



2023 —→ 2026

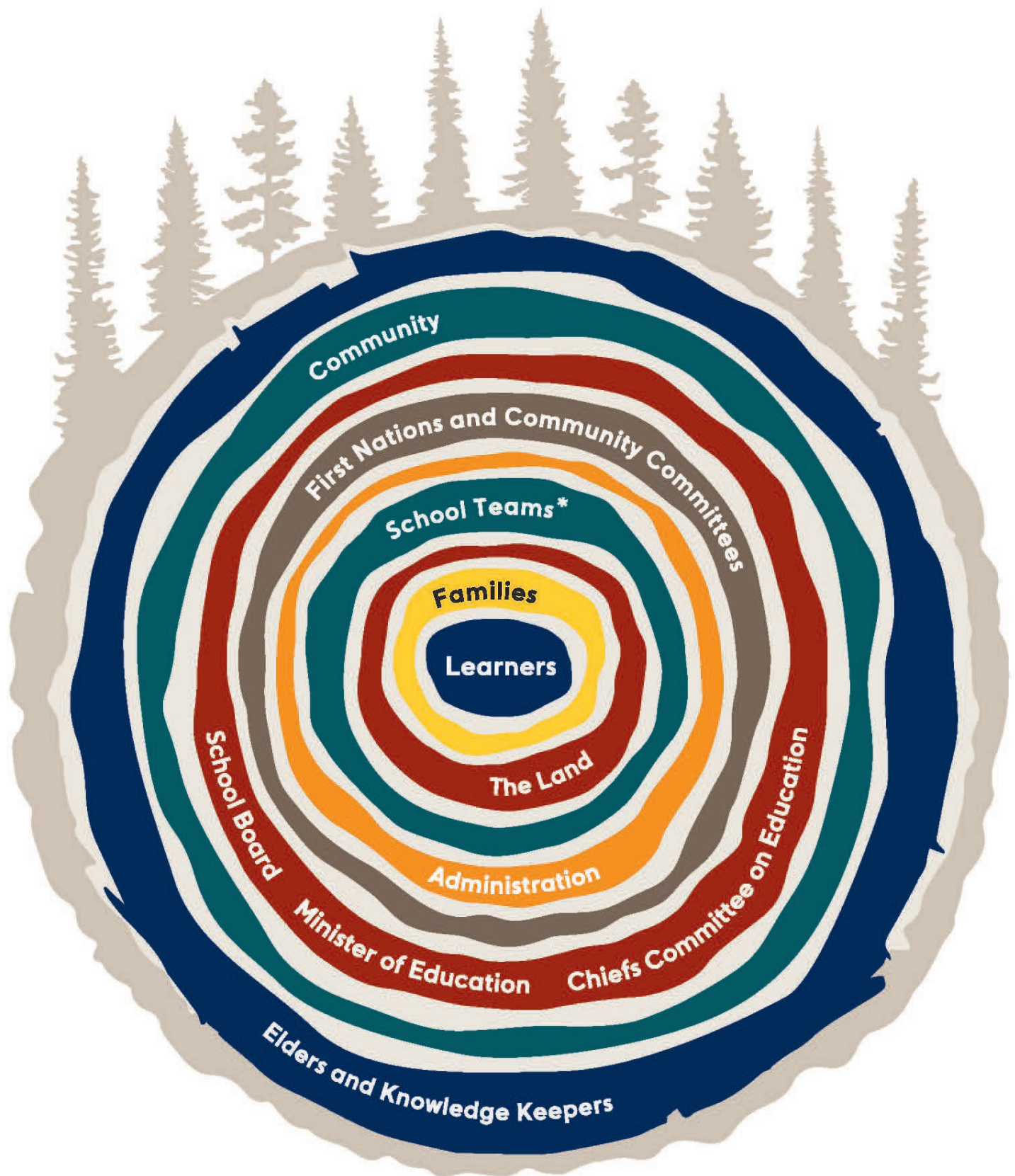
# Strategic Plan

Walking Our Trails Together

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# Organizational Chart



\* Teachers, Learning Assistance Teachers, Educational Assistants, School Staff, and First Nation Education Staff

# Overview

The FNSB was established in February 2022, through a series of school-community referenda. Eleven schools across Yukon chose to join the FNSB, enabling Yukon First Nations to assume shared authority with Government of Yukon in the delivery of public education. Our schools continue to follow the BC Curriculum, but we tailor programming, lesson delivery, and assessment methodology to reflect Yukon First Nations worldviews.

These schools are for all Yukon students and teachers. We promote reconciliation by enhancing a Yukon First Nations model that puts the student first, through a strengths-based and community-centered approach. We also support our teachers to adapt their strengths to thrive within this pedagogy. For each of our school communities, we will establish Community Committees which will guide the work of the school board for their school, ensuring an authentic collaboration with the people and First Nation most invested in their children's education.

This Strategic Plan guides the FNSB's efforts towards building this new public education system in the Yukon. Conventional strategic plans divide goals and objectives into discrete silos, making them difficult to implement. In this document, we present our plans and strategies in terms of their relationships, reciprocity, and responsibility, as well as the inter-relatedness with the land.

For millennia, Yukon First Nation people were nomadic. Generation after generation thrived because of our ability to closely read the land and pass on this deep understanding. For every harvesting and hunting season, and any journey throughout our traditional territories, our peoples relied on each other and our kin in the waters, mountains and forests around us by way of reciprocal relationships and respect.

As we take this journey to empower and inspire necessary changes in education, we honour our relationships with each other and trust that we can read the landmarks and blazes set for us by the land, our communities, our families and most importantly our learners.

This strategic plan is built through walking four intertwining "Trails", with recognizable "Landmarks" and "Blazes" as goals we aim to reach along the way. "Where We Are Going" describes our mission, and "Our Way" details our values that we keep with us and guide us as we go.

We welcome you to be on this journey with us.

# The Strategic Plan

## The Vision

Nurturing Yukon learners through community wisdom.

## Where we are going

Empower and inspire learners, families and communities to lead necessary change in education and society through Yukon First Nations ways.

## Our Way

- Respect
- Relationships
- Reciprocity
- Leadership
- Learning from the land
- Honouring our ancestors and future generations
- Learner-centred decision making
- Equity and inclusion
- Wholeness/being a whole person
- Good relationships
- Land Kinship: connection to and responsibility for the land

# Learners and families

Learners and their families are at the heart of all that we do.







## Landmark 1

**Learners are culturally grounded with the land and their identity.**

Blaze 1

**Revitalize and realize localized cultural ways.**

Blaze 2

**Listen and respect voices of learners and families.**



## Landmark 2

**Learners love to learn and come to school.**

Blaze 1

**Their learning is relevant and meaningful.**

Blaze 2

**Increase and support attendance.**

Blaze 3

**Ensure robust individual supports for learners.**

Blaze 4

**Support multiple learner pathways.**

## Landmark 3

**Families are part of the learning journey.**

Blaze 1

**Families are supported to participate in their children's educational journey.**

Blaze 2

**Families are part of the school community.**

Blaze 3

**The school ensures that families are meaningfully involved in the educational journey.**

Blaze 4

**Family wellness is supported.**

# The Learning Environment

The land and other learning spaces.





## Landmark 1

**Schools are safe and supportive.**

Blaze 1

Support learners' emotions, feelings and self-regulation.

Blaze 2

Support restorative practices.

Blaze 3

Provide resources for wrap-around, culturally-appropriate, wholistic support.

Blaze 4

Inclusivity for all (anti-racism, LGBTQ2S+).

Blaze 5

Physical spaces are safe for all.

## Landmark 2

**The land, local culture, language and community are reflected in all learning spaces.**

Blaze 1

Learners see themselves, their role models, and community in their learning spaces.

Blaze 2

Resources for each community and school to honour local First Nations culture and language through signage and art.

Blaze 3

Local language is heard and seen in each school.

Blaze 4

Locally relevant outdoor learning spaces are created and supported for each school community.

## Landmark 3

**School teams are supported, resourced and inspired.**

### Blaze 1

Wellness for school teams.

### Blaze 2

Ongoing support and professional development for school teams to deliver FNSB goals.

### Blaze 3

Listen to school teams and support their goals.

### Blaze 4

Support to deliver local First Nations language and culture.

## Landmark 4



**The curriculum and resources support learners in their educational pathway.**

### Blaze 1

Develop local curriculum and resources based on direction from Community Committees.

### Blaze 2

Put teams in place to implement local curriculum.

### Blaze 3

Ensure resources are available to schools for land-based learning.

### Blaze 4

Support the revitalization and use of First Nations language programs.

### Blaze 5

Enhance learner outcomes (literacy, numeracy and increased graduation rates).

# Community Relationships and Empowerment

Working with the whole community to create hubs of support for learners and families and to meet local needs.





## Landmark 1

### Meaningful relationships with local First Nations.

#### Blaze 1

Support school teams to understand their role in building and maintaining authentic relationships with local First Nations.

#### Blaze 2

Ensure First Nations partnership, collaboration and accountability on all aspects of the FNSB.



## Landmark 2

### Support the Community Committee's aspirations.

#### Blaze 1

Develop and implement Community Committee agreements.

#### Blaze 2

Provide training and support for Community Committees.

#### Blaze 3

Support understanding throughout the community.

## Landmark 3

### Develop local relationships that empower and build capacity through partnerships with all Yukoners.

#### Blaze 1

Ensure Elders and youth voices are beaded into our work.

#### Blaze 2

Work with community partners to support learners and schools.

#### Blaze 3

Develop and earn respectful relationships based on trust.

#### Blaze 4

Trustees and FNSB team will be a presence in the communities.

# Governance

Our responsibilities as a school board.





## Landmark 1

**We are a culturally-grounded, organization actively transforming the delivery of education.**

### Blaze 1

**Develop innovative organizational staffing, training, recruitment and retention plans.**

### Blaze 2

**Support Board development and training.**

### Blaze 3

**Support an organizational culture, including policies and practices, that supports wellness and wholeness for staff.**

### Blaze 4

**Support a culture of self-reflection, growth, patience and openness to change.**

## Landmark 2

**Use data and research to share our story and shape our journey.**

### Blaze 1

**Develop culturally-appropriate approaches to evaluation and assessment.**

### Blaze 2

**Establish partnerships with post-secondaries and other research organizations.**

### Blaze 3

**Develop user-friendly, accessible 'dashboards' and other tools, in consultation with learners and educators, to communicate broadly.**

### Blaze 4

**Research and data will inform and drive our decisions, actions and negotiations.**

## Landmark 5

**Develop strategic partnerships with Yukon government, CCOE, YAEP and others.**

### Blaze 1

Implement our relationships and negotiations under our agreements.

### Blaze 2

Identify and foster strategic partnerships, MOUs and other agreements.

### Blaze 3

Ensure FNSB values are reflected in YAEP relationships and negotiations.

## Landmark 4

**Secure stable funding; explore multiple sources for funding.**

### Blaze 1

Negotiate funding agreement with Yukon government.

### Blaze 2

Explore other sources for funding.

### Blaze 3

Develop a funding model that accommodates the unique needs of our learners.

## Landmark 3

**Tell our story; communicate what we are doing.**

### Blaze 1

Develop and implement a comprehensive communications plan.

### Blaze 2

Create a culture of transparency and trust.







**First Nation  
School Board**