

# FOUNDATIONAL STATEMENTS

### **Commitment:**

To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

### **Vision:**

*“Our students love to come to school in Northland”*

### **Values – Seven Sacred Teachings:**

#### **Courage – Sohkeyihtamowin – Nētlēth**

To have the power of strong will and character to face adversity. To never give up, to persevere. Courage is the ability to face danger, fear or changes with confidence and bravery.

#### **Wisdom – Iyinisowin - Hūya**

To have deep and comprehensive understanding of the spiritual, mental, physical and emotional aspects of being. Wisdom is the ability to make decisions that balance all aspects of being.

#### **Humility – Tapahteyimowin - Ēdēnēschapile**

Never to think that we are more important than anyone else. Freedom from pride and arrogance. Humility is being humble.

#### **Truth – Tapewewin – Elth’iyati**

The act of telling the truth. Truth is to know and understand all that the seven teachings have been given to us by the Creator and to remain faithful to them.

#### **Honesty - Kwayaskyesihcikewinihk – Wals’l zile**

To do things in an upfront and upright manner. Honesty is speaking and acting truthfully, and thereby remaining morally upright.

#### **Love - Sakeyih towin - Neghānestā**

Expression of love, intense feeling of deep affection. Love must be unconditional.

#### **Respect - Pakakatisowin - Borilcha**

The basic law of life is to respect all people at all times. Special respect is given to elders and parents. Show respect to all of nature, every living thing. Respect is the condition of being honored.

1. The Board believes:

- 1.1 The best interests of students must guide all decision-making.
- 1.2 Trust is the foundation of the Seven Sacred Teachings and is woven into each one -- you cannot have any of the sacred teachings without trust first. Trusting relationships are critical to the educational success of students and building a strong school division with communities.
- 1.3 All children have the ability to learn and the right to a quality education.
- 1.4 Provisions must be developed to overcome any factors impeding a student's educational success.
- 1.5 Students are entitled to a welcoming, caring, respectful and safe learning environment that respects diversity, nurtures a sense of belonging, enables development of a strong, positive sense of self and is responsive to each student.
- 1.6 Education must be holistic: providing opportunities that touch all dimensions of the development of a student: spiritual, emotional, intellectual, physical and social.
- 1.7 The experiences of all children are grounded in the values and social relationships within their own individual communities.
- 1.8 The future foundation of communities rests upon the experiences of the children today.
- 1.9 The strength and value of respected Elders and Knowledge Keepers is important.
- 1.10 Parental and community involvement are key factors in a child's success and they have a right and a responsibility to be meaningfully involved in their children's education and to feel welcome and supported.
- 1.11 All staff have a very important role in the success of students and the skills and capacity of all staff must be continually enabled and supported. All staff should always feel valued.
- 1.12 Quality teaching is critical to student success and must be enabled, mentored, supported, monitored and evaluated to help each teacher be the best they can be.
- 1.13 The role of trustees and the board to provide leadership and build the capacity of the division will enable all other elements to be successful.
- 1.14 Board policies must always be respectful of family and local goals, culture, values and traditions

2. The Board's mandate is:

- 2.1 To provide an education program that aligns with the standards of education set by Alberta Education and enables students to successfully complete grade 12 and to provide programs and opportunities that enhance and support the integrity and self-development of each child entrusted to its care.
- 2.2 In order to achieve its' mandate, the Board commits to setting and achieving learning outcomes that are in line with Alberta Education outcomes.

Alberta Education Provincial Outcomes	Northland School Division (NSD) Outcomes
1. Alberta's students are successful.	1. NSD Students are strong in identity, healthy and successful.
2. The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.	2. NSD is a leader for indigenous education excellence.
3. Alberta's education system is inclusive.	3. NSD is inclusive, each child's ways of knowing and ways of being is respected and essential.
4. Alberta has excellent teachers, and school, and school authority leaders.	4. NSD has excellent teachers, system leaders and school leaders.
5. Alberta's education system is well governed and managed.	5. NSD is well governed and managed.

Legal Reference: Section 3, 8, 12(a), 45, 60, School Act