



Calls to Action for Greater Saskatoon Catholic Schools:

Greater Saskatoon Catholic Schools (GSCS) is committed to an authentic response to the Truth and Reconciliation Commission (TRC) Calls to Action. In 2009, the Truth and Reconciliation Commission of Canada began a multi-year process to listen to Survivors, communities and others affected by the Residential School system. The TRC developed 94 Calls to Action. It must be clear that these are not recommendations, but calls to action and as a school division we are committed to responding in a manner that reflects our deep respect for this work and the Indigenous people of our schools, city, province, and country.

We are all Treaty People-we agree to share the land and respect the right for all people to thrive. GSCS is proud to recognize that we are situated on Treaty Six Territory and homeland of the Metis People, and walk in partnership with all Indigenous people. We also recognize that as a school division we have a deep responsibility, and opportunity, to model respect for our students and families through these Calls to Action.

As a school division, GSCS is Rooted in Faith. **Through the sacrament of Reconciliation, our Catholic faith calls us to restore relationships.** An important foundational component that helps enable reconciliation is ensuring that all of our students and staff know the history of colonization and the **intergenerational** impact of the Residential Schools. **This is challenging but necessary work.** The Catholic Church played a significant role in the history and must play a significant role in reconciliation. GSCS shares in **this** responsibility.

At GSCS we are **Growing in Knowledge.** We are committed to gaining a deeper understanding of Indigenous knowledge and ways of knowing. Our staff are committed to strengthening their skills to provide culturally responsive and relevant instruction and classroom environments to ensure all students are provided with a learning environment that allows the greatest success for each student.

Finally, at GSCS we are **Reaching Out to Transform the World.** GSCS recognizes that we can make a difference as we walk together with our partners at Saskatoon Tribal Council, Central Urban Metis Federation Incorporated, as well as other First Nations and Metis communities and organizations. We continue to be open to new and innovative partnerships.

We believe that all students will learn and develop their God-given talents as they strive to reach their full potential spiritually, academically, physically, socially, and emotionally. Greater Saskatoon Catholic Schools are committed to answering the Calls to Action as individuals, schools, and as an organization.

Gifted to us through relationship with our elders, Greater Saskatoon Catholic Schools are guided by four teachings as we seek Reconciliation:

Self: (nakateyimisowin/moonisprii)

Are we willing to reconcile with ourselves? If we deny our own truths, it will impede our ability to reconcile with others. We must recognize and forgive ourselves for our shortcomings.

Neighbour: (niwītaskēmākan/ita ka wikiyahk)

Are we in right relation with our relatives? They are our circle of influence, the past and the future.

Environment: (mamawiyotawimaw wiyeyicikan/moonvwaazayn)

Have we reconciled ourselves with mother earth? Are we taking more than we have been given, and are we giving back?

Spirit: (kitahcak/niya kischi)

*Once we have reconciled with these questions, we will better see the truth, and ultimately reconcile with the Creator. We will **See** truth, **Walk** truth, and **Pray** truth. We will go to church, ceremony, and break bread with our neighbours.*



Greater Saskatoon Catholic Schools TRC Action Plan

Areas	Year 1	Year 2	Potential-Years 3-5
Educating Leaders	<p>-Administrator Professional Development and implementation of the School Cultural Competencies Rubric.</p> <p>-Enhance Indigenous representation at all levels of the organization through the Indigenous Leadership Cohort.</p>	<p>-Integrating the School Cultural Competencies Rubric into the LIP Planning Process.</p> <p>-Establish recruitment and hiring targets for FNMI administrative and leadership positions.</p>	<p>-Integrating the School Cultural Competencies Rubric into Recruitment and Selection, Professional Growth and Appraisal processes.</p> <p>-Develop an Indigenous Leadership Model to enhance diversity in leadership paradigms and practices.</p>
FNMI Student Engagement and Success	<p>-Establish targeted supports and improvement targets to enhance Math and Literacy outcomes for FNMI students (Achievement Coordinators, Math coaches, LLI, etc.).</p> <p>-Implementing the GSCS Oskapewis Cultural Literacy Academy that will enhance FNMI youth cultural participation and expressive voice.</p>	<p>-Develop holistic student assessment strategies that include cultural literacies.</p> <p>-Expand service delivery levels for the Oskapewis Cultural Literacy Academy.</p>	<p>-Indigenized curriculum through the development of culture, language, land and problem-based learning opportunities.</p> <p>-Expand grade level offerings for the Oskapewis Cultural Literacy Academy.</p>
Community Voice and Participation	<p>-Establish a Youth and Elder Board Advisory Council on reconciliation, including Terms of Reference linkages to Board Governance.</p> <p>-Enhanced partnership voice and participation within partnership schools.</p>	<p>-Establish a FNMI Parent Club to enhance family and community capacity and participation.</p> <p>-Establish Educational Alliance Agreements with our FNMI partners</p>	<p>-Enhance CSCC FNMI participation.</p> <p>-Implement co-governance strategies with FNMI organizations and governance.</p>
Creating Engaging and Welcoming Learning Environments	<p>-Facilitate Division PD for teachers on the development of Culturally Responsive practices for staff.</p> <p>-Enhance Division cultural celebrations and ceremonies to include a year-opening pipe ceremony and seasonal matotsan ceremonies.</p>	<p>-Schools adopt implementation targets for Culturally Responsive and Relational practices in classrooms.</p> <p>-Collaborate with FNMI families and community to provide student and family access to FNMI ceremony.</p>	<p>-Developing teaching resources and training opportunities to support Culturally Responsive and Relational Pedagogies as a standard of professional practice.</p> <p>-Collaborate with community partners to provide a physical location for FNMI ceremonial participation.</p>