

Indigenous Education Strategy 2018-21

Outcome 1: Each Indigenous student will participate, progress and achieve in their learning programs.

Outcome 2: Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.

Participate

Each student will learn in an environment that reflects high impact practices.

- Culturally responsive instructional design & assessment and support
- Early intervention
- Transition supports
- School connectedness
- Engaging with families and community to support student learning

Indicators

- Implementation mapping* of high-impact practices across CBE schools

Each Indigenous student will feel known, connected and supported in their learning environment.

Indicators

- CBE Student Survey

Each student will benefit from Indigenous knowledge systems (ways of knowing) in their learning program.

Indicators

- CBE Student Survey

Each Indigenous student will be supported to set and work towards learning goals.

Indicators

- Results 4 report card data (K-9)
- Students have a learning plan and are documenting progress toward achieving their goals

Progress

Each Indigenous student's progress in learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year
- High school students' progress on key learning outcomes will be documented and shared at least two times per course
- High school students' progress will be documented and shared each semester through course completion tracking
- School-based attendance

Examples include but are not limited to:

- Emails/phone calls/conversations
- Student work samples
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each Indigenous student will successfully achieve the learning outcomes of their programs of study.

Indicators

- Report card data
- Provincial Achievement Test results
- Diploma Examination results
- High School Completion Rates

* Through this process, School Development Plan actions are documented and tracked over time.

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Priorities

Cultivating a Balanced and Respectful Relationship

Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment

Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community

Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

Key Actions 2019-20

Teaching and Learning/Community Engagement

- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

Key Actions 2020-21

Teaching and Learning/Community Engagement

- Continue revision and extension of previous implementation strategies