not enough advertising/word of mouth - ie. language programs

30). Chemical/alcohol abuse related to loss of culture/language in communities

31). First language Native speakers find it difficult to relate to the world in English (ie. groceries)

32). People who are setting up and testing language programs are unqualified

33). Attendance problem

34). Poor financial support for teaching Native languages

35). Retention of Native languages was discouraged

36). No training for those who are developmentally more able to learn (birth to six years old)

37). Individual abilities and differences in motivation not considered

38). Isolation within large schools

39). No translation for some words

Appendix A.1.

Teacher Survey

TEACHING PRACTICES IN A NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF TEACHERS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

TEACHER TRAINING AND EXPERIENCE

Please answer the following questions in the spaces provided. (Attach a paper if you need more space.)

(1) How many years of grade-school teaching experience did you have prior to teaching in [this community]?

_____

(2) What were your professional qualifications at the time?

_____

(3) If you had a university degree, what were your subject area specializations?

_____

(4) How many credit hours of courses had you taken in the following subjects:

Cree language? _____

Native studies? _____

Student behaviour management? _____

Second-language teaching? _____

(5) If your teaching experiences in [this community] made you decide to undertake more professional training, on what subject areas did you focus?

_____

(6) What university courses would you suggest for a teacher-in-training who is preparing to teach in [this community]?

_____

(7) What teaching abilities do you feel were strengthened by your experiences in [this community]?

_____

(8) What professional development activities did you find most helpful during the time you spent in [this community]?

_____

(9) What advice from others (administrators, teachers, support staff, parents) did you find most helpful during the time you spent in [this community]?

_____

PERSONAL TEACHING STYLE

In the space given beside each of the following statements, please indicate whether you:

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree
5 - strongly disagree

(1) In terms of course planning,

___ I prepared daily lesson plans several days ahead of time.

___ I incorporated individual units into an overall plan for the year.

___ I experimented with new ideas for curriculum development.

(2) In terms of lesson planning,

___ teacher-directed lectures were more effective than student-directed discussions.

___ having everyone work on the same assignments at the same time was more effective than having students work on individualized assignments.

___ concrete, hands-on seatwork was more effective than abstract, theory-based activities.

(3) In terms of classroom environment,

___ I took a business-like approach, rather than being "friendly" with students.

___ I expected my students to follow a strict code for appropriate behaviours.

___ a mutually positive learning environment was relatively easy to establish and maintain.

(4) In terms of student assignments,

___ I was able to require each student to complete every assignment.

___ clearly established time-lines worked better than flexibly negotiated time-lines.

(5) In terms of my teaching relationships with other adults in the school,

___ I felt comfortable sharing my teaching problems with other teachers.

___ I felt comfortable sharing my teaching problems with administrators.

___ I felt comfortable making arrangements for others (administrators, teachers, support staff, parents) to help out in my classroom.

___ teachers were paired (or otherwise grouped) according to their levels of experience, so that more senior teachers could help junior teachers establish effective teaching strategies.

TEACHING METHODS

Please use these numbers to indicate the extent to which you incorporated each of the following strategies into your teaching practice:

1 - very often
2 - often
3 - sometimes
4 - seldom
5 - very seldom

(1) Community/culture:

___ incorporating Native issues into curriculum materials

___ teaching academic courses in Cree

___ bringing elders into the classroom on a regular basis

___ including sharing circles in the weekly school routine

___ providing professional personal counselling in school for students and their families

___ adjusting the school calendar to allow students to accompany their families on trap lines and to fishing camps

(2) Peer support:

___ grouping students according to similar needs/abilities

___ grouping students according to leadership and "cooperative learning" qualities, rather than academic needs/abilities

___ grouping students in order to create competitive teams

___ using group work to acquire academic skills

___ using group work to practise academic skills

(3) Course development:

___ planning short course units to give students short-term goals for completion of assignments

___ planning long course units to give students term-end goals for completion of assignments

___ incorporating "fun" activities into lesson plans

___ maintaining consistent routines in lesson plans (i.e. no "surprises")

___ using self-directed learning strategies instead of teacher-directed learning plans

(4) Academic feedback:

___ putting students' work on display in the classroom or hallway

___ using concrete rewards for academic performance

___ providing feedback in terms of letter grades or percentages

___ providing verbal or written "anecdotal" feedback

(5) Extrinsic rewards:

___ rewarding positive behaviours in school (such as regular attendance and academic progress) with periodic field trips out of town

___ giving financial rewards (or prizes) for passing each grade level

PERSONAL STRATEGIES

For the period of time you spent in [this community], please indicate whether each of the following statements was: 1 - true all of the time, 2 - true most of the time, 3 - not applicable to your situation, 4 - false most of the time, or 5 - false all of the time.

(1) Student evaluation:

___ I made frequent, ongoing anecdotal notes of each student's progress.

___ I recorded letter grades or percentages for each assignment.

___ I regularly shared my students' progress with other teachers.

___ I regularly shared my students' progress with school administrators.

___ My students appeared to be motivated by public praise for work well done.

___ My students appeared to be motivated by private praise from me for work well done.

(2) Group-based learning:

___ I included group-based activities in most of my unit plans.

___ My students appeared to learn well in group-based activities.

___ I felt comfortable in dividing grades equally among the members of the group responsible for each assignment.

___ Groups tended to share their learning easily with members of other groups.

___ Leadership roles were successfully rotated among the members of different groups.

(3) Individualized instruction:

___ It was relatively easy to incorporate the needs/interests of individual students into unit plans.

___ I was able to give one-to-one instruction during class-time to students who needed extra help.

___ Students who needed extra help were willing to stay after school for one-to-one instruction.

(4) Curriculum adaptations:

___ I diverted from the Manitoba Education curriculum guides to develop units of local interest.

___ I gave culturally-relevant programming (hunting, skinning game, wilderness survival, etc.) credit weighting equal to core academic programming.

___ I had more success in teaching portions of the curriculum as separate entities, rather than using the "whole learning" approach.

___ I needed to supplement the "whole language" approach with routine drill exercises focused on specific reading, writing, speaking and listening skills.

PERSONAL STRATEGIES (continued)

For the period of time you spent in [this community], please indicate whether each of the following statements was: 1 - true all of the time, 2 - true most of the time, 3 - not applicable to your situation, 4 - false most of the time, or 5 - false all of the time.

(5) Program planning:

___ Teachers "teamed up" to produce units or to share lesson plans.

___ The principal solicited teacher participation in making programming decisions.

___ I was able to choose what grade level and/or subject areas I taught.

___ Community members (parents and other community resource people) were invited to participate in overall school program planning.

___ The school administration encouraged teachers to vary program components so that the students would be exposed to a wide variety of topics and to different learning styles and strategies.

(6) Classroom climate:

___ Students who did not understand course materials appeared to feel comfortable in making their needs known in class.

___ I often found that lesson materials had to be retaught for the majority of classroom members.

___ I found that using a variety of instructional tools (videos, reading and writing activities, discussions, etc.) was helpful in reinforcing lesson components.

___ Students were eager to help maintain a cheerful classroom environment by helping with housekeeping chores such as cleaning brushes or tidying work areas.

(7) Classroom setting:

___ I found commercially-produced display visuals to have more effect on student learning than teacher-made display visuals.

___ I found grouping student desks (or having students sit together at tables) to be more conducive to learning than having students sit at separate desks (or individually at tables).

___ The classroom furnishings (desks, tables, chairs, shelving, etc.) were appropriate for my instructional needs.

(8) Parental involvement:

___ I maintained regular contact with my students' parents, in addition to report-card interviews at school.

___ Students with parents whom I contacted regularly performed better in school than students with parents whom I did not contact regularly.

___ The rate of success I had with homework assignments indicated that my students' parents supported their efforts to do well in school.

CLASSROOM MANAGEMENT

For the period of time you spent in [this community], please indicate whether each of the following statements was:

1 - effective all of the time
2 - effective most of the time
3 - not applicable to your situation
4 - ineffective most of the time
5 - ineffective all of the time

(1) Preventive discipline - i.e., keeping classroom misbehaviours from occurring:

___ having pre-set expectations for classroom behaviours

___ planning interesting classroom learning experiences

___ being forceful in interactions with students

___ making sure students fully understand classroom rules (which may be very different than home/community rules)

___ letting students participate in the rule-setting process

___ being strict in expecting students to follow classroom rules

___ planning lessons to teach students appropriate classroom behaviours

(2) Supportive discipline - i.e., keeping students "on-task" in the classroom:

___ using direct and indirect communication signals

___ using physical proximity

___ constantly moving among students and checking their work

___ removing obvious distractions from the classroom

___ forcefully telling students to "get back to work"

___ gently asking students to "get back to work"

___ planning frequent changes in classroom activities

___ separating off-task students

___ terminating the lesson early and moving on to something else

CLASSROOM MANAGEMENT (continued)

For the period of time you spent in [this community], please indicate whether each of the following statements was:
1 - effective all of the time
2 - effective most of the time
3 - not applicable to your situation
4 - ineffective most of the time
5 - ineffective all of the time

(3) Corrective discipline - i.e., dealing with classroom misbehaviours:

___ consistently applying consequences

___ treating misbehaviours on a case-by-case basis

___ encouraging peer disapproval (i.e., peers disciplining peers)

___ asking for administrative help

___ using corporal (physical) punishment

___ "yelling" at the class

___ using recess-time detentions

___ using "time-outs"

___ using after-school detentions

___ speaking to individual students privately after class

___ soliciting parental support

___ addressing students' personal problems

___ denying favourite activities or "fun time"

___ trying to maintain student/teacher relationships while applying consequences

___ trying to guide students toward appropriate behaviours while applying consequences

___ "giving up" on students with long-term pervasive conduct disorders

___ seeking administrative help in dealing with long-term pervasive conduct disorders

___ using contracts wherein students agree to specific behaviour changes

___ using concrete "step" programs that match specific behaviours with specific consequences

___ negotiating with students the consequences for their misbehaviours

___ tailoring classroom teaching strategies to the needs of specific conduct-disordered students

Appendix A.2.

Student Survey

TEACHING PRACTICES IN A NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF STUDENTS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

STUDENT SURVEY

In the space given beside each of the following statements, please indicate whether you:

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree
5 - strongly disagree

(1) ___ I prefer a very regular school day (no surprises).

(2) ___ I prefer friendly teachers.

(3) ___ I prefer to work with my friends in class.

(4) ___ I like to see my work on display in the classroom or hallway.

(5) ___ I like my teacher to praise my work in front of my friends.

(6) ___ I prefer my teacher to give me compliments in private.

(7) ___ I prefer my teacher to give me the assignments and then leave me alone to do the work.

(8) ___ I work harder when the teacher yells at me to get my work done.

(9) ___ When I have problems in school, I prefer my teacher to talk about them with me in private.

(10) ___ When I have finished an assignment, I like to show my work to others in the classroom.

(11) ___ I prefer to show my finished work only to the teacher.

(12) ___ I fully understand the rules for behaviour in my classroom.

(13) ___ I fully understand the school-wide rules for behaviour.

(14) ___ I would probably behave better in school if my parents (or guardians) were asked to help me understand the rules.

(15) ___ I believe that consequences for behaviour should be absolute (no room for discussion).

(16) ___ I feel that students who break the rules are treated fairly in my classroom.

(17) ___ I think homework is an important part of doing well in school.

(18) ___ I am willing to stay after school to get help from the teacher.

(19) ___ I would do regular homework if it was assigned to me.

Appendix A.3.

Teacher Survey Results

TEACHING PRACTICES IN AN ISOLATED NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF EIGHTEEN TEACHERS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

TEACHER TRAINING AND EXPERIENCE

(18 teachers answered the following questions in the spaces provided)

(1) Question:

How many years of grade-school teaching experience did you have prior to teaching in [this community]?

Responses:

0 years -	10	2 years -	0	4 years -	0
1 year -	5	3 years -	0	5+ years -	3

(2) Question:

What were your professional qualifications at the time?

Responses:

basic 4-year teacher certificate -	13
second degree related to education -	5
third degree related to education -	0

(3) Question:

If you had a university degree, what were your subject area specializations?

Responses:

elementary education -	14	philosophy -	1
science -	2	music -	1
special education -	2	mathematics -	1
physical education -	1	vocational -	2
English -	1	(computer, industrial arts)	

(4) Question:

How many credit hours of courses had you taken in the following subjects:

Responses:

Cree language:

0 cr. hrs -	16	6 cr. hrs -	1		
3 cr. hrs -	1				

Native studies:

0 cr. hrs -	10	6 cr. hrs -	3		
3 cr. hrs -	4	9 cr. hrs -	1		

Student behaviour management:

0 cr. hrs -	5	6 cr. hrs -	5	9+ cr. hrs -	2
3 cr. hrs -	6	9 cr. hrs -	1		

Second-language teaching:

0 cr. hrs -	13	6+ cr. hrs -	1
3 cr. hrs -	4		

(5) Question:

If your teaching experiences in [this community] made you decide to undertake more professional training, on what subject areas did you focus?

Responses:

no response -	5	mathematics -	2
classroom management -	4	language arts -	2
Native studies -	4	motivation -	1
English as a Second Lang.-	4	remedial education -	1
Cree language -	3	computer applications -	1
special needs -	2		

(6) Question:

What university courses would you suggest for a teacher-in-training who is preparing to teach in [this community]?

Responses:

Native studies -	8	computer applications -	1
English as a Second Lang.-	6	special needs -	1
classroom management -	6	language arts -	1
Cree language -	5	stress management -	1
special education -	3	no response -	1
mathematics -	2		

(7) Question:

What teaching abilities do you feel were strengthened by your experiences in [this community]?

Responses:

classroom management -	13	all areas -	1
flexible program planning -	3	Native education -	1
English as a Second Lang.-	2	reading assessment -	1
patience -	1	no response -	1
lesson planning -	1		

(8) Question:

What professional development activities did you find most helpful during the time you spent in [this community]?

Responses:

none -	12
S.A.G. (annual "Special Interest Groups" in Winnipeg) -	5
ESL (English as a Second Language) video -	2

(9) Question:

What advice from others (administrators, teachers, support staff, parents) did you find most helpful during the time you spent in [this community]?

Responses:

none -	11	control of students -	1
don't get discouraged -	2	advice on sniffers -	1
don't expect much -	1	supportive counselling -	1

PERSONAL TEACHING STYLE

In the space given beside each of the following statements, please indicate whether you:

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree
5 - strongly disagree

(1) In terms of course planning,

Statement:
I prepared daily lesson plans several days ahead of time.
Responses:
1 - 10 2 - 6 3 - 0 4 - 2 5 - 0

Statement:
I incorporated individual units into an overall plan for the year.
Responses:
1 - 10 2 - 7 3 - 0 4 - 1 5 - 0

Statement:
I experimented with new ideas for curriculum development.
Responses:
1 - 6 2 - 10 3 - 1 4 - 0 5 - 1

(2) In terms of lesson planning,

Statement:
teacher-directed lectures were more effective than student-directed discussions.
Responses:
1 - 7 2 - 5 3 - 2 4 - 2 5 - 2

Statement:
having everyone work on the same assignments at the same time was more effective than having students work on individualized assignments.
Responses:
1 - 1 2 - 10 3 - 1 4 - 2 5 - 4

Statement:
concrete, hands-on seatwork was more effective than abstract, theory-based activities.
Responses:
1 - 12 2 - 6 3 - 0 4 - 0 5 - 0

(3) In terms of classroom environment,

Statement:
I took a business-like approach, rather than being "friendly" with students.
Responses:
1 - 3 2 - 0 3 - 0 4 - 11 5 - 4

Statement:
I expected my students to follow a strict code for appropriate behaviours.
Responses:
1 - 8 2 - 7 3 - 1 4 - 1 5 - 1

Statement:
a mutually positive learning environment was relatively easy to establish and maintain.
Responses:
1 - 4 2 - 6 3 - 1 4 - 6 5 - 1

(4) In terms of student assignments,

Statement:
I was able to require each student to complete every assignment.
Responses:
1 - 3 2 - 5 3 - 0 4 - 7 5 - 3

Statement:
clearly established time-lines worked better than flexibly negotiated time-lines.
Responses:
1 - 5 2 - 4 3 - 1 4 - 4 5 - 4

(5) In terms of my teaching relationships with other adults in the school,

Statement:
I felt comfortable sharing my teaching problems with other teachers.
Responses:
1 - 7 2 - 9 3 - 0 4 - 1 5 - 1

Statement:
I felt comfortable sharing my teaching problems with administrators.
Responses:
1 - 4 2 - 7 3 - 0 4 - 0 5 - 7

Statement:

I felt comfortable making arrangements for others (administrators, teachers, support staff, parents) to help out in my classroom.

Responses:

1 - 1 2 - 3 3 - 6 4 - 5 5 - 3

Statement:

teachers were paired (or otherwise grouped) according to their levels of\ experience, so that more senior teachers could help junior teachers establish effective teaching strategies.

Responses:

1 - 0 2 - 1 3 - 1 4 - 1 5 - 15

TEACHING METHODS

Please use these numbers to indicate the extent to which you incorporated each of the following strategies into your teaching practice:

1 - very often
2 - often
3 - sometimes
4 - seldom
5 - very seldom

(1) Community/culture:

Statement:

incorporating Native issues into curriculum materials

Responses:

1 - 7 2 - 7 3 - 4 4 - 0 5 - 0

Statement:

teaching academic courses in Cree

Responses:

1 - 3 2 - 5 3 - 2 4 - 0 5 - 8

Statement:

bringing elders into the classroom on a regular basis

Responses:

1 - 2 2 - 4 3 - 4 4 - 0 5 - 8

Statement:

including sharing circles in the weekly school routine

Responses:

1 - 5 2 - 3 3 - 3 4 - 1 5 - 6

Statement:
providing professional personal counselling in school for students and their families
Responses:
1 - 6 2 - 2 3 - 4 4 - 0 5 - 6

Statement:
adjusting the school calendar to allow students to accompany their families on trap lines and to fishing camps
Responses:
1 - 4 2 - 5 3 - 6 4 - 0 5 - 3

(2) Peer support:

Statement:
grouping students according to similar needs/abilities
Responses:
1 - 5 2 - 12 3 - 1 4 - 0 5 - 0

Statement:
grouping students according to leadership and "cooperative learning" qualities, rather than academic needs/abilities
Responses:
1 - 2 2 - 8 3 - 5 4 - 2 5 - 1

Statement:
grouping students in order to create competitive teams
Responses:
1 - 8 2 - 6 3 - 4 4 - 0 5 - 0

Statement:
using group work to acquire academic skills
Responses:
1 - 5 2 - 8 3 - 2 4 - 2 5 - 1

Statement:
using group work to practise academic skills
Responses:
1 - 5 2 - 10 3 - 1 4 - 0 5 - 0

(3) Course development:

Statement:
planning short course units to give students short-term goals for completion of assignments
Responses:
1 - 8 2 - 6 3 - 4 4 - 0 5 - 0

Statement:
planning long course units to give students term-end goals for completion of assignments
Responses:
1 - 1 2 - 5 3 - 7 4 - 2 5 - 3

Statement:
incorporating "fun" activities into lesson plans
Responses:
1 - 9 2 - 7 3 - 2 4 - 0 5 - 0

Statement:
maintaining consistent routines in lesson plans (i.e. no "surprises")
Responses:
1 - 8 2 - 5 3 - 5 4 - 0 5 - 0

Statement:
using self-directed learning strategies instead of teacher-directed learning plans
Responses:
1 - 2 2 - 6 3 - 4 4 - 5 5 - 1

(4) Academic feedback:

Statement:
putting students' work on display in the classroom or hallway
Responses:
1 - 12 2 - 4 3 - 2 4 - 0 5 - 0

Statement:
using concrete rewards for academic performance
Responses:
1 - 8 2 - 6 3 - 3 4 - 1 5 - 0

Statement:
providing feedback in terms of letter grades or percentages
Responses:
1 - 10 2 - 4 3 - 1 4 - 3 5 - 0

Statement:
providing verbal or written "anecdotal" feedback
Responses:
1 - 6 2 - 10 3 - 0 4 - 2 5 - 0

(5) Extrinsic rewards:

Statement:
rewarding positive behaviours in school (such as regular attendance and academic progress) with periodic field trips out of town
Responses:
1 - 5 2 - 4 3 - 3 4 - 3 5 - 3

Statement:
giving financial rewards (or prizes) for passing each grade level
Responses:
1 - 3 2 - 5 3 - 2 4 - 2 5 - 6

PERSONAL STRATEGIES

For the period of time you spent in [this community], please indicate whether each of the following statements was: 1 - true all of the time, 3 - not applicable to your situation, 2 - true most of the time, 4 - false most of the time, or 5 - false all of the time.

(1) Student evaluation:

Statement:
I made frequent, ongoing anecdotal notes of each student's progress.
Responses:
1 - 4 2 - 14 3 - 0 4 - 0 5 - 0

Statement:
I recorded letter grades or percentages for each assignment.
Responses:
1 - 8 2 - 7 3 - 3 4 - 0 5 - 0

Statement:
I regularly shared my students' progress with other teachers.
Responses:
1 - 2 2 - 7 3 - 6 4 - 3 5 - 1

Statement:
I regularly shared my students' progress with school administrators.
Responses:
1 - 1 2 - 6 3 - 5 4 - 3 5 - 3

Statement:
My students appeared to be motivated by public praise for work well done.
Responses:
1 - 3 2 - 12 3 - 1 4 - 3 5 - 0

Statement:
My students appeared to be motivated by private praise from me for work well done.
Responses:
1 - 2 2 - 11 3 - 1 4 - 4 5 - 0

(2) Group-based learning:

Statement:
I included group-based activities in most of my unit plans.
Responses:
1 - 2 2 - 14 3 - 2 4 - 0 5 - 0

Statement:
My students appeared to learn well in group-based activities.
Responses:
1 - 0 2 - 15 3 - 0 4 - 3 5 - 0

Statement:

I felt comfortable in dividing grades equally among the members of the group responsible for each assignment.

Responses:

1 - 0 2 - 10 3 - 3 4 - 5 5 - 0

Statement:

Groups tended to share their learning easily with members of other groups.

Responses:

1 - 0 2 - 9 3 - 5 4 - 4 5 - 0

Statement:

Leadership roles were successfully rotated among the members of different groups.

Responses:

1 - 0 2 - 6 3 - 6 4 - 7 5 - 0

(3) Individualized instruction:

Statement:

It was relatively easy to incorporate the needs/interests of individual students into unit plans.

Responses:

1 - 2 2 - 12 3 - 0 4 - 4 5 - 0

Statement:

I was able to give one-to-one instruction during class-time to students who needed extra help.

Responses:

1 - 7 2 - 9 3 - 0 4 - 2 5 - 0

Statement:

Students who needed extra help were willing to stay after school for one-to-one instruction.

Responses:

1 - 0 2 - 0 3 - 0 4 - 3 5 - 15

(4) Curriculum adaptations:

Statement:

I diverted from the Manitoba Education curriculum guides to develop units of local interest.

Responses:

1 - 3 2 - 14 3 - 1 4 - 0 5 - 0

Statement:

I gave culturally-relevant programming (hunting, skinning game, wilderness survival, etc.) credit weighting equal to core academic programming.

Responses:

1 - 3 2 - 6 3 - 9 4 - 0 5 - 0

Statement:

I had more success in teaching portions of the curriculum as separate entities, rather than using the "whole learning" approach.

Responses:

1 - 4 2 - 10 3 - 4 4 - 0 5 - 0

Statement:

I needed to supplement the "whole language" approach with routine drill exercises focused on specific reading, writing, speaking and listening skills.

Responses:

1 - 5 2 - 10 3 - 3 4 - 0 5 - 0

(5) Program planning:

Statement:

Teachers "teamed up" to produce units or to share lesson plans.

Responses:

1 - 0 2 - 4 3 - 0 4 - 4 5 - 10

Statement:

The principal solicited teacher participation in making programming decisions.

Responses:

1 - 0 2 - 4 3 - 2 4 - 8 5 - 5

Statement:

I was able to choose what grade level and/or subject areas I taught.

Responses:

1 - 0 2 - 0 3 - 5 4 - 4 5 - 9

Statement:

Community members (parents and other community resource people) were invited to participate in overall school program planning.

Responses:

1 - 1 2 - 1 3 - 1 4 - 8 5 - 7

Statement:

The school administration encouraged teachers to vary program components so that the students would be exposed to a wide variety of topics and to different learning styles and strategies.

Responses:

1 - 3 2 - 13 3 - 2 4 - 0 5 - 0

(6) Classroom climate:

Statement:

Students who did not understand course materials appeared to feel comfortable in making their needs known in class.

Responses:

1 - 0 2 - 8 3 - 0 4 - 10 5 - 0

Statement:

I often found that lesson materials had to be retaught for the majority of classroom members.

Responses:

1 - 2 2 - 15 3 - 0 4 - 1 5 - 0

Statement:

I found that using a variety of instructional tools (videos, reading and writing activities, discussions, etc.) was helpful in reinforcing lesson components.

Responses:

1 - 13 2 - 4 3 - 0 4 - 1 5 - 0

Statement:

Students were eager to help maintain a cheerful classroom environment by helping with housekeeping chores such as cleaning brushes or tidying work areas.

Responses:

1 - 4 2 - 7 3 - 0 4 - 6 5 - 1

(7) Classroom setting:

Statement:

I found commercially-produced display visuals to have more effect on student learning than teacher-made display visuals.

Responses:

1 - 0 2 - 8 3 - 5 4- 5 5 - 0

Statement:

I found grouping student desks (or having students sit together at tables) to be more conducive to learning than having students sit at separate desks (or individually at tables).

Responses:

1 - 2 2 - 10 3 - 1 4 - 3 5 - 2

Statement:

The classroom furnishings (desks, tables, chairs, shelving, etc.) were appropriate for my instructional needs.

Responses:

1 - 6 2 - 9 3 - 1 4 - 1 5 - 1

(8) Parental involvement:

Statement:
I maintained regular contact with my students' parents, in addition to report-card interviews at school.
Responses:
1 - 2 2 - 3 3 - 1 4 - 10 5 -2

Statement:
Students with parents whom I contacted regularly performed better in school than students with parents whom I did not contact regularly.
Responses:
1 - 1 2 - 1 3 - 5 4 - 11 5 - 1

Statement:
The rate of success I had with homework assignments indicated that my students' parents supported their efforts to do well in school.
Responses:
1 - 1 2 - 3 3 - 7 4 - 6 5 - 1

CLASSROOM MANAGEMENT

For the period of time you spent in [this community], please indicate whether each of the following statements was:

1 - effective all of the time
2 - effective most of the time
3 - not applicable to your situation
4 - ineffective most of the time
5 - ineffective all of the time

(1) Preventive discipline - i.e., keeping classroom misbehaviours from occurring:

Statement:
having pre-set expectations for classroom behaviours
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
planning interesting classroom learning experiences
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
being forceful in interactions with students
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
making sure students fully understand classroom rules (which may be very different than home/community rules)
Responses:
1 - 6 2 - 11 3 - 0 4 - 1 5 - 0

Statement:
letting students participate in the rule-setting process
Responses:
1 - 3 2 - 8 3 - 6 4 - 1 5 - 0

Statement:
being strict in expecting students to follow classroom rules
Responses:
1 - 6 2 - 12 3 - 0 4 - 0 5 - 0

Statement:
planning lessons to teach students appropriate classroom behaviours
Responses:
1 - 4 2 - 10 3 - 3 4- 0 5 - 0

(2) Supportive discipline - i.e., keeping students "on-task" in the classroom:

Statement:
using direct and indirect communication signals
Responses:
1 - 5 2 - 13 3 - 0 4 - 0 5 - 0

Statement:
using physical proximity
Responses:
1 - 5 2 - 12 3 - 0 4 - 1 5 - 0

Statement:
constantly moving among students and checking their work
Responses:
1 - 5 2 - 12 3 - 0 4 - 1 5 - 0

Statement:
removing obvious distractions from the classroom
Responses:
1 - 4 2 - 10 3 - 1 4 - 3 5 - 0

Statement:
forcefully telling students to "get back to work"
Responses:
1 - 1 2 - 15 3 - 2 4 - 0 5 - 0

Statement:
gently asking students to "get back to work"
Responses:
1 - 2 2 - 9 3 - 1 4 - 5 5 - 1

Statement:
planning frequent changes in classroom activities
Responses:
1 - 3 2 - 12 3 - 0 4 - 2 5 - 0

Statement:
separating off-task students
Responses:
1 - 6 2 - 11 3 - 1 4 - 0 5 - 0

Statement:
terminating the lesson early and moving on to something else
Responses:
1 - 0 2 - 7 3 - 2 4 - 8 5 - 1

(3) Corrective discipline - i.e., dealing with classroom misbehaviours:

Statement:
consistently applying consequences
Responses:
1 - 5 2 - 12 3 - 0 4 - 1 5 - 0

Statement:
treating misbehaviours on a case-by-case basis
Responses:
1 - 2 2 - 13 3 - 0 4 - 3 5 - 0

Statement:
encouraging peer disapproval (i.e., peers disciplining peers)
Responses:
1 - 2 2 - 6 3 - 3 4 - 6 5 - 1

Statement:
asking for administrative help
Responses:
1 - 0 2 - 6 3 - 3 4 - 5 5 - 4

Statement:
using corporal (physical) punishment
Responses:
1 - 0 2 - 0 3 - 7 4 - 1 5 - 10

Statement:
"yelling" at the class
Responses:
1 - 0 2 - 8 3 - 0 4 - 7 5 - 3

Statement:
using recess-time detentions
Responses:
1 - 1 2 - 6 3 - 3 4 - 5 5 - 3

Statement:
using "time-outs"
Responses:
1 - 3 2 - 5 3 - 5 4 - 5 5 - 0

Statement:
using after-school detentions
Responses:
1 - 0 2 - 7 3 - 9 4 - 1 5 - 1

Statement:
speaking to individual students privately after class
Responses:
1 - 6 2 - 8 3 - 1 4 - 2 5 - 1

Statement:
soliciting parental support
Responses:
1 - 1 2 - 5 3 - 3 4 - 4 5 - 5

Statement:
addressing students' personal problems
Responses:
1 - 2 2 - 4 3 - 7 4 - 3 5 - 2

Statement:
denying favourite activities or "fun time"
Responses:
1 - 3 2 - 13 3 - 1 4 - 1 5 - 0

Statement:
trying to maintain student/teacher relationships while applying consequences
Responses:
1 - 6 2 - 12 3 - 0 4 - 0 5 - 0

Statement:
trying to guide students toward appropriate behaviours while applying consequences
Responses:
1 - 6 2 - 11 3 - 0 4 - 1 5 - 0

Statement:
"giving up" on students with long-term pervasive conduct disorders
Responses:
1 - 1 2 - 1 3 - 3 4 - 4 5 - 9

Statement:
seeking administrative help in dealing with long-term pervasive conduct disorders
Responses:
1 - 0 2 - 4 3 - 2 4 - 5 5 - 7

Statement:
using contracts wherein students agree to specific behaviour changes
Responses:
1 - 0 2 - 4 3 - 11 4 - 3 5 - 0

Statement:

using concrete "step" programs that match specific behaviours with specific consequences

Responses:

1 - 0 2 - 3 3 - 11 4 - 3 5 - 1

Statement:

negotiating with students the consequences for their misbehaviours

Responses:

1 - 1 2 - 9 3 - 6 4 - 2 5 - 0

Statement:

tailoring classroom teaching strategies to the needs of specific conduct-disordered students

Responses:

1 - 3 2 - 10 3 - 4 4 - 1 5 - 0

Appendix A.4.

Student Survey Results

TEACHING PRACTICES IN AN ISOLATED NORTHERN NATIVE MANITOBA COMMUNITY:

FROM THE PERSPECTIVE OF TWENTY-SIX STUDENTS

Questionnaire Designed, Delivered and Analyzed
by William M. Terry

In the space given beside each of the following statements, please indicate whether you--

1 - strongly agree
2 - somewhat agree
3 - neither agree nor disagree
4 - somewhat disagree, or
5 - strongly disagree

(1) Statement:
I prefer a very regular school day (no surprises).
Responses:
1 - 2 2 - 6 3 - 9 4 - 0 5 - 9

(2) Statement:
I prefer friendly teachers.
Responses:
1 - 23 2 - 1 3 - 1 4 - 0 5 - 1

(3) Statement:
I prefer to work with my friends in class.
Responses:
1 - 21 2 - 5 3 - 0 4 - 0 5 - 0

(4) Statement:
I like to see my work on display in the classroom or hallway.
Responses:
1 - 4 2 - 5 3 - 6 4 - 2 5 - 9

(5) Statement:
I like my teacher to praise my work in front of my friends.
Responses:
1 - 5 2 - 4 3 - 2 4 - 3 5 - 12

(6) Statement:
I prefer my teacher to give me compliments in private.
Responses:
1 - 12 2 - 4 3 - 6 4 - 0 5 - 4

(7) Statement:
I prefer my teacher to give me the assignments and then leave me alone to do the work.
Responses:
1 - 13 2 - 9 3 - 1 4 - 1 5 - 2

(8) Statement:
I work harder when the teacher yells at me to get my work done.
Responses:
1 - 6 2 - 3 3 - 2 4 - 4 5 - 11

(9) Statement:

When I have problems in school, I prefer my teacher to talk about them with me in private.

Responses:

1 - 15 2 - 3 3 - 5 4 - 0 5 - 3

(10) Statement:

When I have finished an assignment, I like to show my work to others in the classroom.

Responses:

1 - 3 2 - 3 3 - 4 4 - 6 5 - 10

(11) Statement:

I prefer to show my finished work only to the teacher.

Responses:

1 - 18 2 - 4 3 - 2 4 - 2 5 - 0

(12) Statement:

I fully understand the rules for behaviour in my classroom.

Responses:

1 - 11 2 - 8 3 - 2 4 - 1 5 -4

(13) Statement:

I fully understand the school-wide rules for behaviour.

Responses:

1 - 16 2 - 4 3 - 3 4 - 1 5 - 2

(14) Statement:

I would probably behave better in school if my parents (or guardians) were asked to help me understand the rules.

Responses:

1 - 9 2 - 4 3 - 3 4 - 2 5 - 8

(15) Statement:

I believe that consequences for behaviour should be absolute (no room for discussion).

Responses:

1 - 3 2 - 2 3 - 12 4 - 3 5 - 6

(16) Statement:

I feel that students who break the rules are treated fairly in my classroom.

Responses:

1 - 11 2 - 8 3 - 2 4 - 3 5 - 2

(17) Statement:

I think homework is an important part of doing well in school.

Responses:

1 - 20 2 - 4 3 - 1 4 - 0 5 - 1

(18) Statement:

I am willing to stay after school to get help from the teacher.

Responses:

1 - 8 2 - 6 3 - 2 4 - 1 5 - 9

(19) Statement:

I would do regular homework if it was assigned to me.

Responses:

1 - 15 2 - 2 3 - 1 4 - 0 5 - 8

Appendix A.5.

Permission by the Education Authority

to Conduct the Survey

[redacted] First Nation
[redacted] Manitoba · [redacted] · Phone (204) [redacted] · Fax (204) [redacted]

[redacted]
P.O. BOX [redacted]
[redacted], MANITOBA
[redacted]

DATE : DECEMBER 16 , 1997

TO: BRANDON UNIVERSITY SENATE

DURING THE TWO YEARS OF HIS EMPLOYMENT AT [redacted] SITUATED ON OUR RESERVE OF [redacted], IN THE PROVINCE OF MANITOBA . THE TEACHERS AND THE STUDENTS OF A.B.M.S HELPED MR.TERRY TO DESIGN AND COMPLETE A STUDY OF TEACHING METHODS . WE WISH TO THANK MR. TERRY FOR HIS WORK AND WE LOOK FORWARD TO RECIEVING A COPY OF HIS STUDY

YOURS IN EDUCATION ,

CHIEF PADDY MASSAN

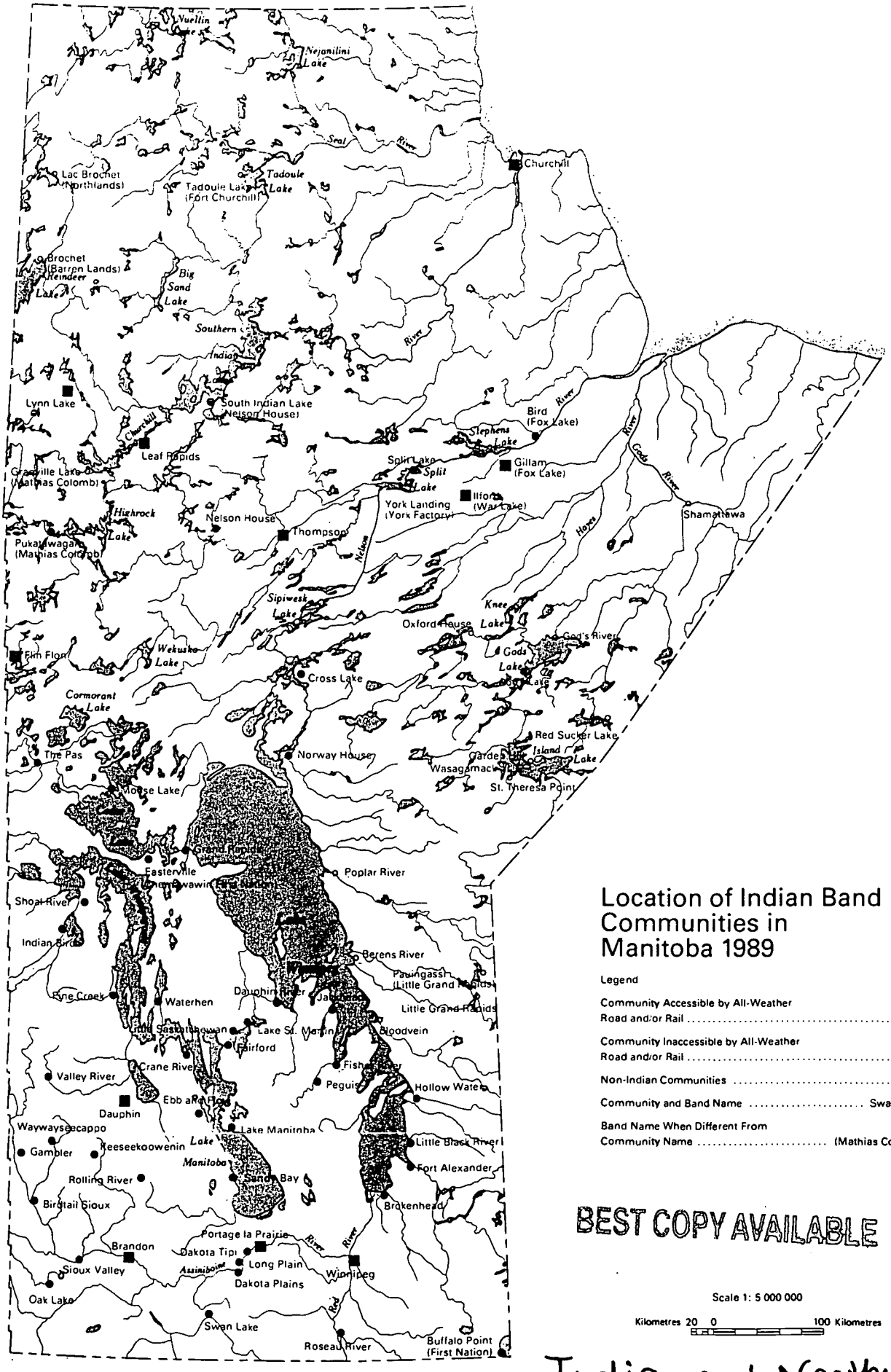
Paddy Massan

Appendix B.1.

Map of Manitoba

Showing Locations of

Northern Indian Reserves



Location of Indian Band Communities in Manitoba 1989

Legend

Community Accessible by All-Weather Road and/or Rail ..... ●

Community Inaccessible by All-Weather Road and/or Rail ..... ○

Non-Indian Communities ..... ■

Community and Band Name ..... Swan Lake

Band Name When Different From Community Name ..... (Mathias Colomb)

Scale 1: 5 000 000

Kilometres 20 0 100 Kilometres

Indian and Northern Affairs Canada. 1989. p. iv

Appendix B.2.

Government description of

the Targeted Community

Indian and Northern Affairs Canada
Affaires indiennes et du Nord Canada
1989

Indian reserve No. is located approximately air kilometres north of Winnipeg

Manitoba. Most of the development is situated on a well drained beach ridge . The band has an outstanding land entitlement.

The community was established as a permanent settlement when the York Factory Hudson's Bay operation was closed in the 1950's.

Surface soils in the area are a mixture of sand, clay, silt, and gravel with a few rocks over a shale and limestone base. The northeastern and a large portion of the southern sector is occupied by poorly drained peatlands which contain discontinuous permafrost.

There is a logging and milling operation adjacent to the community.

The band is a party of the 1910 Adhesion to Treaty 5.

Language

The native language is Cree.

Population

INAC Band Membership List

On-Reserve	On Crown Land	Off-Reserve	Total Population
644	8	42	694

Community Services

Fire Protection: The band has no fire protection equipment other than fire extinguishers.

Police Protection: The band employs one band constable. There is an R.C.M.P. detachment on-reserve.

Hydro: Service provided by land line.

Postal Service: Air mail twice a week.

Health Care: There is a nursing station on-reserve. The nearest hospital is located in There are two community health representatives on the reserve.

Telephone: Satellite ground station.

Communications: The band receives CBC-TV and FM radio from Thompson. The band operates a satellite dish in the community.

Infrastructure

Housing:
Number of houses - 93.
The band constructed approximately six new units and renovated five during fiscal year 1987/88 through Capital Housing.

Water Supply: The community obtains water from God's River. All of the homes receive the untreated water via water trucks. The school uses chlorinated water which is piped into holding tanks.

Sewage Disposal: Pit privies are utilized by most residents. The school, the nursing station, and HBC utilize septic fields and one lagoon.

Garbage Disposal: One landfill site.

Roads: The reserve is inaccessible by road. however a winter road may be constructed when heavy equipment is needed in the area.

Major Land Use: Commercial fishing and trapping.

Transportation: A 4,200 foot gravel airstrip is maintained in the community and it is serviced by Calm Air out of Thompson. There are dock facilities for both boats and float planes.

Education

School:

Enrolment (Band Members 1987/88):

Grade	No. of Students
K4	13
K5	15
1	27
2	28
3	20
4	18
5	20
6	21
7	19
8	18
9	12
10	
11	
12	
Total	211

Construction of a new Federal school, opened in August 1987, provides northern Indian students with grades K4-12. The four school buildings incorporate 13 classrooms, science lab, library, gymnasium, home economics, industrial arts facilities and administration area.

Child & Family Services

Awasis Agency of Northern Manitoba
3 Station Road
THOMPSON, Manitoba
R8N 0N3
Ph: 778-4401

Recreation Facilities

Recreation facilities on-reserve include the [illegible] Centre, an outdoor rink, community hall, equipped playground and baseball diamonds, as well as the school facilities.

Commercial Businesses/ Services

Pool hall
Movie hall
Logging/Sawmill Operation (band)
Motel (band)
Confectionary shop
Hudson Bay Store
Gas bar

Appendix B.3.

Description of Spiritual Nature

in Building Housing

Traditional tipi reminds us of a culture rich in legend, folklore, ceremony and tradition.

Derived from the Sioux language, tipi means "to live in"' or "to dwell in". It was the ideal shelter for the nomadic Plains Indians who followed the buffalo herds. The tipi offered mobility, privacy and luxury.

The linings and skins were decorated with the spiritual symbols of the culture. Some of the tipis were creations of outstanding beauty and originality. The top portion was for the sky and spirit world. The bottom represented the earth and things having to do with the earth. The life of man and his experiences was in between.

Tipis were used for many different purposes. Some served as medicine lodges or for warrior societies. There were tipis for ceremonial purposes, puberty rites, hunting rites and social gatherings.

The tipi went out the first decade of this century. The government had a policy that indicated the tipis were savage and wall tents were civilized. So the government quit supplying canvas for tipis and replaced tipis with wall tents.

Archaeologists have surveyed tipi rings running from Edmonton to New Mexico. Sites were used over and over and sometimes there would be over one hundred rings at one site. These rings were found in places good for lookouts, for ceremonial purposes, for defence, or for protection from the elements.

The image of the tipi preserves the memory of a life of freedom, hospitality and an intimate family life.

It was not for nothing that the Plains Indians called heaven the "Land of Many Tipis". What could be a more beautiful sight on our broad and sweeping prairie landscape?

The Brandon Friendship Centre would like to thank the following businesses for donating cash or prizes for our tipi raffle.

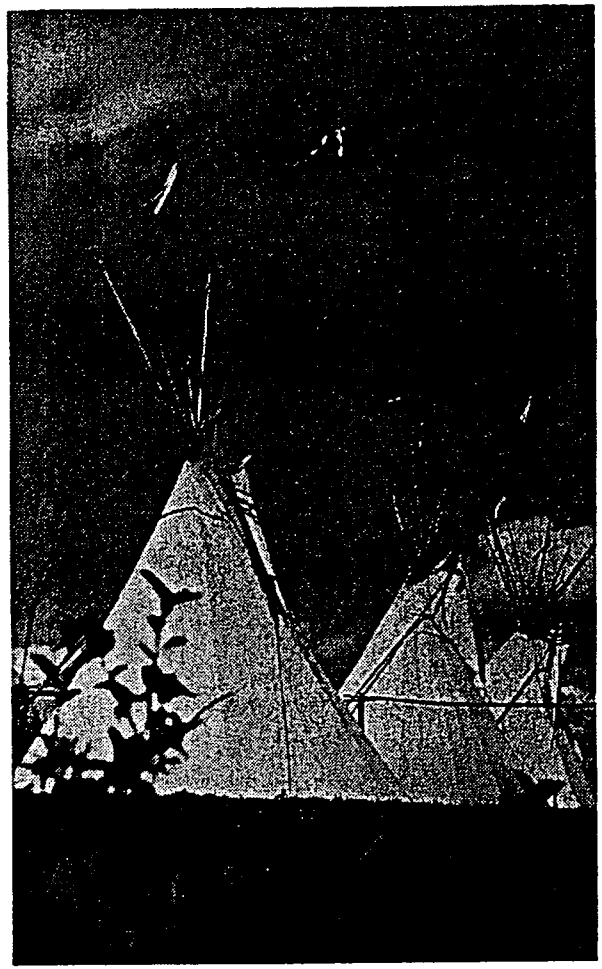
- Canadian Tire
- Cresting Unlimited
- Home Hardware
- Native Images
- Ray's Autobody
- Woolco
- Zellers

For tipi rentals

727-1407

BRANDON FRIENDSHIP CENTRE

Tipi Project



For the Indian people the tipi was a home, but it was also a spiritual dwelling.

The tipi incorporated the spiritual values and contained the sacred essence of the Indian people.

The circle of Earth at the base of the tipi represents the whole of our mother.

In our Creation story the Woman was created as Earth. From her all life is born – plant, water, bird, and animal. She is the mother of all living things.

The tipi was constructed according to this story. The circular base of the tipi represents the Earth and the circle of Life she contains. The tipi was called "The sacred dress of Mother Earth". If you look closely you will see the tipi is constructed as a dress.

The flap poles represent the arms of the dress outstretched to greet the new day. The open top is the collar of the dress, open to allow new knowledge and wisdom to flow in.

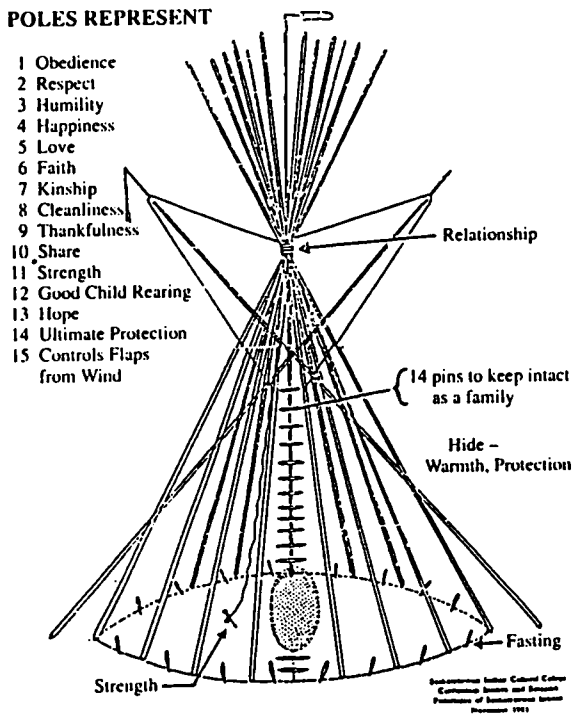
In the evening we return to this living earth to be warmed and protected within her dress and around her fire.

We continue the same understanding in the homes we live in today.

We understand we have a responsibility to home (no matter what kind) to make it a better place to live.

In the morning, prayers are said within the tipi, then we are clothed and fed before we emerge into the morning sun.

Today we can use the teachings of the tipi (our culture) to help us to understand our roles in society today.



"Everthing the power of the world does is done in a circle. The sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same, and both are round. Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves. Our tipis were round like the nests, where the great spirit meant for us to hatch our children. But the Wasichus have put us in these square boxes. Our power is gone and we are dying, for the power is not with us anymore."

— BLACK ELK

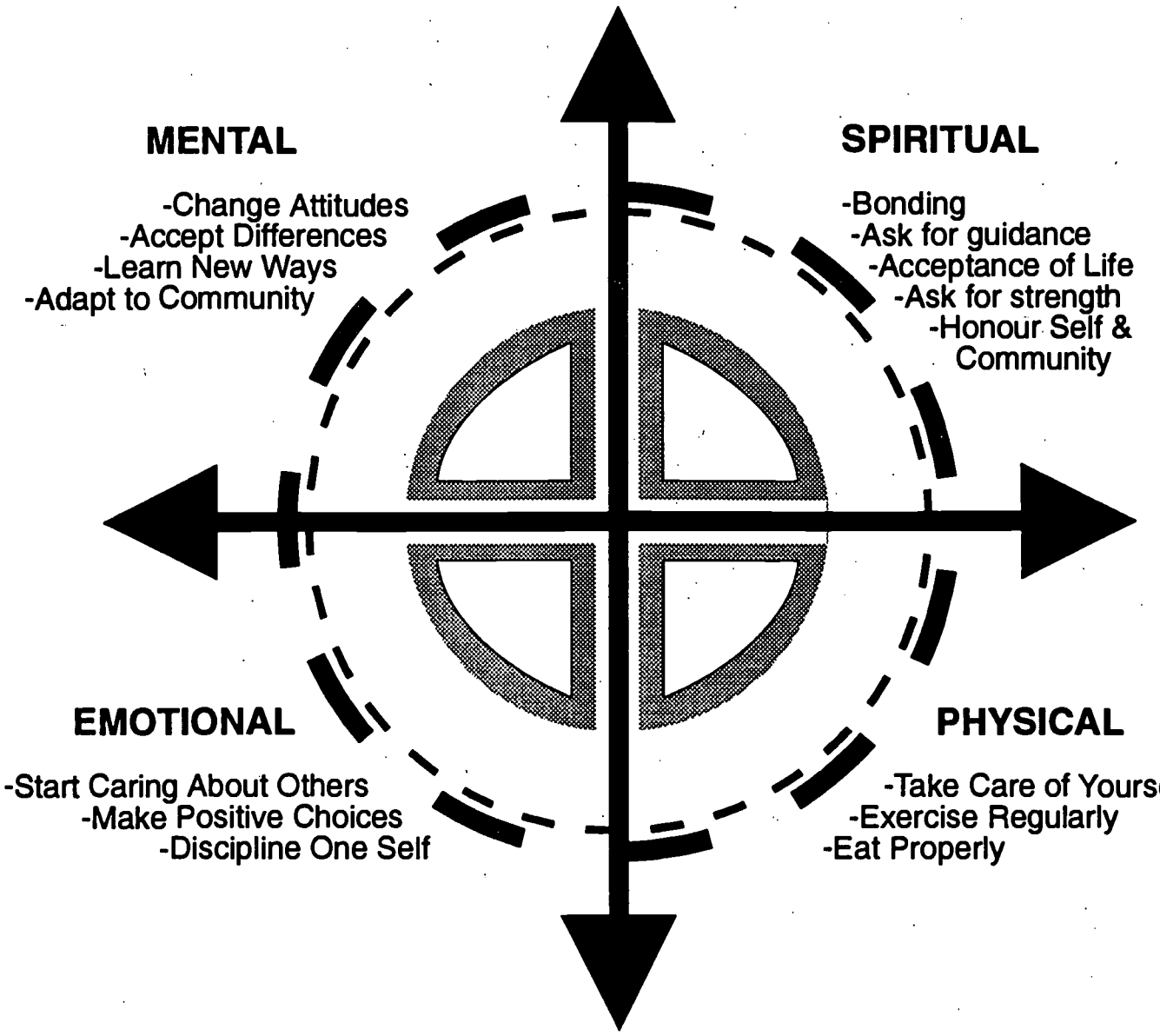
Appendix II. D.

Examples of "Circle of Life" or

Circular Manner of Thinking that

Native People Call "Holistic Thinking"

THE MEDICINE WHEEL



THE MEDICINE WHEEL :

Everyone, including you, is a part of the circle. People in balance, keep the circle strong, and that is very important. They do this by following the guidelines in the "The Medicine Wheel ". It is very important to keep your culture alive and it is done in four ways, mentally, emotionally, spiritually & physically. Learn about your heritage through education and your Elders and **BE PROUD OF WHO YOU ARE !!**

Indian Child
Fall, 1996

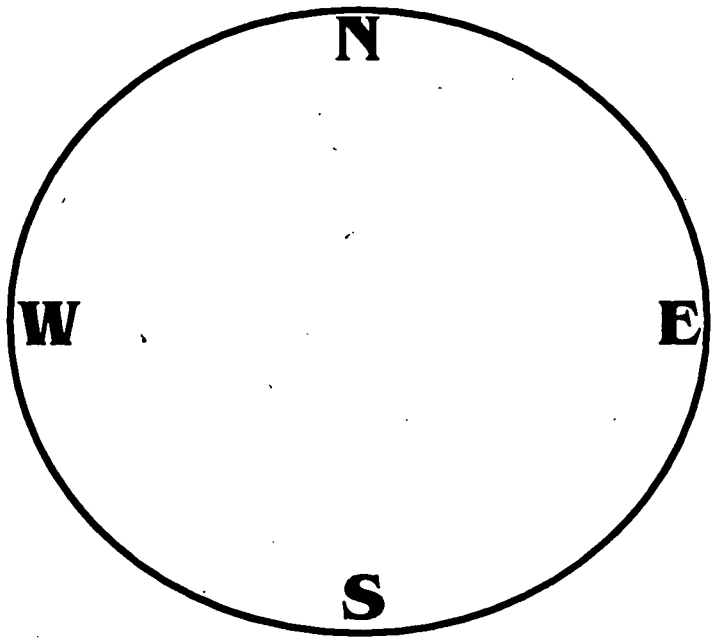
Spruce Grove
Alberta
T7X 3B2

THE FOUR DIRECTIONS

Everything in our culture is represented by a circle. This is because everything in life works in circles. This includes everything from the shape of a birds nest, the earth and stars, to the ever changing four seasons. This edition we will concentrate on the Sacred Four Directions.

Wisdom
Color: White
Power Animal: Buffalo
Gift: Strength & Endurance
Third Hill: Maturity

Introspection
Color: Black
Power Animal: Bear
Gift: Rain
Second Hill: Youth



Color: Gold
Power Animal: Eagle
Gift: Peace & Light
Fourth Hill: Old Age

Color: green (sometimes Red)
Power Animal: Mouse
Gift: Warmth & Growth, after winter: innocence & trust
The First Hill: Infancy

It is important to remember that each Tribal Group, whether it be Cree, Ojibway, Inuit or Mowhawk, etc, may have their own version or view of these directions. We encourage you to talk to your Elders and learn as much as you can. They can help you to explore each of these four ways and help you to gain a better understanding of yourself and how you fit into the world.

INDIAN CHILD 43

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FOOD GUIDE

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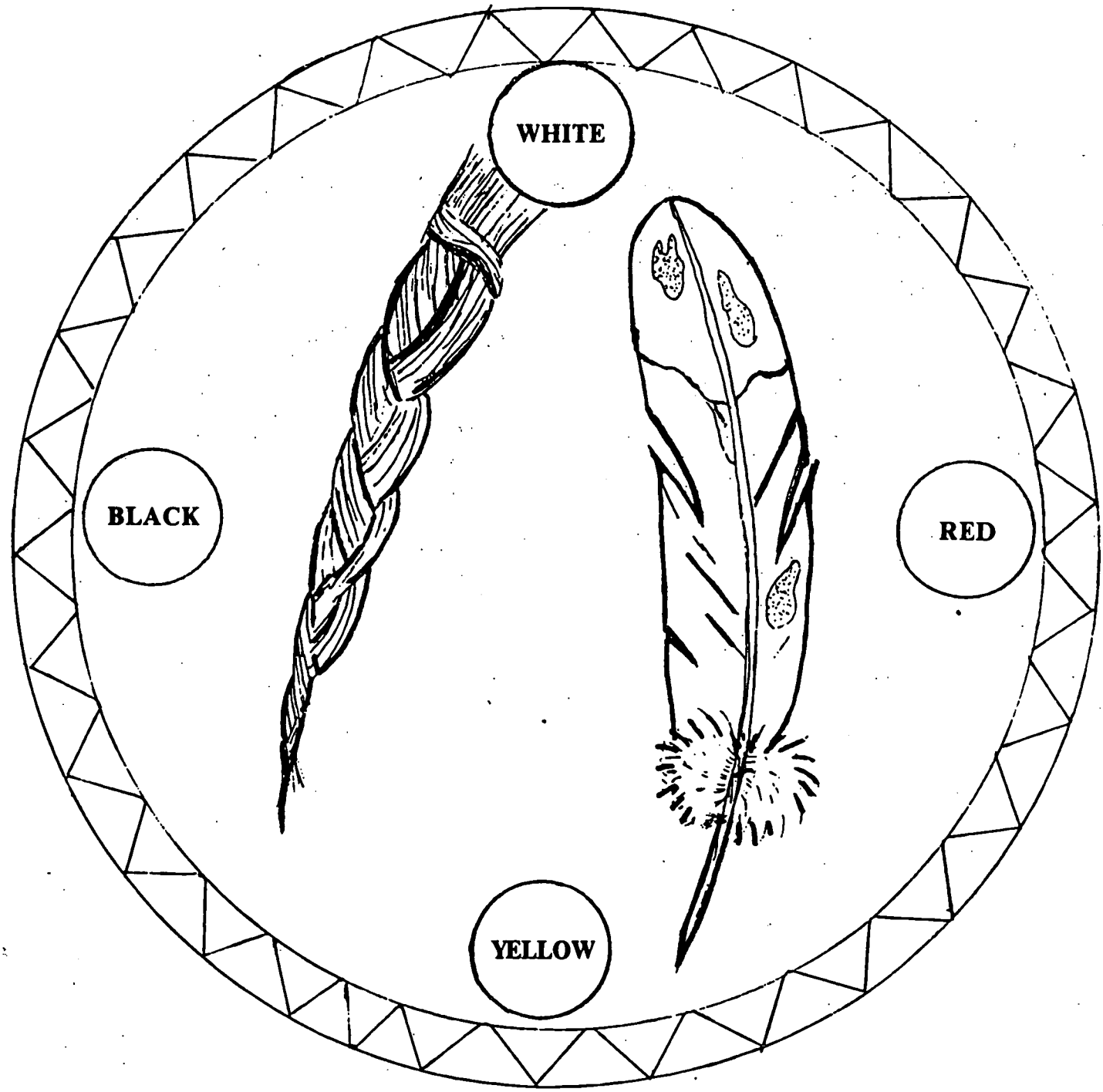

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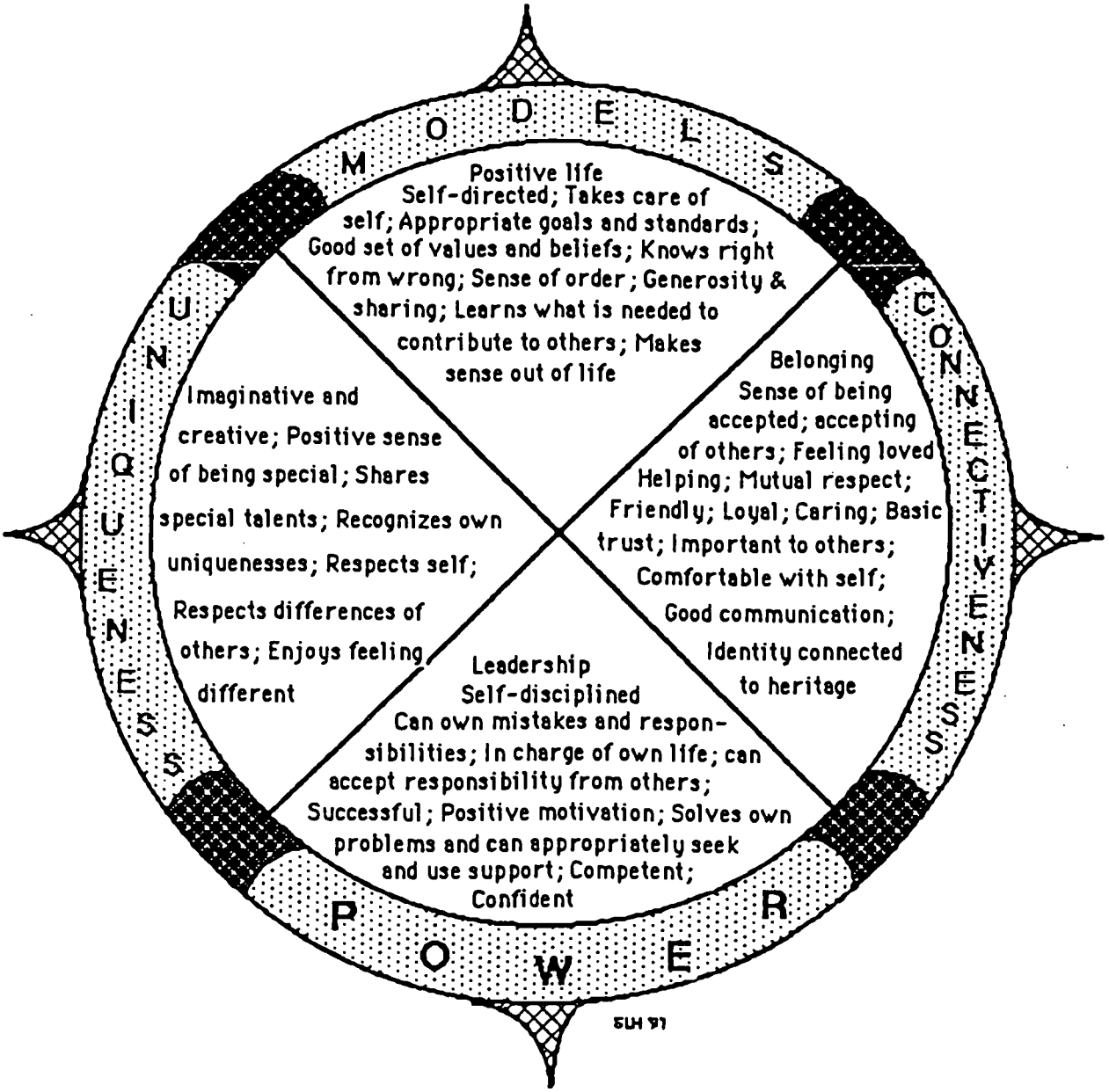


1. Everyone has these potentialities as part of the self.
2. Helping others to care for these basic needs allows growth.
3. We need to take care of these for ourself, as well.

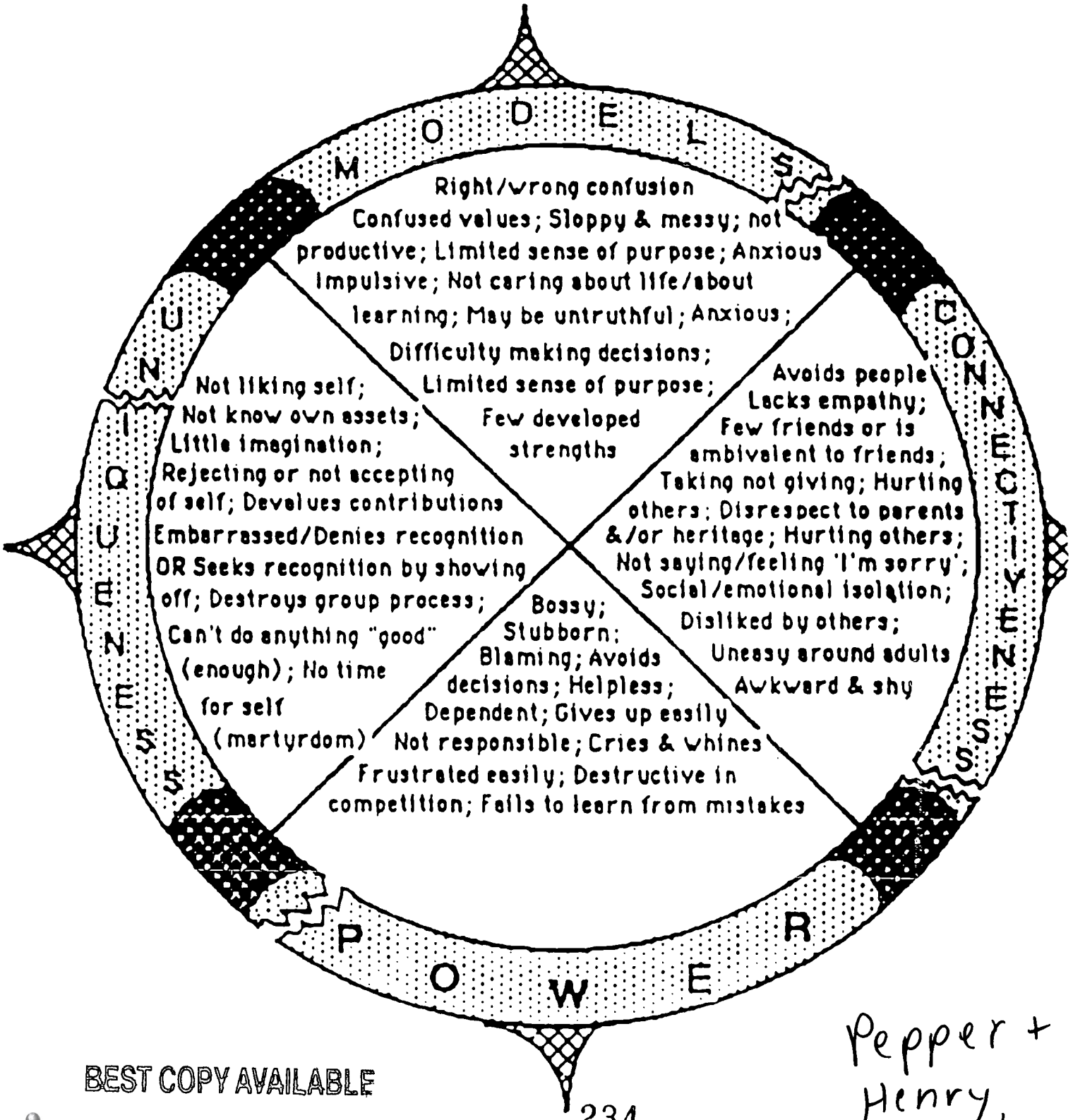
Adapted by FLoy Pepper and Steven L. Henry
From Bertha Covington, Independent Educational Consultant
Spokane, WA 1991

Figure 1. Intact Medicine Wheel: High self-esteem.

Pepper + Henry, 1991.

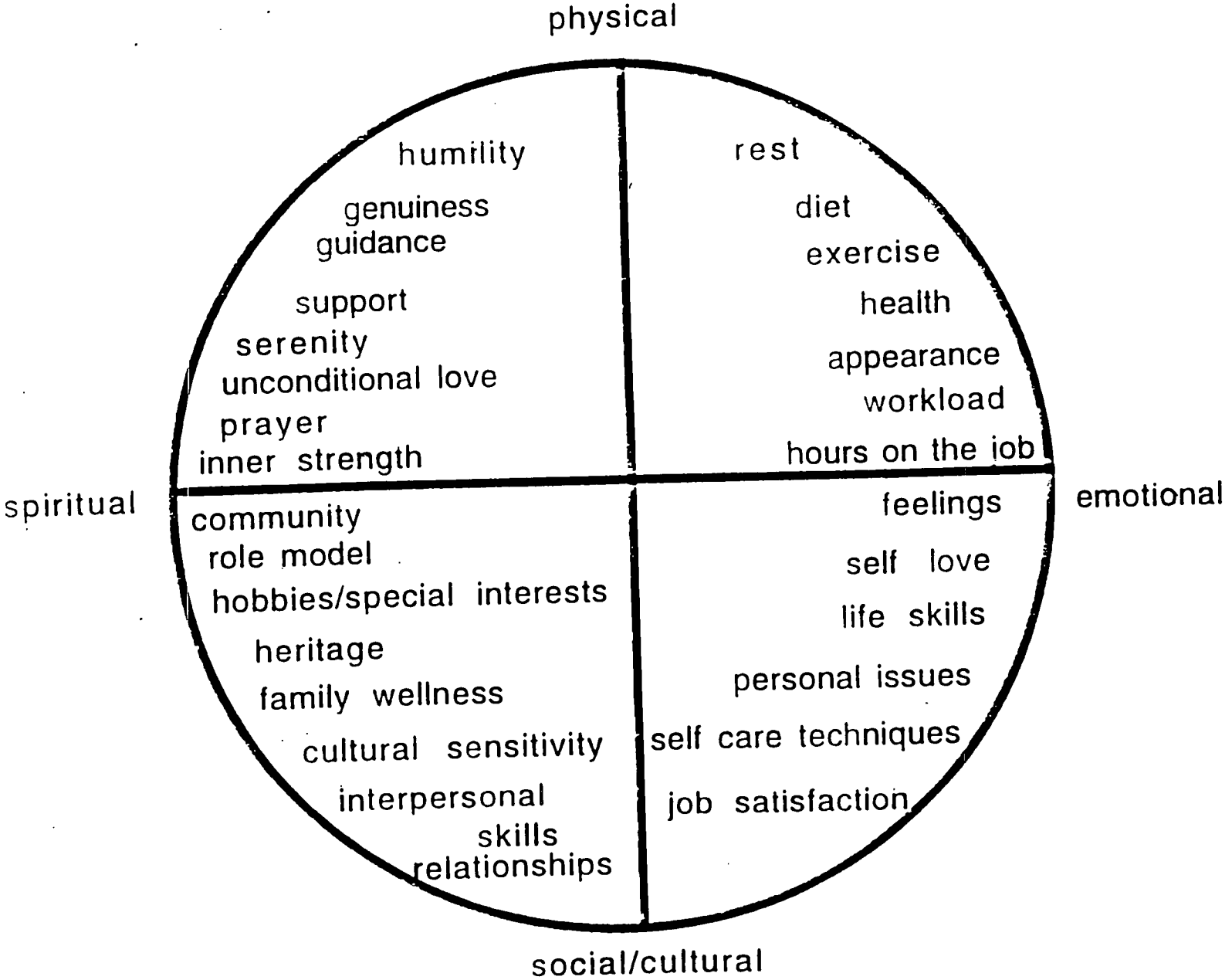
an Perspective of Self-Esteem

Pepp



Pepper + Henry, 1991

behaviors frequently hurt self and others.



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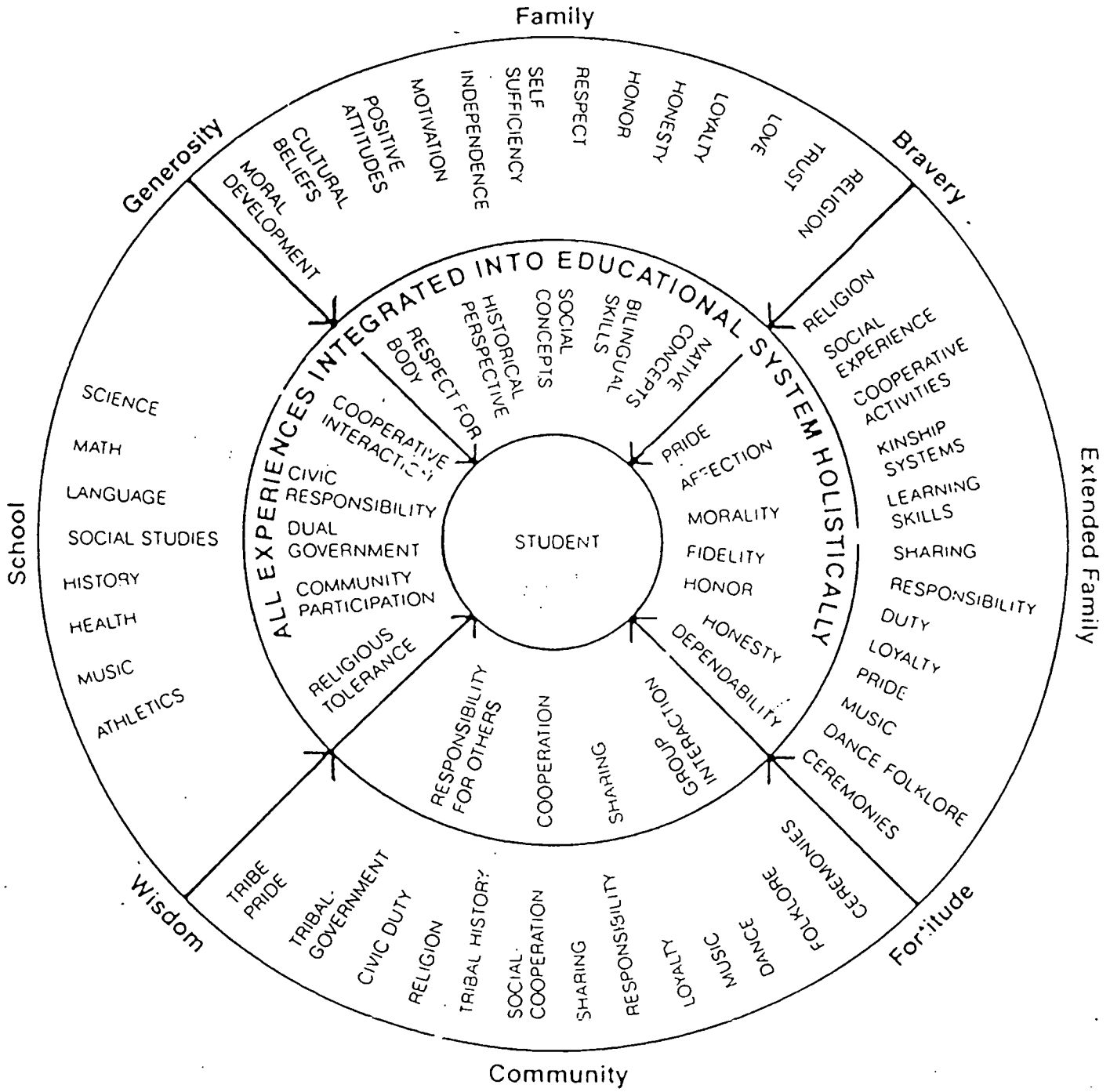
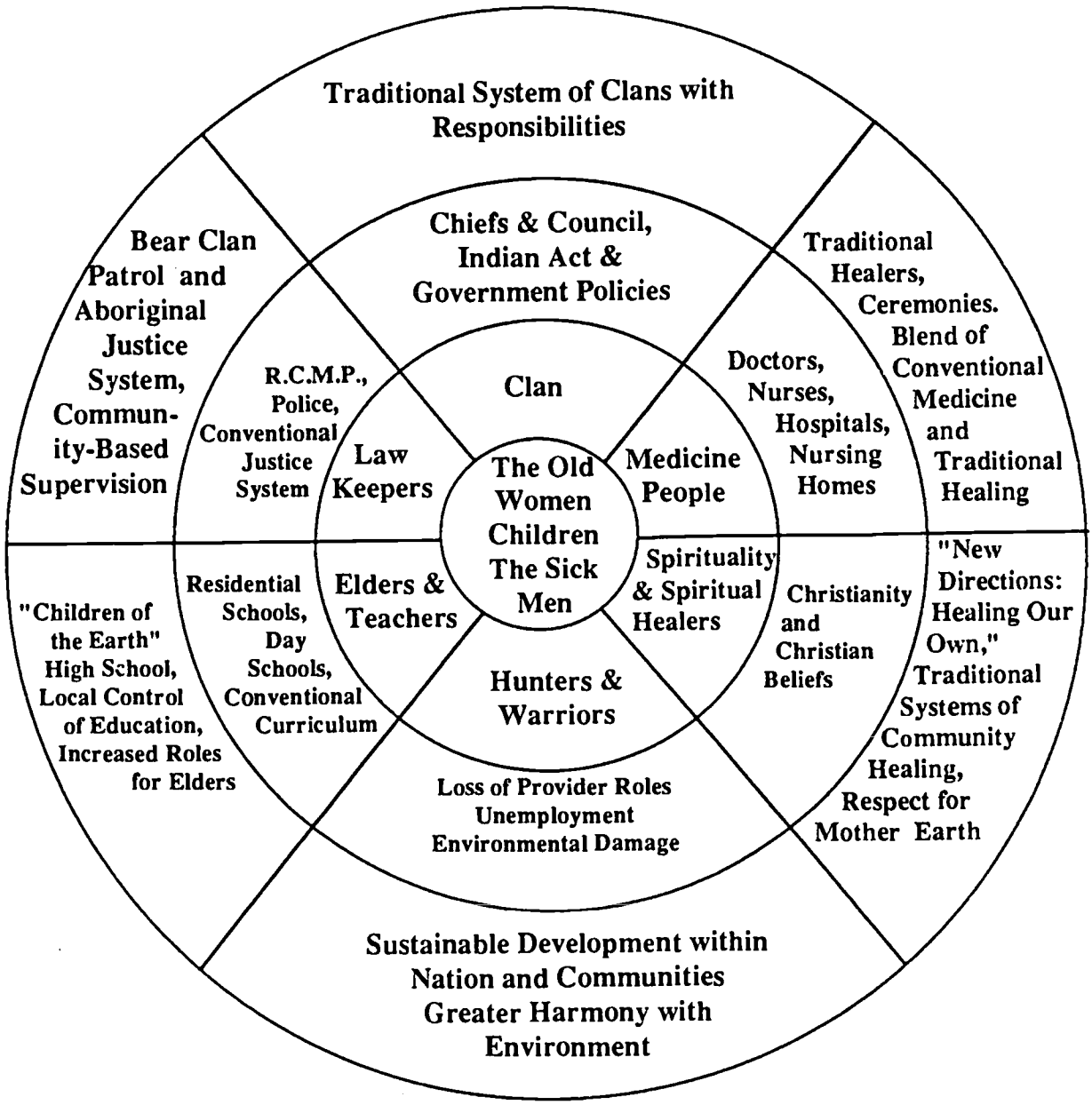


Peppert Henry
1991

Compliments of
Alkali Lake Indian Band and
[illegible] Worker Development [illegible]

Drawing by
Patti Lucas

Figure 2: Circles of Development: Traditional Systems, Colonization and Decolonization



NOTES:
1. During the pre-contact and peaceful co-existence periods Aboriginal societies were based on a family/clan system with respective roles and responsibilities.
2. As a result of internal colonialism traditional Aboriginal systems and roles were destroyed and replaced with institutions from the dominant society.
3. Decolonization involves, in part, the replacement of conventional systems with systems which re-integrate aspects of traditional systems destroyed during colonization.
4. Concepts illustrated in this model reflect the collective contributions of Elders and many other Aboriginal people. Special acknowledgement includes Robert Daniels, David Blacksmith, Marilyn Fontaine, Linda Clarkson, Wilfred Buck and Judy Williamson.

(Clarkson, Morrissette, + Regallet, 1992)

Appendix II. E.

List of Problems Students

in the Study's Community Have

in English Language Arts

ENGLISH LANGUAGE PROBLEMS ABORIGINAL STUDENTS FACE IN THE CLASSROOM

1). English secondary

2). E.S.L. (not recognized)

3). Differences in language structure and thought process

4). Cultural differences

5). Communication differences

6). Native languages not used in mainstream

7). Non-standard English learned

8). Lack of pride in Native identity

9). Content in textbooks is irrelevant

10). Comprehension of both English and Aboriginal languages

11). Peer pressure not to take Aboriginal Languages (not cool)

12). Resources - materials (lack of)

13). Lack of parental support

14). Native Language imposition by parents

15). Ridiculed when you are trying to learn Aboriginal language

16). Fluent (Aboriginal) speakers make fun of beginners and vice and versa

17). Students fluent in English ridicule Aboriginal speakers

18). Isolated reserves - students not exposed to English language

19). If English skills are poor, it is difficult to make it in college

20). Lack of standard dialect

21). Lack of instruction of Native language in schools

22). Problem of grouping of people due to language (cliques)

23). "Dead" language (new words need to be created with new discoveries) ex. Latin

24). Lack of Native language teachers where it is needed - ex. -

Youth Centre; Adult detention centres; and schools where Native population warrants it

25). Unity of Native groups closely related to language (see each other via satellite

26). Different linguistic groups/different dialects

27). Different spellings/phonetics

28). Parents don't speak language/lack of role models

29). Not enough advertising/word of mouth - ie. language programs

30). Chemical/alcohol abuse related to loss of culture/language in communities

31). First language Native speakers find it difficult to relate to the world in English (ie. groceries)

32). People who are setting up and testing language programs are unqualified

33). Attendance problem

34). Poor financial support for teaching Native languages

35). Retention of Native languages was discouraged

36). No training for those who are developmentally more able to learn (birth to six years old)

37). Individual abilities and differences in motivation not considered

38). Isolation within large schools

39). No translation for some words

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