The Role of the C.E.O.

(Education Coordinator)

in Band Controlled Schools on

Selected Indian Reserves in Saskatchewan

A Thesis

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ABSTRACT

The purpose of this study was to describe the role of
the C.E.O. (Education Coordinator) in Band Controlled
Schools on selected Indian reserves in Saskatchewan. A
number of key functions and leadership components were
identified from the literature and were formulated into a
structural framework. In this framework, the C.E.O.
position was explored and studied under three major
components: role, autonomy, and contextual conditions.
The aspects of role which were examined were the
identifying of the C.E.O., role expectations, role tasks,
and obstacles. The functions related to autonomy were
identified as performance, overlaps, perceptions, and
organizations. Job satisfaction, personal qualities and
attributes, and politics were related to contextual
conditions.

The population was five administrative teams working
on Indian reserves in Northern Saskatchewan. These teams
consisted of a Chief Executive Officer, the Principal,
and, where applicable, the Administrative Assistant. The
schools were selected because two have been Band operated
for five years or more, whereas the other three were Band
operated for less than two years when this study began.

A case study approach was used. Data were collected through semi-structured interviews with the C.E.O.s, Principals, and Administrative Assistants. An interview guide containing 18 questions designed for the Education Coordinator, and 18 questions designed specifically for Principals was used.

It was concluded that broad, general similarities existed from Band to Band. However, the role was influenced by the needs, wants, and thrusts of the individual Bands. The personality, background, and interests of the individual C.E.O. had an impact upon how the role was enacted. It was difficult to isolate and compartmentalize the job of the C.E.O. on an Indian reserve.

Although this study was limited in scope, a number of conclusions were reached and some implications were discussed. The C.E.O. position is a relatively new one and is in many ways unique. It would be of benefit for administrators to learn more about this position since nearly every on-reserve school in Saskatchewan is controlled by the Band. The C.E.O. position will grow and develop and have a great impact upon the future of Indian Education.

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CHAPTER 1

The Problem

Introduction to the Problem

Indian control of Indian education is a reality in Canada, especially in the Province of Saskatchewan. At the present time, the Registered Indians of this province have assumed responsibility for the education of their young people. Although this initiative is supported by the Canadian Government, the movement toward Indian self-determination is the product of a somewhat tenuous relationship between the Government of Canada and Registered Indians.

The initiative began shortly after the Canadian Federal Government issued a "White Paper", Indian Policy (1969), which advocated integration of Canada's Indians and which served as a stimulus for Indian control of Indian education. In response to the White Paper, the National Indian Brotherhood issued a position paper entitled Indian Control of Indian Education (1972) that paper opposed the stance advocated by the Federal Government. In February, 1973, Canada adopted policies

which would enable the Indian people to assume control of their own education systems.

In recent years the Federal Department of Indian Affairs has transferred control of a variety of programs, including those related to education, to the communities of the Indian Bands. This transfer was accomplished by delegating the authority for the administration of programs to the Band Councils and by entering into financial contribution arrangements with them. The government transfers public funds to the Bands by way of a contractual agreement that gives the community more control over its administrative, educational, and economic decisions. This process reduces the need for employees of Indian and Northern Affairs Canada (I.N.A.C.) to be directly involved in the Band's operation of its education system (Indian and Northern Affairs, 1990).

A key administrative position in local Band control is that of Education Coordinator, sometimes referred to as the Director of Education or Educational Administrator. The Bands have charged the person holding this position with the coordination of educational services from the Band level. Each Band may define the position differently. It may be a "ground breaking" position similar to a director or a superintendent in the provincial school system. In

other systems it may parallel the position of principal.
If a clear division of duties is not specified, these two
positions may overlap. Furthermore, the personalities of
the individual administrators may influence how the roles
are performed.

Background to the Problem

At the reserve level the local government has its own
appointed bureaucratic hierarchy. The Chief holds
political office for a period of two years in accordance
with the Indian Act, section 78. An option to section 78
is found in section 2(1) which indicates that Chief and
Councillors may hold office for a period of four years by
"custom of the Band."

A general pattern for the control of education on the
reserve seems to have emerged. Under the Chief and
Council two sources of power are fairly common. The Band
Council may elect or appoint the School Committee to
deliver educational services on a reserve. The Education
Coordinator is an employee hired by the Band to manage the
delivery of educational services. The person appointed to
this position usually reports directly to the Band
Council, but the Coordinator may also function as a

liaison person between the School Committee and the Band
Council. The pattern of interrelationships between and
among various stakeholders may be problematic.

The nucleus of the relationship between the Federal
Government and the Indian people is stated in <u>Indian
Control of Indian Education</u>, 1972:

> The Federal Government has legal
> responsibility for Indian education as defined
> by the respective treaties and the Indian Act.
> Any transfer of jurisdiction for Indian
> education can only be from the Federal
> Government to Indian Bands.

This statement calls in question any attempt by the
Canadian Federal Government to delegate or relegate
jurisdiction to provincial governments.

The Saskatchewan regional office of I.N.A.C. is
responsible for overseeing educational services under the
Indian Act to status Indians living in 72 Bands on 150
reserves (INAC, 1990-91) and various off-reserve locations
including Crown lands. Traditionally, the Department has
transferred control of programs to the Band Councils
through contribution arrangements of designated money for
specific components within the education program.
However, a new financing initiative called Alternate

Funding Arrangements (A.F.A.) is being implemented on some reserves.

In the 1990-91 fiscal year, eight Bands were covered by A.F.A.'s. This arrangement enhances the freedom of individual Bands to manage local programs because responsibility is placed on the community rather than on the Department of Indian Affairs. The A.F.A. changes the previous contractual arrangements and the designated budget areas. However, the budget amount does not change. It is not yet known how this new initiative may affect relationships within the local bureaucracy.

Local control is a viable educational model. Since its introduction in the 1970's Indians have made significant progress in achieving higher levels of education. New funding systems which allow Indian people greater freedom have resulted from local control. Clear, well delineated goals are in place. Local control is the future direction of Indian education.

The movement toward local control of Native education has led to the creation of a Chief Executive Officer position for the educational program. The job description and areas of emphasis for the Education Coordinator are entirely at the discretion of the Band Council. For example, some Band Councils give their Education

Coordinator the status and role of a Chief Executive
Officer. In other Bands, the position may correspond to
that held by a provincial secretary-treasurer. However
the job is defined, it is intended to reflect the
educational directions as decided by the Band.

This relatively new position may impinge on a more
established one. The Bands usually have a standardized
job description for the principal, but it is sometimes
difficult to clearly separate the Education Coordinator's
position from that of the principal. Moreover, since the
Education Coordinator is often on a one year contract, the
person holding this position may be reticent to enforce
the job specifications to their strictest limits. The
Education Coordinator could feel limited and trapped in a
fledgling position that is not clearly understood.

In summary, Band Control has led to autonomy over
education. Since 1973, an increasing number of Bands have
assumed control over their own educational programs in an
attempt to achieve the educational freedom they had prior
to European colonization. In an effort to advance
education at the local level, an authority structure has
evolved that includes a School Committee, an Education
Coordinator, and a principal. The position of Coordinator
of Education is a relatively recent creation within the

authority structure. Further research is needed to define
the role and to determine the degree of autonomy of the
Education Coordinator.

Statement to the Problem

The researcher's research centered around the
following questions:

1. Who is the Chief Executive Officer in Band controlled
    schools?

i. What are the role expectations of the Education
    Coordinator on this particular reserve?

ii. In what areas is the Coordinator involved?

iii. What kind or deterrents to success interfere with
    achievement of the role expectations?

2. Does the degree of autonomy implicit in the position
    of Indian Education Coordinator allow the individual
    to fulfill the job description?

i. Is there a distinction between the role of the
    Coordinator and the Principal and to what degree do
    the two positions overlap (if at all)?

ii. What are the Principal's and Education Coordinator's
    perceptions of the C.E.O.s role on the various
    reserves to be studied?

iii. Are there clear channels of communications between

the Education Coordinator and the Chief and Council,

School Committee and the Principal?

3.   And finally, are there any contextual conditions that

impede the fulfillment of the role?

i.   Does this person derive satisfaction from this

position? When does the Coordinator find this

position fulfilling and productive? When not?

ii.   What personal qualities and attributes should the

individual Education Coordinator bring to the

position?

iii. Is this position of Indian Education Coordinator a

political one?

Purpose and Significance of the Study

Some people believe that responsibility for the
success or failure of a school system may be attributed to
the performance of the chief administrative officer. In
the Band Controlled School, the C.E.O. seems to be the
Education Coordinator. This person is responsible to
Chief and Council directly and to the Band membership
indirectly. If the position suffers from a lack of
clearly defined tasks or established channels of
communication, the chances of success may be severely
diminished.

The primary purpose of this study was to obtain an understanding of the role of the Education Coordinator in the Band controlled school. The understanding was not limited to the role in the narrowest sense, the sum of the role tasks, but extended to the degree of satisfaction and contextual conditions that affected it, especially conditions that might lessen satisfaction or impede performance.

This study was also undertaken to investigate the danger of the Education Coordinator duplicating the principal's role. Such duplication could result in strained relations between and reduced effectiveness for the two persons involved.

A problematic issue would be rigid controls on the Education Coordinator such that he or she might feel that the role is non-productive. Consequently, this study attempted to determine if the Education Coordinators selected for the study were satisfied with the degree of autonomy in their positions. The researcher wished to clarify problems of status and role associated with the position and to determine if a consensus of opinion existed regarding what the position should be.

This study makes a significant contribution by researching important information to potential Education

Coordinators. There is little written record of the experiences and opinions of the Chief Executive Officer employed by Indian Bands. This study will rectify this situation to some degree. In a virtually unexplored and continually developing educational field, this study could be a guide for future educators.

Assumptions

The definition used for the word assumption is, "a proposition which is taken or posed in order to draw inferences from it." The researcher assumed that:

1. That the Education Coordinator was the C.E.O. for the Band.

2. C.E.O.'s were willing to discuss job satisfaction with honesty and candour.

3. Common circumstances were experienced by those persons interviewed.

4. The C.E.O. would experience some deterrents in achieving total success in the position.

Limitations

The purpose of the limitations is to show how this study was restricted. This study was limited by:

1. There was little information available concerning the position of Indian Education Coordinator. Moreover, virtually nothing was written concerning the degree of autonomy of the Indian Education Coordinator.

2. Since only five Band controlled schools were studied, generalizations were kept to a minimum.

3. The researcher was not able to interview Chiefs and School Committee Chairpersons as originally planned. To compensate for this situation a fifth Band was added to the study. Therefore, data were collected from another Coordinator and Principal.

4. The researcher was not always given access to vital documentation such as job descriptions and policy manuals.

Delimitations

The purpose of the delimitations is to mark the boundaries of the research. The research was delimited by:

1. This study was delimited by the geographic accessibility to the respondents.

2. This study was restricted to five Chief Executive Officer positions.

Organization of the Study

The researcher intended to offer some insight and understanding into the role of the Indian Education Coordinator in selected Band controlled schools in Saskatchewan. Chapter One includes a statement of the problem, some background information, and a discussion of the purpose of the study. The assumptions, delimitations, and limitations are also presented in this chapter.

Chapter Two is a review of literature pertaining to the history of Indian education in Canada. The events which culminated in the movement toward Indian control of Indian education is chronicled. The development and function of the Education Coordinator is examined. Because of the paucity of literature concerning this position, the role of the Educational Administrator is discussed and reviewed.

Chapter Three explains the design of the study, the data collection instrument, and the methods. The procedures used to analyze the data are discussed.

Chapter Four presents the data collected for the study. The researcher shows the significance of various findings relative to the problem presented.

Chapter Five presents an analysis of the data and a

summary of the findings, as well as conclusions and implications derived from them.

CHAPTER 2

Related Literature and Research

This chapter contains a review of literature

pertinent to the study. It is organized around such

themes as the historical relationship between the Federal

Government and the Indian people of Canada; the genesis of

local control; training for local control; the position of

the Education Coordinator; the role of the administrator;

and the concept of role shock. Because of the scarcity of

literature related to the position of Education

Coordinator in Indian schools, peripheral, but significant

literature germane to the field of Indian education and to

the role of the Chief Executive Officer (C.E.O.) has been

included. Historical topics are included to indicate the

complexity of the concept of Indian control of Indian

education.

Studying the role of the Education Coordinator

provides an opportunity to investigate the politicization

of the governance of education. The role of the

superintendent has gradually changed from that of a

judiciary expert to that of a skilled political operator.

The history of Indian education is a story of the

devolution of authority from external control to Indian
autonomy over their institutions. The role of the
Education Coordinator represents a new administrative
position. As such, it has the potential for role shock
and culture shock. These issues provide ample justification
for studying the role of Education Coordinator. Examining
the role of the Principals enabled the researcher to
investigate the relationship between the two
administrative positions.

The Relationship Between the Federal
Government and the Indian People of Canada

Indian education has a long and somewhat disquieting
history in Canada. When the early Europeans came into
contact with the Indian people they witnessed educational
practices that were intended to transmit cultural ideals
from the Elders to the children. This practice changed
early in the seventeenth century when Christian
missionaries introduced European values to the aboriginal
population. The first 150 years of Canadian settlement
saw the direct involvement of religious denominations in
Indian education. Until Confederation in 1867, British
and French religious influences dominated Native

education. The churches taught basic literacy through Bible reading and participation in church rituals.

In 1879, the Federal Government of Canada commissioned a study of Indian residential schools in the United States. This report, known as the Davin Report after its Commissioner, Nicholas Flood Davin, recommended that Canadian residential schools be established following the American model and be operated by Christian missionaries. Until 1950, a large majority of Canadian Indian children received their formal education in these residential schools on reserve lands.

Legislation relating to Indians was derived mainly from the Constitution Act 1867, formerly known as the British North American Act. In section 93 of this Act the provincial governments gained exclusive legislative power over education. However, under section 91(24), the Federal Government was recognized as having legislative power over the Indian people and their reserves. Consequently, Native education was under federal jurisdiction rather than provincial.

The Indian people were further affected by the Federal legislation known as the Indian Act. In 1876 the government of the new Dominion of Canada passed the Act, which consolidated and revised all previous legislation

dealing with Indians in the existing provinces and territories. Sections 114 to 123 of this Act (1876) dealt specifically with education. In 1946, the Canadian Senate and House of Commons appointed a Joint Committee to study Indian education. The report proposed the objective of integrating Indian children with the purpose of achieving assimilation. The Indian Act was revised, accordingly, in 1951.

Sections 114 to 123 of the current Indian Act detailed the government's responsibility for providing education to the Indians of Canada. The Act states that the Governor General in Council may authorize the Minister of Indian Affairs and Northern Development to enter into agreements, on behalf of the Queen, for the education of Indian children. The Minister may establish, operate, and maintain schools in accordance with this Act. The Minister has the right to make regulations concerning school buildings, equipment, teaching, and discipline (s.115). The Act gives the Minister the right to enter into agreements with religious organizations on behalf of Indian students. The Indian Act states the attendance obligations of Indian students in sections 116 and 117. In short, this document forms the basis of Indian education in Canada.

However, the issue of Native education is complicated
by the issue of Native rights. The Federal Government
must honour aboriginal rights as acknowledged in the Royal
Proclamation of 1763, as stated in Section 35 of the
Constitution Act, 1982, and as established in treaty
agreements. Many of these rights extend to education.

Between 1871 and 1877 the first seven numbered
treaties were concluded between the Federal Government and
individual Indian Bands. The authority for these treaties
stems from the Royal Proclamation of 1763 which recognized
that the purpose of the treaties was to transfer land
title of specific areas from Native Bands to the Crown.
Ultimately, the land could be transferred from the Crown
to private ownership to be used for farming, ranching,
town building, and other types of European activities.
The treaties created in western Canada removed the Indians
from much of the land and confined them to relatively
small areas called reserves. Here the Federal Government
provided for schools and agriculture as well as for other
concerns unique to certain Bands.

Treaties represent significant instruments in the
Canadian government's relationship with the Indian
Nations. Treaty agreements included promises of schools
once Bands settled upon land that had been set aside for

their use. Her Majesty, the Queen, retained legal title
to this land, which became known as a reserve. According
to the treaties, the Indian people received a perpetual
right to education in exchange for the use of their lands.
The Indians continue to receive funds to construct,
maintain, and operate school facilities and to pay
teachers' salaries.

There are six treaty areas in Saskatchewan: Numbers
2, 4, 5, 6, 8, and 10 are especially significant because
they cover large areas of the Province. Indian Chiefs and
representatives of the Government of Canada signed these
treaties between 1871 and 1906.

Opekokew, Pratt, Blaney, McMurty, and Stapells (1990)
noted that clauses pertinent to education in the text of
various treaties appeared to be somewhat similar in
content, but they were not identical. These authors
asserted that different treaties may confer different
legal rights because of differences in the educational
clauses. For example, some treaty rights allowed for the
building of schools whereas others referred only to
teachers' salaries. The treaties enabled the Federal
Government to use its discretion to varying degrees
concerning service delivery. Theoretically, the benefits
to which each Band is entitled would depend upon the

specific clauses in the treaty. Taylor (1985) noted that,
"Modern treaty Indians take seriously the spirit in which
the treaties were originally presented to them" (p.xi).
They regard them as essential documents that define the
relationship between the Federal Government and the Indian
people of Canada.

In the late 1940's, the Federal Government of Canada
pursued policies of assimilation with a fervour. Between
1956 and 1970 there was a significant rise in Indian
enrollments in provincial school systems (Indian and
Northern Affairs, 1990). The Federal Government had
concluded that provincial systems could offer better
programs and a larger range of educational opportunities.
More importantly, the Government believed that the
economic and social assimilation of Indians could be
realized using methods of educational integration.

In 1967, Hawthorne presented an analysis of the
political, economic, and educational problems that the
Indian people of Canada faced. The Hawthorne Report
recommended the integration of Indians into the non-Indian
school population. This report strengthened the
Government's resolve to assimilate the Indians into the
dominant culture. The Government concluded that
decentralizing the federal system would increase
effectiveness and encourage Indian participation.

The Government's objective to assimilate and integrate Indians culminated with one of the most controversial policy proposals in recent years. In 1969, the Federal Government issued a paper known as the "Indian Policy" or "The White Paper." Standefer (1974) indicated that the plan was to remove all legislative and constitutional bases of discrimination. Indians were to receive the same education as other Canadians. The reserve system was to be taken apart and the Department of Indian Affairs, now referred to as INAC, would be abolished.

"Indian Policy" united the Indian people solidly against the Federal Government's attempted assimilation. They were vehemently opposed to this course of action and began to assert and affirm their unique identity. Eventually, "Indian Policy" was formally retracted in the face of intense negative response.

In December 1972, the National Indian Brotherhood presented their own position paper, <u>Indian Control of Indian Education</u>. The goals of its policy proposals were almost immediately accepted in principle by the Department of Indian Affairs. In 1973 a Federal Treasury Board regulation fulfilled the National Indian Brotherhood's request; it enabled Indian Band Councils to administer all

or parts of their educational programs under departmental funding arrangements. Since then, an increasing number of Bands have exercised the option to assert local control of elementary and secondary schools.

The Constitution Act, 1982, recognized existing aboriginal and treaty rights. Sections 25 and 35(1) detail the rights to be awarded to aboriginal peoples. It defines Canada's "aboriginal peoples" as Indians, Inuit, and Metis. In 1983, the Report of the Special Committee on Indian Self-Government, also known as the Penner Report, affirmed that changes pertaining to Indian autonomy must be enacted. The chief recommendation of the report was to legislate self-government initiatives for people of aboriginal ancestry.

The concept of Band control of education continues to grow and develop as it has since its conception in 1973. Band-operated schools have been established across Canada, and the trend toward local control shows no sign of abating. The goal is for Indian Bands to control the education of their children.

In their position paper of 1972, The National Brotherhood delineated the format for reserve or local control of education. The School Committee's role was to change from an advisory body to an "education authority"

with its own financial control. This anticipated autonomy would enable the education authority to make effective decisions. Under this proposal the Band would be responsible for determining the relationship between the Band Council and the School Committee (Band Education Authority). They suggested that the roles of the Band Council and the Education Authority be clearly defined by the Band. Terms of reference were felt to be necessary to ensure cooperation and to realize the goal of Band control. The local Education Authority would be responsible for budgeting, determining types of school facilities required, directing staff hiring, developing relevant curriculum, administering the physical plant, and developing adult education and upgrading courses. Moreover, they would be charged with negotiating agreements with provincial Public and Separate school jurisdictions. The evaluation program both on and off the reserve would be their responsibility.

The Indian Education Paper-Phase I (INAC, 1982) suggested that the devolution process should embody three distinct phases. The first phase was designed to ascertain the opinions of the Band membership which and to obtain a consensus concerning local control. Active community participation in the devolution process would

ensure that a sound educational philosophy for local
control would be developed. The second phase of the
devolutionary process was to organize a management
committee and to develop the administrative component.
The third phase of the devolution process would be
preparation and implementation of devolution. During this
phase the previously established policy and goals would be
put into operation.

The Department of Indian Affairs is responsible for
facilitating the devolutionary process. It is to be
prepared to provide funding and consultation at each phase
of devolution. The Department must discuss and clarify
its role before, during, and after transfer of programs.
It is required to receive and accept the Band membership's
decision concerning the acceptance or rejection of local
control. The Department is to recognize the Education
Board, and to transfer to the board operating funds in
accordance with the terms of local control.

According to The Indian Education Paper-Phase I
(1982) devolution, in the truest form, would take into
account differences in traditions and value systems.
Indian control of education infers that Indian people will
gain the opportunity to fulfill their own destiny. It is
the mandate of the Department to assist Canada's Indians

to achieve this goal. The Department of Indian Affairs
must revamp and re-think its administrative organization
in order to meet the demands of changing roles.

According to Initiatives 1990-91 (INAC, 1990),
"Devolution refers to transfer of services and programs to
Indian Bands, tribal councils and Indian authorities"
(p.12). Regarding the transfer of services, it states:

> The nature, timing and conditions of transfer
>
> of departmental programs to Indians shall be
>
> developed with the Indian authorities
>
> involved.
>
> Consultation with all Indian authorities
>
> affected (and with provincial/territorial
>
> governments as necessary) shall occur to
>
> resolve concerns with respect to transfers.
>
> Negotiations between the department and
>
> Indian authorities for program transfers will
>
> establish the terms and conditions of the
>
> transfer and the associated costs to ensure
>
> the delivery of services at current levels
>
> based upon current standards. (p.12)

Boldt, Long, and Little Bear (1984) discussed the new
policy direction enacted by the Canadian government after
the disastrous consequences of the 1969 White Paper. In

the opinion of the authors, this new policy direction was an attempt by the government to meet the demands of Indian people for more control, but the government was still trying to retain the historical relationship between the Canadian government and the Indians. Boldt et al. acknowledged that the proposal for self-government was brought about by the demands of Indian associations. However, these demands go far beyond the present conception of Band control. The authors also asserted that another motive behind the proposal was to bring Indian legislation up to date. In their quest for increased control over social and economic development, the "more advanced Bands" have been challenging the strictures of the Indian Act. These challenges are evidenced in court cases, Band Council resolutions, and protest activities. Boldt et al. mentioned that by updating Indian policy now, federal officials may be avoiding future challenges that could be more intense and difficult to meet.

Powderface (1984) underscored some of the implications and ramifications of Indian self-government. He believed that Indian government would only be successful if the Band was self-sufficient. Moreover, this state of self-sufficiency would only be achieved by the spending of money.

Most Indian Bands are organized as political units, which gives the individual Bands considerable influence in dealing with the Canadian government. By working through political organizations, Bands have been able to assume responsibilities for various programs and services from the Department of Indian Affairs.

Powderface (1984) argued that the government's plan to decentralize the decision-making authority to regional offices had failed to increase the authority of Indian governments. Powderface maintained that this decision had enabled the Department to continue to implement and enforce policies in support of its own agenda, that is, to assimilate aboriginal peoples and to extinguish aboriginal rights. He believed that Indian Affairs had created a competitive situation between treaty areas for government money. Consequently, Indian Affairs had been able to focus Indian attention on attaining resources, thereby neglecting other areas which also needed attention. He saw this situation as being a serious impediment to the establishment of Indian self-government.

Since 1968, Indian communities have made significant progress in developing Indian government. A turning point was reached in 1968 when the National Indian Brotherhood formed an organization committed to solving problems

encountered by Indian people within the contextual

framework of Indian culture. Progress came in spite of

opposition from individual members of certain Bands.

Powderface (1984) asserted that Indian people must

decide whether to declare their political and financial

independence from the Canadian government. He stated that

real Indian government would be possible only if the

Indian community controlled its own resources. He

maintained that such Bands could develop their communities

to the point where they were no longer accountable to the

Federal Government. While Powderface believed that this

autonomy would be ideal, he felt that it was hardly the

norm. Moreover, he contended that most funds from the

Federal Government come with "strings attached."

Consequently, many Bands must account to the Department of

Indian Affairs and not to their own Band members.

Powderface advocated a declaration of financial

independence. As long as the Indian people were

financially dependent upon the Federal Government, he

claimed, they would never achieve the freedom or the

autonomy to pursue their own goals. He declared that,

"We must not be afraid to bite the hand that feeds us"

(p.166).

Powderface (1984) also believed that it was time for

the Indian people to seize their own destiny in accordance
with traditional Indian teachings and philosophies. He
stated that Indians have never relinquished their inherent
right to self-determination, but to claim this right, the
Canadian Indian people must have the necessary resources.
Only then could they have a truly independent Indian
government.

The Position of Education Coordinator

Burt (1984) described the role of Education
Coordinator as the Chief Executive Officer (C.E.O.) for
the School Committee. According to Burt this person would
be employed by the Band to coordinate educational services
at the reserve level and would be responsible to the Band
Council for the entire educational program. Dispersement
of authority and duties concerning this position would be
defined by the individual Band, but generally the function
would be similar in most Bands.

In a case study of Band controlled educational
services, Thiele (1987) found that the majority of
participants felt that the general duty of the Education
Coordinator should be to act as the C.E.O. of the
education system. Thiele's data indicated that the

Education Coordinator was responsible for the daily operation of the Band education system. Most Band members and teachers in Thiele's study, believed that the person acting in the capacity of Education Coordinator should establish an education management framework and should monitor and evaluate school operations to ensure that Band policies and regulations were being implemented. Thiele found that the Education Coordinator was expected to provide leadership to the school staff and to act as a liaison person within the Band. In this case study, Thiele concluded that participants perceived the Council to represent the political view of education, the Education Committee to represent the layman's view, and the Coordinator and the Principal to represent the professional view.

In a study of school decision-making processes, Cybenko (1990) found more disagreement than agreement between Principals' and Coordinators' perceptions about the Principals' role in making decisions related to the community school program. Cybenko's study had a different context; it took place in community schools in Saskatoon and Regina. The role of the Coordinator was somewhat different in that it was more of a liaison officer than an administrator. One finding of interest is that while

Coordinators were perceived to have little involvement in
the decision-making processes of the program components,
they actually performed more of those tasks than did the
Principals. Cybenko concluded that the discrepancies in
the perceived and actual involvement of Coordinators in
the decision-making process arose from the lack of clear
definitions of decision-making roles. Principals may be
experiencing "role ambiguity," and "role overload," and
other dysfunctional conditions as they attempted to
fulfill their role tasks in the community school program.
Cybenko concluded that Principals and Coordinators needed
assistance in clarifying their respective roles in the
decision-making process. This information has been
included to show the position in a non-Native context.

Training for Local Control

Clare (1977) conducted a study to investigate the
confusion experienced by Band authorities when attempting
to deliver their own education programs. Clare found that
the structure and focus of local Band Education
Authorities varied from reserve to reserve. Participants
in this study felt that leadership development of the Band
Education Authority had been neglected. Areas singled out

for clarification were the role of the Principal and the
role of the Director of Education. Participants
identified such management functions as planning,
organizing, directing, and controlling, and they indicated
that these varied aspects of administration needed to be
defined and developed in a more cohesive manner at the
reserve level.

Bean (1978) pointed out that education is not a
static process. The classroom is constantly changing in
terms of managing and administering programs. On the
provincial education scene, systems have changed from
small local education systems called districts to larger
areas referred to as divisions. No doubt the local
control concept as implemented by Indian Bands will grow
and develop as communities discover new ways to meet the
educational needs of Indian people. Bean stated that the
involvement of Indian communities in the operation of
their own education programs has been a slow process. In
fact, Bean indicated that only in 1956 did the federal
government approve the policy of creating school
committees. The year 1963 saw the expansion and
clarification of these committees; at that time 41 active
committees were in existence in Canada. By 1972, there
were 194 active committees whose role had expanded to

include responsibility for most aspects of the education

program. Such committees were to constitute the

individual Band's education authority to control major

parts of the education program.

In 1988, the National Indian Brotherhood published

the results of research conducted by First Nations into

locally controlled educational services. They identified

a need for more qualified administrators, principals, and

directors. Training in educational administration and

personnel management at the community level were

considered to be priorities to ensure a smooth transfer of

jurisdiction over education. The research indicated that

each First Nation must have clear policies that reflected

its local educational policy and needs. The authors

indicated that policies on roles and responsibilities were

needed. Most Band authorities acknowledged that local

First Nations had locally developed educational policies.

Unfortunately, the majority of the staff was unaware of

the existence of such educational policies.

The Role of the Administrator

The role of the school administrator has received

considerable attention in the educational literature.

Spindler (1963) stated: "The administrator's role is a balancing role" (p.238). He saw the administrator as being caught in the midst of value conflicts that hovered around his position and the activity of the institution that he administered. The administrator was expected to balance forces which may be characterized as "antagonistically cooperative" to create what Spindler called a "working equilibrium". For this reason, only rarely do school administrators stringently advocate one consistently rigid point of view.

According to Spindler (1963), social systems, the nature of the culture, and the close connection between the public sector and the schools serve to restrain the administrator. The administrator cannot afford to alienate large segments of the public and expect to maintain his job. He must satisfy many different, varied societal groups who are simultaneously using different and potentially conflicting criteria in order to evaluate the administrator's performance.

Spindler (1963) indicated that organizations need stable lines of communication among the ordered ranks of officers. These lines of communication must extend to the surrounding environment and must include all responsible officers, because policy-formulation and decision-making

depend upon accurate information. Decisions should be communicated to those people responsible for their implementation. Spindler mentioned that the centralization of authority and the division of duties and responsibilities within educational organizations formed a hierarchy. Within this structure, formalized lines of communication served to rank personnel with respect to fulfilling the purposes of the organization.

The contemporary role of the provincial superintendent of schools was discussed in detail by Fast (1989). The superintendent of schools working in the Canadian prairie provinces is most often employed by a board of education. One of the superintendent's duties is to ensure that the school district, in which he is employed, is operating within the parameters of provincial law. Today's "superintendent of schools" or "director of education" is no longer employed by the Department of Education as a civil servant. In the early model the role position known as an "inspector," which developed into the position of superintendent, was hired by the Department of Education; now the superintendent is employed by the local school jurisdiction. Fast mentioned that school boards and departments perceived the locally employed superintendent as the school system's general manager.

The Chief Executive Officer must assume the responsibility for organizational management. This person is often required to put forth recommendations that develop into the school division's policies. Usually, a staff is available to the superintendent, and certain educational tasks are delegated to them. As the prairie provinces grow and develop, so does the role of the superintendent.

The role of the superintendent of schools has changed considerably from the early 1900s to the present day. Sergiovani, Burlingame, Coombs, Thurston, and Paul (1980) examined this evolutionary process in depth. These authors contend that from early in this century to the beginning of the 1960s, conflict was viewed the superintendent as being irrevocably wrong. The superintendent was perceived to be a consummate professional who knew the best way to direct the educational system. Policy disagreements were resolved either by research findings or by the knowledgeable judgements of the school superintendent. This "omniscient" and "omnipresent" concept of the superintendency was changed by the mid-1960s when the success or failure of a school superintendent's career shifted from personality concerns to managerial

considerations. The public no longer viewed the
superintendent as an expert. Critics began to assert that
sexism and racism ran rampant throughout the American
school system. Other critics wondered if the educational
goals of school officials were in opposition to the goals
of the greater populace.

Sergiovanni et al. (1980) indicated that the 1970s
accountability movement led to public demand for proof of
the success of the school system. The scores of
standardized tests were considered to be a measurement of
the effectiveness and efficiency of a school as an
institute of learning. The public challenged the
superintendents' professional expertise in areas such as
personnel, curriculum, and finance which had previously
been considered "sacrosanct". In addition, many school
critics assailed the school curriculum for teaching
"secular humanism," while others accused these critics of
religious conservatism. Out of necessity and with a
profound sense of career survival, the superintendent was
forced to become a "political actor" and an expert of
educational policy.

Sergiovanni et al. (1980) stated that education must
control the school in order to sustain a beneficial
learning environment. They argued that modern school

superintendents should use conflict management and resolution skills to solve problems. Strategies such as consensus or majority rule should be implemented for decision making. Although the authors acknowledged that the problems varied from area to area, they believed that the one constant of the superintendent's role was diversity.

Goldhammer (1974) also explored the evolving role of the superintendent. In 1954, the Supreme Court of the United States gave its decision on school desegregation, which led to great social change in the United States in future decades. One of the positions affected by changing value structures was that of the school superintendent. After 1954, action groups in the United States became militantly involved in school politics. Most of these groups had agendas that they wished to pursue either within the school system or through it. The problem for the school superintendent was that a neutral stance could not be observed. Often a solution or a policy that would appease one group would infuriate another. Therefore, the superintendent had to compromise, contain and manage conflict, and use negotiation techniques.

By 1974, the authority of the superintendent had become somewhat limited by new demands and commitments

(Goldhammer, 1974). In the United States, the
superintendent was no longer perceived as an independent
executive who could freely dispense wisdom, experience,
and professional judgement. Instead, the superintendent
had to be skilled in political compromise, accommodation,
negotiation, and persuasion. The superintendent of 1974
was more prone to react than to lead; he was more a
negotiator than an autocrat. This person had led groups
in problem solving activities. In short, the freedom of
action for the superintendent had been severely curtailed
in the United States since 1954.

This literature illustrates the evolutionary nature
of the superintendents' role and shows the impact of
cultural and political change upon the position of the
Chief Executive Officer of a school system. The role of
the Education Coordinator is similar to that of the
superintendent. As the role of the superintendent was
affected by the changing climate in the United States, so
too has the role of the Education Coordinator been
affected by political changes in the relationships between
the Indians of Canada and the Federal Government.

Knezevich (1984) examined the role of the
superintendent as it pertained to the school board. He
indicated that since the superintendent held his job at

the pleasure of the board, the superintendency represented a vulnerable position. Knezevich found that the superintendent was expected to implement school board policy regardless of personal feelings. If, for whatever reason, the superintendent was opposed to the policies to be implemented, his only avenue was to resign. Although the superintendent could not expect the board to protect him from criticism, he should be able to count upon support from the board when following their directions. For these reasons, Knezevich found the relationship between the superintendent and the school board to be quite volatile. He recommended that relations must be handled sensitively in order to achieve effective operations.

Guskin and Guskin (1970) described various ways in which school superintendents managed conflicting demands from school boards, teachers, and their own expectations of the role. They cited a study conducted by Gross et al., (1957) that found superintendents to resolve conflicts in three ways. The first group, called "moralists," made their decision on what they believed to be right, with little concern as to what punishments they would personally endure. The second group was called the "expedients," based their decisions upon what they would

win or lose in terms of support. The third group combined the first two approaches. Guskin and Guskin concluded that role behaviours appeared to be the result of the rules, regulations, and expectations of others which had been learned over a period of time.

The position of Education Coordinator appears to be based upon the role of Superintendent or Director. Consequently, the role behaviours of the Education Coordinator can be expected to be influenced by various rules, regulations, and expectations within the education system.

The role of the superintendent was further explored by Dykes (1965). He assumed that the skills and talents needed for classroom teaching success were not a prerequisite for successful administration. According to Dykes, the superintendent needed good leadership abilities, but expectations of how leadership should manifest itself varied widely. Dykes stated that, leadership was the initiation of new processes and procedures in order to accomplish certain tasks or to change goals or purposes. According to Dykes, the quality of leadership may be measured by the quality of decisions that are made and by the skill used for the implementing these decisions.

Dykes (1965) noted that the personal perception the individual superintendent had of the role was important. For example, the person in the position may not see a need to provide leadership concerning the initiation of processes and procedures. Perhaps the incumbent did not see the role of superintendent as that of a change agent. Dykes stated that, while the superintendent had many specific and mandatory functions, the broad function of leadership was not necessarily a general responsibility. Each superintendent decided for himself or herself how to fulfill the role.

However, Dykes indicated that because of the superintendent's unique place in the structure of public education, this person was ideally situated to act as a facilitator and as an initiator. Because one duty was to give professional advice to the board, the superintendent could influence the policies and procedures under which the school system operated and the direction its activities took. As the nominal leader of the professional staff, this person had the opportunity to influence the school program. For example, the person acting in this position could direct teachers to the point of telling them what programs to offer in the classroom.

Because the superintendent was the community's

highest educational official, the prestige of the position could create beneficial public support. However, Dykes (1965) felt that many superintendents failed in this area for fear either of incurring the wrath of the board or of being accused by the staff of being anti-democratic. Therefore, some superintendents relinquished the role of initiating policy issues. Through this action, the superintendent avoided facing policy level decisions. In addition, some superintendents may have used the administration-politics dichotomy to rationalize their failure to provide effective leadership at the community level.

The relationship between the superintendent and teaching and learning has also come under scrutiny. Campbell, Corbally, and Nystrand (1983) argued that administrators should manage their organizations in a way that nurtured the processes of teaching and learning. However, because many administrators did not deal directly with the students, the relationship of their activities to teaching and learning was not always apparent. Campbell et al. mentioned that within organizations personal goals often took priority over organizational goals, a phenomenon they called "goal displacement". They believed that people in organizations at times became more

concerned with preserving and building up an organization than with fulfilling the stated purpose. This process they referred to as "empire building." The authors stated that administrators may attempt to realize personal goals by taking pride in the status of their position or by using their current position as a "stepping stone" to a coveted future position. They indicated that administrators may enjoy the deference they receive from other members of the organization. Although the authors acknowledged the difficulty of the setting aside status, ambition, and deference, they warned administrators to recognize such psychological phenomena and to prevent the distortion of goal achievement.

The question remains: What should the "new brand" of administrator be like? Wilson (1966) attempted to delineate the characteristics of the superintendent's job and the desired personal and professional attributes of people in the position. He acknowledged that it was difficult to provide an accurate profile of the ideal superintendent. However, he believed that the responsibilities of the office had generally been agreed upon, and that job descriptions could be written to outline general functions. Nevertheless, he stated that superintendents could perform in a credible manner without

following the performance criteria or possessing the recommended personal endowments. Yet, Wilson believed that emerging patterns most likely to be successful could be identified. He called those who ascribed to this pattern the "new brand of administrator."

According to Wilson, the new school superintendent would be professionally prepared for the role. The "new brand" of superintendent would have successful experience in the classroom and in lesser administrative posts. The superintendent would have specialized in administration at the graduate level. The "new brand" administrator would be curious about people and ideas. He would no longer be severe and self-important in demeanour, but would be helpful, friendly and congenial. The "new" superintendent would be a student of human nature and a deft manager of people. Wilson believed that the "new brand" administrator would be an "all-around able person" with the qualities for success in several occupations. This superintendent would stay in education because he remained true to the humanitarian philosophy that brought him into the field of education originally. Imagine what educational systems might be like if they were led by such people.

Culture Shock

An individual may hold the necessary educational qualifications for the position of Education Coordinator and yet face considerable difficulties. The issue of different cultural values encountered by a non-Native person working for an Indian Band must be examined. A background in the field of education does not necessarily insulate the incumbent from experiencing a sense of unfamiliarity. Bock (1970) discussed the phenomenon of culture shock in detail. He indicated that culture, in its broadest sense, made a person feel like a stranger when away from home. Culture included the expectations and beliefs about how people should behave. People of the same culture tended to view the world in a similar fashion. In other words, as members of the same culture they had some idea of what to expect from one another, but a person exposed to a foreign or alien culture or society may experience a feeling of helpless disorientation called "culture shock".

In practice, the more exotic or foreign a society is, and the deeper the individual's commitment and involvement, the greater the culture shock. Bock (1970) contended that the outstanding feature of culture shock

was the inability to understand the behaviour of others or to predict how these people would react. He believed that life shock and culture shock were not the same and should not be confused. Bock felt that life shock, or direct exposure to difficult experiences such as birth, death, and disease, would be more unsettling to individuals when encountered in unfamiliar settings. However, actual culture shock is was seen as an attempt to understand a different way of life. According to Bock, the value of culture shock was in the understanding one may achieve from such an experience. Through exposure to other cultures, people may come to realize that customs and practices are not ascribed and that other cultural perceptions of reality are as valid as are their own beliefs and values.

Culture shock is relevant to this study because it is a phenomenon that may be experienced by a person functioning as the C.E.O. of an Indian Band. The people hired as Coordinators may have had little experience in working with aboriginal people. A background in education and the possession of University degrees will not insulate the individual Coordinator from the cultural differences that may be encountered when working for a Band. At times a mutual distrust exists between non-Indian and Indian

people. This distrust must be overcome if non-Native
Coordinators are hired. The Education Coordinator must
attempt to be cognizant of the Native point of view on
every issue. A knowledge of the Saskatchewan Education
Act may not be enough to overcome the culture shock
experienced when entering a school system based on
different legislation and constitutional provisions and on
a way of life from one's own.

Role Shock

Because the Education Coordinator position for Band
controlled schools is a relatively new position, it is
still being developed and refined. Consequently, the
person operating as a Coordinator may experience role
shock. King (1987) stated that role shock could result
from frustrations and stresses piling on top of one
another. Frustrations may appear when a person believed
that the appropriate role behaviour was being provided,
but discovered that other stakeholders did not accept the
role behaviour as appropriate. The lack of corrective
feedback or the absence of successful role models could
lead to a sense of increasing inadequacy that threatened
the individual's psychological stability. Strained

communications, withdrawal behaviour, and paranoia, or scapegoating could result. If such behaviours permeated an organization, the organizational goals would become difficult to realize.

King (1987) mentioned that in an un-specified reserve community in British Columbia, the Chief and Council decided to enact local control and appointed an Education Committee in an effort to increase community members' involvement in the education process of their children. The two people responsible for the administration, the Principal and the Education Administrator (Coordinator), suffered greatly from role shock because of flawed implementation procedures.

The Education Authority designated the "education administrator" as the person who would take care of the administrative tasks. The Principal was expected to assume a "headmaster" role. Although the Education Administrator assumed many of the tasks of a provincial secretary-treasurer, the Committee did not want their administrator to be the conduit of communication about business affairs to and from the provincial boards of education or to be responsible for financial matters. The School Committee felt that giving these two duties to one person would concentrate too much power in one position.

Consequently, the Education Administrator position was originally established as a clerical, accounting, and supply procurement position that was subject to educational objectives determined elsewhere.

King related that, after preparing the Band for takeover, the Education Coordinator planned to continue working in the school, but did not plan to become a member of the school board. However, this person continued to occupy a position of importance and was involved in all details of the operation. Consequently, problems arose over the title, "education administrator," which denoted occupational status rather than a functional position, and over the intended division of responsibilities. Dimensions of the expected role functions were gradually established as the behaviours of both the Principal and the Education Administrator became precedence for standard procedure.

The situation was further complicated because the Education Administrator had coordinated the entire takeover enterprise. People had difficulty seeing where one position stopped and the other began. The Education Administrator tried not to intrude within any one else's jurisdiction, but frequently he was pressed to make decisions that were the responsibility of either the School Committee or the Principal.

This situation led to the Education Administrator's withdrawal from regular school board meetings, which deprived the Band and the Principal of essential information. In addition to the creation of strained relationships and fragmented communication channels, the Education Administrator felt a personal sense of loss in being alienated from the project. Although he was committed to establishing the position in a credible, worthwhile fashion, he grew discontent with the apparent backwardness that he perceived when the school began operating. He made public his wish to leave the position. At the same time, the negative image of the Principal continued to grow until he was demoted to a teaching assignment.

The role shock experienced by the Principal and the Education Coordinator is not unique. It could stem from "role ambiguity" which is the failure to communicate the role to the holder of the position. Perhaps role changes cause behaviour changes in response to changes in status. For what ever reasons, individuals in this Band experienced trouble in fulfilling their roles. This situation underscores the reason for asking the question, "What is the Role of the Education Coordinator?"

The Principal

In most cases, the job description for Band control Principals follows the Indian Affairs' model, (See Appendix E) in that the Principal administers the school program. Steps are to be taken to implement a suitable curriculum and to ensure good communications between the school and all involved personnel. The Principal is to involve parents in the school program and to work with the community in developing strategies to encourage attendance and to minimize drop outs. Principals are expected to evaluate the teaching staff performance and the program success and to provide opportunities for personal and professional development. In short, the overall objective of the school Principal is to establish the school as an integral part of community life.

Summary

The literature reviewed in this section traced the historical imperatives which served as the impetus for Indian control of Indian education. The literature discussed and illustrated the origin of the C.E.O. position, which was essentially a liaison function between

the Band Council and the School Committee. The position
has been one of flexibility in attempting to fulfill needs
as perceived by each Band. The role of the School
Administrator was seen as primarily one of balance
maintenance in the middle of a struggle between personal
values and institutional values. The changing role of the
superintendent was shown as moving from that of a general
expert to that of a "political actor" and a policy expert.
The effects of political and social changes upon the role
of the superintendent were outlined. Over the years,
superintendents have had to learn to implement compromise
and to manage conflict. The "special" relationship
between a school board and a superintendent was examined,
along with an exploration of the leadership and management
functions of the superintendent.

The issues of culture shock and role shock were
explored. An example of strained relationships between a
Principal and a Coordinator were outlined. The role of
the administrator must be clearly defined in order to
achieve maximum performance. The position of Education
Coordinator/Director of Education is relatively new and
continues to be subjected to sometimes vague and murky
conceptions and definitions.

CHAPTER 3

Research Methodology and Design

Methodology

In order to capture the essence of the role of the
Educational Coordinator, the researcher used case studies
and paid attention to the relationship between the event
and its context. The methodology required the inclusion
of a set of case studies regarding to the role of the
Education Coordinators in Band controlled school systems
in Saskatchewan. Each case was examined from the
viewpoint of the Coordinator, the Principal, and
Administrative Assistants where applicable. These people
were interviewed and their responses were tape recorded.
A synthesis of the various points of view provided the
researcher with a depth of understanding of the role of
the Education Coordinator in a Band controlled education
system. There is a danger when general conclusions are
drawn from one case study. However, this problem may be
reduced by several replications of the original case study
or several studies of similar cases.

Data Collection Procedures

The primary data collection technique used in this study was a set of semi-structured interviews. This type of interview has the advantage of being relatively objective while allowing a more thorough, in depth understanding of the participants' perceptions. Being "face to face" gave the interviewer the opportunity to notice nonverbal clues and to question shadowy areas. Originally, four sets of questions for the four stakeholder groups (C.E.O., Chief and Council, School Committee, and Principal) were generated from the literature. However, the Chiefs and School Committee Chairpersons of the respective reserves were not willing to participate. The original plan could not be implemented as planned. Consequently, another Band was added to the study to enable the researcher to interview another C.E.O. and to compensate for the loss of participants. Because of the exclusion of Chief and School Committee Chairperson from the study, four sets of questions were decreased to two sets. One set of questions was designed for the C.E.O.s and Administrative Assistants, and a second set was used for the Principals.

Appendices

Supplemental information can be found in the following appendices:

Biography Analysis

Following the interview, the researcher wrote a profile of each Coordinator in order to gain some insights into the background of each Coordinator. These biographies included such information as:

1. decision to become a Coordinator/Director

2. job satisfaction

3. job experience

4. education

5. administrative background

6. Native education background

7. home location

8. related training

9. teaching experience

The information contained in the biographies deepened the researcher's understanding of the question regarding the role of the C.E.O.

Cases Chosen

The people chosen to be interviewed consisted of two stakeholder groups: first, the person acting as C.E.O., regardless of whether s/he was called a Coordinator, Director, or Superintendent, for an individual Band school, and second, the Principal of the same school. The Principals were included to provide external perceptions of the Education Coordinator's/Director's role. The author informally interviewed other individuals who could shed light upon the research that was being undertaken.

Interviews were conducted on five different reserves. The criteria for selection included both Bands which had just recently acquired responsibility for their own education program and Bands which had enjoyed local control for some years. In each school, data were collected from the C.E.O., the Principal, and any executive assistants.

Collection of Data

Data were collected partly through key informant
interviews and partly through case study analysis. The
key informants were members of the group under review,
usually called Education Coordinator, who possessed
critical information. The case study of the Education
Coordinators provided information about aspects of
the C.E.O. position which could not be obtained by the
recorded interviews.

Validation of the Data Collection Process

Since "population validity" is difficult to establish
in qualitative research, results were generalized
cautiously. Information on shared characteristics of the
role of the Coordinator helped to validate the data. The
procedure of visiting and interviewing people regarding
five different but interrelated positions on five
different reserves also helped to validate the data. To
avoid predetermining answers, the researcher was careful
not to ask leading questions.

Qualitative methods are more subject to biases

because they tend to be subjective. The researcher
addressed the problem of "experimenter effect" (Borg &
Gall, 1989) by using analytic induction to identify
propositions that would apply to all cases. The
researcher synthesized and evaluated the information while
subjecting the whole process to a large helping of "common
sense." This procedure followed Fetterman's (1989)
discussion of techniques which compare and contrast data
in order allow the researcher to "fit pieces of data into
a bigger puzzle" (p.89).

Analysis of Data

The answers to each interview question were recorded
and interpreted with care. Taped responses were
transcribed and aggregated, and conclusions were drawn
concerning the role of the Education Coordinator.

The researcher used the process of triangulation to
arrive at a conclusion by comparing and contrasting one
source of information with another. Borg and Gall (1989)
state: "Triangulation can also be achieved by different
samples, at different times, and in different places"
(p.393). In this study five Indian Bands, all of which
were self-governed, provided opportunities for

triangulation. Two people on each reserve, the C.E.O. and
the Principal, both who were deeply involved in the Band's
education system, supplied information on the role of the
C.E.O. In addition, the researcher allowed triangulation
to emerge naturally in everyday conversations and
unstructured interviews, and through stringent
investigation procedures. This researcher began to
acquire a richer understanding of and appreciation for the
culture by observing the patterns of everyday life for
C.E.O.'s of Band controlled schools.

Summary

This study emphasized a case study approach in
order to explore activity in a particular type of
organization. The interviews were a combination of key
informant interviews and case studies that attempted to
discern the role tasks of the person holding the position
of Coordinator/Director, to determine if the position was
comparable to that of Chief Executive Officer (C.E.O.) in
other school systems, and to provide professional profile
of the C.E.O. in Band controlled schools. The setting
included five reserves in Saskatchewan. Five Education
Coordinators/Directors were interviewed, as well as five

Principals in Band schools, and, where applicable, administrative assistants of the reserves.

CHAPTER 4

Presentation of Data

Introduction

The purpose of this chapter is to present the findings regarding the role of the Educational Coordinator, Chief Executive Officer (C.E.O.) in five selected Band controlled schools in the Province of Saskatchewan. Data were collected through semi-structured interviews with the five men who served in the position of Coordinator/C.E.O. in each Cree Band. The Bands were chosen on the basis of the length of time they had been Band controlled. Two had been self-governed for more than five years; the other three had been locally controlled for less than five years.

Data were collected through semi-structured interviews with the five men who served in the position of Coordinator/C.E.O. in each Cree Band. Since it was not always apparent who was the Chief Executive Officer, anyone with the title Coordinator, Superintendent, or Director was interviewed. Use of these titles, however, did not necessarily designate the person as the C.E.O.

When the person interviewed was not the C.E.O., he is referred to in this document as the Administrative Assistant. The Principal of one school on each reserve was also interviewed to provide another perspective on the role of the Education Coordinator. The interviews were usually recorded electronically and subsequently transcribed for detailed analysis, except where no taping was requested.

Components which surfaced in the literature as "key components" of the role of a Chief Executive Officer served to direct and guide discussion during the interviews. Data were gathered on various aspects of the systems and, to facilitate analysis, data on each reserve are presented collectively. To preserve anonymity, the five school systems are simply referred to as System A, System B, System C, System D, and System E. The C.E.O., Administrative Assistant, and Principal are designated as Team A, Team B, Team C, Team D, and Team E. The data for each system, where applicable, are presented in the format as as shown in Figure 1 (p.72).

System A

This Band controlled school system was located on a

reserve in Northwest Saskatchewan 24 kilometers (14 miles)
from the nearest business centre. The reserve was
inhabited by 750 people, 161 of whom attended the local
school. These students were accommodated in an eight year
old facility and organized into 11 groups ranging from
Nursery School through Kindergarten to Grade Nine. They
were taught by ten teachers who follow the provincial
curriculum with certain cultural adaptations. The school
has been under Band control for two years.

System B

This Band controlled school system was located on the
northwest border of Saskatchewan 50 kilometers (30 miles)
from the nearest business centre. The population of the
reserve was approximately 2,300 people of whom 822 were
enrolled in two reserve schools, one which accommodated
Division IV and another which accommodated Nursery through
to Division III. The oldest of the existing schools was
built in 1973; in 1985 it received an addition, and major
renovations were done in 1991. The "new" school was
completed in 1991. The students in these facilities were
taught by forty-eight teachers and twenty-two teacher
aides who followed the provincial curriculum as well as

locally developed materials. There was an active School Committee on this reserve, and the school had been under Band control since 1981.

System C

This Band controlled school system was located in North-central Saskatchewan 20 kilometers (12 miles) from the nearest business centre. Approximately 800 people lived on this reserve, of whom 275 attended the local school. These students were accommodated in an eighteen year old building and were organized into 13 separate groups ranging from Nursery School to Grade Eleven. They were taught by sixteen teachers who followed the provincial curriculum and also incorporated Cree Language and Native Studies into their program. There was an elected School Committee on this reserve; the school had been under Band control for almost three years.

System D

This Band controlled school system was located in Northern Saskatchewan 200 kilometers (120 miles) from the nearest business centre. The population of this reserve

was approximately 700 people, of whom 160 attended the reserve school. These students were accommodated in a school completed in November, 1991, and included students from Nursery School to Grade Nine. They were taught by teachers who followed the provincial curriculum with the addition of a Cree Program and some cultural modifications to serve local needs. There was considerable community involvement in the school and an active school committee. According to the Director, "The people feel a sense of ownership of the school since we went Band control three years ago."

System E

This Band controlled school system was located on a reserve in Northwest Saskatchewan 20 kilometers (12 miles) from the nearest business centre. The reserve was inhabited by 389 people, of whom 230 attended the local school. These students were accommodated in a seven year old facility and organized into 14 groups ranging from Nursery School to Grade Twelve. They were taught by seventeen teachers who followed the provincial curriculum with certain cultural modifications. The movement toward becoming a community school continued to gather momentum since the Band assumed control on July 1, 1985.

Biographies of Chief Executive
Officers and Administrative Assistants

Biographies for the C.E.O.'s and their assistants were written in order to ascertain if their educational and experiential backgrounds were similar. Common threads appeared in some cases, but not in others. The biographical questions gave the researcher an opportunity to know the people being interviewed.

1.   C.E.O. #1 (Director of Education) was approached by the Band Council and invited to be the Director of Education for the Band in the Spring of 1990.

This person was a career educator. He had previously worked in education for the former Department of Indian Affairs for thirty-five years. He held a B.Ed. degree and had taught school for fifteen years at the elementary level before accepting his current position. He had been a Guidance Counsellor for thirteen years and had served for seven years as Assistant Superintendent of Education of Federal Schools in the Province of Saskatchewan. He was semi-retired and worked as a part-time Director for only two days a week, but claimed that he received satisfaction from the position.

2.   After retiring from I.N.A.C., C.E.O. #2 (Education

Coordinator) was asked to continue working in Native

education as the Education Coordinator with the Band.

This Coordinator described himself as a "lifetime

educator." He held a B.Ed. degree and had taught school

for thirty-six years, twenty-eight of them in Native

education. For twenty-three years he had been a Principal

in Native schools. In the last few years before accepting

his current position, he had worked at Indian Affairs'

District Office as a Superintendent. During the week he

lived on the reserve. On weekends he resided in a city

one hundred miles away. He claimed that he found days of

satisfaction with a few days of frustration.

3.   C.E.O. #3 (Director of Education) was a Registered

Indian who had served the Band Council in the portfolio

for Education, as well as serving as the School Committee

Chairperson and as the Director/Coordinator of Education.

He had previously worked as a Band Administrator and

Welfare Administrator. He was a Grade Twelve graduate who

had several classes in social work from the University of

Regina, but none in education. This was his home reserve,

where he lived. He said, "I find a lot of satisfaction in

this position."

4.   C.E.O. #4 (Education Coordinator) was a Registered
Indian who acquired his job in a "round about way." His
wife had held the position until she became ill. He
successfully applied for a one year appointment and was
given a five week training period. He had a B.Ed. degree;
he had taught for one year but did not enjoy it. The job
he held prior to becoming Education Coordinator was as a
labourer at the pulp and paper mill. Consequently, this
was a fresh experience for him. He enjoyed the job
because he lived and worked with his own people, but found
that it required a tremendous amount of work with very
little free time.

5.   C.E.O. #5 (Director of Education) had previously
worked in his Band's education system for three years. He
had also worked for the Federation of Saskatchewan Indians
for a year and a half.

In the early 80's the Director of Education's Band
had begun to work toward self-determination. During that
time, he worked as a local representative with an outside
consultant to make the transition from federal to local
control. Unfortunately, the consultant encountered
resistance because he was not from the reserve nor attuned
to the ways of the community. The Director was appointed

by the Band Council to facilitate the transfer of the school from I.N.A.C. to local control. He completed this task and the Director's position evolved from this genesis.

Although this C.E.O. did not have a university degree, he had some education classes from the University of Regina. He had no experience as a classroom teacher; however, he had taught life skills, student services, and guidance counselling. He was a Registered Indian and took satisfaction in the upgraded program and facilities.

Administrative Assistants

1.   Administrative Assistant #1, whose position was called Superintendent of Education, had been associated with the Band since 1979 in several roles. Prior to the superintendency he had coordinated post-secondary training for the Band and he had also coordinated and operated an I.T.E.P. program on the reserve. He had been Superintendent of Education for five years; he held a B.Ed. and a Master's degree in Educational Administration. He had approximately twenty years teaching experience and lived on the reserve where he worked. He said that he found his job satisfying.

2. Administrative Assistant #2, whose position was called Director of Education, came out of retirement from the provincial system to rise to a new challenge. He had spent twenty years as a principal and a teacher and fourteen years as a Provincial Director of Education. He held B.A and B.Ed degrees and had completed some post-graduate classes in education. He did not have an extensive background in Native education, but had worked on a short term contract as an Educational Consultant with the North Battleford Tribal Council. He did not reside on the reserve, but lived in a small town nearby. In terms of finding his position satisfying, he said, "Thank God for it, as a matter of fact, thank God I'm working."

Documentation Directing the
Chief Executive Officer Position

It was not possible for the researcher to obtain examples of the documentation which directed each systems' C.E.O. position. However, some information was available and additional material from other systems was procured. Figure 1 indicates the documents that were collected. In the cases where documents were available, they have been included to give a broader perspective of the job. It

Documentation Directing

the C.E.O. Position

System	Job Description	Terms and Conditions	Sample Contract	Assistants Description
A	x	x	x	
B	x			x
C				
D				
E				
Red Earth	x			

Figure 1

must be remembered that this documentation directs only one individual Band's position and is not applicable to any other Band.

For System A, the researcher obtained the following documentation: a job description, a sample of the contract and the terms and conditions for the C.E.O. position. The Education Coordinator's job description stated that the Education Coordinator was directly accountable to the Chief and Council or their designate. The Education Coordinator was responsible for implementing functional policy and program delivery and was accountable to the School Committee. The relationships for this position in this Band's school system are outlined in the Committee's chart (see Figure 2).

The Education Coordinator had a comprehensive position, the varied duties were of manifest import to the education system as a whole. This person was expected to uphold the Band's management policies and to supervise and implement all administrative and financial regulations and guidelines. The job description stated that the C.E.O. must follow the Band policies, regulations, and codes, although it did not mention anything about upholding federal laws, or about loyalty to the Queen. Furthermore,

EDUCATION ORGANIZATION CHART

SYSTEM A

```
                    ┌─────────────────────┐
                    │  Chief and Council  │
                    └─────────────────────┘
             ┌─────────────────┴──────────┐
   ┌──────────────────┐        ┌────────────────────────┐
   │ School Committee │────────│ Education Coordinator  │
   └──────────────────┘        └────────────────────────┘
                              ┌──────────┴──────────┐
                    ┌──────────────┐      ┌──────────────┐
                    │  Principal   │──────│  Education    │
                    │              │      │  Counsellor   │
                    └──────────────┘      └──────────────┘
        ┌───────────┬───────┼──────────┬───────────┐
┌────────────┐ ┌──────────┐ ┌──────────┐ ┌─────────┐ ┌──────────┐
│ Maintenance│ │Custodians│ │ Teachers │ │ Teacher │ │ Clerical │
│            │ │          │ │Certified │ │         │ │          │
│ Engineer   │ │          │ │          │ │ Aides   │ │          │
└────────────┘ └──────────┘ │ Language │ └─────────┘ └──────────┘
                            │          │
                            │ Teacher  │
                            │          │
                            │Uncertified│
                            └──────────┘
```
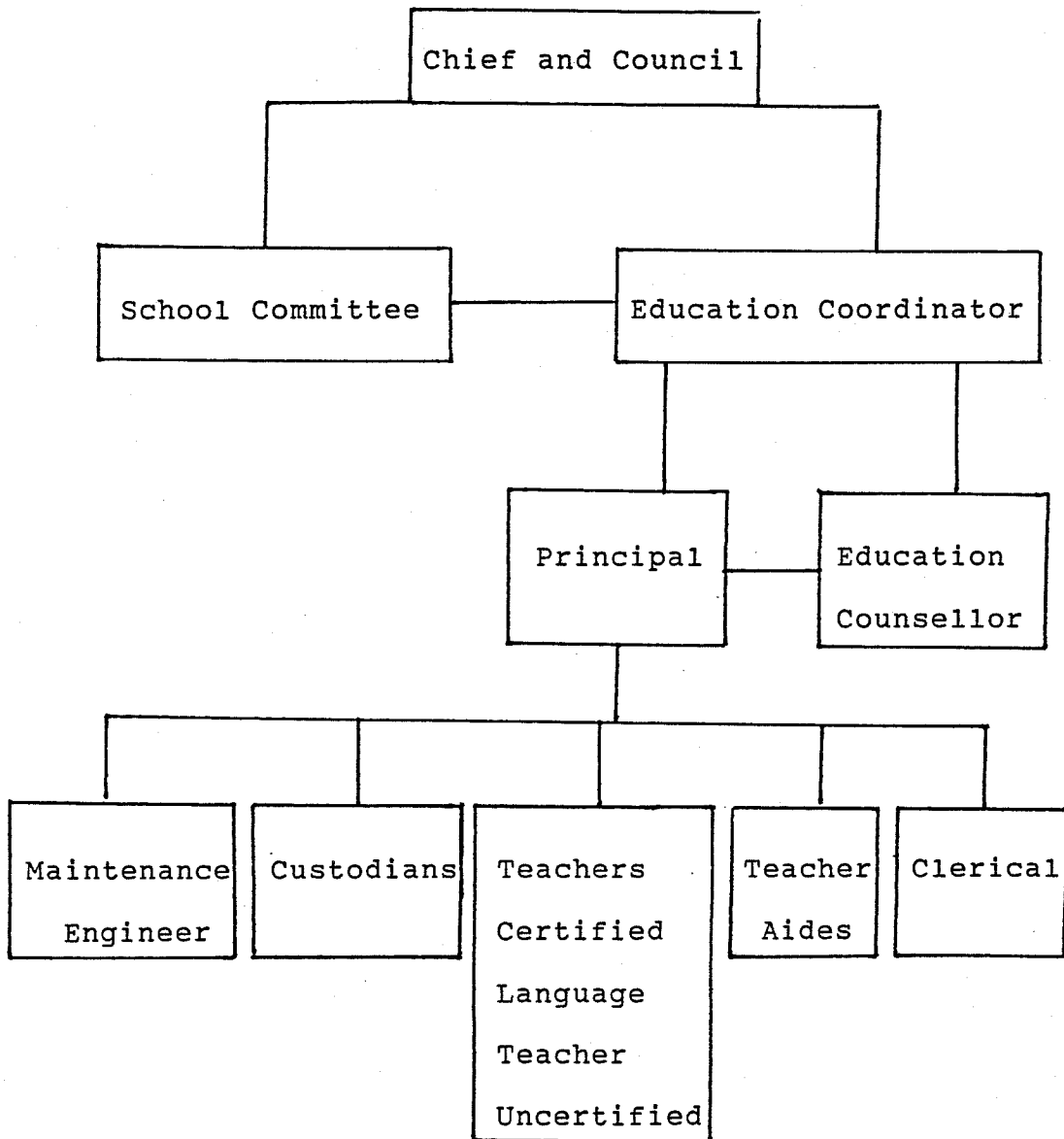
Figure 2

the Coordinator was responsible for ensuring that management, staff, and contractors were knowledgeable about administrative and financial policies and regulations of the Band's education system. The Education Coordinator was expected to prepare a monthly report on behalf of the School Committee to be submitted to Chief and Council and to be prepared to report to Chief and Council at their pleasure.

The Education Coordinator was also responsible for external relations, specifically communications, public relations, and the promotion of parental involvement. His role in this area was that of a consultant or liaison officer to interpret and clarify policies. In addition, he was responsible for bringing various groups together in a social setting. The Education Coordinator was also expected to promote the utilization of parents as resource people in the school. Moreover, program needs and needs within the community were to be identified by the Education Coordinator and submitted in a formal "needs analysis" presentation in June and September of each year. The C.E.O. represented the School Committee in all educational matters. In essence, this person bore the responsibility for the daily operation of the Band's education system.

Sample Contract of the Education Coordinator

An examination of the contractual arrangement between an Indian Band and its Education Coordinator offers some insight into the Band's expectations of the Coordinator. A key issue is the process of reciprocity as described in a contractual arrangement.

The contract for the Educational Coordinator in most Bands extended for a one year period, June to June. The contract may extend beyond its initial period, or it may be terminated before the final date by mutual consent. The Band reserved the right to terminate the contract in the event of gross negligence or willful misconduct by the Education Coordinator. The party charged with ascertaining these breaches was to be a credible, independent, outside agent agreeable to both parties. The Director of Education, or Coordinator, was directly responsible to the Chief and Council of the reserve. The Education Committee was not mentioned in the contract. The contract used by the Band stated explicitly the expectations of the Education Coordinator's role and clearly defined the acceptable level of performance of the contracted service.

Sample of Terms and Conditions

The Education Coordinator, as the C.E.O. for the Board, was held accountable for the total operation of the Band controlled education system. He was charged with directing and integrating educational programs, physical facilities, and financial and human resources. He was to provide leadership, to plan and organize for staffing, and to ensure that subordinates carried out their assignments effectively. It was the mandate of the Education Coordinator to act in an advisory capacity to the Band on matters of educational philosophy and policy.

In this Band, the contract and the terms and conditions were two separate entities. The contract was a reciprocal agreement, while the terms and conditions detailed the performance expectations of the Coordinator. The Coordinator was expected to abide by both of these agreements.

The job description (see Appendix A) for the Director of Team B was included in the Band's Education Policy manual and had been approved by Chief and Council. In this documentation, the Director was referred to as "the Senior Executive Manager of the Band's Education sector." In addition, it stated, "the incumbent shall relate to and

uphold the Band's management and personnel policies specifically endorsed and authorized by the Chief and Council." The core of the primary functions are described in detail. The Director of Education was expected to represent the interests of students, parents, Chief and Council, and the Board of Education and to protect the integrity of Chief and Council. He was responsible for managing the education program and its budget. The Director of Education was to be in charge of all education personnel in accordance with Band policies. These functions formed the nucleus of the Director's job description. The rest of the job description was an expansion and clarification of the primary functions. Each Band employed an Education Coordinator or Director in its own particular way, but still considered the person to be its C.E.O. who was responsible for the day to day operation of the school.

Although the Red Earth Band was not part of this study, information from that Band is relevant to the research. In a letter (G. McCormick, personnel communication, June 22, 1991) from the Director of the Red Earth Band, 1983, to the Chief of the Sturgeon Lake Band, the former attempted to clarify the position (see Appendix D). He described how a Director carried out his duties,

and he provided a description of tasks. He believed that
the way in which the job was performed depended upon the
individual Director. For example, when the Band
identified a need, he made every effort to provide the
Education Committee with a full range of choices to
satisfy that need. He indicated that if he were asked to
choose, he would make a recommendation, but he preferred
to leave the choice to the Education Committee. He
mentioned that this was his method and acknowledged that
another Director in another location may approach the job
differently. By recognizing his realm of expertise and by
organizing the duties accordingly, the Band was in a
position to draw upon the strengths of the individual
Director. If the C.E.O. was weak in any particular area,
short term consultants could be hired. This letter showed
the attempt of a Director to define and clarify the role
to a Chief in 1983.

The Director of the Red Earth Band included in the
letter a list of responsibilities, and he suggested that
the Chief should discuss the list with the Director. If
procedures for completing each task were clearly
specified, then the evaluation of the Director could be
based on his performance of the outlined duties.

The scope of the Director's position, as shown in the

list, was to serve and protect the interests and integrity of the Band and the Education Committee, and the interests of the staff and students. The Director was expected to adhere to Band policies and the Band's code of ethics and to liaise between the Band and school staff and between the Band and outside agencies.

Presentation of Data Format

The data collected in the interviews will be presented and discussed according to the following components of the Coordinator position:

Role	1.	Identification of C.E.O.
	2.	Role Expectations
	3.	Role Tasks
	4.	Obstacles
Autonomy	5.	Performance
	6.	Overlaps
	7.	Perceptions
	8.	Organizations
Contextual	9.	Job Satisfaction
Conditions	10.	Personal Qualities and Attributes
	11.	Politics

The "guiding questions" used in the semi-structured
interview are repeated to serve as a framework for the
data presentation.

Role

Identification of the C.E.O.

1. Who is the Chief Executive Officer in a Band
   controlled school?

On Teams A and C, the C.E.O. held the title of
Education Coordinator. A Director of Education assisted
Team C's Coordinator. By contrast, on Teams B, D, and E
the C.E.O. was called a Director. On Team B a person
acting in the position of Superintendent of Education
worked closely with the Director of Education.

Data from the interviews indicated how the C.E.O.'s
perceived their jobs. The Education Coordinator of Team A
and the Director of Education of Team B viewed themselves
as being responsible for the education program for their
respective reserves. The Education Coordinator on Team C
believed his major area of responsibility was to ensure
that the school ran properly. The Director of Education

from Team D indicated that his job was part of his
portfolio as the Councillor responsible for education.
The Director of Education for Team E viewed his job as
working with the Education Committee who gave him
instructions and whom he provided with relevant
information about education programs. These data
indicated that the individual C.E.O.'s had different
perceptions about their jobs.

An interesting question was if the C.E.O.'s and the
Principals saw the C.E.O. as an educator or as an
administrator. Both members of Team A believed that the
Coordinator was equally an educator and an administrator
because he was teaching full time. The Director of
Education for Team B believed himself to be more of an
administrator than an educator; however, he considered
himself an educator in the sense that he educated the
School Committee and the Chief and Council. In contrast,
the Principal believed that the Director was strictly an
administrator. The Education Coordinator of Team C and
the Director of Team D were perceived as administrators.
The Director of Education of Team E saw himself as an
administrator; Team E's Principal saw the Director as
both, but more of an administrator.

Role Expectations

2. What are the role expectations of the Education

    Coordinator on this particular reserve?

    Various responses were given to the question

regarding a written job description from the C.E.O. The

Director of Education for Team A followed a job

description, although it had not been approved by Chief

and Council. By contrast, the Director of Team B followed

an extensive job description. Personnel policies, a series

of financial regulations, and "a general understanding

with the community, not necessarily written down, as to

what is expected" further directed the position. A job

description, policy manual, and the Principal Management

Act guided Team C's Education Coordinator, although the

policy manual had become outdated as a result of recent

political changes. Recently, the Chief and Council had

given their School Committee total autonomy. The Director

of Education on Team D did not possess a job description.

In addition to a written job description, the C.E.O. on

Team E received directions from the Board and from the

minutes of Board meetings.

    To give deeper insights into the role expectations of

the C.E.O., participants were asked to describe the mandate of their schools. Team A's Coordinator saw the mandate of the school as to provide an education to all reserve children. The Principal believed that the school's responsibility was to educate each child to his/her potential. The Director of Team B said that the mandate for his school was to prepare the students to participate in both the Indian and non-Indian world. The Superintendent said that the school was to educate the Band students to the provincial level or beyond. The Principal said that the school was to provide students with an academic education and to bring the community into the school. Team C's Coordinator believed that the mandate of the school was to give the students a "good education." According to the Principal, the school should allow for cultural needs and community wishes. The Director said that delivering a quality education in a safe atmosphere was the expectation. The C.E.O. of Team D viewed the mandate of the school as to prepare students to enter Division IV. The Principal said that the school should provide quality education for the students. Team E's Director saw the school's mandate as two-fold: to produce Grade Twelve graduates and to develop a community school. The Principal said that the school should cater

to the needs of the students and should develop their self-concept.

The Principals on the various teams discussed what they believed to be the main functions of the C.E.O. position. The Principal on Team A said that the C.E.O. was responsible for ensuring that the level of education met the standards achieved by other schools. The Principal of Team B stated that the C.E.O.'s main function was to secure money and to liaise with Chief and Council. According to the Principal of Team C, the Education Coordinator performed as a leader for educators and as a liaison between parents and teachers. The Principal of Team D said that the main duty of the C.E.O. was "to run the school." The Principal of Team E indicated that the main C.E.O. function was to communicate with the Chief and Council through the school board. The various perceptions of these respondents provide individualized pictures of the main functions of the C.E.O. position.

Role Tasks

3.   In what areas is the Coordinator involved?

The budget proved to be an area of responsibility

common to all C.E.O.'s. The Coordinator for Team A saw
it as part of his job to set up the budget, to administer
the funds, and to approve all expenditures. Similarly,
Team B's Director of Education exerted considerable
control over the education budget, and he conducted all
the financial negotiations between his Band and the
Federal and Provincial Authorities. The Superintendent of
Education for Team B was expected to account for the funds
that were spent by the schools. The Coordinator from Team
C and the Director of Team D were involved with the budget
at all stages. The Director of Education for Team E
explained his involvement with the budget: "I make
presentations to the Board, reallocations, expenditures,
payment of bills, and advise as to salary schedules. I
also give advice on programming costs." In short, each
C.E.O. was deeply involved in budgetary issues, although
the details of the involvement were somewhat different.

Interviews indicated considerable variety in the
involvement of C.E.O.'s in the area of personnel. The
Coordinator and the Principal for Team A both had input in
the hiring of teachers and the evaluation of their
performances. The Director of Education for Team B worked
closely with the Board of Education concerning teaching
and the maintenance of personnel. The Coordinator of Team

C and the Director of Team D were only concerned with the hiring of personnel. By contrast, the Director for Team E was involved in staff recruitment, job descriptions, interview boards, contracts, and the administration of the contracts.

Participants were asked how large a contribution they made to policy making. Team A's Principal and Coordinator explained that the Coordinator, the Principal, and the School Committee cooperated to formulate policy. The Director of Team B shared the responsibility for writing policy with the Superintendent of Education. The Coordinator of Team C and the Director of Team D both contributed substantially to the development of policy. The Director of Team D stated, "We have a lot of responsibility for policy making, in fact, we have our own Education Act." The Director of Team E was responsible for collecting information and providing advice to the Band. These data indicated that most C.E.O.'s made significant contributions to the development of policy.

The question was asked regarding the C.E.O.'s involvement in the administration of the school. Both the Principal and the Coordinator of Team A agreed that the area of school administration was the domain of the Principal. The Principal stated: "That's my baby, the

Coordinator is very good and advises us and is conscious of our needs." The Director of Education for Team B saw his involvement in school administration as delegating responsibility from himself to the Superintendent and then to the Principal. The Coordinator of Education for Team C said that he was involved only to the extent of checking to see if the policies of the Education Committee were being followed. Team D's Director was not involved in the administration of the school at all. The Director of Education of Team E said that he was involved indirectly through his meetings with the Principal. The data indicated varying degrees of involvement of the C.E.O. in the area of school administration.

A further question was if the C.E.O. was involved in the area of classroom instruction. The C.E.O. of Team A stated that he was, indeed, involved in the area of classroom instruction: "Well, this year I was involved one hundred percent. Also in teaching, but time is provided so that I do have the opportunity to make classroom visitations in the assessment of our teaching staff." Team B's Director of Education mentioned that sometimes he was requested by teachers or the Principal to observe what they are doing: "I have some formal training in teacher evaluation; I can go in officially, or

unofficially... I do instruct occasionally at the Division
IV level on such issues as Band Government, land
entitlement, or any Indian Educational issues." The
Director of Education for Team D had no involvement in the
area of classroom instruction. In discussing his
involvement, the Director of Team E said, "Yes, I suppose
it's setting the parameters; I maintain that we control
the system, Nursery to Grade 9; and of course concerning
Grades 10, 11, and 12, we follow the Department of
Education Guidelines because of the Saskatchewan
Education's registration requirements for Division IV
students". In summary, involvement in classroom
instruction was not common to all C.E.O.'s.

How much involvement did the C.E.O. have in the area
of professional development? The two respondents on Team
A agreed that the Coordinator had considerable involvement
in that area. The Director of Team B and the
Superintendent discussed their expectations with the
Principal and the staff. These were usually dealt with by
the individual Professional Development Committees in each
school. The Coordinator of Team C made sure that
professional development was up to date. However, his
role was secondary to the Director who was a leader and
facilitator in professional development. The Director of

Team D worked with the Principal concerning professional development. The Director of Team E was concerned with developing the staff to offer a successful program. Again, the data indicated varying degrees of involvement of the C.E.O.'s in the area of professional development.

A further area of interest was the involvement of the C.E.O. in curriculum implementation. The Coordinator of Team A with the cooperation of the Principal, set up the staff's curriculum implementation. The Director of Team B was not involved; that task was left up to the Superintendent of Education. The Coordinator of Team C was only involved in curriculum implementation to the extent of making sure that the wishes of the Education Committee remained paramount. The Director of Team D was involved in curriculum implementation "somewhat." The Director of Team E made sure that a "pacing plan" was in place for each teacher. These responses indicated the extent to which the C.E.O. was involved in the area of curriculum implementation.

The respondents supplied information which showed the degree of involvement of each C.E.O. in ordering materials. The C.E.O. of Team A approved the Principal's request for orders. In Teams B and E, the Principals ordered all supplies. Team C's Coordinator approved all

orders for materials, because he was in charge of the budget. The Director of Team D had little involvement in ordering educational materials. Thus, the C.E.O.'s usually had little or no involvement in the area of ordering materials.

Obstacles

4. What kind of deterrents to success interfere with achievement of the role expectations?

This question evoked three different but related responses from the Principal of Team A. First, communications were not thought to be entirely clear. Second, the Coordinator needed have more than one hour a day to do the job. And third, for problems concerning financial expenditures, the Coordinator reported not to one person, but to three.

Two deterrents cited by Team B were politics and access to funds. The Director stated that politics sometimes prevented him from performing his role because some educational issues became clouded and distorted by various people's political agendas. The Principal indicated that education funds were in the general account

and could be borrowed for other programs. Either of these deterrents could impede the Director when he attempted to fulfill his role expectations.

Members of Team C identified three problematic issues. First, this particular school system was not under the umbrella of a Tribal Council or I.N.A.C. Consequently, it was somewhat isolated from other systems and it was alone in pursuing information regarding current educational initiatives. Second, the Coordinator believed that I.N.A.C. did not allot adequate funds to cover expenses. Third, the Principal mentioned that the Coordinator should be given all pertinent information and that he should be present at all meetings where educational issues were discussed. An analysis of these deterrents indicated that they were all related to problems of communication.

The Director for Team D did not feel there were many impediments to success: "Not a lot, Indian Affairs not coming through with funding; that kind of thing. For example, we have got a brand new school and already it's too small." The Principal felt that the only obstacles were minor politics, but he thought that the Director might see these issues simply as a condition of work.

The Director of Education for Team E found the

biggest obstacle to be inadequate time to get the job done. In the past, a lack of money had been a problem, but not at the time the interview was conducted. The Principal did not know of any obstacles that would interfere with the Director's role expectations.

Autonomy

Performance

5. Does the degree of autonomy implicit in the position of Indian Education Coordinator allow the individual to fulfill his job description?

The Coordinator of Team A stated that he received adequate support from Chief and Council and from the School Committee to fulfill his role expectations. The Principal also felt that the Coordinator had adequate support and freedom. The Principal noted that the community was pivotal in the fulfillment of the C.E.O.'s responsibilities.

On Team B, the Principal felt that the Director had sufficient support and freedom because he was a powerful influence and a good politician. Although the Director had a tendency to take more freedom than he was given,

this predilection has produced positive outcomes.
Consequently, the people with whom he worked trusted him
to get the job done, regardless of whether or not he had
prior approval.

The Education Coordinator for Team C said: "I have
support, and I'm given enough rope to hang Myself." The
Coordinator meant this as a humorous remark, and he
indicated that he had his own set of "checks and
balances." On Teams D and E, the Directors and the
Principals agreed that the Directors had adequate support
and freedom to do the job.

Overlap

6. Is there a distinction between the role of
    Coordinator and the Principal and to what degree do
    the two positions overlap (if at all)?

The Coordinator of Team A believed that there were
many area where the two positions interrelated. For
example, curriculum and budget involved both the Principal
and the Coordinator. The Principal and Coordinator
appeared to work independently. The Principal stated,
"Well, I feel like I deal with my staff; their demands are

then relayed to the Coordinator." These two participants
had a clear understanding of whose jurisdiction the
various aspects of the school progam were in.

The Director of Team B felt that the Principal was
responsible for looking after the school, the teachers,
and the programs, while the Director ensured that
everything functioned effectively. He characterized his
position as, "a semi-politician negotiating with various
authorities and other institutions." The Principal saw
the Director as being removed "an administrator or
bureaucrat" who did not deal with students or teachers to
the same extent as the Principal. As noted earlier, this
system employed a full time Superintendent of Education.
Therefore, a distinction should be made between the
Superintendent and the Principal. The Superintendent
observed that:

> The Principal is the educational leader
>
> in the school and his jurisdiction over
>
> the teachers. But I am kind of the liaison
>
> between the Principals and the Board, so
>
> that the Board sets the directions they
>
> want the school to go. I am there to ensure
>
> their directions are followed. I am also
>
> useful as a "buffer" between the political
>
> organization of the Band and the schools.

Since the various roles were clearly defined, overlapping was almost non-existent for Team B.

The roles also appeared to be well defined for Team C. The Principal stated:

I see my role as working with the

students, parents, and teachers, kind of

on a day to day basis making sure that we

are a detailed operation; not like the

Education Coordinator who may leave for

some purpose and be away a couple of days.

I can see that you wouldn't have a sub in

for him. Myself, for the many different

roles that I play, we definitely have to

have someone in my place.

The Education Coordinator saw the Principal as being in charge of the teachers and the instructional programs, and himself in charge of overall operations:

Well, I have no responsibility for the

discipline or behaviour of the students

in the school. If I share a similarity

with the Principal, it is the professional

growth of the teaching staff.

In this particular system, the role of the Principal was school based, whereas the role of the Coordinator was reserve oriented.

The Principal of Team D said that he saw very few
similarities between his position and that of the Director
of Education. As the Director explained,

>   The major difference is that he is
>
>   on the job site all the time,
>
>   what they call "hands on." I have
>
>   nothing to do with that. He calls me mostly
>
>   with administration concerns.

There was a distinct division of duties between these two
administrative positions.

>   By contrast, the positions of Team E were not quite

as distinct. The Director of said:

>   We both get our instructions from the
>
>   Board. We both have to be aware of
>
>   the Provincial requirements, we both
>
>   need to be diplomatic. The Principal
>
>   runs the school on the reserve,
>
>   whereas the Director's position is wider
>
>   in scope.

The Principal stated: "The roles are similar, we act as a
team. I can always turn to the Director, in some ways the
roles are parallel."

Perceptions

7. What are the Principal's and the Education
    Coordinator's perceptions of the C.E.O.'s role on the
    reserves?

Any discussion of "role concept" should include "role
perception," in order to understand how the people discern
their role. On Team A, the Principal believed that the
Coordinator's position linked the Chief and Council with
the Education Committee because the Coordinator brought
all recommendations from the Education Committee to the
Chief and Council for final approval. The Coordinator
believed that the position was especially important for
tasks relating to control and budgetary expenditures
because of the responsibility for the dispersal of the
educational funds.

On Team B, the Principal believed that the Director
was a link in the chain between Chief and Council and the
Education Committee, but not between himself and the
Committee. The Director was directly responsible to Chief
and Council, but "most of his business" was conducted with
the School Committee. The Director and the Superintendent
agreed that the Director's position was essential to
education on the reserve. According to the Director:

I work as though there is a mission to be

accomplished. I don't back down. I call a

spade a spade when I need to, when I'm

talking to politicians or local Chief and

Council.

The Superintendent said of his own position: "I am simply

another administrator to ensure that the Board's

directions on how they want their school system to proceed

are implemented." These administrators seemed to feel

that each of their roles was directed toward fulfilling

the educational mission of the Band.

The Education Coordinator of Team C explained that

his job had been a link between the Education Committee

and the Chief and Council, in the past, but that the

situation had changed recently:

It used to be that until the Education

Committee was given autonomy to act

by the Band. I used to have a monthly

date where I had to report to Chief and

Council on what had been happening. But

since the Committee has been given autonomy,

that is no longer required.

The Education Coordinator now saw himself as a link

between the Principal and the Education Committee.

Although the Principal attended the majority of the
Education Committee meetings, he was unable to attend when
meetings were held during school hours. On such occasion,
the Education Coordinator carried his concerns to the
Education Committee. However, the Principal did not see
the link in quite the same way:

> There are certain things I will bring up
>
> with the Education Coordinator and we deal
>
> with it. There are certain things that ought
>
> to be brought to the School Committee's
>
> attention.

The Education Coordinator felt that his position was
crucial because the Principal did not have time to do the
job. He felt that a full time person was needed to manage
budgets, accountability, allotment of funds, and to ensure
that the school ran properly. On the other hand, the
Director was to ensure that the school had qualified and
acceptably competent teachers.

The Director and the Principal of Team D agreed that
the Director's position was a link between the Chief and
Council and the Education Committee. The Director of
Education indicated that he was the "Education Portfolio
Councillor" who took the decisions made at the Education
Committee level to the Council. However, the Principal did

not see the Director as a link between himself and the
Education Committee, because the Principal had direct
access to the Education Committee. The Director of
Education believed his position to be important because it
gave the community members someone to contact in order to
clarify or to explain actions of the school. At times
community members had experienced difficulties in dealing
with a teaching staff from a different culture and the
role of Director circumvented some of the difficulty.

The Director of Education for Team E perceived
himself only peripheral as a link between the Chief and
Council and the Education Committee, because a Councillor
held the Education portfolio. The Councillor was
responsible for providing liaison and for seeking approval
for various initiatives. The Principal saw the Director
of Education linking the Education Committee with the
Chief and Council, but he did not view the Director as a
link between himself and the Education Committee because
he dealt directly with the Education Committee. The
Director believed his position to be key, because formal
meetings were only conducted when he was present.

The Principals were asked to consider the best part
of their relationship with their C.E.O. The Principal of
Team A praised the Coordinator's understanding and his

efficiency regarding budgetary matters, policy development, and personnel concerns. The Principal for Team B appreciated the communication with the Education Director. The Principal of Team C believed that the lines of communication were clear, open, and constructive, and that his concerns and recommendation were considered, or at least heard, if not always followed. The Principal of Team D valued the Director's honesty and his willingness to approach the Principal with school related problems before they could escalate. The Principal for Team E felt that he and the Director worked together to realize accomplishments and to develop "that feeling which results from success." In short, the Principals appreciated the ways in which their C.E.O. helped to further the educational mission.

On the other hand, the Principals acknowledged that some problems existed in their relationship with the C.E.O. The Principal of Team A was concerned about the lack of time the C.E.O. could give to policy development because he was also a full time teacher. The Principals of Teams B and C saw a problem in the Director's extended absences from the school system for meetings with representatives from Tribal Councils, the Department of Education, and other designated personnel. The Principal of Team D, cited political maneuvering as a problem: "If

an issue surfaces that is political, it makes the day to day operation really tricky waiting for an important decision." Although the Principal of Team E felt positive about the C.E.O., he acknowledged that the Director's part time status posed difficulties: "I found I needed his input for making certain decisions and I had to wait for him." An analysis of these data indicate that most Principals perceived a major problem to be the lack of time for the C.E.O.

Organization

8. Are there clear channels of communication between the Education Coordinator and the Chief and Council, School Committee, and the Principal?

A certain protocol must be followed in any educational organization: Steps must be taken in a specific order whether a person is voicing a concern or dealing with the daily operation of the school. On the reserves the Coordinator was often used by various stakeholders as a contact person because of his access to the School Committee, to Chief and Council, and to the Principal. The nature of the business determined which

communication channel would be used, and most people respected the educational hierarchy enough to follow standard procedures for communicating concerns.

The Principal and the Coordinator of Team A felt that the channels were clearly delineated among the various positions, and that the flow of communication was a positive aspect of their system. The respondents of Team B indicated that the channels of communication and the complaint mechanisms were clearly outlined. The Director of Education for Team C mentioned that the proper channels had been clarified in policy, but the Principal felt that sometimes issues were not communicated to staff members adequately. Both members of Team D believed that the organizational structure was conducive to communication.

The Director of Education and Principal of Team E believed that the lines of communication were clear and that people used the correct procedures. These data indicate that the channels of communication appeared to be clearly established among the educational systems in this study.

Contextual Conditions

Job Satisfaction

9. Does the person derive satisfaction from the

function? When does the Coordinator find the

position fulfilling and productive? When not?

The Coordinator of Team A derived satisfaction from

the growth that had been attained in the community. Since

he began his tenure as C.E.O., the participation of the

local people in their educational system had increased

considerably, and community members continued to

demonstrate an increasing interest in the school.

The Director of Team B took pride in the consistent

increase in student enrollment and in the improvement in

educational standards:

> To see that we have come quite a long way
>
> from being a substandard program when the
>
> Department was operating it. Now we are
>
> on par with the Provincial system and in
>
> some cases exceeding some of the Provincial
>
> standards.

Yet in spite of some success in certain areas, the

Director found that recent negotiations with I.N.A.C. had

become increasingly difficult.

The Education Coordinator of Team C enjoyed working

in his home community. He liked the people with whom he

worked and found that his days were always full.

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The Director of Team D said: "The best part of this job was getting the new school. I had a real sense of accomplishment over that. I did a lot of work on that, the Chief and myself." He felt that things were going nicely and there was not a "worst part."

The Director of Education of Team E enjoyed working with the Board and watching students achieve their Grade Twelve. He received satisfaction from seeing the people taking responsibility for the operation of their own program. He did not appreciate the long drive to work, but he acknowledged that it was his own choice.

Personal Qualities and Attributes

10. What personal qualities and attributes should the individual Education Coordinator bring to the position?

For Team A, the answer to this question was quite succinct. The Coordinator felt that a background in Native education was essential and that experience as a school administrator was important.

On Team B, the Director said that the person should have a strong knowledge of Indian education and Indian

government and good public relations, management, and
policy development skills. The Principal felt that the
C.E.O. should have teaching, administrative, and political
experiences.

The Education Coordinator of Team C explained that
accounting skills were essential and that personnel
management and leadership skills were also important. The
Principal felt that the Coordinator should have a
university education and related job experiences,
preferably as a teacher or principal. He recommended that
a person aspiring to be a Coordinator spend some time with
his counterpart from another Band. The Director of
Education saw the necessity of having a thorough knowledge
and understanding of Native culture and of the operation
of a Band controlled system.

The Principal of Team D said that an Educator
Coordinator should have a high school diploma and some
understanding of the cost of school supplies. The
Director said that a person should have gone through the
system himself in order to understand the problems.
The members of Team E presented a more comprehensive list
of attributes. The Director of Education for Team E said:

You need a basic knowledge of Indian

lifestyles; Cree language would be very

helpful. Furthermore, a person would need

a knowledge of University and Trade School

entrance requirements. And finally, the

person should possess a knowledge of Indian

Affairs' internal workings and a knowledge

of programs from Nursery to Grade 12.

The Principal believed that the important aspects were

administrative experience, experience with personnel,

classroom experience, and a cross-cultural background.

Politics

11. Is this position of Indian Education Coordinator a

    political one?

The Principal and the Coordinator of Team A did not

see the C.E.O. position as political. They responded in

the negative to a question asking if the position was

dependent on a particular government administration.

By contrast, politics seemed to play a larger role in

Team B. The Director explained his assessment of the

political situation in the following manner:

It does delve into a lot of politics

but it's not supposed to....

They want decisions made by programs

not by politics; however, in my case I

had to, on occasion, delve into a degree

of politics to ensure that the best interests

of the system are protected. I do this in a

very careful manner and sometimes it takes a

certain amount of time to work out things

with politicians to make sure eventually

they can support what you wish to have

implemented or changed. The worst thing

that can happen is to have a problem with

the political level. If you have problems

at the local level, you won't be effective

in dealing at the outside level, with Indian

Affairs, and other institutions or other

businesses.

In this system, the Director felt that if he did not

retain his credibility at the local level, than conducting

discussions beyond the reserve level would be futile.

However, the Principal saw the position as less political

than the Director:

Not in the sense that he got there

because he was buddies with the Chief

and Council. No; however, he must act

like a politician to perform his role.

He will go against the grain for the

school. It makes no difference who is

in power, his position does not depend

on patronage.

The members of Team B felt that politics were inevitable

and that they should be used to help the schools and the

children.

In Team C, the awareness of political machinations

seemed to depend on the person's position. The Principal

and Director of Education did not feel that politics were

involved, but the Education Coordinator did. As he

pointed out: "I'd like to say no, but you just can't get

away from the politics. You are involved whether you want

to be or not. It is there to a certain extent." Clearly

the Coordinator was aware of a political presence.

Teams D and E demonstrated considerably less of a

political reality than did Teams B and C. Although the

Director for Team D felt that it was not really a

political job, the Principal disagreed somewhat:

Yes and no. It's political in that he must

be a Councillor. It's non-political in the

sense that the decisions are supposed to be

non-political; whereas, the Director is

political. Titles are misleading, it's more

accurate if his title was "Councillor with

the portfolio of Education."

The Director of Education for Team E pointed out that in
his long association with the Band the only contract he
had had with them had been a handshake. The Principal
concurred with this assessment: "The position is not
political. In our Band politics is nothing." These data
indicate that the amount of political intrusion into the
role of Education Coordinator varied considerably across
the Bands in this study.

Summary

The purpose of Chapter Four has been to present the
data collected on each of the reserves studied. These
data were based on the questions that guided the the
research and were presented on a reserve by reserve basis.
Because the questions were designed for semi-structured
interviews, the researcher often needed to probe further
by asking supplementary questions.

CHAPTER 5

Analysis and Discussion of Data

Summary, Conclusions and Implications

Introduction

In Chapter 5, three main purposes are addressed.
First, the data presented in Chapter Four are discussed in
relation to the major components of the proposed
conceptual framework. Second, the purpose, methodology,
and findings of the study are summarized. Finally, the
implications and the conclusions of this research are
offered as a fulfillment of the purpose of the study.
Hopefully, these implications and conclusions will help
others to understand the organization of Indian education.

Role

The term "role" is defined as "the behaviour expected
of a person in a particular position or occupying a
particular status." To understand the role of the
Education Coordinator in selected Band controlled schools,
the researcher examined the structural framework of rules,

demands, and actions of others, to ascertain the effect on the person employed as Educational Coordinator. Attention was also directed toward the individual's understanding of and reaction to these components. In these ways, role and role related concepts were examined in this study.

Identification of the Chief Executive Officer

The Saskatchewan Education Act states: "The Director shall be designated as the Chief Executive Officer of the Board of Education" (1978, c17, s107). This was not always the case in the Band controlled schools examined in this study. As revealed by the data presented in the previous chapter, the Chief Executive Officer was called the Education Coordinator on two of the reserves and on the other three he was called the Director of Education. One Coordinator was aided by a Director and one Director worked closely with a Superintendent of Education. These data indicated that the term used to identify the Chief Educational Officer was not consistent across the Bands.

Neither was there unanimous opinion as to whether the C.E.O. was an educator or administrator. Some of the respondents saw the position as a combination, "educator/administrator." Few participants saw the person

in the position as an educator, but most of them saw him as an administrator. By definition, the C.E.O. on a reserve was not necessarily either an educator or administrator; his role was dependent upon the Chief and Council's interpretation.

In answer to the question, "What is the job of the C.E.O. on an Indian reserve?", there was not one answer but several. Generally, the C.E.O. was held accountable for the total operation of the Band controlled education system. However, role expectations varied from reserve to reserve. The Coordinator for Team A advised the Band on matters of educational philosophy and policy, in addition to carrying a full time teaching load. The Director of Team E worked only part time. By contract, the C.E.O.'s for Teams B and C worked full time and enjoyed the extra help of an assistant. Dykes (1965) stated that the Superintendent himself would decide how the role will be manifested, whereas Guskin and Guskin (1970) believed that role behaviours rise in response to rules, regulations, and the expectations of other people. Both of these views were borne out by the data in this study. The final manifestation of the position depended upon a variety of factors, including the relationship between the C.E.O. and the Band, the personality of the C.E.O., and the amount of

trust between the Band's leaders and the C.E.O.

Role Expectations

Role expectations are defined as, "how others expect a specific role to be played." To explore this definition, the Education Coordinators and the Principals were asked for their interpretation of the employer's expectations of the C.E.O. role. In most cases, the role of the C.E.O. was viewed as a "leadership role," supplemented with a liaison component. The leader was expected to mediate between Chief and Council and parents and teachers. Support for this position is provided by Thiele (1987), who found that the C.E.O. provided leadership to the school staff and liaison with the larger Band membership. Goldhammer (1974) mentioned that the contemporary C.E.O. needed considerable expertise when using leadership processes. Additional tasks of the C.E.O.'s in this study were to secure money for the education program and to ensure adequate educational levels. These tasks were similar to the role identified by Fast (1989) for a school system's general manager.

The documentation that governed this position in the various systems was examined and discussed. Four of the

Chief Executive Officers in this study had job descriptions. Two C.E.O.s believed that their job descriptions were inadequate, and another Coordinator mentioned that the Chief and Council had not formally approved his job description. By contrast, the Director of Team B was working with an extensive job description. Other sources that were used to direct the C.E.O.'s position included education policy manuals, personnel policies, and financial regulations. The need for written policies on roles and responsibilities was identified by the authors of <u>Tradition and Education: Towards a Vision of Our Future</u> (National Indian Brotherhood, 1988). They suggested that the position may be directed by a general "unwritten understanding" and by the minutes of board meetings. Although the Saskatchewan <u>Education Act</u> was not mentioned by participants, it also provides justification for written documents: "The Board of Education shall prescribe the powers and duties of the Director" (Section 108).

The role expectations for the C.E.O. in the Band controlled school systems were evident in the mandate of each school. These included preparing children for university, developing a community school, and educating the students at least to provincial standards. The goals

and objectives of the various systems indicate what the role expectations were for the C.E.O.'s of each Band.

Role Tasks

In the selected systems, the C.E.O.s had varied areas of responsibility; while some were similar to one another, others differed widely.

1. _Budget_ - All five of the C.E.O.s interviewed were responsible for the administration and allotment of funds and for approving expenditures.

2. _Personnel_ - Little consistency was found among the C.E.O.s involvement with personnel. All five C.E.O.s were responsible for hiring teachers, but only three of them evaluated teachers' performance. One Director was involved in staff recruitment, job descriptions, interview boards, and the administration of contracts. However, two C.E.O.'s had executive assistants who were responsible for these tasks.

3. _Policy Making_ - The C.E.O.'s in the study were all involved in the drafting of policy, albeit to varying degrees. Team A's Education Coordinator collaborated with the Principal and the School Committee to develop policy. The Team B's Director and Superintendent of Education

shared the responsibility for creating policy. The
Coordinator of Team C contributed substantially to the
policy making process, and the Director of Education for
Team D assumed full responsibility for developing policy.
The Director of Team E contributed to policy making mostly
as an information collector and as an advisor.

4. School Administration - This area was viewed as the
domain of the Principal. In Systems A and D, the C.E.O.s
claimed no involvement in the administration of the
school. The others observed and directed, and delegated
where necessary.

5. Classroom Instruction - The C.E.O.s were involved in
classroom instruction to varying degrees. The Education
Coordinator from Team A was a full time classroom teacher.
The Director of Education for Team B was used as an
"audience" for experimenting teachers or as a guest
lecturer. The C.E.O.s of Teams C and D had no involvement
with classroom instruction. The Director from Team E set
parameters and guidelines and ensured that the Department
of Education's requirements were met.

6. Professional Development - All the C.E.O.s studied
were similarly involved in this area. Generally, they
worked with Principals or assistants to ascertain staff
needs.

7. <u>Curriculum Implementation</u> - This was not an area of heavy involvement for the C.E.O.'s because it was considered to be part of the Principal's portfolio.

8. <u>Ordering of Materials</u> - Other than approving the Principal's expenditures, the C.E.O.s had little involvement in the ordering of instructional materials.

Clare (1977) and Burt (1984) mentioned that assignment of authority and duties for the Education Coordinator depend on the individual Band. These authors support the findings of this study concerning the areas of involvement for C.E.O.'s.

Obstacles

The impediments which hindered the C.E.O. in the performance of his/her duties covered a wide range, including unclear communication, lack of time, political interference, inadequate funds, and isolation from other schools. However, these obstacles stemmed from conditions specific to a given reserve; no common flaw in the position could be detailed. The problems were vast and varied and could seriously damage the performance of the C.E.O.

Autonomy

Autonomy represents the second of the three major components in the conceptual framework for the role of the Education Coordinator. In this study the degree of autonomy of the C.E.O. position was examined to determine if the people who functioned as the C.E.O. were given the freedom , support, and encouragement to perform their role as expected. Knezevich (1984) pointed out that the Superintendent (C.E.O.) had to implement policy regardless of personal feeling; if he disagreed with the policy, his only avenue was to resign. Spindler (1963) said that the Administrator could not alienate large "segments of the public" and expect to keep his position. Moreover, Sergiovanni (1987) and Goldhammer (1974) drew attention to public challenges to Superintendent's competence concerning personnel, curriculum, and finances. An analysis of these writings suggests that autonomy is a problematic issue because of the modern trend toward increasing accountability of the C.E.O. Clare (1977) and Cybenko (1990) indicated that role clarification for the Principal and the Coordinator was important in school systems. The teams interviewed for this study agreed that the C.E.O. was given adequate autonomy and support to fulfill his role expectations.

Performance

Knezevich (1984) stated that the Superintendent (C.E.O.) counted upon the support of the school board when following their directions. The C.E.O.'s and the Principals interviewed in this study all said there was adequate support and freedom for the C.E.O.s to perform their duties as expected. In fact, the Director of Team B felt so supported that he tended to take more freedom than he was given.

Overlap

One issue related to autonomy is the distinction between the Principal and Education Coordinator positions. Cybenko (1990) concluded that Principals and Coordinators needed assistance in defining their respective roles regarding decision making. Clare (1977) found that most Registered Indians living on the reserve felt that the role of Principal and Director of Education needed leadership development. King (1987) showed how "role shock" was a concern when clarification of roles had been neglected. This literature suggests that overlap between

the roles of the Principal and the Education Coordinator
could affect autonomy. In this study, overlap did not
emerge as a problem. Generally, the Principal was
responsible for the daily functioning of the school and
the C.E.O. was responsible for managing the entire reserve
school system.

Perceptions

This study tried to determine what the individual
C.E.O. perceived his/her specific role to entail. The
Principals were also asked for their perceptions of that
role. On three of the reserves studied, the role of the
C.E.O. was perceived as a link between Chief and Council
and the Education Committee. A fourth Coordinator
indicated that his position used to be a link between
Chief and Council, but that had changed since the
Education Committee was given autonomy. Another Director
thought he was a link only marginally, because his Band
had a Councillor with the "Portfolio for Education" who
linked the two bodies. Spindler (1963) mentioned that the
role of the Administrator was essentially a "balancing
role." The responses from the participants in this study
supported this assertion.

In most cases, the C.E.O. was not perceived as a link between the Principal and the Education Committee. The exception was the Coordinator who represented the Principal at meetings when he was detained at the school.

The C.E.O.s thought, without exception, that their roles were important to the operation of the school in the community. They claimed that someone needed to perform the financial aspects of the job. One Director felt that community members needed a contact person between themselves and the school. Another Director believed that the important tasks were implementing Education Committee policies and supporting the Principal.

The Principals felt that the best part of their relationships with the C.E.O.s often stemmed from personality traits of the individual holding the position. The qualities cited were understanding, communication skills, and honesty. Goldhammer (1974) indicated that modern superintendents were more prone to react than to lead, because they were not autocrats. Wilson (1966) supported this assertion in his discussion of the new brand of school administrator as "helpful, friendly, and congenial." As indicated in this literature, and as evident in the study, the C.E.O.s' personality traits proved to be important in their relationships with the Principals.

The worst parts of the relationship between the
C.E.O.s and the Principals were varied concerns, problems,
and annoyances. For example, the Principal of Team A
thought that the Director did not have enough time to
develop policies. The Principals of Teams B and D stated
that their positions sometimes became difficult when the
C.E.O. was not on the reserve to contribute his insight
and experience. The Principal of Team C expressed some
discontent over purchasing instructional supplies. The
"absence of the C.E.O." was the only concern that occurred
on more than one reserve; the other problems were specific
to individual systems.

The role perceptions of the C.E.O. have been explored
in depth. It is instructive to notice that the C.E.O. was
frequently viewed as a link between the Chief and Council
and the Education Committee, but seldom as a link between
the Principal and the Education Committee.

Organizations

Spindler (1963) mentioned that organizations need
stable, clear lines of communication among the "ordered
ranks of officers." The participants in this study agreed
that the channels between the various positions in their

systems were clearly delineated. However, the Principal
of Team C expressed a desire for the Education Coordinator
to attend staff meetings to talk with the teachers in
order to hear the complaints or the accolades first hand.
This suggestion gains credence in Fast's (1989) comment
that the C.E.O. must assume the responsibility for
managing the organization.

Contextual Conditions

The category "Contextual Conditions" is the third
major component used to describe the role of the Education
Coordinator. The impact of the contextual conditions on
the role of the Educational Coordinator and on the degree
of autonomy he possesses is examined in the following
sections.

Job Satisfaction

All C.E.O.s interviewed for this study received a
sense of satisfaction from the position. The respondents
gained a sense of accomplishment so they watched their
respective systems grow. Dissatisfiers were not in
abundance. One Director said that negotiations with

I.N.A.C. had become more difficult, and another Director found his geographical distance from work tedious. However, neither respondent expressed real displeasure with either situation.

Personal Qualities and Attributes

According to the respondents, the C.E.O. should possess a broad spectrum of skills, experiences, and expertise, including accounting, personnel, management, and leadership skills. Educational competence of varying levels was deemed important. Some people felt that a Grade Twelve education should be a prerequisite; others felt that a university degree would be beneficial. The two attributes unanimously recommended were a background in Native culture, and experience in administration.

Each participant believed that a thorough understanding of Native culture was essential for any person wishing to be a Chief Educational Officer on an Indian reserve. The five C.E.O.s interviewed were not novices to Native education. Three of the people were Registered Indians living and working on their home reserves. The other two were veterans of Indian Affairs and both had over thirty-five years experience working

with Native people. Each of the C.E.O.'s in this study
clearly met the criterion of understanding Native culture.

"Culture shock" has been identified as a potential
problem affecting the person functioning as C.E.O. Bock
(1970) indicated that people who belonged to the same
culture, would have an idea of what kind of behaviour to
expect from one another. The Bands who hired the C.E.O.'s
in this study avoided the dangers of culture shock because
they hired people who were Natives or had extensive
backgrounds in Native education. The C.E.O.'s
comprehensive understanding of Native culture allowed them
to avoid the "helpless disorientation" associated with
culture shock (Bock, 1970). However, culture shock may
prove to be a factor in another sample.

King (1987) mentioned that "role shock" is
experienced when a person is unable to apply the
appropriate role behaviour as anticipated by others. One
Education Coordinator left a labourer position to become
Education Coordinator. His inexperience and minimal
training led to some "role shock." However, support from
his employers helped to alleviate some of the stress.
Another C.E.O. virtually designed his own position. The
C.E.O. in another system restructured his job to include
teaching, in which he had over thirty years experience,

thereby creating job familiarity. Another C.E.O., with extensive administrative expertise, had gradually developed his position with the agreement of the Band. Each of the C.E.O.'s in this study had found ways to lessen the impact of "role shock."

Politics

The majority of the participants denied the presence of politics in the C.E.O. position. Sergiovani et al., (1987) and Goldhammer (1974), however, indicated that a Superintendent is often to become a "political actor." These authors' opinions were verified by one Director who used politics to ensure that the best interest of the school system was protected. A second C.E.O. indicated that politics were definitely involved in his position. One Principal thought that political overtones emanated from the title of "Chief Executive Officer," and he suggested a name change. In this study, the existence of actual political intrusion was not as important as the way in which the individuals interpreted politics to be operating.

Summary of the Study

In this study the researcher was interested in discovering the nature of the role of the Education Coordinator as it was actually practised. To explore this question, a case study approach was undertaken in five Band controlled schools on five selected reserves in Saskatchewan. The literature on the history of Indian control of education, the role of the Superintendent, and culture and role shock, provided a conceptual framework for the research. Case studies were used to facilitate the investigation of human behaviour. Semi-structured interviews were tape recorded and later transcribed and analyzed. Participants included the person who appeared to be Chief Executive Officer, regardless of title, as well as the Administrative Assistants and Principals.

The researcher attempted to make the "familiar strange" by ignoring preconceived notions concerning the C.E.O.'s role. Every aspect of the position was considered significant and nothing was taken for granted in the attempt to keep an open mind.

An interview guide containing 18 questions was

designed for the Education Coordinator and the
Administrative Assistants. Additional questions were
designed specifically for the Principals. The researcher
attempted to understand the participants and not judge
them. To this end, the researcher subscribed to
Spradley's (1979) philosophy of using friendly questions.
The researcher probed with supplementary questions in
order to fully understand an answer. However, the
participant was allowed sufficient time to formulate and
qualify or explain a response. Occasionally the
researcher added comments or questions to bring answers to
fruition, but he tried not to interrogate nor intrude
unnecessarily.

The data were analyzed and discussed according to the
C.E.O. role in the reserve/systems studied, and compared
to the relevant literature. The final conclusions and
implications are presented below.

Changes to this Study

Allusion was made in the text to certain events which
served to limit or to alter the research. The reality of
conducting the study proved to be much more complex than
the researcher had anticipated. Plans for triangulation

were severely curtailed when the researcher was unable to interview four different people in four different positions from four separate Bands, as originally proposed. Although another Band became involved, the loss of four points of view was of concern to the researcher. Non-execution of the original interviews was caused by lack of time, unavailability of the person, or no person in the position.

Job descriptions and documentation from each Band would have been ideal. These documents were not always available, nor were people necessarily ready to share this information. This situation altered the original plans for the study.

The people interviewed were helpful and forthright. Their interest and courtesy compensated for the researcher's unrealized objectives.

Conclusions

A number of conclusions can be drawn from the findings of this study.

1. The Chief Executive Officer is not necessarily the Director of Education. The Education Coordinator may be the C.E.O. In the reserve system a special title does not confer C.E.O. status.

2. The C.E.O.'s role is varied and depends upon his personality and the specific "role expectations" of the Board. Job specifications are only as significant as the Band wants them to be.

3. The C.E.O. is a "leader" both symbolically and functionally, and may be a liaison person among the different stakeholder groups, especially between Chief and Council and the Education Committee.

4. The duties of the Provincial Chief Executive Officer (the Director) are laid out in the Education Act; this was not the case in the systems studied. While the majority of the respondents had a job description, the duties could differ greatly.

5. In the provincial education system, according to Education Regulations, 1986, Section 5, certain requirements must be met in order for an individual to be considered for the position of Director. These requirements included possession of a Professional "A" teaching certificate, one year of Graduate Studies from a recognized university in a field related to education, two years of teaching experience, and two years experience as an Educational Administrator. These qualifications were not required of C.E.O.'s on Indian reserves.

6. A C.E.O. on a reserve cannot approve a program of

studies as mentioned in the <u>Education Regulations, 1986</u>,
Section 22, unless the person possesses the qualifications
defined in Section 5. Programs would have to be approved
by the Department of Education personnel in the event that
the C.E.O. on a reserve was without the qualifications
stated in the regulations.

7. Every C.E.O. who was interviewed was extensively
involved in the areas of budget, personnel, policy making
and professional development. School administration and
classroom instruction were excluded in some cases and
included in others. Curriculum implementation was not an
area of heavy involvement, and none of the C.E.O.'s were
involved in the ordering of instructional supplies.

8. The obstacles that were discussed in this study were
peculiar to the particular reserves and the individuals
questioned. No one obstacle could be identified in every
system. This situation implies that individual
personalities, specific situations, and perceptions may
create obstacles.

9. Support and freedom was extensive for each of the
C.E.O.s in the study.

10. On all the reserves studied the role of the Principal
and that of the C.E.O. appeared to be clearly defined.

11. The position of C.E.O. seems to be necessary,
especially for the financial component.

12. The personal qualities and the humaneness of the individual C.E.O. were necessary for a successful relationship with the Principal.

13. The majority of the Principals found C.E.O. absences taxing and preferred him to be on the reserve especially when a possible political situation arose.

14. Channels of communication were clear and adequate on all reserves studied.

15. The C.E.O.s studied reported being happy and satisfied, and each one professed to derive a sense of accomplishment from the position.

16. An understanding of Native culture and a background in Native education are absolutely essential for any prospective C.E.O. Furthermore, the person in the position should possess a background in education as a teacher or a principal.

17. Three of the respondents said that politics were involved in their system. Whether or not politics are involved depends on the perception of the individual questioned and their proximity to the C.E.O. position. Certain conditions could lead to political intrusions as there are in the field of education generally.

18. A potential problem could be the duplication of the C.E.O. role by the Principal. However, in the systems

studied this did not appear to be the case. The roles
were clearly defined and the positions were deftly
divided. They were not necessarily divided the same way
from reserve to reserve, but overlap was avoided in all
cases.

Implications

This study suggests that the perception of the
Principal and Chief Executive Officer and Administrative
Assistants are of critical importance in determining the
role of the Education Coordinator. More research
regarding the role of the Chief Executive Officer is
needed on other reserves throughout the Province of
Saskatchewan.

The Chief Executive Officers have diverse and varied
backgrounds. They could benefit by sharing their
experiences, solutions to problems, and ideas. Perhaps a
greater emphasis could be placed on networking for those
reserves who do not belong to a Tribal Council.

Some suggestions regarding the C.E.O. role can be
made as a consequence of the findings of this study. It
may be advisable to standardize the titles and duties of
the C.E.O. position. Individual Bands would benefit from

writing their goals in policy and updating them as needed.
Semi-annual reviews between Chief and Council and the
C.E.O. could be used to review the previous six months'
progress. Data in this study suggests that, regardless of
title, a community member is needed for liaison purposes.
The services of a professional Education Administrator are
needed for the business administration and personnel
component of the job. The ideal would be to have both
components in one person; if not, then two individual
positions would be beneficial.

Profile of the Chief Executive Officer

Based upon the conclusions of this study, a
description of a Chief Executive Officer in a reserve
education system can be offered. The actual title of the
position is not relevant. The actual job performed by the
C.E.O. will depend upon the mandate presented by Chief and
Council. The C.E.O. is responsible for the delivery of
the education program on the reserve, in general terms.
The C.E.O. assumed the leadership in areas such as budget,
hiring of teachers, policy making, and professional
development. Other areas and issues may be handled by
individual C.E.O.'s. The person functioning in this

position is a link between Chief and Council and the Education Committee. The C.E.O. must work well with other people and being politically astute could only be seen as an asset. The C.E.O. must have a background in Native culture and administrative experience. In short, the Chief Executive Officer of a reserve is without counterpart in any other educational system.

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APPENDICES

APPENDIX A

SAMPLE JOB DESCRIPTIONS

1. EDUCATION COORDINATOR (System A)

2. DIRECTOR OF EDUCATION (System B)

3. SUPERINTENDENT OF EDUCATION (System B)

4. EXECUTIVE ASSISTANT (System B)

Appendix A

SECTION IV - ADMINISTRATIVE PERSONNEL

POLICY 400 - POSITION PROFILE AND JOB DESCRIPTION -
DIRECTOR OF EDUCATION

The Director of Education is the senior Executive manager of the
Band's Education sector. In this capacity the incumbent is to
maintain the following relationships.

A) Direct line accountability to the Chief and Council or
the Council's chief executive officer

B) Functional policy and program delivery accountability to
the Board of Education.

The incumbent shall relate to and uphold the Band's management and
personnel policies as well as those education sector policies specifically
endorsed and authorized by the Chief and Council.

400.1. The Director of Education shall have as his/her primary functions;

A) To serve and protect the interests of the students and
parents.

B) To serve and protect the interests and integrity of the
Chief and Council.

C) To serve and protect the interests of the Board of
Education.

D) To efficiently and effectively manage the functioning of
the education program(s) and it's budget(s).

E) To manage and control all personnel within the education
sector in accordance with Band or education policies and
procedures set forth by Chief and Council.

SUPERVISION AND IMPLEMENTATION OF ALL ADMINISTRATIVE AND FINANCIAL REGULATIONS AND GUIDELINES.

The Director of Education Shall;

400.2   Adhere to Band policies, regulations and codes.

400.3   Ensure that management, staff, and contractors are apprised of
and knowledgeable of all administrative and financial policies or
regulations.

400.4 Delegate supervisory responsibilities to the Superintendent and
other managers.

400.5 Assist the Board of Education in implementing administrative and
financial regulations and assist the Board of Education to prepare
progress reports, when required, for submission to the Chief and
Council.

400.6 Report to the Chief and Council as required or deemed necessary
by Chief and Council.

COMMUNICATION, PUBLIC RELATIONS, AND THE PROMOTION OF PARENTAL INVOLVEMENT

400.7 To advise and inform the Council, the Board of Education, the
staff, the students and the parents regarding current and future
educational issues.

400.8 Liaise between the Band authorities and staff; between the Band
and outside agencies; between the education sector and other
Band programs.

400.9 Work with Education counsellors to ensure consistent
communication.

400.10 Personally, and by participation with the Board of Education,
stimulate parental involvement; to ensure their full
understanding of what is taking place; and where concerns arise,
to ensure full open consultation and the pursuit of due process in
accordance with Band policy.

DEVELOPING, INTERPRETING AND EVALUATING POLICIES FOR BAND COUNCIL APPROVAL AND REVIEW.

400.11 Assist the Board of Education in analyzing and reviewing existing
policies to ensure that they relate to the goals and objectives of
the education sector; and to ensure that they are pertinent and
operable.

400.12 Ensure that the staff, the Principals, and the Superintendent have
formal opportunities for input into policy review, interpretation
and development.

400.13 Assist the Board of Education in ensuring parental input into policy review, interpretation and development.

400.14 Stimulate and develop new policy developments for new program areas or alternate program responsibilities.

400.15 Assist the Board of Education in resolving issues or confusions through the application of Band policies and guidelines.

400.16 Propose policy and procedures respecting staff and respecting industrial relations...

IDENTIFYING COMMUNITY AND PROGRAM NEEDS

400.17 Assist the Board of Education in determining what services are desired by the community and determine the program and financial implications of such needs.

400.18 Ensure that formal "needs analysis" presentations are submitted in early June and early September of each fiscal year.

400.19 Keep the Board of Education formally aware of such needs; and in turn assist the Board of Education in the submission of formal presentations to Chief and Council.

ENSURING THE ACCOUNTABILITY OF THE SUPERINTENDENT OF EDUCATION AND OF THE PRINCIPALS.

400.20 Maintain routine formal evaluations of the Superintendent, Executive Assistant, Bussing Co-ordinator and the Maintenance Supervisor and keep the Board of Education (and through it, the Chief and Council) informed as to the individual's performance.

400.21 Ensure that job descriptions are followed and to monitor the pursuits and fulfillments of responsibilities delegated or assigned to the Superintendent or Principals.

400.22 Promote fair, firm and positive staff relations.

RECOMMENDING EXPENDITURE PLANS AND MONITORING EXPENDITURES

400.23 Establish and maintain an up-to-date data base (annual and five year) with respect to the education program. Establish and

maintain a coded chart of accounts for the definition and allocation of program budget expenditures, and evaluations. Ensure that the Superintendent, and through him the Principals, are properly maintaining and utilizing the appropriate accounting and budgeting procedures.

400.24 Work with the Board of Education and the Council's chief executive officer in the presentation of an annual budget input plan (September) and an annual expenditure plan (March) and an annual evaluation of the financial affairs of the education sector (July-August) to the Chief and Council.

400.25 Unless otherwise stipulated by the Chief and Council, to represent the Band in discussions and negotiations with INAC in respect of data/budget input plans and financial allocations or commitments.

400.26 Assist the Band's Council's chief executive officer the Board of Education in establishing and maintaining a five year plan with respect to the Education sector's capital and infrastructure maintenance requirements.

SUPERVISE THE RECRUITMENT OF STAFF, THEIR CONTRACTS, EVALUATIONS, AND EMPLOYEE/EMPLOYER INDUSTRIAL RELATIONS

400.27 Represent the Chief and Council, as the employer, in all personnel matters.

400.28 In concert with the Board of Education, to interview and screen prospective staff or contractors, in accordance with policy.

400.29 Ensure that adequate job specifications are established and maintained for all staff and contractors within the education sector.

400.30 In consultation with the Board of Education, to manage and control the employment and termination of temporary positions.

400.31 Ensure that adequate personnel records are maintained.

400.32 Ensure that all staff and contractors are appraised of and acknowledge Band personnel or industrial relations policies and procedures.

400.33 Where an industrial relations problem, discipline issue, or
individual incident arises in which the full due process (as
accorded by Band policy) cannot be followed, or is deemed to be of
such severity that the full due process must be circumvented,
then the Director may take action to intervene so long as:

A) The action is temporary and that all involved are
formally apprised of this.

B) All involved are formally informed in writing that the
full due process shall subsequently take place.

C) The Chairperson of the Board of Education is formally
consulted and is in concurrence with the temporary
action as so recommended by the Director.

D) The chief executive officer is formally consulted and in
concurrence with temporary action as so recommended
by the Director of Education.

E) The Director makes an immediate written report to the
Chief and Council outlining the temporary action taken
and making recommendations for future action pertaining
to the case or incident in question.

OTHER

400.34 Where, from time to time, clarification is required relating to
this job description, or from issues or circumstances unforeseen
by this job description, then the Director of Education or the
chief executive officer shall forward a written report to Chief
and Council containing a description of the issue, omission or
circumstance and a recommendation relating to the amendment of
· this job description.

400.35 Where the Director of Education and/or the Board of Education are
unclear about management authority relationships; a request for
clarification shall be submitted to the Chief and Council through
the Council's chief executive officer.

400.36 The Director of Education must be prepared to respond to requests
and assignment from the Chief and Council in all related matters.

POLICY 401 - POSITION PROFILE & JOB DESCRIPTION - SUPERINTENDENT OF EDUCATION

The Superintendent of Education is a senior program manager of the
ⓞ Band's education sector. In this capacity the incumbent is to maintain
the following relationships:

A)   Direct line accountability to the Director of Education.
B)   Functional program and management accountability to
      · the Board of Education through the Director of Education.

The incumbent shall abide by, relate to and uphold the Education Policy
Manual and the Band's management and personnel policies as so endorsed
and authorized by the Chief and Council.

401.1   The Superintendent shall have as his/her primary functions;

A)   To serve and project the interests and needs of the
      students of the Onion Lake Education System.
B)   To assist the Director of Education in the efficient and
      effective operation of the Education program.
· C)   To serve and protect the interests of the Director of
      Education, the Board of Education, and the Chief and
      Council.
D)   To serve and protect the interests of the staff and
      contractors.
E)   To manage, evaluate, supervise and control all personnel
      in the Education sector for which the incumbent has been
      delegated and assigned responsibility over.

COMMUNICATIONS, PARENTAL INVOLVEMENT AND PUBLIC AWARENESS AS
SO DEFINED BY THE DIRECTOR OF EDUCATION AND THE BOARD OF EDUCATION

401.2   To liaise with parents, parent groups, and staff of the schools on
         matters of concern to parents, Chief and Council and staff. Where
         the concerns of any of these groups is not covered by policy, any
         liaison must be with the approval of the Director of Education.

401.3   To work with the Guidance Councillor and the Truant Officers to
         ensure consistent communication.

401.4   To undertake to pull together all groups involved in education in
         social circumstances as well as meaningful discussions so that

all groups feel comfortable with each other.

401.5   To promote parental involvement in their children's education by encouraging them to volunteer as resource persons in Art, Cree language, Indian government, Social Studies, Home-Economics, etc.

401.6   To ensure that staff appreciate the validity of parental involvement.

PROGRAM PLANNING, DEVELOPMENT, IMPLEMENTATION, MAINTENANCE, AND EVALUATION. THIS INCLUDES THE MANAGEMENT AND CONTROL OF THE CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES.

401.7   To be responsible for the management and control of instruction and, through the Principals, to ensure that such instruction follows the goals and objectives and curricula set for the education sector.

401.8   To encourage and facilitate innovative and creative teaching strategies and materials so that concepts taught can be taught in ways that are relevant to Indian Students.

401.9   To develop program models and related curricula through consultation with staff and parents, for presentation to the Director of Education and to the Board of Education for their review and forwarding to Chief and Council.

401.10   To ensure that monthly progress reports are communicated to the Director of Education and the Board of Education.

401.11   To be responsible for the completion of a program evaluation report for submission to the Director of Education and the Board of Education in July/August of each year.

401.12   To actively be involved in policy development and interpretation to;
   (A)   determine policy needs and to propose policy in response to those needs,
   (B)   ensure that when a question of policy arises, that staff understand the intention of the policy and the interpretation the Band has made of that policy,
   (C)   identify policy circumstances where interpretation is

awkward or difficult and to inform the Director of such concerns.

401.13 To maintain effective two way communication with the Principals and staffs.

RECRUITMENT, SUPERVISION, EVALUATION AND INDUSTRIAL RELATIONS WITH STAFF AND CONTRACTORS

401.14 To be involved in the recruitment and selection of prospective staff. In accordance with policy

401.15 To evaluate and supervise staff:
   (A) To work closely with Principal's and teachers to develop a supervisory program which will encourage teachers to continue to develop their instructional skills.
   (B) To ensure that principals conduct regular evaluations of all in school staff.
   (C) To become involved in teacher evaluation if there is a specific difficulty or if requested to do so by the Board or the Director.
   (D) To keep the Director of Education informed as to individual's performance.
   (E) To follow the operating procedures and monitor job descriptions for each job.
   (F) To promote fair, and positive staff relations.
   (G) To evaluate the Principals on an ongoing basis.

401.16 To uphold, serve and control the personnel and industrial relations policies of the Band. In cases where policy is unclear or non-applicable to a given problematic circumstance, the incumbent is to proceed only upon the formal instruction of the Director of Education. In respect of any disciplinary action, or suspensions of Principals or staff, the Education Policy Manual and the Band policies shall be adhered to.

401.17 To pursue consultations with Federal and Provincial agencies when specifically asked or assigned to do so by the Director of Education.

ESTABLISH AND MAINTAIN AN UP TO DATE DATA BASED INFORMATION SYSTEM AS SO FORMULATED AND DELEGATED THROUGH THE DIRECTOR OF EDUCATION.

401.18 To ensure that a five year projection is maintained and annually updated (by September) in respect of student, teacher and capital needs.

401.19 To assist school administrators to maintain a data based information system in respect of student characteristics, attendance, performance and trends.

401.20 To assist the Director in establishing a five year budget requirement plan with annual updates being completed in September.

ENSURING THE ACCOUNTABILITY OF PRINCIPALS AND STAFF

401.21 To ensure that Principals properly and respectfully represent and uphold the Band's personnel and industrial relations policy.

401.22 To ensure that Principals and staff maintain contract compliance.

401.23 To ensure that Principals maintain regular and formal reporting to the incumbent and to the Director of Education in respect of personnel developments.

CONTINGENCIES

401.24 Where, from time to time, clarification is required to this job description, or from issues or circumstances unforeseen by this job description, then the incumbent through the Director of Education, shall forward a written report to the Board of Education containing a description of the issue, omission or circumstance and a recommendation relating to the amendment of this job description.

401.25 Respond to the Director of Education or the Board of Education in respect of requests for service in related matters.

POLICY 402   POSITION PROFILE AND JOB DESCRIPTION –
              EXECUTIVE ASSISTANT

The Executive Assistant will provide secretarial, clerical and
administrative support to the Director of Education and the
Superintendent of Education.

THE EXECUTIVE ASSISTANT SHALL:

402.1   Treat all information in a confidential and professional manner.

402.2   Obtain information and answer routine inquiries from INAC,
        various Post-Secondary institutions, Provincial Departments of
        Education, members of the Band Council or the Board of Education,
        staff members, parents and other Band members, and students.

402.3   Prepare drafts of letters and reports, often with considerable
        independence, to type letters and reports, and to file Education
        documents.

402.4   Attend meetings of the Board of Education and take minutes. To
        type such minutes and provide copies to the Director of Education
        for distribution.

402.5   Prepare purchase orders for the Director's signature and to
        monitor expenditures of the various cost centers.

402.6   Assist the payroll clerk to administer the Education payroll.

402.7·   Be primarily responsible for the administration of the pension
         and insurance plan for all Education staff.

402.8   Administer all routine personnel matters relating to Education
        employees.

402.9   Monitor, record and report on the use of sick leave by Education
        employees.

402.10 Make pay out calculations of holiday pay or other payments upon
        termination of an employee.

402.11 Co-ordinate the itineraries of senior education staff.

Section II   Administrative Personnel

Policy 200   Position Profile and Job Description - Education
              Co-ordinator

The Education Co-ordinator is the Chief Executive Manager (Officer)
of the .   Lake Band Education sector. In this capacity the
incumbent is to maintain the following relationships.

A)   Direct line of accountability to the Chief and Council or their
     designate such as the Band Manager.

B)   Functional policy, program delivery, program and management
     accountability to the School Committee.

The incumbent shall relate to and uphold the Band's management and
personnel policies as well as those of the Education policy of the
School Committee so endorsed and authorized by the Chief and
Council.

200.1 · The Education Co-ordinator shall have as his/her primary
        functions:

        A)   To Serve and protect the interests of the students and
             parents of the Pelican Lake Education System

        B)   To Serve and protect the interests of the School Committee

        C)   To Serve and protect the interests and integrity of the
             Chief and Council.

        D)   To efficiently and effectively manage the functioning
             of the Education program(s) and it's Budget(s).

        E)   To Serve and Protect the interests of the staff and
             contractors.

        F)   To manage, evaluate, supervise and control all personnel
             in Education in accordance with Band or Education policies
             and procedures set forth by the School Committee and
             endorsed by the Chief and Council.

Supervision and Implementation Of All Administrative and Financial Regulations and Guidelines:

The Education Co-ordinator shall:

200.2   Adhere to Band Policies, regulations and codes.

200.3   Ensure that management, staff and contractor are appraised of and knowledgeable of all administrative and financial policies or regulations.

200.4   Assist the School Committee in implementing administrative and financial regulations.

200.5   Prepare monthly progress reports fot the School Committee and for submission to the Chief and Council.

200.6   Report to Chief and Council as required or deemed necessary by Chief and Council.

Communications, Public Relations, and the Promotion of Parental Involvement:

200.7   To advise and inform the Council, the School Committee, the sraff, the students and the parents.

200.8   Liaise between Band Authorities and staff, between Band, School Committee and outside Agencies, between the Education sector and other Band Programs.

200.9   To leave with parents, parent groups and school staff on matters of concern to parents, Chief and Council, School Committee and staff.

200.10 To work with Education Councillor, Education Guidance Councill to ensure consistant communication.

200.11 Ensure that staff and the Princiapl have formal opportunities for imput into policy review, interpretation and development.

200.12 Assist the School Committee in ensuring parental input into policy, review, interpretation and development.

200.13 Stimulate and develop new policy developments for new program areas or alternate program responsibilities.

200.14 Assist the School Committee in resolving issues or confusions through the application of Band policies and regulations.

200.15 To undertake to pull together all groups involved in education in social circumstances as well as meaningful discussions so that all groups feel comfortable with each other.

200.16 To assist School Committee in the promotion of parental involvment in their children's education by encourageing them to volunteer as resource programs in Art, Cree Language, Indian government, Social Studies, Cultural activities etc.

200.17 To ensure that staff appreciate the validity of parental involvement.

Identify Community And Program Needs

200.18 Assist the School Committee in determining what service are desired by the community and determine the program and financial implications of such needs.

200.19 Ensure that formal "needs analysis" presentation are submitte in early June and early September of each year.

200.20 Keep the School Committee formally aware of such needs, and in turn assist the Committee in the submission of formal presentation to Chief and Council.

suring the Accountability of Principal and Education Staff:

Recruitment, Supervision, Evaluation and Industrial

Relations with Staff And Contractors

200.21 Represent the School Committee, as the employer, in all personn matters.

200.22 To be responsible for the management and control of instruction and, through the principal ensure that such instruction follows the goals and objectives and curricular approved.

200.23 In consent with the School Committee to be involved in the recruitment, screening, interviewing and selection of prospective staff or contractor, in accordance with policy.

200.24   Ensure that adequate job specifications are established
and maintained for all staff and contractors within the
Education sector.

200.25   In consultation with the School Committee, to manage and
control the employment and termination of temporary positions.

200.26   Ensure that the adequate personnel records are maintained.

200.27   To encourage and facilitate innovative and creative teaching
strategies and materials so that concepts taught can be
taught in ways that are relevent to Indian Students.

200.28   To develop program models and related curricular through
consultation with staff and parents, for presentation to
the school Committee for their review and forwarding to
Chief and Council.

200.29   To ensure that monthly progress reports are communicated
to the School committee

200.30   To be responsible for the completion of a program evaluation
report for submission to the School Committee on July/August
of each year.

200.31   To actively be involved in policy development and Interpretatic
to:
A)   determine policy needs and propose policy in response
to those needs

B)   ensure that when a question of policy arises, that staff
understand the intention of policy and the interpretation
the Band has made of that policy.

200.32   To maintain effective two way communication with Principal,
Staff, School Committee, and Chief and Council.

200.33   To evaluate and supervise Staff:
A)   To work closely with Principal and teacher to develop
a supervisory program which will encourage teachers
to continue to develop their instructional skills.

B)   To evaluate all staff members under Co-ordinator management

C)   To keep the School Committee/Principal informed as to
individual performane.

D)   To follow operating procedures and monitor of descriptions
for each job

E)   To monitor staff member's classroom activities routinely

F)   To keep staff members aware of the quality of their
performance

G)   To propose policy respecting staff

H)   To promote fair, and positive staff relations

I)   To personally evaluate the Principal

200.34   To uphold, serve and control the personnel and Industrial
         relations policy of the Band. In respect of any disciplinary
         action, or suspensions of Principal or staff, the Education
         policy Manual and the Band policies shall be adhered to.

200.35   To pursue consultations with Federal and Provincial agencies
         when specifically asked or assigned to do so by the School
         Committee or Chief and Coucil.

Establish and Maintain and up to Date Based

Information System

200.36   To ensure that a five year projection is maintained and
         annually updated (by sptember) in respect of student,
         teacher and capital needs.

200.37   To maintain a data based information system in respect of
         student characteristics, attendance, performance and
         trends.

200.38   To assist the Band Manager in establishing a five year budget
         requirement plan with annual updates being completed in
         September

APPENDIX B

INTERVIEW QUESTIONS FOR THE

1. EDUCATION COORDINATOR

2. PRINCIPAL

Questions for the Education Coordinator

1.(i) What is your job?

(ii) Are you an educator or are you an administrator?

(iii) Do you have a job description?

(iv) Does your job involve you in the following

areas? If so, how?

budget

personnel

policy making

school administration

professional development

curriculum development

ordering of materials

(v) What is the mandate of this school?

(vi) What documentation other than a job description

directs your job?

2.(i) Are you given support and enough freedom to do

the job properly?

(ii) How do you compare your job with that of the

Principal? How are they the same? How do they

differ?

(iii) Is your position a link between Chief and

Council and the Education Committee? Or between

the Education Committee and the Principal?

(iv)   Are there clear channels established between the various positions?

(v)   How important is your position to the operation of the school in the community?

(vi)   To whom are you directly accountable? In what way?

(vii)   What kinds of problems stop you from doing your job as described or as expected?

3.(i)   Were you prepared for this position? In terms of (a) academics (ie. program or courses)

      (b) experiences (ie. previous positions)?

(ii)   What is the best part of your job? the worst?

(iii)   What knowledge and skills should a person possess if he wanted to become an Education Coordinator/Director?

(iv)   If you have any problems relating to your position, to whom do you speak and why?

(v)   Is your position a political one?

Questions for the Principal

1.(i)   In your view, what is the role of the Chief

Executive Officer (Director or Coordinator)

in Band Controlled Schools?

(ii)   What is the main function of the C.E.O. of

education on the reserve?

(iii)   What are the similarities and differences of

your role compared to that of the Education

Coordinator/Director?

(iv)   Do you account to the Education Coordinator or

to someone else?

(v)   How much input and what type of influence do you

have in the following areas:

budget

personnel

policy making

school administration

classroom instruction

student discipline

professional development

curriculum implementation

ordering of materials

(vi)   How would you characterize your relationship

with your Coordinator/Director?

(vii)   How often and in what form(s) do you communicate

with your Coordinator/Director?

(viii) Do you see the Education Coordinator as an administrator, or and educator?

(ix)   What is the mandate of this school?

2.(i)   Does the individual have the support and sufficient power to properly fulfill his role expectations?

(ii)   Is this position a link in the chain between Chief and Council and the Education Committee? Or between the Education Committee and your position?

(iii)   Are the channels of communication adequate between yourself and the Coordinator?

3.(i)   What conditions act as an obstacle to the Coordinator when attempting to fulfill his/her role?

(ii)   Are Education Coordinators adequately prepared for this position?

(iii)   What academic and job experiences should be required?

(iv)   What is the best part of your relationship with the Education Coordinator/Director? the worst part?

(v)   Is the position of Education Coordinator/Director a political position?

APPENDIX C

CORRESPONDENCE

Appendix C·

Box 256
Debden, Sask.
S0J 0S0

February 10, 1992.

Dear

        I am working on my Masters Thesis in Education
Administration. The title is: "What is the role of the
Education Coordinator (C.E.O.) in Selected Band Controlled
Schools in the Province of Saskatchewan?"
        I hope to interview people on four different reserves
in Saskatchewan. The people I hope to talk to are the
Coordinator, the Chief, the Principal, and the School
Committee Chairperson. I would like to get an idea of how
the role is perceived by the people in the surrounding
positions.
        It is my hope to receive insights and perspectives from
personnel associated with schools which have been under Band
Control for more than five years. On the other hand, it is
also my plan to interview two schools that have gone to Band
Control more recently.
        I have enclosed the questions for all parties for your
perusal. I wonder if you could please advise me as to the
most convenient way to contact the other people I hope to
interview? Some of the other Coordinators/Directors have
offerred to act as a liaison person and explain my purpose
to the other people. Whereas, another has wanted me to
detail my plan in a letter for the School Committee. I must
admit, I am at a loss concerning peoples names and phone
numbers in order to make personal contact. Could you please
advise me which way would be best in this case?
        I will phone later this week and discuss these matters
with you.

                                Yours truly,

                                Darryl Ferguson

                                724-4676 (collect)

Box 256
Debden, Sask.
SOJ OSO

March 27, 1992.

Dear Mr. ███████:

    I had spoken with you in February concerning
research for my Master's Thesis. The title is:
"What is the Role of the Education Coordinator
(C.E.O.) in Selected Band Controlled Schools in
the Province of Saskatchewan?" I am hoping to
interview you for my study. I was fortunate
enough to interview Mr. ██████ and Mr. ██████ on
February 24. However, I feel that your views and
insights are very necessary and will be beneficial
to my thesis.
    I could interview you over the phone or I
could come back to ███████ ██████ if that is more
convenient. To this end I will call and discuss
these ideas with you. Enclosed is a copy of the
interview questions and the sheet designed for
background.

                                    Yours truly,

                                    Darryl Ferguson

                                    Phone (collect)
                                    724-4676 (home)

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OCT - 7 1991
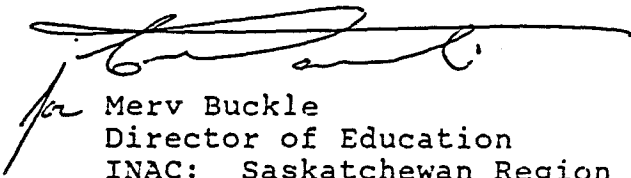
Darryl Ferguson
Box 256
DEBDEN, Saskatchewan
SOJ OSO

Dear Darryl:

Please find enclosed last years' directory of band operated
schools in the Saskatchewan Region. The directory does not
list the coordinators or directors for the band schools but
only the principals of the school. To get that information
you should contact the Directors of Education from the
tribal councils. They would have the information as the
coordinators and directors meet regularly with the tribal
council directors.

Good luck in your continued research.

Yours truly,

Merv Buckle
Director of Education
INAC: Saskatchewan Region
2110 Hamilton Street
Regina, Saskatchewan
S4P 4K4

Enclosure

Canada

DISTRIBUTION LIST

Larry Goldade
Prince Albert District Chiefs' Office
2nd Floor Courtney Building
10004 - 1st Avenue West
PRINCE ALBERT, Saskatchewan
S6V 4Y4

Len Neufeld
Education Director
Saskatoon District Chiefs' Office
226 Cardinal Crescent
SASKATOON, Saskatchewan
S7L 6H8

Tony Sparvier
Education Director
Touchwood File Hills Qu'Appelle
District Chiefs' Office
P.O. Box 1549
FORT QU'APPELLE, Saskatchewan
SOG 1SO

Charles Fiddler
Education Director
Meadow Lake Tribal Council
P.O. Box 1360
MEADOW LAKE, Saskatchewan
SOM 1VO

Donald C. Kondrat
Director of Education
Yorkton District Chiefs' Office
Box 790
BROADVIEW, Saskatchewan
SOG OKO

Eli Fleury
Director of Education
FSIN
401 Packham Place
SASKATOON, Saskatchewan
S7N 2T7

Stewart Boston
Education Coordinator
Confederation of Tribal Nations
10211-12th Avenue
NORTH BATTLEFORD, Saskatchewan
S9A 3X5

SOUTH DISTRICT

FEDERAL SCHOOLS

Position	School & Address	Incumbent
* *		
Principal	Payepot School Box 106 EDENWOLD SOG 1K0 Telephone: 781-4888	F. Anaquod
Teacher		T.G. Davies
Teacher		Y. Fourhorns
Teacher		M.M. Desjarlais
Teacher		S. Mustatia
Teacher		D. Elkington
Principal	Gordon School Box 70, PUNNICHY SOA 3C0 Telephone: 835-2050	M.C. Tuttosi
Teacher		P. Benko
Teacher		I. Walter
Teacher		E. L'Oste-Brown
Teacher		S. Kinequon
Teacher		S. Morin
Teacher		C. Matt

SOUTH DISTRICT

BAND OPERATED SCHOOLS

Name of School	Address	Principal
Cowessess Community Education Centre (CCEC)	Box 1150, GRENFELL SOG 2BO Telephone: 696-2487	S. Dirkson
Ochapowace Kindergarten	Box 603, BROADVIEW SOG OKO Telephone: 696-3422	F. Bob
Whitebear Education Complex	Box 968, CARLYLE SOC ORO Telephone: 577-4538 577-4758	C. Ehikhamen (Director)
St. Philips School	Box 279, KAMSACK SOA 1SO Telephone: 542-4456	R. Fiddler
Chief Gabriel Cote Education Complex	Box 398, KAMSACK SOA 1SO Telephone: 542-2099	L. Soonias
Kawacatoose Education Complex	Box 70, QUINTON SOA 3GO Telephone: 835-2182	A. Asapace
Qu'Appelle Indian Residential School	LEBRET SOG 2YO Telephone: 332-5628	J. Stonechild (Administrator)

SOUTH DISTRICT - CONTINUED

BAND OPERATED SCHOOLS - CONTINUED

Name of School	Address	Principal
Muskowekwan Education Centre	Box 190, LESTOCK SOA 2G0 Telephone: 274-2231	H. Broudy (Administrator)
Muscowequan Kindgtn	Box 190, LESTOCK SOA 2G0 Telephone: 274-2231	C. Lambert
Peepeekisis School	Box 670, BALCARRES SOG OCO Telephone: 334-2422	Y. McLeod
Assiniboine School	Box 206, SINTALUTTA SOG 4N0 Telephone: 727-2205	H. Grey
Standing Buffalo School	Box 128, FORT QU'APPELLE SOG 1S0 Telephone: 332-4414	J. Perry
Kaniswapit School	Box 970 FORT QU'APPELLE SOG 1S0 Telephone: 332-4279	G. Vanginneken

NORTH CENTRAL DISTRICT

FEDERAL SCHOOLS

Position	School & Address	Incumbent
* *		

Position	School & Address	Incumbent
Principal	Se-Se-Wa-Hum School	R.M. Gerow
Vice-Principal	Box 10	C.M. Compagna
	VICTOIRE SOJ 2X0	
	Telephone: 724-2124	
Teacher		P. Adair
Teacher		W.C. Bill
Teacher		L. Ferguson
Teacher		S. Stugess
Teacher		D. Sturgess
Teacher		E. Gorenko
Teacher		A.H. Fisher
Teacher		C.L. Lalonde
Teacher		D. Leitch
Teacher		L.C. Miller
Teacher		M. Phillips
Teacher		D.L. Price
Teacher		C.M. Smart-Widdup
Teacher		M. Von Oder
Teacher		J. Budd (B)
Teacher		R. Poole (B)
Teacher		I. Poole (B)
Teacher		D. Wyatt (B)
Teacher		P.A. Gerow
Teacher		S. Gulansky
Teacher		P. Clancy
Teacher Aid		L. Morin (B)
Teacher Aid		L. Bear (B)
Teacher Aid		J. Dreaver
Language Instructor		A. Dreaver (B)
I.G.C.		E. Rabbitskin
I.G.C.		W. Lachance

NORTH CENTRAL DISTRICT

BAND OPERATED SCHOOLS

Name of School	Address	Principal
Black Lake School	Gen. Del.. BLACK LAKE SOJ OHO Telephone: 284-2166	J. Pitzel S. Thatcher V.P.
Father Gamache Memorial School (Fond du Lac)	Gen. Del.. FOND DU LAC SOJ OWO Telephone: 686-2033	B. Slaney F. Zinck V.P.
Paskwawaskihk School (Little Red)	Box 209 CHRISTOPHER LAKE SOJ ONO Telephone: 982-4433	B. Poncelet
Little Red Kindergarten	Box 226 CHRISTOPHER LAKE SOJ ONO Telephone: 982-4221	G.Mason-Bird L. Henderson
Sturgeon Lake Central School	Comp. 5, Site 12 – R.R. #1 SHELLBROOK SOJ 2EO Telephone: 764-5506	S. Ermine
Montreal Lake School	Gen. Del. MONTREAL LAKE SOJ 1YO Telephone: 663-5602	R. Zoller J. Naytowhow V.P. H.S H. Ross V.P. Elem.
Bernard Constant Community School	Box 3848. MELFORT SOE 1A0 Telephone: 864-2955	D. McGill D. Zazelenchuk V.P.
Chief James Roberts School (Sucker River)	Box 480, LA RONGE SOJ 1L0 Telephone: 425-3098	Helen DeBruyne
P.A. Indian Students Education Centre	Box 1988 PRINCE ALBERT S6V 6K1 Telephone: 922-4390	L. Ledoux ' M. Laliberte V.P.
Keethanow School (Stanley Mission)	Gen. Del., STANLEY MISSION SOJ 2PO Telephone: 635-2104	T. Green B. Charles V.P. M. Kingston V.P.
Johnny Stewart Memorial School	Box 220 CUMBERLAND HOUSE SOE OSO Telephone: 888-2034	M. Cameron

NORTH CENTRAL DISTRICT - CONTINUED

BAND OPERATED SCHOOLS - CONTINUED

Name of School	Address	Principal
* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *

Wahpeton Dakota
School

Box 128. PRINCE ALBERT S6V 5R4
Telephone: 764-6649 (Band Office)

V. Turner

Kitsakik School
(Stanley Mission)

Box 328. LA RONGE SOJ 1LO
Telephone: 425-2478

R. Tekach

Nihithaw Awasis
(Grandmothers Bay)

Box 336. LA RONGE SOJ 1LO
Telephone: Mobile - JJ4-8056

S. McKenzie

Wacihk Indian Day
School (Shoal Lake)

Box 51. PAKWAW LAKE SOE 1GO

W. Budd
Telephone: 768-3526

Ki-Waytinok Elem.
 School

Box 91. RED EARTH SOE 1KO
Telephone: 768-3544 (Elementary
Telephone: 768-3654 (High School)
            768-3654 (High School)

M. McKay

John William Head
Memorial School

Box 99. RED EARTH SOE 1KO
Telephone: 768-3654

T. Shire

Opawikoscikan
School

Box 100, PELICAN NARROWS SOP OEO
Telephone: 632-2161

I. Swan
I. MacDougall

Reindeer Lake School

Gen. Del., SOUTHERND SOJ 2LO
Telephone: 758-2180

J. Jenner

Mikisiw School

Box 990. LA RONGE SOJ 1LO
Telephone: 425-3164

P. Cardinal

Sally Ross School
(Hall/Morin Lake)

Box 1504, LA RONGE SOJ 1LO
Telephone: Mobile - JW4-8097

R. Opikokew

NORTH CENTRAL DISTRICT – CONTINUED

BAND OPERATED SCHOOLS – CONTINUED

Name of School	Address	Principal
* * * * * * * * *	* *	* * * * * * * *

Queen Elizabeth School	2101 – 5th Ave. West PRINCE ALBERT S6V 5J2 Telephone: 922-4390	L. Ledoux
Muskeg Lake Kindegarten School	Box 225, MARCELLIN SOJ 1CO Telephone: 466-4994	G. Lafond
Kihiw Secondary School (High School)	Box 218, MARCELLIN SOJ 1CO Telephone: 226-2158	M. Trischuk
Whitecap Sioux (Moose Woods)	R.R. #5, SASKATOON S7K 3J8 Telephone: 477-2063	P. Barber
Yellow Quill School	Box 97, ROSE VALLEY SOA 3A0 Telephone: 322-2139	L. Prosko
Kinistin School	Box 2590, TISDALE SOE OMO Telephone: 873-5584	B. Ives
Beardy's Memorial School	c/o Beardy's Band Box 340, DUCK LAKE SOK 1J0 Telephone: 467-4423	W. Epp
Muskoday School	Box 9, BIRCH HILLS SOJ OGO Telephone: 764-7680	T. Quayle (Teacher)
Mistawasis School	Box 250, LEASK SOJ 1MO Telephone: 466-2395	C. Rengier

NORTH CENTRAL DISTRICT – CONTINUED

BAND OPERATED SCHOOLS – CONTINUED

Name of School	Address	Principal
* *		
Almightyvoice Education Centre	Box 1029, ROSTHERN SOK 3RO Telephone: 423-5482	K. Medynski
St. Michaels (Duck Lake School Block)	Box 10, DUCK LAKE SOK 1JO Telephone: 467-2102	R. Wanhella
Chamakese Education Centre	Box 369 LEOVILLE SOJ 1NO Telephone: 984-2190	T. Blocka
Ahtahkakoop School	Box 40 CANWOOD SOJ OKO Telephone: 468-2854	R. Sawa

NORTH WEST DISTRICT

FEDERAL SCHOOLS

Position	School & Address	Incumbent
* * * * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * *
Principal	Mosquito School Box 368 NORTH BATTLEFORD S9A 2Z3	W. Bugler
Teacher	Telephone: 937-2093	J. Arcand C. Robertson K. Van Ramshorst
Principal	Chief Little Pine School Box 327 PAYNTON S0M 2J0	M. Manson
Teacher	Telephone: 398-2925	I. Hoffman
Teacher		J. Bridge
Teacher		A. Pete
Teacher		A.J. Pete
Teacher		D. Rambally
Teacher		E. Rutley
Teacher		C. Brittain
Teacher		A. Sokwaypnace
Teacher		M. Armstrong

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NORTH WEST DISTRICT

BAND OPERATED SCHOOLS

Name of School	Address	Principal
Chief Poundmaker School	Box 329, PAYNTON SOM 2J0 Telephone: 398-4966	C. Favel
Moosomin School	Box 82, COCHIN SOM 0L0 Telephone: 386-2110	D. Isaak
Clifford Wuttunee School	Box 155, CANDO SOK 0V0 Telephone: 937-7761	D. Weenie
Saulteaux School	Box 9, COCHIN SOM 0L0 Telephone: 386-2727	M. Holota
Sweetgrass School	Box 80, GALLIVAN SOM 0X0 Telephone: 937-2974	G. Ashley
Piyasiw Awasis Thunderchild Community School	Box 39, TURTLEFORD SOM 2Y0 Telephone: 845-2071	K. Kanhai
Chief Taylor School	Gen. Del., ONION LAKE SOM 2E0 Telephone: 344-4530	T. Clark
R.C. School	Gen. Del., ONION LAKE SOM 2E0 Telephone: 344-4654	D. Hodgkinson
A.C.C. School	Gen. Del., ONION LAKE SOM 2E0 Telephone: 344-4756	I. Michaud

NORTH WEST DISTRICT - CONTINUED

BAND OPERATED SCHOOLS - CONTINUED

Name of School	Address	Principal
Beauval Indian Education Centre	Gen. Del., BEAUVAL SOM OGO Telephone: 288-2020	L. Kyba
Chief Napew Memorial School	Box 9, PIERCELAND SOM 2KO Telephone: 839-2297	J. Jenkins
Waweyekisik Education Centre (Waterhen Lake)	Box 99, WATERHEN LAKE SOM 3BO Telephone: 236-4723	G. Favel
Makwa Sahgaiehcan School (Loon Lake School)	Box 340, LOON LAKE SOM 1LO Telephone: 837-2102	S. MacKenzie
Big "C" School	Box 145, LA LOCHE SOM 1GO Telephone: 822-2228	T. Krywicki
Okimawkamo Memorial School (Ministikwan)	Box 460, WHELAN S9M 3CO Telephone: 837-4868	F. Helgaton
Canoe Lake School	Gen. Del., CANOE NARROWS SOM OKO Telephone: 829-2012	R. Skage
Buffalo River School	Gen. Del., DILLON SOM OSO Telephone 282-2044	G. Lafleur
St. Louis School	Gen. Del., PATUANAK SOM 2HO Telephone: 396-2161	M. Platz

APPENDIX D

LETTER DISCUSSING JOB DESCRIPTION

FEBRUARY 11, 1983

Appendix D

Dear Chief: February 11, 1983.

    Enclosed is an effort at describing the job of

Director of Education. I have attempted to simply state

the actual tasks of the job. I could elaborate on every

point I make by describing how one would do each thing,

but I think the 'how' is up to you to decide. For example,

how does the Director develop policy and objectives. At Red

Earth we identify the need, then I strive to provide the

school board with a full range of choices on that issue.

If I am asked which choice I would pick, I make my

recommendation, but I am very careful to leave the choice

to the Board. Another Band or another Director may well

approach this part of the job differently.

    The other consideration is your priorities. You may

want your Director to concentrate on one area for example--

development. In your Band, you may wish to leave much of

the management function to your Coordinator, Earl. This

then frees your Director to help you develop strategies,

or to advise and consult regarding developments you have

in mind. You may hire a person who is an expert on finance.

It would be a bad use of his talent if you asked him to be a program person when his talent is for finance and budgets. Therefore you should try to priorize these responsibilities so that you get the most out of the strengths of your Director. You can, if need be, support an area he is weak in by hiring short term consultants.

I would suggest that you might want to simply rewrite my list in your order of importance. Then you should sit down with your Director and take each item, one by one, and detail how you would like him to do that part of the job. Again, as an example, for the part of the job where he is to keep the Board informed, is he to do this by making a monthly written report? What exactly is to be in the report? Who is to receive the report? When you have answered questions such as this for all the areas, you will have a comprehensive job description exclusive to your needs and your man will be very clear as to what you expect of him. You can then do your evaluation of him based on his performance as compared to your job description for him.

I hope this is helpful. Let me know if I can be of assistance in any other way.

Yours truly,

Director of Education
Skeletal Job Description

This item is a statement of what is done in this job. You should
develop it to answer such questions as how and when the Director
is to achieve each task.

The Director is responsible to the Board (Council) to
achieve the following:

1. <u>To serve and protect</u>
   a)the interests & integrity of the Board
   b)the interests & integrity of the Band
   c)the interests of the students
   d)the integrity of the staff

2. <u>To adhere to</u>
   a)Band policies
   b)Band code of ethics

3. <u>To advise and inform</u>
   a)the Board
   b)the Band
   c)the Staff

4. <u>To manage and control the total program particularly</u>
   a)the Staff
   b)the academic, curricular, & extra curricular program
   c)the finances
   d)the facilities & equipment

5. <u>To stimulate and develop</u>
   a)policy and objectives
   b)the school program
   c)the Board & the Staff
   d)the budget
   e)the management systems
   f)opportunities for full community involvement
   g)local employment opportunities

6. <u>To promote</u>
   a)the interests of the Board
   b)involvement of full community
   c)achievements of students & staff
   d)development of comprehensive Band objectives

7. <u>To liaise between</u>
   a)Band and Staff
   b)Band & outside agencies/persons
   c)schools & other Band programs

APPENDIX E

INDIAN AFFAIRS'

JOB DESCRIPTION FOR PRINCIPAL

Appendix E

JOB DESCRIPTION

DESCRIPTION DE POSTE

PROGRAM __ Indian & Northern Affairs
PROGRAMME   Canada

BRANCH   __ Indian & Inuit Affairs
DIRECTION

DIVISION   __ Education

LOCATION   __ Saskatchewan Region
LIEU

POSITION NUMBER __
NUMÉRO DU POSTE

PRESENT LEVEL __
NIVEAU ACTUEL

For compensation use only	Réservé aux services de la rémunération
APPROVED LEVEL NIVEAU D'APPROBATION __	
EFFECTIVE DATE __ EN VIGUEUR LE	

POSITION TITLE _____ PRINCIPAL _____
TITRE DU POSTE

SUMMARY
RÉSUMÉ

Under the direction of the District/Agency Superintendent of
Education, or Assistant Superintendent of Education, the Principal
administers the school programs; organizes and conducts
staff meetings and in-service sessions in order that an effective
and suitable curriculum may be implemented at the school.

DUTiES
FONCTIONS

% de temps

Under the direction of the District/Agency Superintendent of Education,
or Assistant Superintendent of Education, the Principal administers
the school program; organizes and conducts staff meetings and in-service
sessions in order that an effective and suitable curriculum may be
implemented at the school:

- Initiate effective communications with community, school
  committees, and Band Councils; provide for parental involvement in
  the school program through home visitation, parent-teacher
  interviews, education curriculum committees. Involve the
  community in developing local strategies to encourage attendance
  and minimize drop-outs.

- Develop and maintain procedures for evaluating and monitoring
  student achievement and progress, and provide for supportive
  student services.

- Direct maintenance and janitorial staff at the school. Requisition
  supplies, equipment and instructional materials as required. Be
  responsible for an annual review of capital maintenance and repair
  requirements, and capital equipment.

- Evaluate annually the instruction and maintenance staff. Conduct
  classroom visitations in order to assess teacher performance,
  teaching methodologies, and program effectiveness. Identify
  teaching strengths and weaknesses, and develop strategies to
  improve professional capabilities of staff.

- Establish the school as an integral component of community life;
  provide accessibility of school facilities for community functions,
  courses, and workshops.

- Ensure that adequate administrative records are established and
  maintained. Maintain an up-to-date timetable; establish a
  statistical information base, including enrolments, attendance
  and students' personal history inventories.

- Participate in principals' short courses, professional seminars,
  and facilitate staff involvement in in-service training offered
  by the Provincial Department of Education.

RENSEIGNEMENTS GÉNÉRAUX (SI NÉCESSAIRES)

Indian Awareness Statement

This position will require a particularly good knowledge of Indian Culture and values with a willingness to accept and understand the particular needs and aspirations of Indian people.

The incumbent must have an understanding and appreciation of the Indian community in which he/she works; its leadership, formal and informal social and economic structure, and communication patterns in order to achieve the goal of involving the community in the activities of the school.

Further, the incumbent must be aware and accepting of cultural differences in order to maintain a rapport with, and the respect of the community.

CERTIFICATION:
ATTESTATION:

The foregoing description is an accurate and complete statement of the duties assigned to the position.

La présente description des fonctions attribuées à ce poste est exacte et complète.

_____
/ Date   Signature of Supervisor — Signature du surveillant   Supervisor's Title — Titre du surveillant

I have read the foregoing description and understand the duties to be performed.

J'ai lu la présente description et j'ai compris les fonctions qui devront être exercées.

_____
Date   Signature of Incumbent — Signature du titulaire

ATTACH SIGNED AND DATED ORGANIZATION CHART
CI-JOINT L'ORGANIGRAMME SIGNÉ ET DATÉ