

School District No. 57

Strategic Plan 2021-2026

***“The Pathway to a Diverse Learning Community
with Purpose, Options and Choices for all”
Skeh Huhoont’i hodul’eh ti.***



We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation.

It is our honour to walk alongside our indigenous communities in educating our students.

Dakelh Hodulh'eh-a: A Dakelh Lifelong Learning Model.

This poster and framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders. Dakelh people who travel by water/boat, and the environment which we are all a part of is represented by the all life giving power of TOO (water). Students are centered and supported by our community, families and elders. Values based year round learning occurs through language, with the land and protocols.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.





Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Transparency

We are open, honest and accountable for the decisions we make.

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.



Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

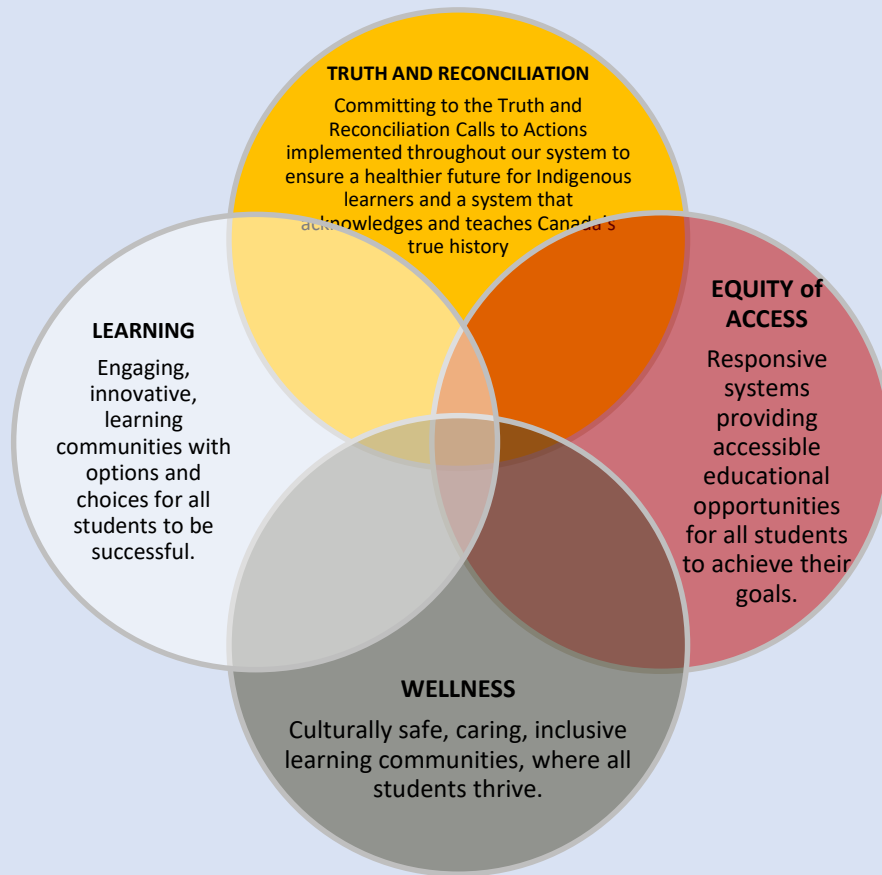
First Peoples Principles of Learning are integral in all we do.



- ✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- ✓ Learning involves recognizing the consequences of one's actions.
- ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- ✓ Learning involves generational roles and responsibilities.
- ✓ Learning recognizes the role of indigenous knowledge.
- ✓ Learning is embedded in memory, history and story.
- ✓ Learning involves patience and time.
- ✓ Learning requires exploration of one's identity.
- ✓ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Our District Directions

For the next five years, our priorities will be:



✓ **Truth and Reconciliation**

Committing to the Truth and Reconciliation Calls to Actions implemented throughout our system to ensure a healthier future for Indigenous learners and a system that acknowledges and teaches Canada's true history.

✓ **Equity of Access**

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.

✓ **Wellness**

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

✓ **Learning**

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support Indigenous learners, children and youth in care and students with diverse abilities/disabilities.