



INDIGENOUS WAY OF LIFE FOCUS

Indigenous perspectives, language and way of life in our schools and in our curriculum will advance our path towards reconciliation.

Outcomes	Strategies	Indicators	Data Collection
<p>Students demonstrate competence in language, culture and history.</p>	<p>Indigenous perspectives will form the foundation of our curriculum.</p> <p>Way of knowing are implemented across the curriculum.</p> <p>Resources that support Indigenous knowledge integration.</p> <p>Land-based learning integrated across the curriculum.</p> <p>All staff who are Indigenous language speakers will participate in and support the oral language program in the school.</p> <p>Indigenous language programs are supported and implemented across the Division.</p> <p>Resources will be available through the Divisional language support staff for teachers teaching language.</p> <p>Staff fluent in Indigenous languages will use it outside the classroom.</p> <p>All teachers develop expertise in Indigenous pedagogies, methodologies, and teaching practices.</p>	<p>Students will be communicating in an Indigenous language with parents and elders.</p> <p>Language being heard throughout the school.</p> <p>Student participation will increase in Indigenous language programs.</p> <p>Increased demand for Indigenous language and culture support resources from staff.</p>	<p>Number of students taking language classes.</p> <p>Number of programs implementing Indigenous ways of knowing.</p> <p>Number of land-based / cultural programs / activities providing Indigenous language instruction.</p> <p>Number of students involved in land-based learning programs.</p> <p>Number of language credits earned.</p> <p>School report on their language integration practices.</p> <p>Number of Indigenous language programs.</p>

INDIGENOUS WAY OF LIFE FOCUS Continued

Outcomes	Strategies	Indicators	Data Collection
Students and community have a reciprocal relationship (All My Relations).	Elders or elder councils will be implemented in the schools.	Elders visible in the school often.	Number of Elders visits in schools.
	Parents / Caregivers are encouraged active members of the school community.	Local history and way of life are being taught and discussed in the classroom and school.	Examples of student leadership. Report on peer-to-peer mentoring activities.
	Incorporate local history and way of life into the majority of lesson plans.	Students take on volunteer and leadership roles in school and community.	Number of students working in community.
	Students are encouraged to take active leadership roles. Peer-to-peer mentoring programs.		Number of community members visiting and participating in school programming.
Students are proud of their cultural identity and way of life (wellness).	Schools will work in partnership with the local community to develop land-based learning opportunities for students.	Increased number of cultural initiatives that engage students, school and wider community.	Number of students involved in land-based learning programs.
	Cultural initiatives will focus on well-being, well-knowing, and well-doing.	Students are knowledgeable and readily able to explain and discuss the Calls to Action and Reconciliation.	Schools report on cultural initiatives. List of members of the Knowledge Keepers Circle.
	A Knowledge Keepers Circle that walks alongside the Indigenous Way of Life portfolio	Cross-curricular planning with Indigenous language and land-based learning activities.	List of presented workshops. Number of Indigenous teachers and administrators.
	Indigenous language will be used in land-based learning activities utilizing traditional skills and teachings in conjunction with curricular outcomes.	Increased number of Indigenous teachers and administrators. Increased number of Elder-led cultural teachings.	Samples of Indigenous presence. Number of staff that have attended Indigenous cultural competency workshops.
	Indigenous presence on FSD website and media.		Indigenous culture professional development strategy.
	A professional development strategy for all teachers, staff and Divisional leadership to increase competency in Indigenous culture.		List of available resources. A database of Circle of Relatives that have supported the Division.
	A Circle of Relatives to advance expertise Division-wide.		
	Resources to support and enhance expertise in Indigenous Education.		