

ABORIGINAL TEACHERS' QUESTIONNAIRE REPORT 2013

Introduction and Background of the Aboriginal Teachers' Questionnaire Report 2013

Aboriginal education, and improving educational outcomes for Aboriginal learners, continues to be of primary importance in Manitoba. The Aboriginal Teachers' Questionnaire (ATQ) fulfils Manitoba's commitment to improve the research base for Aboriginal education. This is being done by continuing to track the number and location of Aboriginal teachers in Manitoba. The ATQ has been conducted three times – in 2006, 2009 and 2013 – and has been invaluable in providing a profile on the number of Aboriginal educators in Manitoba, as well as some key characteristics, such as cultural and linguistic identity.

Method and Definitions

The ATQ 2013 survey questionnaire was mailed out to all Manitoba teachers in May 2013. The collection of the questionnaires was completed by December 2013. Out of 16,191 surveys mailed out, 9,261 were returned, for a return rate of 57.2 per cent.

First Nations Schools are schools operated by Indian bands or First Nations. Provincial schools include public schools (established and funded under the authority of *The Public Schools Act* and *The Education Administration Act of Manitoba* and operated by local school boards), independent schools (operated outside the public school system but providing a standard of education equal to that of public schools) institutional schools (providing specialized services) and Frontier-Managed First Nations Schools (administered under an educational agreement).

Survey Results for the Aboriginal Teachers' Questionnaire 2013

Self-Identified Aboriginal Teacher Population

There were 1,089 self-identified Aboriginal teachers in ATQ 2013. This represents 12 per cent of all 9,204 Manitoba teachers who responded to the survey. In First Nations schools, 73.4 per cent of teachers identified themselves as Aboriginal, compared to 9.1 per cent in provincial schools.

Table 1 – ATQ 2013 – Q4 – Do you consider yourself an Aboriginal person?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Yes	292	73.4%	797	9.1%	1,089	11.8%
No	106	26.6%	8,009	90.9%	8,115	88.2%
Total	398	100.0%	8,806	100.0%	9,204	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.
Source: Aboriginal Teachers' Questionnaire 2013

Self-Identified Aboriginal Teacher Population by Aboriginal Category

There were 1,089 self-identified Aboriginal teachers in ATQ 2013. Out of the 1,089 teachers who identified themselves as Aboriginal, 547 (50.2 per cent) identified themselves as Métis; 496 (45.5 per cent) as First Nations and four (0.4 per cent) as Inuit. The remaining number is some combination of the above or *Uncertain* (see Table 2). Similar to past responses, First Nations schools show a large proportion of First Nations teachers (91.8 per cent), while in the provincial schools' category, 28.6 per cent of teachers identify themselves as First Nations.

Table 2 – ATQ 2013 – Q5 – Which best describes you?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Métis	19	6.5%	528	66.2%	547	50.2%
First Nations	268	91.8%	229	28.6%	497	45.5%
Uncertain	2	0.7%	16	2.0%	18	1.7%
First Nations/Métis	0	0.0%	7	0.9%	7	0.6%
Inuit	2	0.7%	2	0.3%	4	0.4%
First Nations/Inuit	0	0.0%	1	0.1%	1	0.1%
No response	1	0.3%	14	1.8%	15	1.4%
Grand Total	292	100.0%	797	100.0%	1,089	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.
Source: Aboriginal Teachers' Questionnaire 2013

Completing a Course in Aboriginal Perspectives as a Component of Study

Overall, 37.6 per cent of all teachers indicated they had completed a university credit course in Aboriginal perspectives, either as a mandatory or an elective course offered through the Faculty of Education prior to teaching, while 58.9 per cent indicated they had not (2.6 per cent of teachers did not provide a response). In contrast, 60.6 per cent of teachers in First Nations schools indicated they had completed a university credit course in Aboriginal perspectives, while 33.4 per cent indicated they had not (see Table 4).

Table 3 – ATQ 2013 – Q2 – Have you completed a university credit course in Aboriginal perspectives as a component of your bachelor of education program or post graduate education studies?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
No	133	33.4%	5287	60.0%	5,420	58.9%
Yes - as a mandatory pre-service course towards completion of a bachelor of education degree	136	34.2%	1746	19.8%	1,882	20.4%
Yes - as a non-mandatory pre-service course towards completion of a bachelor of education degree	100	25.1%	1487	16.9%	1,587	17.2%
Both as mandatory and non-mandatory pre-service course	5	1.3%	75	0.9%	80	0.9%
No response	24	6.0%	211	2.4%	235	2.6%
Total	398	100.0%	8,806	100.0%	9,204	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.
Source: Aboriginal Teachers' Questionnaire 2013

Participating in Professional Learning Activities in Aboriginal Perspectives

A third of all teachers in Manitoba have participated in one to two learning activities in Aboriginal perspectives, offered by their school division or district. In general, more Aboriginal teachers have participated in a greater number of professional learning activities (in Aboriginal perspectives) than non-Aboriginal teachers. Particularly significant is that 44.9 per cent of all teachers indicated they had *not* participated in any learning activities (in Aboriginal perspectives) offered by their school division or district.

Table 4 – ATQ 2013 – Q3 – In the last three years, how many professional learning activities regarding Aboriginal perspectives offered by your school division or district have you participated in?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
None	88	22.1%	4041	45.9%	4,129	44.9%
1-2	117	29.4%	2964	33.7%	3,081	33.5%
3-4	97	24.4%	970	11.0%	1,067	11.6%
5+	68	17.1%	560	6.4%	628	6.8%
No response	28	7.0%	271	3.1%	299	3.2%
Grand Total	398	100.0%	8806	100.0%	9,204	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.
Source: Aboriginal Teachers' Questionnaire 2013

How Aboriginal Teachers Describe Their Cultural-Linguistic Identity

Overall, most teachers indicated a single choice in describing their cultural-linguistic identity. The largest, single linguistic identity cited was Métis, followed by Inineew and Anishinaabe. Other various combinations were cited. In First Nations schools, Inineew and Anishinaabe were the most prominently cited cultural-linguistic identities.

**Table 5 – ATQ 2013 – Q6 – Which best describes your Aboriginal cultural-linguistic identity?
Please select up to two choices:**

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Métis	11	3.8%	351	44.0%	362	33.2%
Inineew	104	35.6%	120	15.1%	224	20.6%
Anishinaabe	92	31.5%	106	13.3%	198	18.2%
Uncertain	2	0.7%	60	7.5%	62	5.7%
Oji-Cree	24	8.2%	33	4.1%	57	5.2%
Other**	55	18.8%	100	12.5%	155	14.2%
No response	4	1.4%	27	3.4%	31	2.8%
Total	292	100.0%	797	100.0%	1089	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

**Other includes Blackfoot, Iroquois, Mi'kmaq, Swampy Cree, Mohawk, etc.

Source: Aboriginal Teachers' Questionnaire 2013

Teachers Who Speak One or More Aboriginal Languages

Of the 1,089 teachers who identified themselves as Aboriginal, 258 (23.7 per cent) speak an Aboriginal language. Nearly 80 per cent (79.8 per cent) of these 258 teachers speak Inineew (37.2 per cent), Anishinaabe (30.6 per cent) or Inineew/Oji-Cree (12 per cent). First Nations schools display a similar profile of the Aboriginal languages spoken there. (See Tables 7 and 8 for more detail.)

Table 6 – ATQ 2013 – Q7 – Do you speak one or more Aboriginal languages?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Yes	143	49.0%	115	14.4%	258	23.7%
No	146	50.0%	670	84.1%	816	74.9%
No response	3	1.0%	12	1.5%	15	1.4%
Total	292	100.0%	797	100.0%	1089	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

Source: Aboriginal Teachers' Questionnaire 2013

Table 7 – ATQ 2013 – Q8 – If yes, please indicate which Aboriginal languages you speak (check all that apply).

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Ininew	51	35.7%	45	39.1%	96	37.2%
Anishinaabe	43	30.1%	36	31.3%	79	30.6%
Ininew/Oji-Cree	27	18.9%	4	3.5%	31	12.0%
Oji-Cree	9	6.3%	7	6.1%	16	6.2%
Anishinaabe/Ininew/Oji-Cree	3	2.1%	2	1.7%	5	1.9%
Michif	1	0.7%	4	3.5%	5	1.9%
Anishinaabe/Ininew	2	1.4%	1	0.9%	3	1.2%
Anishinaabe/Métis	1	0.7%	1	0.9%	2	0.8%
Dene	2	1.4%	0	0.0%	2	0.8%
Anishinaabe/Métis/Dakota	0	0.0%	1	0.9%	1	0.4%
Dakota	0	0.0%	1	0.9%	1	0.4%
Michif/Ininew	0	0.0%	1	0.9%	1	0.4%
Other**	3	2.1%	0	0.0%	3	1.2%
No response	1	0.7%	12	10.4%	13	5.0%
Grand Total	143	100.0%	115	100.0%	258	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

**Other includes Woodland Cree and Swampy Cree

Source: Aboriginal Teachers' Questionnaire 2013

Aboriginal Language Teachers in Schools

ATQ 2013 revealed that 98 teachers (9 per cent) of the total 1,089 teachers, who identified themselves as Aboriginal, taught an Aboriginal language in their schools. The Aboriginal language taught the most was Ininew (46.9 per cent) followed by Anishinaabe (20.4 per cent). In First Nations schools, Ininew/Oji-Cree and Oji-Cree were also taught. (See Tables 9 and 10 for more detail.)

Table 8 – ATQ 2013 – Q9 – Are you an Aboriginal language teacher in your school?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Yes	50	17.1%	48	6.0%	98	9.0%
No	231	79.1%	721	90.5%	952	87.4%
No response	11	3.8%	28	3.5%	39	3.6%
Total	292	100.0%	797	100.0%	1089	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

Source: Aboriginal Teachers' Questionnaire 2013

Table 9 – ATQ 2013 – Q10 – Which Aboriginal languages do you teach? (check all that apply)

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Ininew	21	42.0%	25	52.1%	46	46.9%
Anishinaabe	8	16.0%	12	25.0%	20	20.4%
Ininew/Oji-Cree	8	16.0%	1	2.1%	9	9.2%
None	3	6.0%	1	2.1%	4	4.1%
Oji-Cree	4	8.0%	0	0.0%	4	4.1%
Dakota	0	0.0%	1	2.1%	1	1.0%
No response	6	12.0%	8	16.7%	14	14.3%
Grand Total	50	100.0%	48	100.0%	98	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

Source: Aboriginal Teachers' Questionnaire 2013

Program of Graduation

Aboriginal educators indicated that the University of Manitoba, followed closely by Brandon University, were the two most recognized education programs in Manitoba. These were followed by the University of Winnipeg, Collège Universitaire de Saint-Boniface and the Brandon University Northern Teacher Education Program (BUNTEP), respectively. Interestingly, 40 teachers (3.3 per cent) reported graduating outside Manitoba but within Canada (shown in questionnaire as *Other – National*) and another 14 teachers, or 1.3 per cent, reported graduating outside Canada (shown in questionnaire as *Other – International*).

First Nations teachers are more likely to have graduated from Brandon University, BUNTEP or the Program for Education of Native Teachers (PENT) than other Aboriginal teachers. A little more than 10 per cent of respondents indicated they graduated from the University of Manitoba.

Table 10 – ATQ 2013 – Q12 – Education Program of Graduation (from most to least attended program)

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
University of Manitoba	30	10.3%	218	27.4%	248	22.8%
Brandon University	109	37.3%	129	16.2%	238	21.9%
University of Winnipeg	9	3.1%	131	16.4%	140	12.9%
Brandon University Native Teacher Education Program (BUNTEP)	45	15.4%	50	6.3%	95	8.7%
Collège Universitaire de Saint-Boniface (CUSB)	0	0.0%	92	11.5%	92	8.4%
Program for Education of Native Teachers (PENT)	40	13.7%	33	4.1%	73	6.7%
Other - National	8	2.7%	31	3.9%	39	3.6%
Winnipeg Education Centre (WEC)	3	1.0%	20	2.5%	23	2.1%
Brandon University / BUNTEP	12	4.1%	6	0.8%	18	1.7%
Other - International	4	1.4%	10	1.3%	14	1.3%
Brandon University / PENT	7	2.4%	6	0.8%	13	1.2%
University College of the North	3	1.0%	10	1.3%	13	1.2%
ACCESS Program(s)	0	0.0%	5	0.6%	5	0.5%
Brandon University Native Teacher Education Program / PENT	4	1.4%	0	0.0%	4	0.4%
University of Manitoba / University of Winnipeg	0	0.0%	4	0.5%	4	0.4%
Other various combinations	9	3.1%	32	4.0%	41	3.8%
No response	9	3.1%	20	2.5%	29	2.7%
Grand Total	292	100.0%	797	100.0%	1,089	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

Source: Aboriginal Teachers' Questionnaire 2013

Type of Employment

Overall, 43.5 per cent of all educators who responded to the survey (4,008 out of 9,204) indicated they work full time. First Nations teachers, interestingly enough, reported that 63.3 per cent of them (252 out of 398) work full time. This is a considerably higher percentage than non-Aboriginal educators at 42.7 per cent (3,756 out of 8,806). Likewise, relatively fewer First Nations teachers reported working on a term contract, substitute teaching or working part time (as compared to non-Aboriginal ones). See Table 14.

Table 11 – ATQ 2013 – Q14 – In the year you started teaching what type of employment was it?

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Full-time Permanent	252	63.3%	3756	42.7%	4008	43.5%
Term Contract	101	25.4%	3453	39.2%	3554	38.6%
Substitute Teacher	13	3.3%	781	8.9%	794	8.6%
Part-time Teacher	5	1.3%	441	5.0%	446	4.8%
Substitute Teacher/ Term Contract	0	0.0%	88	1.0%	88	1.0%
Full-time Permanent/ Term Contract	2	0.5%	17	0.2%	19	0.2%
Part-time Teacher/ Substitute Teacher	0	0.0%	13	0.1%	13	0.1%
Part-time Teacher/ Term Contract	0	0.0%	11	0.1%	11	0.1%
Other combinations**	1	0.3%	12	0.1%	13	0.1%
No response	24	6.0%	234	2.7%	258	2.8%
Total	398	100.0%	8,806	100.0%	9,204	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

**Other combinations include Full Time Permanent/Substitute Teacher, Full Time Permanent/Term Contract/Substitute Teacher

Source: Aboriginal Teachers' Questionnaire 2013

Employment Positions in 2012-2013

Nearly two-thirds of all teachers who responded to the survey are classroom teachers (65.6 per cent) in both First Nations and Provincial schools.

Table 12 – ATQ 2013 – Q15 – Please indicate your current position in the 2012-2013 school year.

Item	First Nations Schools		Provincial Schools*		All Schools	
	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage	Teachers	Teachers' Percentage
Classroom Teacher	261	65.6%	5,804	65.9%	6,065	65.9%
Resource Teacher	24	6.0%	550	6.2%	574	6.2%
Principal	24	6.0%	425	4.8%	449	4.9%
Vice-principal	16	4.0%	221	2.5%	237	2.6%
Counsellor	5	1.3%	199	2.3%	204	2.2%
Classroom Teacher/ Resource Teacher	1	0.3%	47	0.5%	48	0.5%
Classroom Teacher/ Principal	2	0.5%	41	0.5%	43	0.5%
Classroom Teacher/Other	1	0.3%	38	0.4%	39	0.4%
Counsellor/Classroom Teacher	0	0.0%	38	0.4%	38	0.4%
Counsellor/Resource Teacher	0	0.0%	30	0.3%	30	0.3%
Resource Teacher/Other	0	0.0%	19	0.2%	19	0.2%
Classroom Teacher/ Vice-principal	3	0.8%	13	0.1%	16	0.2%
Vice-principal/ Resource Teacher	0	0.0%	10	0.1%	10	0.1%
Counsellor/Classroom Teacher/Other	0	0.0%	6	0.1%	6	0.1%
Counsellor/Vice-principal	0	0.0%	5	0.1%	5	0.1%
Counsellor/Resource Teacher/Vice-principal	0	0.0%	2	0.0%	2	0.0%
Classroom Teacher/ Resource Teacher/ Principal/Vice-principal	0	0.0%	1	0.0%	1	0.0%
Classroom Teacher/ Resource Teacher/ Vice-principal	0	0.0%	1	0.0%	1	0.0%
Other	43	10.8%	1,166	13.2%	1,209	13.1%
No response	18	4.5%	190	2.2%	208	2.3%
Total	398	100.0%	8,806	100.0%	9,204	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

Source: Aboriginal Teachers' Questionnaire 2013

Conclusion

Aboriginal education in Manitoba remains integral to improving educational outcomes for Aboriginal learners, and promoting successful entry to, and good employment in, Manitoba's varied labour market. Manitoba Education and Advanced Learning will continue to improve the research base for Aboriginal education in Manitoba.

Self-Identified Aboriginal Teacher Population in Manitoba: 2006-2013

Since 2006, Aboriginal teachers have had the opportunity to self-identify, in 2006, 2009 and 2013 through the Aboriginal Teachers' Questionnaire. Since 2007, they have also had the chance to declare their Aboriginal identity at the time of their certification. Therefore, to provide a complete picture of self-identified Aboriginal teachers for 2013, the three ATQ surveys (2006, 2009 and 2013) and the teacher certification information (from 2007 to 2013) was combined to create an all-inclusive list of Aboriginal educators. This list was compared against June 2013 employment records and the information summarized.

The total number of teachers who self-identified as Aboriginal was 1,841, representing 11.9 per cent of all Manitoba teachers (15,457). In First Nations schools, 528 teachers self-identified as Aboriginal, representing 57.5 per cent of all teachers in this group. In provincial schools, the percentage dropped to 9 per cent (see Table 13).

Since 2006, the number of self-identified, Aboriginal teachers has steadily risen due to at least three factors. One is the additional data collected through both the Aboriginal Teachers' Questionnaires and teacher certification information. The second factor is a general increase in the number of teachers who are declaring their Aboriginal identity. The third is new teachers identifying themselves as Aboriginal at the time of their certification.

Table 13 – Self Identified Aboriginal Teacher Population from 2006 to 2013 – Total Number of Aboriginal Teachers in Manitoba Provincial and First Nations Schools (Source: Aboriginal Teachers' Questionnaires 2006, 2009 and 2013 and Teacher Certification Information 2007 to 2014, Schools in Manitoba 2013)

Self-Identified Teacher Population in Manitoba	First Nations Schools	Percentage	*Provincial Schools	Percentage	Manitoba Total	Percentage
Aboriginal Educators	528	57.5%	1,313	9.0%	1,841	11.9%
Non-Aboriginal Educators	390	42.5%	13,226	91.0%	13,616	88.1%
All Educators	918	100.0%	14,539	100.0%	15,457	100.0%

*Provincial Schools include public, funded independent, institutional and Frontier-managed First Nations schools.

Source: Aboriginal Teachers' Questionnaire 2006, 2009 and 2013. Teacher Certification 2007 to 2014. Schools in Manitoba 2013

For more information about the
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