

INDIGENOUS EDUCATION AD HOC COMMITTEE REPORT NO. 4-2025

To the Chair and Members
Winnipeg Public School Board:

October 2, 2025

Your Ad Hoc Committee on Indigenous Education reports as follows:

1. Land Acknowledgement

That the students, staff, and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land, and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis, and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples.

2. Terms of Reference

The Committee received a copy of the Terms of Reference for review.

Recommendation:

That the Terms of Reference for the Indigenous Education Ad Hoc Committee be approved.

3. Community Engagement and Discussion

At a meeting held June 11, 2025, Committee members participated in a discussion to identify important school community matters and student success. The following feedback was collected for review to assist in the future planning priorities, goals, and how the work of the Committee will align with the WSD Strategic Plan.

The Committee broke into groups to discuss their priorities based on the most common themes and frequency on the following questions:

- What experiences have you or your family had in schools that felt positive, meaningful or to celebrate? (moments of support, welcome, or cultural safety)
 - Cultural Connections and Identity
 - Food and Nutrition Support
 - Community and Family Engagement
 - Student Growth and Support
 - General Positive Sentiments
- What challenges or barriers have you noticed or experienced when engaging with schools? (Barriers, gaps, misunderstandings, or improvements needed)
 - Cultural Gaps and Tokenism
 - Resource and Staffing Shortages
 - Family Engagement and Accessibility Barriers
 - School Environment and Safety
 - Systemic Issues
- What are your hopes or dreams for your children and your community when it comes to education next year? (imagine the ideal experience or outcomes)
 - Cultural and Land-Based Learning
 - Student Success and Belonging
 - Programs and Opportunities

- Equity Across Schools
- What gifts, strengths, or perspectives do you bring to this committee as a parent or community member? (cultural teachings, personal experiences, community insight, advocacy, etc.)
 - Cultural Knowledge and Teachings
 - Advocacy and Strong Voices
 - Community Engagement and Volunteering
 - Unique Perspectives
- “This year there has been some changes to the structure of the committee meetings, what did you like? What would you change for next year? The committee is looking to expand both the experience and location of future meetings, what factors might prevent you from attending? I.e. Location.”
 - Accessibility and Participation Supports
 - Location and Scheduling
 - Cultural Integration into Meetings
 - Community Experience

Committee members suggested having a focus on understanding children’s identities, including their religion and sense of self for those children who are in care. It is important for children to know who they are and that they will not be treated differently because of their circumstances and how they maintain balance in schools.

Committee members shared that WSD has made significant progress in embracing culture and tradition. Committee members shared that in the past, these topics were not discussed or taught in schools. The Committee was informed that Wellington School has a Pow Wow Circle that helps students and parents learn cultural teachings and take pride in their identity. Committee members shared a desire for the community and WSD to continue to grow and develop processes and practices to support culture and traditions in schools.

Committee members suggested increasing inter-school collaboration by offering more teachings and support for non-Indigenous caregivers. Committee members agreed it would be beneficial to share successful initiatives like those at Wellington School with other schools as well as create a list of schools that offer cultural teachings, and coordinate learning opportunities for families. Committee members have concerns that most input may come from Inner-city and North District areas and suggested including other regions as well.

Committee members suggested improving the “FAMILIES” tab on the WSD website by adding helpful information and a calendar of family activities. Committee members also requested that additional sources of communication be considered as some families do not receive any communication via email.

Committee members requested that a full-day Indigenous language program be developed and that Indigenous languages be integrated throughout the curriculum. Committee members are interested in involving a diverse range of Knowledge Keepers and community voices to be available in schools.

Respectfully submitted,

Rebecca Chambers
Committee Chair

October 20, 2025

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In Attendance:

Trustees: R. Chambers (Chair), B. Edel, D. Aviso, K. Heppner
Administration: M. Missyabit, R. Riel, M. Henderson, D. Vo (Recorder)
Schools: Andrew Mynarski V.C, Champlain, Collège Churchill High School, Daniel McIntyre Collegiate, Elmwood, Faraday, Isaac Brock, John M. King, Luxton, Niji Mahkwa, R.B. Russell Vocational High School, Shaughnessy Park, St. John's High School, Wellington, William Whyte