

Indigenous Education Goal Action Plan

Goal: Increase student and staff engagement and understanding of Indigenous ways of learning and being.

Measurement: Graduation Rates, Literacy/Numeracy Rates, Attendance rates, 'How Am I Doing?' Report, Student Surveys, and qualitative data (anecdotal reports, surveys and verbal reports)

Lead Responsibility: Christine Seymour with support from (Indigenous Education Council, Graduation Coach, Indigenous Department Heads, Indigenous Support Workers, District & School Staff)

Five-Point Action Plan:

1. Strengthening Cultural Identity and Belonging

Actions:

- √ Integrate Indigenous language, perspectives, knowledge, and ways of knowing across the curriculum at all grade levels
- √ Celebrate Indigenous culture and languages through school events, assemblies, art, music, and daily routines
- √ Rediscovering and highlighting personal identity
- √ Display Indigenous visual culture, language, and signage in schools to reflect Indigenous presence and pride
- √ Creating pathways for social and emotional well-being
- √ Encouraging all staff and students to develop a personal land acknowledgement
- √ Gather responses from students through forum and discussion regarding cultural identity and belonging

Timelines:

Sept- June- Gather input from schools at IEC meetings- prescheduled

Student Forums- October to May- 2025-2026

Bi-Monthly Feedback- Dept. Head Meetings

June- Year End Indigenous Education Report

2. Enhancing Indigenous Student Engagement

Actions:

- √ Establish and support Indigenous student leadership groups
- √ Facilitate regular student forums for Indigenous students to share experiences, needs, and ideas
- √ Train staff (including TTOCs) in trauma-informed, culturally responsive, and relationship-based practices
- √ Recognizing cultural commitments and experiential learning opportunities outside school
- √ Data review for participation in extracurricular and leadership opportunities by Indigenous students
- √ Review attendance and compare to the attendance at cultural activities
- √ Improved student engagement reported in “How Am I Doing?” reports and surveys

Timelines:

Sept- June- Gather input from schools at IEC meetings- prescheduled

October to May- Staff Meetings, Pro-D

September TTOC and Support Staff Intake

Align with timelines for district goals and Indigenous cohorts for numeracy, literacy, transitions and students with diverse abilities

Sept-June- Admin/IEC/ Counselling Staff

How am I doing Report- March 2026

3. Improving Numeracy Literacy and Graduation Rates

Actions:

- √ Review numeracy and literacy assessments* (see literacy and numeracy goals for Indigenous student cohort)
- √ Reviewing graduation and transition rates
- √ Analyze and share school and district-level data to inform instructional decisions
- √ Focus on areas where students are **emerging or developing**
- √ Develop transition supports for students moving between elementary, secondary, post-secondary, and the world of work

Align with timelines for district goals and Indigenous cohorts for numeracy, literacy, transitions and students with diverse abilities

4. Strengthen Community Partnerships

Actions:

- √ Build and maintain relationships with Indigenous families through regular, respectful communication
- √ Host family engagement nights with culturally relevant programming and food on and off-reserve
- √ Involve Elders, Knowledge Keepers, and Indigenous community organizations in school learning and planning
- √ Offer Indigenous language and cultural workshops for families and caregivers
- √ Actively encouraging participation in community-based cultural and learning events
- √ Building relationships with Indigenous community support teams (education liaison) to support high-risk students

Timelines:

Sept- June- Gather input from schools at IEC meetings- prescheduled

Bi-Monthly Feedback- Dept. Head Meetings

June- Year End Indigenous Education Report

5. Building Educator Capacity

Actions:

- √ Provide ongoing professional development focused on Indigenous education, history, contemporary issues, role models, and cultural safety
- √ Provide ongoing professional development focused on Indigenous language
- √ Incorporate anti-racism and decolonization practices into school improvement planning
- √ Foster accountability through equity-focused reviews and data collection with administration and school staff
- √ Review Standard 9 of the BC Teacher Council

Sept- June- Gather input from schools at IEC meetings- prescheduled

Sept- June- Gather input from schools at IEC meetings- prescheduled

October to May

September Intake, District Pro-D Days

Bi-Monthly Feedback- Dept. Head Meetings

June- Year End Indigenous Education Report