

# Policy 1

## FOUNDATIONAL STATEMENTS

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### Vision

Engagement, Support, and Success for each learner.

### Mission

Each learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are ... Explore them ... Develop them ... Celebrate them!

### Purpose

Placing education at the center of a flourishing community.

### Approach

Systemness and systems thinking are the cornerstone of how our learning organization thinks about the world by seeing interrelationships, circles of influence, iterative cycles, connections, processes, and patterns of change over time and in our local and societal context.

## Guiding Principles/Commitments

The following guiding principles allow the Board of Trustees to promote a common understanding of policy directions and serve as the basis for equitable, learner centered, sound and consistent decision making with a focus on continuous improvement for each learner - students, staff teams and Trustees alike. Optimum learning is achieved through:

### Engagement

We are committed to engaging and collaborating meaningfully and consistently with our learners and communities.

### Support

We are committed to providing and enhancing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the Division within a culture of belonging, [\*A Place for All.\*](#)

### Success

We are committed to building and enhancing positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division.

## Key Priorities for Optimum Learning

### Engagement

We will communicate Division progress and the use of resources transparently and with a view to guiding and informing future decision-making. We will consult widely and in a variety of ways with our learners, parents, and communities to include their voices in our decision-making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. These actions aim to instill trust and confidence in our learners and communities that our decision-making is based on the best interests of all of our learners.

### Support

Safe and caring environments will allow our learners to be well physically, socially, and emotionally, take academic risks, think creatively, and develop resiliency within an environment that focuses on respect and integrity. These environments will also focus on environmental stewardship, the development of mastery, belonging, independence, and generosity as elements integral to the application of First Nations, Métis, and Inuit foundational knowledge. This focus aims to instill trust and confidence in our learners and communities so that our schools and the FSD community will be [A Place for All](#).

### Success

Our learners will develop the core competencies of academic achievement, lifelong learning, and global citizenship as well as the skills to effectively communicate, collaborate, problem solve, innovate, and think critically. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner. This approach aims to instill trust and confidence in our learners and communities so that our learners can flourish.

\* Please note that learners include all students, staff teams and trustees alike.

\*\* Please note that Priorities 1 to 3 align with Provincial Goals One and Three – Success for Every Student and Success, First Nations, Métis and Inuit Students as well as Provincial Desired Outcomes.

Reference: [Relevant Legislation & Guidelines](#)