

Kaanawapahtamaytress/maytr d'ikol daan li niikinaahk: Taking a look at the experiences of Métis teachers in the homeland

Dr. Laura Forsythe & Dr. Lucy Delgado 2025



Fondation
Rideau Hall
Foundation



University
of Manitoba



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1. Scope

This project gathered stories from 18 Métis K-12 educators who hold citizenship with Manitoba Métis Federation. These educators, with 3 to 30 years of teaching experience, provided valuable insights into their recruitment and retention within the K-12 Education System.

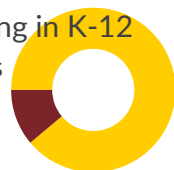
2. Insights

Recruitment by Post-secondary Institution to complete Bachelor of Education **-Zero**

Actively recruited by School Division or District **-Zero**

Still Teaching in K-12 Classrooms

88.8% Yes
11.1% No



3. Issues Identified Impacting Métis Teachers

- Financial Support
- Structural Barriers
- Eurocentric Curriculum
- Pan-Indigenous Programming
- Personally Mediated Racism
- Lateral Violence
- Indigenization Burden
- Professional burnout
- Social isolation

4. Recommendations

- Establish standardized, disaggregated data collection practices that recognize the distinct identities and rights of First Nations, Métis, and Inuit peoples;
- Invest in Métis-specific recruitment, mentorship, and retention strategies for teachers and faculty;
- Develop sustained partnerships with Métis governments and educators to co-design culturally grounded and community-led programming;
- Expand financial, academic, and cultural supports for Métis teacher candidates across all post-secondary institutions; and
- Embed Métis knowledge systems and worldviews into the fabric of institutional policy and practice

Moving forward, education systems must move beyond broad commitments to Indigenous inclusion and toward nation-specific (including Métis-specific) action, grounded in relational accountability.

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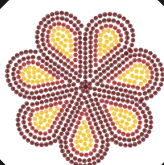
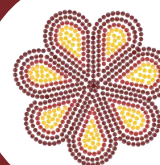
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1. Scope

This project gathered stories from five Métis K-12 educators who hold citizenship with Métis Nation British Columbia. These educators, with 11 to 20 years of teaching experience, provided valuable insights into their recruitment and retention within the K-12 Education System.

2. Insights

Recruitment by Post-secondary Institution to complete Bachelor of Education -**Zero**

Actively recruited by School Division or District -**Zero**

Still Teaching in K-12 Classrooms

80% Yes

20% No



3. Issues Identified Impacting Métis Teachers

- Financial Support
- Structural Barriers
- Eurocentric Curriculum
- Pan-Indigenous Programming
- Personally Mediated Racism
- Lateral Violence
- Indigenization Burden
- Professional burnout
- Social isolation

4. Recommendations

- Establish standardized, disaggregated data collection practices that recognize the distinct identities and rights of First Nations, Métis, and Inuit peoples;
- Invest in Métis-specific recruitment, mentorship, and retention strategies for teachers and faculty;
- Develop sustained partnerships with Métis governments and educators to co-design culturally grounded and community-led programming;
- Expand financial, academic, and cultural supports for Métis teacher candidates across all post-secondary institutions; and
- Embed Métis knowledge systems and worldviews into the fabric of institutional policy and practice

Moving forward, education systems must move beyond broad commitments to Indigenous inclusion and toward nation-specific (including Métis-specific) action, grounded in relational accountability.

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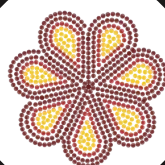
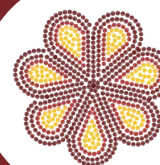
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1. Scope

This project gathered stories from 8 Métis K-12 educators who hold citizenship with Métis Nation Alberta. These educators, with 2 to 32 years of teaching experience, provided valuable insights into their recruitment and retention within the K-12 Education System.

2. Insights

Recruitment by Post-secondary Institution to complete Bachelor of Education -**Zero**

Actively recruited by School Division or District -**Zero**

Still Teaching in K-12 Classrooms

75% Yes

25% No



3. Issues Identified Impacting Métis Teachers

- Financial Support
- Structural Barriers
- Eurocentric Curriculum
- Pan-Indigenous Programming
- Personally Mediated Racism
- Lateral Violence
- Indigenization Burden
- Professional burnout
- Social isolation

4. Recommendations

- Establish standardized, disaggregated data collection practices that recognize the distinct identities and rights of First Nations, Métis, and Inuit peoples;
- Invest in Métis-specific recruitment, mentorship, and retention strategies for teachers and faculty;
- Develop sustained partnerships with Métis governments and educators to co-design culturally grounded and community-led programming;
- Expand financial, academic, and cultural supports for Métis teacher candidates across all post-secondary institutions; and
- Embed Métis knowledge systems and worldviews into the fabric of institutional policy and practice

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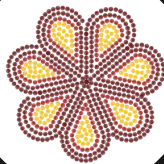
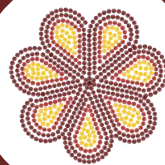
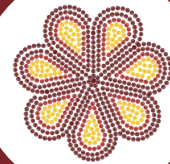
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1. Scope

This project gathered stories from 10 Métis K-12 educators who hold citizenship with Métis Nation Saskatchewan. These educators, with 4 to 34 years of teaching experience, provided valuable insights into their recruitment and retention within the K-12 Education System.

2. Insights

Recruitment by Post-secondary Institution to complete Bachelor of Education -**Zero**

Actively recruited by School Division or District -**Zero**

Still Teaching in K-12 Classrooms

80% Yes

20% No



3. Issues Identified Impacting Métis Teachers

- Financial Support
- Structural Barriers
- Eurocentric Curriculum
- Pan-Indigenous Programming
- Personally Mediated Racism
- Lateral Violence
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4. Recommendations

- Establish standardized, disaggregated data collection practices that recognize the distinct identities and rights of First Nations, Métis, and Inuit peoples;
- Invest in Métis-specific recruitment, mentorship, and retention strategies for teachers and faculty;
- Develop sustained partnerships with Métis governments and educators to co-design culturally grounded and community-led programming;
- Expand financial, academic, and cultural supports for Métis teacher candidates across all post-secondary institutions; and
- Embed Métis knowledge systems and worldviews into the fabric of institutional policy and practice

Moving forward, education systems must move beyond broad commitments to Indigenous inclusion and toward nation-specific (including Métis-specific) action, grounded in relational accountability.