



## 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
<b>Students demonstrate competence in language, culture and history.</b>	Indigenous perspectives will form the foundation of our curriculum.	Students will be communicating in an Indigenous language with parents and elders.	Number of students taking language classes.
	Way of knowing are implemented across the curriculum.	Language being heard throughout the school.	Number of programs implementing Indigenous ways of knowing.
	Resources that support Indigenous knowledge integration.	Student participation will increase in Indigenous language programs.	Number of land-based / cultural programs / activities providing Indigenous language instruction.
	Land-based education integrated across the curriculum.	Increased demand for Indigenous language and culture support resources from staff.	Number of students involved in land-based education programs.
	All staff who are Indigenous language speakers will participate in and support the oral language program in the school.	Land-based education in all schools.	Number of language credits earned.
	Indigenous language programs are supported and implemented across the Division.	Increase number of language teachers taking courses.	School report on their language integration practices.
	Resources will be available through the Divisional language support staff for teachers teaching language.	Resources to support and enhance expertise in Indigenous education.	Number of Indigenous language programs.
	Staff fluent in Indigenous languages will use it outside the classroom.		Number of teachers completing language program.
	All teachers develop expertise in Indigenous pedagogies, methodologies, and teaching practices.		
	Program of study for language teachers.		
	Indigenous presence on FSD website and media.		
	A professional development strategy for all teachers, staff and Divisional leadership to increase competency in Indigenous culture.		
	A Circle of Relatives to advance expertise Division-wide.		

## INDIGENOUS WAY OF LIFE FOCUS Continued

Outcomes	Strategies	Indicators	Data Collection
<b>Students and community have a reciprocal relationship (All My Relations).</b>	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.
	Incorporate local history and way of life into the majority of lesson plans.	Students take on volunteer and leadership roles in school and community.	Report on peer-to-peer mentoring activities.
	Students are encouraged to take active leadership roles.		Number of students working in community.
	Peer-to-peer mentoring programs.		Number of community members visiting and participating in school programming.
<b>Students are proud of their cultural identity and way of life (wellness).</b>	Schools will work in partnership with the local community to develop land-based education opportunities for students.	Increased number of cultural initiatives that engage students, school and wider community.	Number of students involved in land-based education 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 number of cultural initiatives.
	A Knowledge Keepers Circle that walks alongside the Indigenous Way of Life portfolio	Cross-curricular planning with Indigenous language and land-based education activities.	List of members of the Knowledge Keepers Circle.
	Indigenous language will be used in land-based education activities utilizing traditional skills and teachings in conjunction with curricular outcomes.	Increased number of Indigenous teachers and administrators.	List of presented workshops.
		Increased number of Elder-led cultural teachings.	Number of Indigenous teachers and administrators.
			Samples of Indigenous presence.
			Number of staff that have attended Indigenous cultural competency workshops.
			Indigenous culture professional development strategy.
			List of available resources.
			A database of Circle of Relatives that have supported the Division.