

Indigenous Education Implementation Plan (2024-2025)

LEARNING

Land, Experiential, Language, Culture, Elder/Knowledge Holders

Goals:

- Connection for *all* Indigenous students with
 - Indigenous focused Land Based learning
 - Indigenous knowledge
 - Indigenous languages daily
 - Indigenous Cultures, prioritizing Local Culture
 - Personal goal setting

Measures:

- Increased connections in IIMS
 - Land Based
 - Elder/Knowledge Holders
 - Language
 - Culture
 - Achievement (Personal Goal Setting)
- More frequent use and visibility of Indigenous language and culture monitored through school and classroom observations

Actions:

- Student Success Plans:
 - Student personal goal setting with IEW's
 - IEW's track, provide interventions, coordinate support networks and develop a comprehensive success plan for each student
- Experiential and Land Based Learning:
 - Youth, Elders and Knowledge Holders Gathering
 - Elder and Knowledge Holder Program
 - Incorporating outdoor educational activities
 - Incorporate hands-on, experiential learning opportunities such as field trips, internships, and community projects.
 - Partner with local businesses & organizations for real-world learning experiences.
 - Land Based teachers supporting schools to build up their land-based programs
 - Engage parents and community members in the educational process through regular communication and involvement in school activities.
- Language and Culture Learning:
 - Indigenous Language Teacher promoting and mentoring staff to use language throughout the district
 - Pro-D for local Indigenous Language and Culture

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WELLNESS

Identity, Pride, RRP, Trauma Informed Practice, connection with Land

Goals:

- Strengthen cultural identity and pride among Indigenous students, families and staff
- Support trauma-informed practices
- Improve student and staff mental health
- Increase physical and land-based wellness opportunities

Measures:

- Increased RRP and Land Based connections in IIMS
- Higher student identification with a nation tracked through IIMS and MyEdBC
- Improved sense of belonging tracked through Student Satisfaction Surveys, HAWD report and attendance at Ts'udelhti celebrations
- Increased participation in RRP and Trauma Informed Practice Pro-D sessions

Actions:

- Student personal goal setting with IEW's focused on Wellness (identity, physical, mental, emotional etc.)
- Indigenous Social Workers provide sessions for students and staff on mental wellness
- Pro-D on RRP & Trauma Informed Practice Training and use
- Support school-based mental health services with counselors and social workers.
- Indigenous Social Workers in schools and connected with Grad Coaches
- Implement peer support groups and mental health awareness campaigns.
- Organize cultural days and events to promote understanding and respect for diversity.
- Integrate Indigenous focused land-based learning opportunities to connect students with nature and cultural traditions.
- Site Based and Itinerant IEW's focus on Physical and Social Emotional supports
- Promote physical activities, sports programs and outdoor activities.
- Offer wellness programs such as yoga, mindfulness, and traditional Indigenous practices.

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EQUITY OF ACCESS

Community, Engagement, Supports, Culturally Inclusive and Welcoming spaces

Goals:

- Ensure all Indigenous students have safe, welcoming and supportive spaces inclusive of local culture
- Increase internal and external community engagement and participation
- Ensure adequate support for all Indigenous students
- Increase in Indigenous staff within the department and work with HR to increase Indigenous staff throughout the district

Measures:

- Higher rates of student and parent engagement as measured by IIMS connections, survey participation, engagement meetings and special event attendance
- Higher ratio of Indigenous staff in the district tracked via HR and Indigenous Education
- Higher student attendance and success rates tracked through HAWD, Student Satisfaction Surveys and PowerBi

Actions:

- **Inclusive Practices**
 - Promote inclusive and trauma informed classroom practices that recognize and celebrate diversity.
 - Ensure school facilities are accessible to students physically, emotionally and culturally.
 - Ensure conducive spaces – declutter, integrate visible local language and culture in the learning environments
 - Student Centered conversations at all levels
- **Technology Integration**
 - Utilize assistive technologies to support personalized learning.
 - Provide access to online learning tools and resources to bridge the digital divide.
- **Support Systems**
 - Pro-D for IEW's focused on student supports and community resources
 - Increase staff connections with families to support unique student/family needs
 - Indigenous Engagement Circles (re-envisioned former IEAC)
 - Create individualized learning plans tailored to each student's needs and strengths.
 - Shape of the Week
 - Hire additional IEW's to support students as funding comes available
 - Implement mentorship programs pairing students with peers, Elders, community mentors or community organizations.

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Truth and Reconciliation

Awareness, Decolonizing, Indigenizing

Goals:

- Raise awareness, understanding and implementation of
 - Truth and Reconciliation (TRC) Calls to Action
 - United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
 - Indian Residential Schools (IRS)
 - 60's Scoop
 - Murdered and Missing Indigenous Women and Girls (MMIWG)
 - over representation of Indigenous persons "in care" and "incarcerated" among students, staff, families and community.
- Greater implementation of the Dakelh Holistic Lifelong Learning Model
- Indigenous centered Restorative Practices in schools

Measures:

- Increased student awareness of Truth and Reconciliation in the HAWD report
- Increased RRP and Circle connections in IIMS
- Tracked through surveys, continuous improvement consultations and observations

Actions:

- Hire a Truth and Reconciliation Lead Teacher (POSR) to raise awareness and implementation of TRC, UNDRIP, IRS, 60's Scoop MMIWG, over representation of Indigenous persons "in-care" and/or incarcerated, and the Dakelh Holistic Lifelong Learning Model
- Provide regular training for staff on UNDRIP, TRC Calls to Action and Indigenous history. Specifically, around the Ten Principles for Reconciliation and Calls 10, 12-14, 62, 63, 90.
- Develop, distribute and utilize resources highlighting the TRC Calls to Action, UNDRIP Indigenous languages, history and culture.
- Create an online repository of Indigenous learning materials focused on Language and Culture for teachers and students.
- Facilitate engagement opportunities with the Indigenous community to share their perspectives and experiences.
- Decolonize and Indigenize Meetings using Indigenous focused leadership models in place of Roberts Rules of Order.
- Establish partnerships with local Indigenous communities and organizations for cultural exchange programs.
- Create opportunities for students to participate in community events and ceremonies.