



Indigenous Education School Plan 2025 – 2026

School: École Cedardale

School Indigenous Education Committee Members: Kirsten Dixon (Vice Principal), Kristina Hayes (Principal), Geneviève Mitchell (Primary Teacher), Christina Bisnauth (Primary Teacher), Elena Schroots (Intermediate Teacher), Julie deLaplante (Inclusive Ed. Teacher)

School Main Contact Person(s): Kirsten Dixon

1. What is the focus of your Indigenous School Plan for 2025/2026?

Our 2025–2026 Indigenous School Plan will focus on strengthening a sense of belonging, community, and relationality among students, families, and staff by implementing Indigenous-informed practices that emphasize visiting, connection, and shared responsibility. Following our November 24 Indigenous-focused Professional Development Day, our staff identified that relational work—rather than curriculum-heavy integration—offers a meaningful and manageable entry point into decolonizing our school culture. This includes deepening our understanding of visiting as an essential Indigenous pedagogical practice, incorporating circle processes to guide dialogue and collaboration, and reimagining school structures to welcome families into the building and foster cross-grade community connections. While curriculum integration continues to be a long-term goal aligned with our IB Programme of Inquiry, our primary focus this year is to build the relational foundation necessary for authentic and sustainable Indigenous learning at École Cedardale.

2. If you have students with Indigenous Ancestry attending your school, what Indigenous Student Outcome(s) are you working to improve? (Attendance, Developing Sense of Belonging, Literacy, Numeracy...) Please reference your school data.

Currently, we have two (identified) students with Indigenous Ancestry, both of whom have IEPs. Based on their IEP goals, conversations with classroom teachers, our Learning Support Teacher, our Indigenous Success Teacher and school-based data, our Indigenous Student Outcomes for 2025–2026 are:

Developing Sense of Belonging: Our Cedardale students with Indigenous Ancestry have Core Competency goals in their IEPs focused on Personal Awareness and Responsibility, and Collaboration:



- I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions (personal awareness and responsibility)
- I make decisions about my activities and take some responsibility for my physical and emotional well-being (personal awareness and responsibility)
- I contribute during group activities with peers and share roles and responsibilities to achieve goals (collaboration)

We view these goals and a sense of belonging as mutually reinforcing. As we continue to support the development of personal awareness, self-regulation, collaboration skills, and self-advocacy, we anticipate that their sense of belonging within their classrooms and the wider school community will strengthen. Likewise, as their sense of belonging grows, we expect to see increased confidence and engagement with their Core Competency goals. We will monitor belonging through classroom observations, relationships with adults, and participation in school routines and culture.

Literacy Growth: Our students with Indigenous Ancestry have targeted goals in literacy, and we will continue to provide evidence-based interventions, small-group support, and learning accommodations as outlined in their IEPs. For our primary student, who has expressed both a strong desire to read and frustration with current skill levels, we will provide targeted small-group instruction both within the classroom and with the Learning Support Teacher to build foundational skills and confidence. For our intermediate student, who is working on strengthening overall literacy skills, we will continue to provide direct support in both French and English through the classroom teachers, complemented by additional intervention from the Learning Support Teacher. Instruction for both students will be responsive to their progress, with a focus on building confidence, engagement, and steady growth toward their literacy goals. Both students will also continue to work with Indigenous Success Teacher, Sylvia King.

3. How does your plan connect to the Enhancement Agreement and/or the Equity in Action Goals found in the (see WVS Indigenous Success Plan)

Our revised focus aligns deeply with the West Vancouver Schools Indigenous Enhancement Agreement (IEA) and the Equity in Action Goals outlined in the WVS Indigenous Success Plan. The IEA emphasizes the importance of relationships, belonging, and creating culturally safe environments where Indigenous learners feel seen, valued, and connected. Our school's commitment to strengthening community through visiting, circle processes, and increased family presence aligns with the IEA's call for schools to build relational trust with Indigenous students, families, and Nation partners. The Equity in Action Goals identify belonging, cultural understanding, and representation as foundational to student success. By reimagining school routines—such as staff meetings, family communication structures, transitions, and community events—through Indigenous principles of relationality and reciprocity, we are working to create a school culture where all learners feel a sense of place and connection. These relational practices



also support our targeted outcomes for Indigenous students, whose IEP goals emphasize collaboration, personal awareness, and self-regulation. In addition, our focus on inclusive, strengths-based communication with families aligns with the district’s commitment to culturally responsive engagement and honoring family voice.

4. Highlight your school plans and learning intentions for the November 24th Indigenous Focused PD Day afternoon Session.

During the November 24 Indigenous-focused Professional Development Day, our staff engaged deeply with Dr. Dustin Louie’s keynote on Indigenizing education, with particular reflection on the role of visiting, relationality, and circle processes in Indigenous pedagogies. Although our planned session with the Sk̓wx̓wú7mesh Language and Cultural Instructor, Chamiya - Janis Campbell, was cancelled due to illness, our staff used the afternoon to collaboratively work through the guiding questions from Dr. Louie’s presentation. Key themes that emerged included the importance of creating more opportunities for “visiting” within our school community; the use of circle practices for staff, students, and families; and the need to reimagine school routines and communication through a more inclusive and strengths-based lens. Staff discussed practical and relational changes such as welcoming families into the school building more regularly, exploring community-building events, making class placement and articulation processes more strengths-based, and creating more cross-grade opportunities to build belonging. These reflections shaped our 2025–2026 Indigenous School Plan and reinforced that our most impactful next steps lie in strengthening relational culture and community connection.

5. What are you most proud of with respect to your Indigenous School Plan?

We are most proud of our staff’s openness, honesty, and willingness to engage meaningfully with Indigenous pedagogical principles during our November 24 Professional Development Day. Through thoughtful dialogue, our team recognized that sustainable Indigenous learning begins with relational practices that honour belonging, visiting, reciprocity, and inclusion. We are proud that our staff were able to pivot, reflect collectively, and identify a clear and shared direction for our school. This shift toward building a stronger relational foundation—before moving into broader curriculum integration—demonstrates a commitment to thoughtful, authentic, and respectful Indigenous learning that will benefit all students and families in our community.