

qathet School District



OPERATIONAL PLAN

Indigenous Education 2023/2024



titlwšɛm ʔəms taʔow

District Objectives

Cultivating an ethic of learning: *Ensure early learners and students have the best possible learning experience*

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

Department Established & Ongoing Objectives

• **Educating the hearts and minds of students, staff and community**

Students:

- **Indigenous** – Social/emotional, Academic and Cultural supports regularly available to enhance their learning environment and holistic success
- **All** – Rich accurate learning opportunities using FPPL and exposure to language and culture

Staff: Rich accurate professional learning opportunities using FPPL and focus on decolonized methodologies to increase student safety and staff skill when working with Indigenous students

Community: Increase the knowledge, empathy, and understanding of the broader community to improve relationships with Indigenous peoples and the environment

Planned Actions

Culturally safe learning spaces with Indigenous representation.

- Ensure students basic needs are met prior to focusing on learning (fed, cared for, rested)
- Consistent wrap around support and check ins to ensure holistic success (RYG, meetings)
- District name change

Work with Tla'amin Nation to support literacy and numeracy experiences

Restart a secondary Indigenous Leadership Group

- Participation in ga tʔəp IEC
- Take on leadership opportunities in qSD
- Provide feedback and direction

EVIDENCE/METRICS

- Literacy and Numeracy assessment results over time
- How are we doing (HAWD) report
- Student Surveys
- Community conversations and engagement



payot gagayεttən

District Objectives Department Established & Ongoing Objectives Planned Actions

Cultivating Curiosity: *Transform our learning environments into places of innovation*

- Continue to support land based and place-based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

- **Valuing and validating Indigenous knowledges, worldviews, and perspectives**
- **Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenizing educational environments and opportunities**

Students:

- **Indigenous** – Culturally relevant learning opportunities above and beyond regular classroom enrichment
- **All** – Classroom enrichment experiences and peak experiences

Staff: Opportunities to connect and learn with Indigenous staff and each other to build momentum and collaboration

Curate peak experiences to ensure all students in qSD have common experiences and base knowledge on relevant Indigenous learning throughout the grades.

Expand innovative programs like the GIJE program to support systemic change of traditional classrooms and pedagogical practices

Expose educators to innovative pedagogies and Indigenous methodologies to transform the classroom experience for Indigenous and all learners

- Create a working group with content experts to work towards shared goals (Ex.Decolonizing Education group 22/23, Indigenizing Math 23/24)
- Have avenues for information sharing and regular Indigenous representation in professional development and learning opportunities

EVIDENCE/METRICS
How are we doing (HAWD) report
Student Attendance
Student Surveys
Community conversations and engagement



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District Objectives Department Established & Ongoing Objectives Planned Actions

Cultivating Connection: *Prioritize mental health, community connections, and social emotional learning*

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.

• **Supporting life-long learning and holistic well-being for Indigenous students**

• **Advocating for Indigenous students**

Students:

- **Indigenous** – Regular connection with Indigenous staff (čepθtən & IST's) to build sense of belonging in school
- **All** – Rich accurate learning opportunities using FPPL and exposure to language and culture

Staff: Increase exposure and learning opportunities around Indigenous worldviews and perspectives as an avenue to support holistic well-being.

Culturally safe learning spaces with Indigenous representation.

- Regular čepθtən (Indigenous culture and student support worker) support at every school
- Increase Elder and Knowledge keeper presence in schools

Work with community to create wellness opportunities and tools to support holistic well being

- Co-creating an [application](#) to give timely and easy access to culture and wellness content

Meaningful opportunities to connect with students and families

- Indigenous welcome back dinner
- Parent information sessions
- Celebration of success
- Yearly parent satisfaction survey

EVIDENCE/METRICS

- How are we doing (HAWD) report
- Student and Parent Surveys
- Community conversations and engagement



District Objectives

Supporting Self Determination: *Ensuring holistic Indigenous student success*

• Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.

• Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.

• Support students with setting goals for the future (ᑭᐱᑭᑦᑎᑦᑭᑦᑭᑦ ᑭᐱᑭᑦᑎᑦᑭᑦᑭᑦ ᑭᐱᑭᑦᑎᑦᑭᑦᑭᑦ)

Department Established & Ongoing Objectives

- **Working to build foundational understandings of place history and impacts of colonial history on Indigenous peoples**
- **Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenous educational environments and opportunities**

Students:

- **Indigenous** – Social/emotional, Academic and Cultural supports regularly available to enhance their learning environment and holistic success
- **All** – Recognition that a rising tide raises all boats – when Indigenous students are supported, it will support the well being of everyone

Staff: Exposure and professional development opportunities to evaluate biases and blind-spots to improve their knowledge, understanding and ability to decolonize educational spaces.

Planned Actions

Work regularly to support the Nation in achieving education related goals within their Comprehensive Nation Plan

Establish regular ᑭᐱᑭᑦᑎᑦᑭᑦᑭᑦ Education Agreement (TEA) Oversight Team meeting schedule

Ensure every effort is made to have ga ᑭᐱᑭᑦᑎᑦᑭᑦ Meetings have an Elder acting as co-chair and participating in guiding our decision making

Building bridges between community and school and support student exposure to diverse career opportunities

EVIDENCE/METRICS

How are we doing (HAWD) report

Student Surveys

Community conversations and engagement

District Objectives

Cultivating Truth and Reconciliation: *Honour truth and reconciliation*

• Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʔuθəm language revitalization initiatives and education.

• Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.

Department Established & Ongoing Objectives

• ***Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenizing educational environments and opportunities***

Students:

- ***Indigenous*** – Improved instruction in classrooms that are more aligned with Indigenous worldviews and perspectives
- ***All*** – Rich accurate learning opportunities using FPPL and exposure to language and culture

Staff: Exposure and professional development opportunities to evaluate biases and blind-spots to improve their knowledge, understanding and ability to decolonize educational spaces.

Planned Actions

Support staff in building their knowledge and understanding of ongoing colonial legacies, locally, nationally, and worldwide.

Support the creation and implementation of ʔayʔaʔuθəm Immersion, starting with primary students, and building at whatever pace is possible.

Use the Equity in Action (EIA) project to dig into the experience of Indigenous learners to draw focus to TRC Calls to Action and UNDRIP

- Move from a district focus to school-based focus
- Support the development of school equity teams to support the work of EIA

EVIDENCE/METRICS

School Based EIA Reports

How are we doing (HAWD) report

Student & Parent Surveys

Community conversations and engagement

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District Objectives

Cultivating Integrity/Responsibility: *Prioritize climate change, organizational health and sustainability*

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.

- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

Department Established & Ongoing Objectives

- **Valuing and validating Indigenous knowledges, worldviews, and perspectives**

Students:

- **Indigenous** – Recognition of the rich knowledge that has always been present in Indigenous communities and recognition of our peoples as experts
- **All** – Recognition of the rich knowledge that has always been present in Indigenous communities and recognition of Indigenous peoples as experts

Staff: Rich accurate professional learning opportunities using FPPL and focus on decolonized methodologies to increase student safety and staff skill when working with Indigenous students

Planned Actions

Support educators to engage with the knowledgeable INED staff to enhance their classrooms with respect to climate action education

- Indigenous Success Teacher support in drawing connections with Indigenous knowledge, personally or with the support of Elders/knowledge keepers/čepθtān
- Create spaces for regular connection of Indigenous and non-Indigenous staff

EVIDENCE/METRICS

INED requests and classroom visits

