

## Accountability Topic: Improving Student Outcomes/Implementing the Inspiring Success Framework

**Date of Board Meeting:** February 29, 2024

### Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

### Quality Indicator(s) (if applicable):

- QI 1.1 - Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.
- QI 3.2 - Engaging in ongoing professional learning related to board governance.
- QI 8.2 - Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
- QI 8.5 - Working collaboratively with the Board to mitigate high-impact risk areas.
- QI 11.2 - Providing effective educational leadership.
- QI 11.3 - Establishing and maintaining positive, professional working relationships with staff and community.
- QI 11.4 - Uniting people toward achieving the Board's goals.
- QI 11.5 - Acting in a trustworthy manner through transparency and honesty.

### Presented by: Angella Pinay

- Background of Inspiring Success – its evolution, its gain of momentum via ESSP to its becoming foundational in the Provincial Education Plan
- Context
  - First Nations Control of First Nations Education
  - Métis Education
  - Teaching & Learning Our Shared History
  - Working Together - Mino-wichin (mino wee **chin**) shall guide all aspects of Division operations, organization, structure, procedures, and practices. Corresponding to these teachings are duties and responsibilities – to one another, to our families, and to the larger society.
  - Reconciliation Through Education and
  - First Nation and Métis Perspectives and Ways of Knowing - As people who live in Treaty 4 territory, Indigenous knowledge systems also provide us guidance such as the Saulteaux word, 'Dena wē maga nuk - My relatives - which reminds us to honour and respect relationships through kinship with all of creation.
- Compelling Why & Importance of the Imperatives
  - **Historical Imperative:** Respecting Treaty and Constitutional obligations – the importance of land acknowledgments

- **Cultural Imperative:** Affirming cultural identity and transforming teacher practice – authentic inclusion of Indigenous people is foundational (Elders, Traditional Knowledge Keepers, and meaningful Indigenous engagement, Land-based education)
  - **Ecological Imperative:** Land as a resource, a relative, and a teacher - Indigenous knowledge regarding the land as a resource, relative and teacher provides a holistic lens that can help all citizens of Saskatchewan value the natural world and to live in ecological balance.
  - **Student First Imperative:** Listening to and responding to student's voice – In putting students first, it is important to ask “*What difference does it make for the student?*” and “*How can we work together to achieve this?*”
  - **Moral Imperative:** Improving quality of life – The high school graduation rate of First Nations and Métis students has improved since 2009; however, more needs to be done to improve education outcomes. Graduation is a key step in helping young people realize healthy and fulfilling lives.
  - **Economic Imperative:**
  - First Nations and Metis Labour Market Attachment - Improving the education outcomes of Metis and First Nations students not only benefits the students but also benefits the province. Expanding the education and skills of the labor force leads to decreased expenditures in areas of justice and corrections, child and family services, and social assistance.
- Opportunities
    - Improve student well-being and achievement
    - Inspire the next generation to create greater social harmony (*TRC Call to Action #63 – iii*)
    - Address racism, power, and privilege through education
    - Value and support Indigenous perspectives, languages, and cultures
    - Reconciliation and partnership with Indigenous communities and organizations
- Go forward – Vision
    - **Vision (p. 14):** A provincial PreK-12 education system that **foundationally places Indigenous knowledge** systems, cultures, and languages within the **structures, policies, and curricula** to ensure an equitable and inclusive system that benefits **all learners**.
- Go forward – Goals
    - **Policy Goals (p.14)**
    - First Nations and Métis languages and cultures are valued and supported.
    - Equitable opportunities and outcomes for First Nations and Métis learners.
    - Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local levels.
    - Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
    - All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- Go forward – Principals pg. 14 & 15
    - These principles offer additional guidance and exploration of how the goals of the policy might be realized. For example, professional development for teachers and administrators in First Nations and Métis education would be beneficial to supporting the fifth goal of Inspiring Success, all learners demonstrate knowledge of worldviews and history. Also, demonstrating commitment to land-based education could be designed with culturally appropriate assessment in mind, which is

the fourth goal of Inspiring Success, and in support of the second goal, equitable opportunities and outcomes for First Nations and Métis learners.

- Conceptual Framework – pg 16
  - This Conceptual Framework helps us think about the goals of Inspiring Success and First Nations and Métis education. Learning is a cyclical, lifelong journey.
  - Indigenous knowledge reminds us that land, language, and culture are the roots for the formation of identity and the building blocks for education.
- Linkages between the Provincial Education Plan, Inspiring Success and GSSD Strategic Plan
  - Where Inspiring Success lives in GSSD work
  - Discuss some upcoming work ideas around ‘student's voice’ – need a GSSD mechanism to capture this on an ongoing basis and elevate their voices to our tables. This thinking was brought forward at the Indigenous Advisory Council, it's embedded in the Imperatives and Goals of Inspiring Success and GSSD Motto ‘Students Come First’...’ nothing about us...without us’
  - Intro Felice to discuss SSBA’s offer - to bring about both Formal and Informal opportunities of relationship building and continuity.

**Future Strategies:**

- Student Voice mechanisms – Student senate? (Connections to AP development, regular connections to Indigenous Advisory Council?)
- Governance to Governance Relationships – Formal (with SSBA? MoU’s?) and Informal (Round Dance, Feasts, Graduation Pow-wow Celebrations) touchpoints to be scheduled annually

**Risk Assessment:**

| Impact Categories                         | Insignificant  | Minor   | Moderate  | Major   | Catastrophic                                    |
|---|--|---|---|---|---|
| <b>Financial</b>                          | Financial impact of the event is less than \$50,000  | Financial impact of the event exceeds \$50,000, but less than \$150,000 | Financial impact of the event exceeds \$150,000, but is less than \$250,000 | Financial impact of event exceeds \$250,000, but is less than \$500,000 | Financial impact of the event exceeds \$500,000 |
| <b>Comments &amp; Mitigation Strategy</b> | <p>The financial risks to the Board of not moving towards achieving the goals outlined in the Inspiring Success Framework, which focuses on supporting First Nations and Métis languages, cultures, and educational outcomes, can be significant. Here are some key financial risks:</p> <ul style="list-style-type: none"> <li>• Loss of Funding and Grants: Boards receive funding or grants aimed at supporting initiatives like those outlined in the Inspiring Success Framework. Failure to align with these objectives might result in the loss of such funding.</li> <li>• Legal and Compliance Costs: Non-compliance with governmental policies or regulations related to the education and support of First Nations and Métis communities can lead to legal challenges. This could incur legal costs.</li> <li>• Reputational Damage and Enrollment Impact: The reputation of GSSD is crucial for attracting and retaining students. Not adhering to culturally inclusive and equitable educational practices could harm the division’s reputation, potentially leading to a decrease in enrollment and, consequently, tuition revenue.</li> </ul> |   |   |   |   |

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|   | <ul style="list-style-type: none"> <li>• <b>Increased Costs due to Inequity:</b> Inequities in educational outcomes can lead to long-term increased costs. For instance, if First Nations and Métis learners do not receive equitable education, there may be a need for additional resources in the future to address educational gaps.</li> <li>• <b>Opportunity Costs:</b> By not engaging in culturally appropriate and authentic education that includes the perspectives and histories of First Nations and Métis peoples, the Board may miss opportunities for innovation in teaching and learning, which could have long-term financial implications.</li> <li>• <b>Partnership and Collaboration Opportunities:</b> Failure to establish respectful relationships and equitable partnerships with First Nations and Métis peoples can lead to missed opportunities for collaboration, which might have otherwise brought additional resources, knowledge, and financial benefits.</li> <li>• <b>Workforce Readiness and Economic Impact:</b> There is an economic imperative in ensuring that all learners, including First Nations and Métis learners, are adequately prepared for the workforce. Inadequate preparation can lead to a skills gap in the community, impacting local and regional economies and, ultimately, the financial sustainability of the education system itself.</li> </ul> <p>The Board needs to consider these risks not only from a financial standpoint but also from a social responsibility and long-term sustainability perspective. Aligning with the Inspiring Success Framework is not just about mitigating financial risks but also about contributing positively to the community and the broader society.</p>  |  |   |  |   |
| <b>Reputational</b>                       | One negative article in a publication  | Negative articles in more than one publication | Short-term negative media focus and concerns raised by stakeholders | Long-term negative media focus and sustained concerns raised by stakeholders | Stakeholders lose faith in management or Trustees |
| <b>Comments &amp; Mitigation Strategy</b> | <p>The reputational risks to the Board of not moving towards achieving the goals outlined in the Inspiring Success Framework, which emphasizes the support and integration of First Nations and Métis languages, cultures, and educational equality, are considerable. Here are some of the key reputational risks:</p> <ul style="list-style-type: none"> <li>• <b>Perceived Lack of Inclusivity and Cultural Sensitivity:</b> Failing to value and support First Nations and Métis languages and cultures can create a perception that the Board is not committed to cultural sensitivity and inclusivity. This can damage its reputation among students, parents, and the community.</li> <li>• <b>Criticism from Community and Stakeholders:</b> Not providing equitable opportunities and outcomes for First Nations and Métis learners can lead to criticism from these communities, other stakeholders, and the public. This criticism can manifest in social media backlash, negative press, and public protests.</li> <li>• <b>Strained Relationships with First Nations and Métis Communities:</b> Without shared management and respectful relationships with these communities, the Board risks alienating important stakeholders and damaging long-standing community relations.</li> <li>• <b>Negative Impact on Student Enrollment and Staff Recruitment:</b> A tarnished reputation can lead to a decrease in student enrollment, particularly among First Nations and Métis learners, and may also impact the ability to attract and retain high-quality, culturally competent staff.</li> <li>• <b>Loss of Trust in Educational Leadership:</b> Failure to implement culturally appropriate and authentic assessment measures might lead to a loss of trust in the Board’s educational leadership and governance, questioning their commitment to equity and quality education for all.</li> <li>• <b>Diminished Educational Brand and Identity:</b> A division that is seen as not adequately addressing the historical impacts and worldviews of First Nations and the Métis Nation may be viewed as outdated or irrelevant, impacting its overall brand and identity.</li> <li>• <b>Potential Impact on Funding and Partnerships:</b> A damaged reputation can affect the Board’s ability to secure funding, grants, and partnerships, as partners might be reluctant to associate with a division perceived as not committed to equity and inclusivity.</li> </ul> |  |   |  |   |

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|   | <ul style="list-style-type: none"> <li>Long-Term Reputational Damage: The consequences of not aligning with the Inspiring Success Framework can have long-lasting effects on the Board’s reputation, making future efforts to repair and rebuild trust more challenging and time-consuming.</li> </ul> <p>The reputational risks are significant and can have far-reaching consequences. The Board must understand that reputation is an asset that takes time to build but can be quickly damaged. Aligning with the Inspiring Success Framework is not only a matter of ethical and educational responsibility but also a strategic imperative to maintain and enhance the Board’s standing and credibility in the community and the educational sector.</p>   |   |  |  |   |
| <b>Managerial Effort/Capacity</b>         | Impact can be absorbed through normal activity   | Some management effort is required to manage the impact | Can be managed under normal circumstances with moderate effort | With significant management effort, can be endured   | Potential to lead to the collapse of the organization                               |
| <b>Comments &amp; Mitigation Strategy</b> | <ul style="list-style-type: none"> <li>GSSD has 14 individuals specifically tasked to support Indigenous Student Success. The division must also recognize that this responsibility is owned by every trustee, senior leader, administrator, teacher, and staff member of the division.</li> </ul>   |   |  |  |   |
| <b>Government Relations</b>               | Routine ministerial inquires   | In-depth ministerial inquires                           | Concerns raised by the Ministry of Education                   | School division’s ability mandate is questioned      | Ministry of Education loses faith in the organization                               |
| <b>Comments &amp; Mitigation Strategy</b> | <ul style="list-style-type: none"> <li>The Ministry of Saskatchewan requires that school divisions provide detailed reports on the progress towards achieving the goals outlined in the Inspiring Success Framework as part of the annual report process.</li> </ul>   |   |  |  |   |
| <b>Legal</b>                              | Legal action threatened  | Civil action commenced/small fine assessed              | Criminal action threatened/moderate fine assessed              | Criminal lawsuit commenced/significant fine assessed | Jail term of any length for a Trustee/Director; multiple significant fines assessed |
| <b>Comments &amp; Mitigation Strategy</b> | <p>The legal risks to the Board of not moving towards achieving the goals outlined in the Inspiring Success Framework, which focuses on the support of First Nations and Métis languages, cultures, and educational equity, can be substantial. These risks stem from potential violations of laws, regulations, and agreements related to the rights and education of First Nations and Métis peoples. Here are some of the key legal risks:</p> <ul style="list-style-type: none"> <li>Violation of Constitutional and Human Rights Laws: In Canada, indigenous peoples, including First Nations and Métis, have specific rights enshrined in the constitution or human rights legislation. Failing to support and value their languages and cultures could be seen as a violation of these rights.</li> <li>Non-Compliance with Educational Laws and Policies: Boards of Education are often bound by <i>The Education Act, of 1995</i>, and policies that mandate equitable opportunities and outcomes for all students. Not adhering to these could result in legal challenges and sanctions.</li> <li>Breach of Treaties and Agreements: In some jurisdictions, treaties or agreements exist between the government and First Nations and Métis peoples. These agreements may include provisions related to education. Non-compliance with these agreements can lead to legal disputes.</li> <li>Litigation for Discrimination: If the Board fails to provide equitable educational opportunities and outcomes, it could face lawsuits alleging discrimination. This can result in costly legal battles and potential damages.</li> <li>Challenges Due to Inadequate Assessment Measures: If the assessment measures are not culturally appropriate, they might not accurately reflect the abilities and knowledge of First Nations and Métis learners, potentially leading to legal challenges from students or communities.</li> </ul> |   |  |  |   |

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|   | <ul style="list-style-type: none"> <li>• <b>Non-Adherence to Shared Management Agreements:</b> If there are existing agreements or expectations for shared management of the education system with First Nations and Métis peoples, not honoring these can lead to legal repercussions.</li> <li>• <b>Failure to Educate on Historical Impacts:</b> There might be legal expectations or curriculum requirements to educate all learners about the historical impacts on First Nations and the Métis Nation. Failure to meet these educational requirements could have legal consequences.</li> <li>• <b>Potential for Class Action Lawsuits:</b> In some cases, systemic failure to meet the needs of First Nations and Métis learners could lead to class action lawsuits, which can be costly and damage the reputation of the educational system.</li> </ul> <p>The SSBA must continue to guide Saskatchewan school boards to ensure compliance with all relevant laws, policies, and agreements. Addressing these legal risks is not only about avoiding litigation and penalties but also about fulfilling the Board’s duty to provide a fair, inclusive, and equitable education to all students, including First Nations and Métis learners.</p>   |   |  |   |  |
| <b>Student Outcomes</b>                   | Immaterial impact on student achievement   | Student achievement metrics begin to show a decline | Parental complaints submitted related to student achievement | Overall student competency levels are below standards | Inability to satisfactorily deliver curriculum or key programs |
| <b>Comments &amp; Mitigation Strategy</b> | <p>Not moving towards achieving the goals outlined in the Inspiring Success Framework can have significant risks regarding student outcomes, particularly for First Nations and Métis learners. These risks include:</p> <ul style="list-style-type: none"> <li>• <b>Lower Academic Achievement:</b> Without equitable opportunities and outcomes, First Nations and Métis learners may face barriers that impede their academic progress. This could result in lower grades, higher dropout rates, and a wider achievement gap compared to their peers.</li> <li>• <b>Cultural Disconnection and Loss of Identity:</b> If First Nations and Métis languages and cultures are not valued and supported, students from these communities may experience a sense of disconnection from their heritage. This can lead to a loss of cultural identity and self-esteem, which are critical components of student success.</li> <li>• <b>Reduced Engagement and Participation:</b> Without culturally appropriate and authentic assessment measures, students might not fully engage in their education. This can result in lower participation rates, decreased motivation, and a sense of alienation from the school environment.</li> <li>• <b>Limited Understanding of Diverse Perspectives:</b> If all learners do not demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation, there is a risk of perpetuating stereotypes and misunderstandings. This lack of awareness can hinder the development of a respectful and inclusive school culture.</li> <li>• <b>Inequity in Educational Opportunities:</b> Failure to provide equitable educational opportunities can lead to long-term disparities in education and career opportunities for First Nations and Métis learners.</li> <li>• <b>Social and Emotional Challenges:</b> The lack of a supportive and inclusive educational environment can contribute to social and emotional challenges for students, including feelings of isolation, anxiety, and decreased self-worth.</li> <li>• <b>Impact on Future Prospects:</b> Inadequate education can have a ripple effect on students' prospects, including higher education opportunities, employability, and socioeconomic status.</li> <li>• <b>Broader Societal Impact:</b> The educational system's failure to adequately educate all students about the history and culture of First Nations and the Métis Nation can perpetuate ignorance and biases in society at large.</li> </ul> <p>The risks to student outcomes are profound and multifaceted. They not only affect the academic achievements of First Nations and Métis learners but also have lasting impacts on their cultural identity, mental health, and future opportunities. Additionally, these risks have broader implications for societal understanding and cohesion. Therefore, the Board must align with the goals of the Inspiring Success Framework to ensure equitable, inclusive, and culturally responsive education for all students.</p> |   |  |   |  |

**Likelihood**

The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.

| Rare   | Unlikely   | Moderate  | Likely   | Almost Certain   |
|--|--|---|--|--|
| Extremely rare in the sector. Once in more than 10 years at the school division. | Has occurred occasionally in the sector. Once in 5 to 10 years at the school division. | Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division. | Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division. | Extremely likely to occur. Multiple times per year at the school division. |

**Recommended Decision/Motion:**

“That the Board approve the accountability report on Improving Student Outcomes/Implementing the Inspiring Success Framework and acknowledge the report met the requirements of Qis 1.1, 3.2, 8.2, 8.5, 11.2, 11.3, 11.4, & 11.5 based on the evidence within the report.”

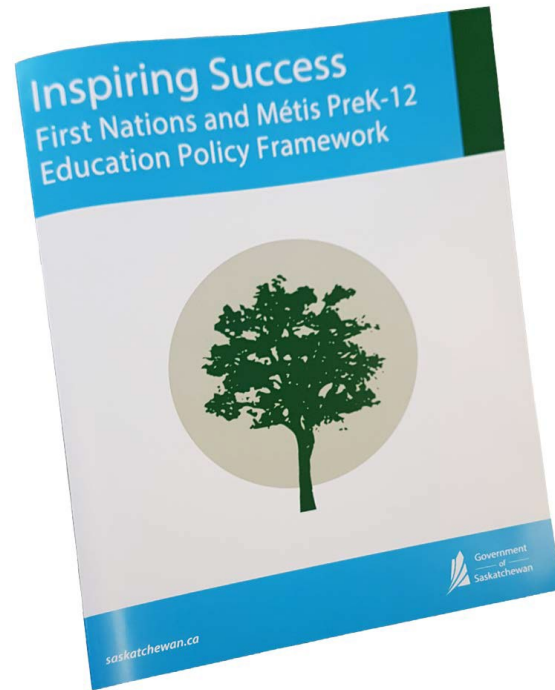
Respectfully submitted,

Quintin M. Robertson, Director/CEO  
Good Spirit School Division



# Accountability Report – Improving Student Outcomes

## Implementing the Inspiring Success Framework Report



*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*

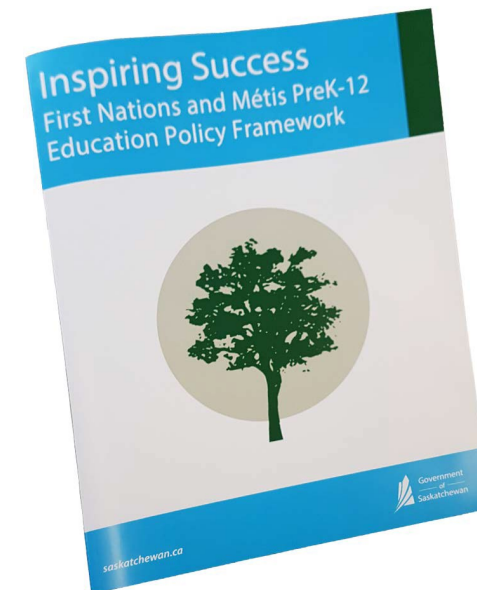


# Objectives

Awareness of the policy framework's vision and goals

Encourage shared ownership

Help identify current and future opportunities for implementation



# Background

Inspiring Success Policy Framework first launched in 2009:

- to guide strategic actions at all levels of the education system to improve outcomes for First Nations and Métis learners; and,
- to build capacity within the provincial education system through goals, indicators and strategies that will support significant improvement in student achievement for all learners.

# Participating Organizations

- Elders and Knowledge Keeper
- Federation of Sovereign Indigenous Nations
- First Nations University of Canada
- Gabriel Dumont Institute
- Métis Nation – Saskatchewan
- Saskatchewan Association for Community Education
- Saskatchewan Indigenous Cultural Centre
- Saskatchewan Teachers' Federation
- Saskatchewan School Boards Association
- League of Educational Administrators, Directors and Superintendents
- Saskatchewan Urban Native Teacher Education Program
- Indian Teacher Education Program
- University of Regina
- University of Saskatchewan

# Context

- First Nations Control of First Nations Education
- Métis Education
- Teaching & Learning Our Shared History
  - Working Together – Mino-wichin (mino wee **chin**) – getting along
    - Reconciliation through Education
      - First Nation and Métis Perspectives and Ways of Knowing - Dena wē maga nuk - My relatives

# Compelling Why - Imperatives. Pg 8

## **Historical Imperative:**

- Respecting Treaty and Constitutional obligations – the importance of land acknowledgements

## **Cultural Imperative:**

- Affirming cultural identity and transforming teacher practice – authentic inclusion of Indigenous people is foundational (Elders, Traditional Knowledge Keepers and meaningful Indigenous engagement, Land-based education)

## **Ecological Imperative:**

- Land as a resource, a relative and a teacher - Indigenous knowledge regarding the land as resource, relative and teacher provides a holistic lens that can help all citizens of Saskatchewan value the natural world and to live in ecological balance.

# Imperatives. Pg 8

## **Student First Imperative:**

- Listening to and responding to student voice – In putting students first, it is important to ask “*What difference does it make for the student?*” and “*How can we work together to achieve this?*”

## **Moral Imperative:**

- Improving quality of life – The high school graduation rate of First Nations and Métis students has improved since 2009; however, more needs to be done in order to improve education outcomes. Graduation is a key step in helping young people realize healthy and fulfilling lives.

## **Economic Imperative:**

- First Nations and Metis Labour Market Attachment - Improving the education outcomes of Metis and First Nations students not only benefits the students but also benefits the province as a whole. Expanding the education and skills of the labour force, leads to decreased expenditures in areas of justice and corrections, child and family services and social assistance.

# Opportunities

- Improve student well-being and achievement
- Inspire the next generation to create greater social harmony  
*(TRC Call to Action #63 – iii)*
- Address racism, power and privilege through education
  - Value and support Indigenous perspectives, languages and cultures
    - Reconciliation and partnership with Indigenous communities and organizations



# Go Forward – Vision

## Vision(p. 14)

A provincial PreK-12 education system that **foundationally places Indigenous knowledge** systems, cultures and languages within the **structures, policies and curricula** to ensure an equitable and inclusive system that benefits **all learners**.

# Go Forward – Goals

## Policy Goals (p.14)

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

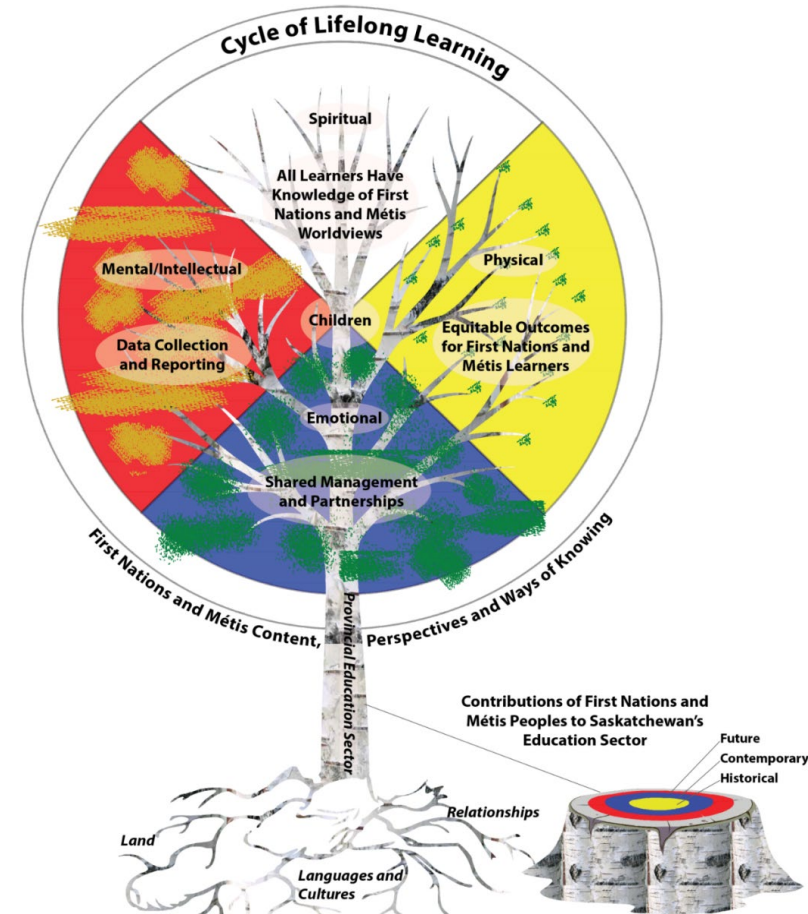
## Framework Principles

### **Saskatchewan's education sector...**

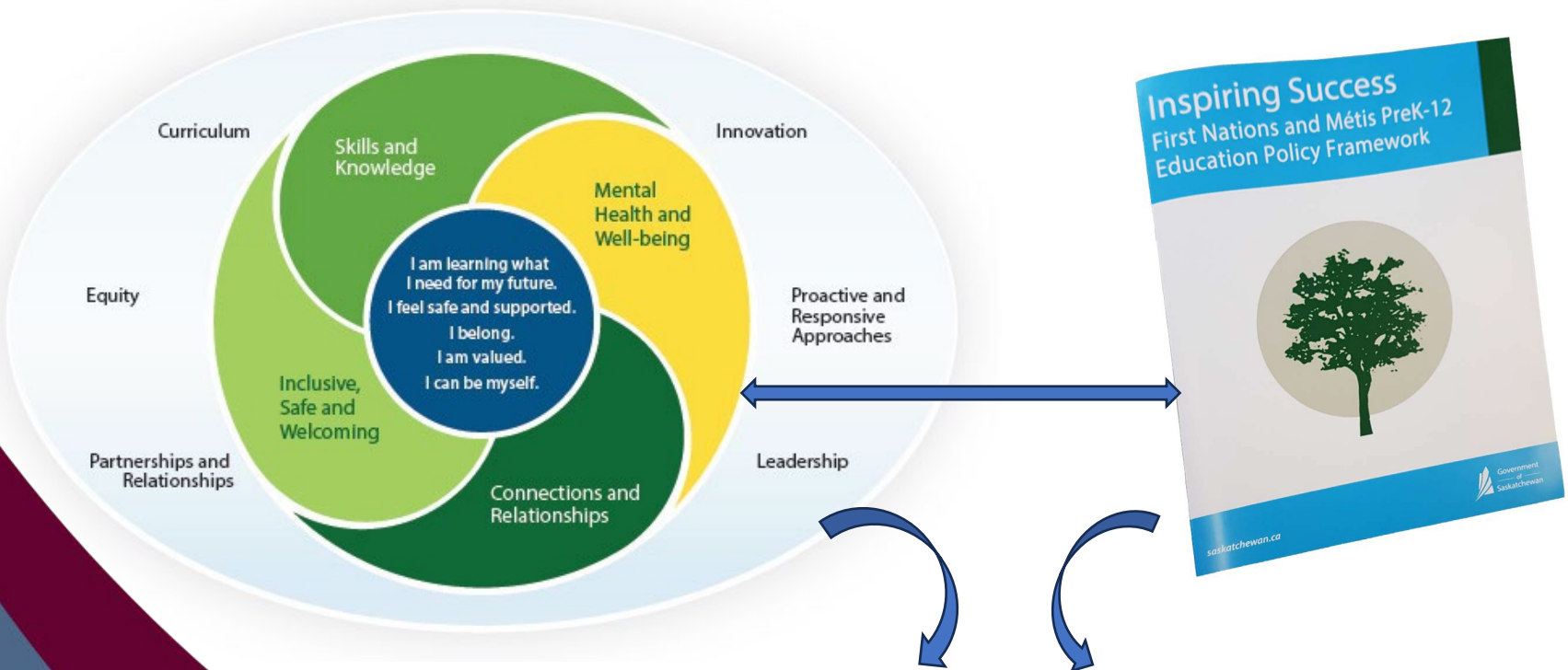
- is committed to creating a provincial education system that affirms and develops the identity of First Nations and Métis students, and respects and reflects diverse cultures in teaching and learning practices.
- values First Nations and Métis peoples' authentic engagement in all aspects of the education system.
- values education as a tool for reconciliation, which is an ongoing process of establishing and maintaining respectful relationships,<sup>30</sup> and of understanding the history and intergenerational effects of the residential schools experience through learning opportunities for students and staff at all levels of the education system.
- values First Nations and Métis ways of knowing and is committed to ensuring that curricula, content and teaching pedagogies reflect First Nations and Métis ways of knowing and accurately depict the historical and contemporary realities and contributions of First Nations and Métis peoples.
- values the teaching and revitalization of Métis and First Nations cultures and languages.
- values relationships and authentic engagement and is committed to engaging children, youth, families, Elders and Traditional Knowledge Keepers, and communities in holistic, culturally responsive education practices and partnerships that reflect shared leadership, shared responsibility and shared decision-making in the education system.
- is committed to ensuring opportunities exist for all students to learn about sustainability through land-based education and other learning programs that teach respect and ongoing care for the environment.
- values shared accountability and the responsible management of public resources. This includes commitments to increasing student engagement, learning and achievement through continuous improvement and alignment of system initiatives to this policy framework, and to working collaboratively with First Nations and Métis peoples to strengthen relationships within the provincial and First Nations education systems.
- acknowledges the federal government's legal, constitutional, fiscal and moral obligations to First Nations and Métis peoples, and recognize as foundational treaty education and the teaching of First Nations and Métis histories to all students.
- is committed to equity, social justice and addressing barriers to successful education for all students.

# Conceptual Framework (p. 16)

This illustration is a starting point for understanding the goals of *Inspiring Success* and the importance of Indigenous knowledge to education in Saskatchewan.



# Provincial Education Plan Framework; Inspiring Success & GSSD Strategic Plan



**GOOD SPIRIT SCHOOL DIVISION STRATEGIC PLAN OVERVIEW 2022-2023**

**MOTTO**  
Students Come First

**MISSION**  
Building Strong Foundations to Create Bright Futures

**VISION**  
Learning Without Limits... Achievement For All

**VALUES**  
Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance, and Diversity

**ASPIRATIONAL STATEMENTS**  
High Quality Teaching and Learning  
Engagement of All Students, Families, and Communities  
Effective Policy and Procedures  
Healthy, Sustainable Physical and Social Environments



# Inspiring Success connections to GSSD

## Priority Areas

| High Quality Teaching & Learning   | Healthy, Sustainable, Physical and Social Environments  | Engagement of All Students, Families, and Communities   | Effective Policy and Procedures  |
|--|---|---|--|
| <p>IS Goal #4<br/>Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.</p> <p>IS Goal #5<br/>All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.</p> <p><b>Work of:</b></p> <ul style="list-style-type: none"> <li>• <b>Cliff Crane – Cultural Camps</b></li> <li>• <b>Robert Severight – Classroom Teachings</b></li> <li>• <b>Division Round Dance and Graduation Pow-Wow.</b></li> </ul> | <p>IS Goal #1<br/>First Nations and Métis languages and cultures are valued and supported.</p> <p>IS Goal #2<br/>Equitable opportunities and outcomes for First Nations and Métis learners.)</p> <p><b>Work of:</b></p> <ul style="list-style-type: none"> <li>• <b>MELP Program</b></li> <li>• <b>Indigenous Student Success Leads roles, Indigenous Community Worker Roles,</b></li> <li>• <b>Mandatory Indigenous Studies 10.</b></li> </ul> | <p>IS #3<br/>Shared management of the provincial education system by ensuring respectful and equitable partnerships with First Nations and Métis peoples at the provincial and local level.)</p> <p><b>Work of:</b></p> <ul style="list-style-type: none"> <li>• <b>Indigenous Advisory Committee</b></li> <li>• <b>Andrew Quewezance – Advisement of GSSD Administrative Council &amp; GSSD meetings/PD</b></li> <li>• <b>Collaborative work btw Cote/Keeseekoose, The Key – ISSI, School Calendar Planning, High Cost Funding work planning.</b></li> <li>• <b>Student Senate??</b></li> <li>• <b>Work with SSBA and Indigenous Partners – MOU's?/Formal &amp; Informal relational opportunities</b></li> </ul> | <p>IS Goal #2<br/>Equitable opportunities and outcomes for First Nations and Métis learners.)</p> <p><b>Work of:</b></p> <ul style="list-style-type: none"> <li>• <b>GSSD Superintendent – AP Development on Elder Engagement (Culturally Affirming work) &amp; Responding to Racism (Self-Reflection aspect of Anti-Racist Education)</b></li> <li>• <b>Strategic thinking advisement (HR pieces – equity group data collection, job posting strategies)</b></li> </ul> |