



**Report No.:** 50

**Date:** May 25, 2026

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Carole Leroux, Superintendent of Education: Secondary

**SUBJECT:** Experiential Learning: Land-Based Learning Opportunities

---

### **Background**

Land-Based Learning supports Superior-Greenstone District School Board's commitment to a Culture of High Expectations and Inclusivity, Joy in Teaching and Learning, and Meaningful Community Connections and Partnerships. As an experiential and culturally responsive approach, it honours Indigenous ways of knowing, strengthens identity and belonging, and creates authentic opportunities for students to learn through relationships with land, community, and culture. In alignment with the Board's Multi-Year Strategic Plan, Land-Based Learning is both a program and process indicator that contributes to student engagement, well-being, and achievement by creating learning environments where students see themselves reflected and connected.

### **Current Situation**

Data collected from September to now indicates that Land-Based Learning opportunities are occurring across the system and are beginning to provide a measurable picture of student engagement. At this point in the school year, 71% of students in Grades 7 to 10 have participated in at least two Land-Based Learning opportunities. This demonstrates growing access to culturally responsive, experiential learning that supports student identity, belonging, and well-being.

Several schools offer diverse land-based learning opportunities including greenhouse-based sustainability education at SCPS, outdoor activities such as snowshoeing, archery, and trapping at MMPS, extended canoe and camping trips with cultural components at GCHS, survival skills and traditional crafts at NRHS, wildlife surveys and snow activities at MNPS, environmental

studies and skiing at LSHS, and ecosystem creation and seasonal outdoor sports at NAPS, involving various staff and student participation levels.

Several additional opportunities are planned for the remainder of the year, which will further expand participation and provide a stronger year-end picture of impact. This work continues to strengthen relationships with communities and supports the Board's strategic focus on meaningful, relevant learning experiences for students.

### Connections to the MYSP Pillars



#### Culture of High Expectations & Inclusivity

Land-based Learning nurtures a **Culture of High Expectations and Inclusivity** by honouring Indigenous ways of knowing, creating learning environments where all students feel valued, represented, and capable of achieving success. This approach strengthens identity, belonging, and well-being—key conditions for students to meet high academic expectations.



#### Joy in Learning & Teaching

Land-Based Learning directly supports the **Joy in Teaching & Learning** pillar by creating meaningful, hands-on experiences that engage students in authentic ways and deepen their connection to learning. Through opportunities to learn on and from the land, students experience learning as relevant, culturally responsive, and connected to their identities, communities, and the world around them. This approach fosters curiosity, belonging, and well-being while also supporting staff in designing rich, experiential learning that is both joyful and purposeful.



#### Meaningful Community Connections & Partnerships

Land-Based Learning directly supports the **Meaningful Community Connections and Partnerships** pillar by creating authentic opportunities for students and staff to learn with families, Elders, Knowledge Keepers, community partners, and local organizations. Through these experiences, learning is strengthened by relationships, shared knowledge, and connections to local culture, history, and land. This approach deepens students' sense of belonging and helps schools build respectful, reciprocal partnerships that enrich learning and strengthen community engagement.

### Next Steps

- 1) Continue to expand and monitor Land-Based Learning opportunities across schools, with a focus on increasing student access, strengthening community partnerships, and using data to inform planning.
- 2) Ongoing work will include supporting schools to embed Land-Based Learning as a regular part of student experience.

- 3) Continue to track participation and impact through MYSP indicators and identify promising practices that can be scaled across the system. Year-end analysis will help determine areas of strength, gaps in access, and priorities for continued growth in support of student achievement, well-being, and belonging.

**Administrative Recommendations**

*That the Superior-Greenstone DSB receive Report No. 50, Experiential Learning: Land-Based Learning, for information.*

Respectfully submitted by:

Carole Leroux, Superintendent of Education: Secondary