

INDIGENOUS LEARNING & EQUITY

MAY 2026

WELCOME TO OUR FLOURISHING LEARNING COMMUNITY!

At FSD, we think about the whole system to make sure our mission, vision, and purpose are visible in every decision we make. This systems-thinking approach is key to achieving the goals set out within our divisional and school education plans. By frequently reflecting on our progress, we are demonstrating accountability and providing our partners in education the assurance that education is at the centre of a flourishing community.

SUCCESS

- Indigenous learners thrive academically, culturally, and socially, grounded in belonging and trust.
- Success shows up when learners see their identities honoured and have access to learning that prepares them to thrive.
- Families and community partners feel welcomed.



SUPPORT

- Strengthening coordinated systems that remove barriers and sustain engagement.
- Nutrition and wellness supports, culturally affirming spaces, and trauma-informed, culturally responsive practices across schools.
- A clear continuum of academic, cultural, and well-being supports provides consistency rather than fragmentation for families.



ENGAGEMENT

- Built through relationships
- Elder and Knowledge Keeper partnerships, Indigenous graduation and awards ceremonies
- Support learners and families in feeling welcomed, valued, and connected to schools.



English as an Additional Language (EAL)

This year's EAL work focused on strengthening foundations by improving identification, documentation, and data practices across the division. Processes were aligned with Alberta Education Benchmarks 2.0 to better understand language development as a developmental process and to ensure accurate, consistent intake, tracking, and reporting. This work strengthens instructional decision-making, stewardship, and equitable access to supports for learners and families.



Indigenous Education

This work centered on engagement through relationships, voice, and cultural relevance, including Elder and Knowledge Keeper partnerships, Indigenous graduation and awards ceremonies, and land-based learning. A key focus was supporting the integration of Indigenous knowledge, perspectives, and content within curriculum. Support through coordinated, trauma-informed, and culturally responsive systems has strengthened belonging, partnerships with First Nations, and opportunities for learners to thrive



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