


Christ the Teacher Catholic Schools Level 2 Action Plan: Inspiring Success

		Priority Action: Actualize the vision and goals of <i>Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework</i> .		Which PEP Areas of Focus does this action plan support? <ul style="list-style-type: none">○ Skills and Knowledge○ Mental Health and Well-Being○ Connections and Relationships○ Inclusive, Safe and Welcoming			
Leaders: Trevor Baker		Secondary Leader: Rachel Sterzuk, Steven Boucher, Kris Gendall,		Team Members: Iris Acoose, Christine Dieter			
1. Where We Are: Current Situation		2. What Will Influence Our Actions: Effective Practices and Research		3. What Will Be Different			
<ul style="list-style-type: none">• The percentage of self-identified First Nations, Métis, or Inuit students in Christ the Teacher Catholic Schools represents approximately 15% of the division student population.• Through the OurSCHOOL survey in 2024-54, 46% of self-identified First Nations, Métis, or Inuit students reported a sense of belonging in their school compared to 65% for non-Indigenous students, a difference of 19 percentage points. (CTTCS OurSCHOOL Report).		<ul style="list-style-type: none">• Work toward the five goals of <i>Inspiring Success</i>:<ol style="list-style-type: none">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.• Engage diverse Elders, Knowledge Keepers and others to provide guidance.• Recognize that <i>Inspiring Success</i> will be renewed during the timeframe of the plan.• Align this work with the Truth and Reconciliation Commission’s Calls to Action.• Align this work with previous and current sector work:<ul style="list-style-type: none">○ Learnings from <i>Following their Voices</i>○ Leading to Learn○ Kindergarten to Grade 12 curricula○ Kindergarten to Grade 9 Treaty Education○ Kindergarten to Grade 9 Indigenous Languages Framework Learning Resource		(From Provincial Education Council Areas of Focus) <ul style="list-style-type: none">• Using authentic, meaningful and culturally relevant approaches to assessment that honour Indigenous ways of knowing in process and content.• Improving student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities.• Deepening relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.• Increasing opportunities for students to strengthen their connection to the land through experiential land-based learning¹.• Improving transitions into school by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.			
				Division Targets By 2030, Indigenous knowledge systems, cultures and languages will be embedded within the structures, policies, teaching practices, and curricula of CTTCS. By 2030, CTTCS will support the achievement of success for Indigenous students through the actualization of the Inspiring Success Policy Goals.		Measures The Indigenous Education Responsibility Framework will be utilized as a tool for measurement for this priority action. Potential Measures <ul style="list-style-type: none">• Number and type of Indigenous language courses and programs offered in school systems.• Number of school systems including land-based learning in division level plans.• The ratio of self-declared Indigenous staff as a percentage of all staff compared to the percentage of self-declared Indigenous students as a percentage of all students, disaggregated for in school and support staff, division staff, and out of scope personnel.	
				Progress Monitoring – Baseline data was collected in the 2023-2024 school year (IEFR) and updated annually			

¹ Land-based learning supports the Indigenous-led passing of knowledge about cultural, physical and spiritual connections to the land and environment.

	<ul style="list-style-type: none"> ○ Saskatchewan Curriculum Broad Areas of Learning ○ Invitational Shared Services Initiatives (ISSI) 	
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4. Implementation, Evidence and Progress Monitoring				
Milestones What sequence of milestones are required to complete the outcome and move the project forward?	Steps/Deliverables What are the key actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables		Action Leads Who will provide leadership/ management of the work related to each action?
		Start Month/Year	End Month/Year	
1. Assess and ensure that the policy goals of <i>Inspiring Success</i> are being implemented by: <ul style="list-style-type: none"> • Support staff in understanding common terminology; • using the <u>Indigenous Education Responsibility Framework</u> for assessment and to create local action at the school level; • providing professional development to teachers and administrators; and, • utilize provincially developed tools for measurement of progress toward the five goals of <i>Inspiring Success</i>. 	1.1. Develop a common understanding of terminology used to guide the implementation of the goals of <i>Inspiring Success</i> . 1.2. Review evidence collected through the Indigenous Education Responsibility Framework (IERF) to determine next steps toward actualizing the goals of <i>Inspiring Success</i> . 1.3. Provide professional learning required to support Indigenous student growth and development. 1.3.1. Use Indigenous student data to direct the work and resources needed. 1.3.2. CTTCS administrators completed <i>Lead To Learn</i> training in 2025. 1.4. Attend PEPIT focused sessions to build shared management of the vision and goals of <i>Inspiring Success</i> . These focus sessions will identify and highlight: 1.4.1. Using Indigenous perspectives within the Inspiring Success Framework 1.4.2. Supporting in school administrators and staff 1.4.3. Actualizing cross-curricular outcomes connected to the Inspiring Success Framework 1.4.4. Providing learning, networking, and collaboration opportunities related to the Inspiring Success Framework 1.5. Continue to implement the Invitational Shared Services Initiatives (ISSI) project plan. Identify and expand effective practices to all schools.	1.1 2023	1.1. Ongoing	1.1 Trevor Baker and school-based administrators
		1.2 2023	1.2 Ongoing	1.2 Trevor Baker and school-based administrators
		1.3 2023	1.3. Ongoing	1.3 Trevor Baker, school-based administrators, ILCs
		1.4 2024	1.4. Ongoing	1.4. Trevor Baker
		1.5 2023	1.5 Ongoing	1.5 Trevor Baker
2. Create and implement an inclusive workforce strategy.	2.1. Scan school division board policies and administrative procedures to determine what practices are in place to ensure an inclusive workforce. 2.1.1 An understanding of local and provincial demographics will be considered when reviewing and implementing board policies and administrative procedures related to an inclusive workforce.	2.1. 2023	2.1 Ongoing	2.1. Senior administration
3. Support schools to include Indigenous voices and teachings in curriculum actualization.	3.1 Develop, in partnership with local FNMI individuals and organizations, opportunities to support Indigenous education in schools. 3.2 Develop an inventory of curriculum resources to support Indigenous education. 3.3 Support current and expand land-based learning opportunities offered within CTTCS.	3.1 2023	3.1 Ongoing	3.1 Trevor Baker, school-based administrators, and ILCs.
		3.2 2023	3.2 Ongoing	3.2 Trevor Baker, school-based administrators, and ILCs.