



MISCIGWACÂGASIIHK EDUCATION AUTHORITY

Strategic Plan 2024 - 2029

MANDATE

The mandate of Miscigwacāgasihk Education Authority (MEA) is to provide the students of Cumberland House Cree Nation learning opportunities delivered within the context of the Board's mission, vision, and guiding principles.

MISSION

To encourage lifelong learning, good citizenship, participation in society, holistic well-being, and to support néhinaw (Swampy Cree) language, laws and culture, with career opportunities for all.

VISION

mamawi-atoskewin (working together) to create an education environment where students strive for academic, emotional, spiritual and physical growth, with life-long learning through our néhinaw identity, language and culture.

GUIDING PRINCIPLES

- Love
- mamawi-atoskewin/working together
- Respect
- Accountability/ Responsibility
- Belonging
- Kindness
- Compassion
- Integrity
- Trust
- Safety
- Growth



DESIRED OUTCOMES

- Grades 1-12 students will demonstrate 'at-grade-level' literacy (reading and writing) and math skills on common assessments.
- Grades 1-12 students will demonstrate mastery of néhinaw and provincial outcomes through holistic, decolonized curricula, instruction and assessment and experiential, hands-on, land- and community-based learning.
- néhinaw language will be revitalized, and néhinaw identity and culture will be reclaimed through a bilingual academic and land-based learning program that integrates and develops identity, language, and cultural awareness and proficiency in all curricula.
- Students and staff will demonstrate well-being in all four dimensions (physical, emotional, intellectual and spiritual).
- Grades 7 - 12 and adult students will develop a career and job readiness, awareness of post-secondary opportunities, and skills required for adult independence through access to life skills training; career education and guidance; work experience; and mentorship, apprenticeship, and entrepreneurship opportunities.
- Grades 1-12 students will have access to arts (visual art, drama, music, and dance), sports, and STEAM programming to foster creative expression.
- Community members will have access to robust and responsive adult education programming and lifelong learning supports.
- Parents and caregivers will develop supportive relationships with school staff and engage in student learning and school life in proactive, constructive, authentic ways.
- Elders will be privileged as knowledge creators and mentors for staff and students.
 - Elders will provide foundational Indigenous knowledge through oral storytelling and teachings. (actions)
 - Elders will provide wrap-around support through circle time for small groups or one-on-one settings. (actions)



STRATEGIC PRIORITIES

LITERACY AND MATH SKILLS (1-12)

Students in Grades 1-12 will demonstrate 'at-grade-level' literacy (reading and writing) and math skills.

- Equitable, targeted, needs-based supports to foster optimal achievement for all students, including those students with autism and learning disabilities (Response to Intervention - RTI).
 - Provide specialized supports (i.e., educational specialists, consultants, catalysts, inclusive education teachers, targeted literacy intervention teachers) to meet student learning needs.
 - Provide trained EA support for students who require additional learning supports (levels 2 and 3 RTI).
 - Develop teacher competency in responsive differentiated instruction and assessment as well as the RTI Model.
- Ongoing record keeping and tracking of student assessment data to tell the story of skills growth and student learning that is accessible to students and parents.

STUDENT MASTERY THROUGH HOLISTIC, DECOLONIZED LEARNING

Grades 1-12 students will demonstrate mastery of néhinaw and provincial outcomes through holistic, decolonized curricula, instruction and assessment, and experiential, hands-on, land- and community-based learning.

- Integrates the four dimensions into responsive planning for instruction and assessment of néhinaw and provincial outcomes.
- Holistic, strengths-based approach to learning and assessment.
- Cross-curricular approach to learning, with a focus on integrating literacy and math skills as cross-curricular competencies.
- Provide tutoring supports for all learners.
- Access to programming for all core curricula and increased access to electives, particularly in PAA and Arts Education.
- Capital, infrastructure, IT, resources and staffing to support a holistic, decolonized, cross-curricular approach to learning.
 - Housing for teachers and accommodation for specialists. (action)
 - Credentialed and experienced teachers who demonstrate excellence, professionalism, well-being, and self-regulation (action)
 - Improved connectivity and access to technology to support learning.

REVITALIZING, RECLAIMING AND INTEGRATING nÉHINAW IDENTITY, LANGUAGE, AND CULTURE

néhinaw language will be revitalized, and néhinaw identity and culture will be reclaimed through a bilingual academic and land-based learning program that integrates and develops identity, language, and cultural awareness and proficiency in all curricula.

- Incorporate néhinaw language, identity, and culture into all subjects.
- Incorporate Elders' teachings into school programming.
- Develop the land-based program through a seasonal year plan.
- Ensure that Treaty education is provided at all grades. Develop understanding of history and rights.
- Provide physical space, resources and staffing to support integration of néhinaw language, identity, and culture (access to Cultural center, Elders, land-based learning space/storage).

ELDER ENGAGEMENT AND GUIDANCE

Elders will be privileged as knowledge creators and mentors for staff and students.

- Provide foundational Indigenous knowledge through oral storytelling and teachings. (actions)
- Provide wrap-around support through circle time for small groups or one-on-one settings. (actions)

WELL-BEING IN THE FOUR DIMENSIONS

MEA will promote, foster and support well-being in all four dimensions (physical, emotional, intellectual and spiritual) for students and staff.

- Targeted, needs-based, wrap-around supports, including mental health supports for students and staff.
 - Provide specialized supports (i.e., counselors, mental health workers) to meet student and staff mental health needs.
 - Provide trained EA support for students who require additional mental health and behavioural supports, including a foundation of trauma-informed care.
- Promote interagency collaboration (i.e., Health, Prevention, Justice, Education, Housing) to provide opportunities (e.g., extra-curricular plus family-oriented activities) to support ongoing well-being for kids and families.
- Develop healthy, safer school and classroom environments where students experience unconditional care, support and belonging.
- Develop extra-curricular programming that provides sports, culture, arts-based, and recreation opportunities for all learners.
- Develop opportunities for all students to develop skills in youth leadership and traditional values through community service.



CAREER, JOB, AND LIFE READINESS

Grade 7 -12 and adults students will develop a career and job readiness, awareness of post-secondary opportunities, and skills required for adult independence through access to life skills training; career education and guidance; work experience; and mentorship, apprenticeship, and entrepreneurship opportunities.

- Develop opportunities to experience trades with trades people from the community.
- Develop PAA program, including Home Economics and Industrial Arts programming.
- Life skills for 'development' (supports and learning for managing life on one's own)
 - banking, budgeting, nutrition, sleep, personal hygiene, applying for a job, communication and conflict resolution, healthy life choices, and so on.

CREATIVE EXPRESSION

Grades 1-12 students will have access to arts (visual art, drama, music, and dance), sports, and STEAM programming to foster creative expression.

- Provide programming during the school day that provides opportunities for students to experience arts and STEAM programming.
- Provide after-school extracurricular programming that extends beyond sports to the arts and STEAM programming.
- Explore options such as school bands, school plays, drum groups, dance groups, and so on.

PARENT/ CAREGIVER INVOLVEMENT

Parents and caregivers will develop supportive relationships with school staff and engage in student learning and school life in proactive, constructive, authentic ways.

- Parent committee/parent-teacher association.
- Parents working collaboratively with teachers to support their child's learning.
- Involving parents in meaningful ways.
- Building awareness of the importance of parent/caregiver attendance at parent-teacher interviews.
- Increasing attendance at parent-teacher interviews.
- Parent-teacher communication to foster healthy, supportive relationships (e.g., newsletter, website).
- Increased community involvement in the school.

ADULT EDUCATION

Adults will be provided access to robust and responsive adult education programming and lifelong learning supports.

- Provide literacy supports for adults.
- Provide access to resources, tutoring, computers and Internet after hours.
- Accommodate different learning styles and needs for adult learners.
- Explore financial support for adult learners (i.e., provincial training allowance).
- Provide life skills for adult learners.
- Develop career and job readiness, awareness of post-secondary opportunities, and skills required for adult independence through access to life skills training, career education and guidance, work experience, mentorship and apprenticeship opportunities.
- Provide transportation and day care for adult learners.
- Improved connectivity and access to technology.

