



Indigenous Education School Plan 2025 – 2026

School: École Pauline Johnson

School Indigenous Education Committee Members:

- Hannah Williams, Vice Principal
- Brett Wightman, Teacher
- Emily Lacock, Teacher
- Emily Murphy, Teacher

School Main Contact Person(s): Hannah Williams, Emily Murphy

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

Our Indigenous Education plan for 2025/2026 is guided by a commitment to creating meaningful learning experiences that connect students to Indigenous knowledge, culture, and community. We have identified two key areas of focus, one being outdoor education and the other being recognizing and integrating Indigenous perspectives.

Focus #1 – Outdoor Education

Learning in outdoor spaces allows students to engage directly with the land, building awareness of their surroundings and fostering emotional, social, and cognitive growth. By connecting with nature and local Indigenous knowledge, students will develop a deeper understanding of their place in the world, the importance of land stewardship, and the cultural significance of the environment.

Some of the ways in which we will engage with this focus are:

- Participation in the “walking with the Squamish” Pro-D Day in October
- Promoting learning from the land and learning and processing emotions and knowledge outside
 - Exploring what it means to be grounded in nature (Where am I?, Who is here with me?, Who has been here before me?)
- Exploring the possibility of working with Wes Nahanee (Squamish Nation) as a guest visitor to explore and understand our outdoor spaces
- Studying how not only the plants, but also our behaviours and routines can act as medicine for our bodies (e.g., breathing fresh air, moving our bodies, natural plant remedies, meditation using nature sounds)

Focus #2 – Recognizing and integrating Perspectives



Incorporating diverse Indigenous perspectives across the curriculum and school experiences encourages students to consider multiple ways of knowing and understanding history, culture, and community. This also allows us to build off of previously explored topics to gain perspective on stories and legends that have been shared with us.

Some of the ways in which we will engage with this focus are:

- Continued work on school-wide inquiry around the 94 Calls to Action- specifically connecting to the 13th call to action (We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights) and how this relates to our identity as language learners.
 - Honouring perspectives by considering alternative ideas/stories to support and go alongside our Turtle Island art piece that was created in past years
 - Explore the possibility of having a sister class with Capilano Little Ones
 - Canoe learning and storytelling with S7aplek for Grade 6/7 students in December
 - Explore having an artist in Residence with Indigenous heritage/connections
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.

We are focusing on strengthening the sense of belonging for all students with Indigenous ancestry. With support from our Indigenous Education Success Teacher, Sylvia King, we aim to help students understand their heritage and recognize the uniqueness of their individual nations (how it may be both similar and different to the local Indigenous nations), access cultural learning opportunities, and build a supportive community of Indigenous learners and educators.

One student has a more focused goal in building a sense of belonging. We are and will continue to be working intentionally with this student to strengthen peer relationships, as this student is not always comfortable with classmates or in the classroom environment and often seeks connection with adults.

We are also prioritizing numeracy at the intermediate level, where students show greater academic need. One student's FSA results indicate they are technically on track but at the lower end of this range, thereby being recognized as an area of concern. Another intermediate student is currently emerging in numeracy as displayed by their FSA. These data points show an area that we are working to improve for these students. Their literacy levels were not a concern. Our other intermediate student and our primary students are not showing these same concerns.



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)
 - To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.
 - Continue learning about our beautiful school grounds and neighbourhood. Continue to learn more about Pauline Johnson (our schools' name's sake), her Indigenous ancestry, and her connection to the Squamish Nation.
 - Continue incorporating sharing circles into our regular classroom routines, listening to others, showing respect for ourselves and others.
 - Focus on time and patience: giving ourselves and our students time to think and reflect.
 - An intentional focus on how we see our outdoor learning spaces as being a space that can not only educate us but further regulate and support our body and mind.
 - To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
 - Supporting relationships with students, families, school and the Success Teacher.
 - Identifying Indigenous students entering PJ and connecting with their families to start making connections and building relationships through listening to concerns and sharing school processes clearly.
 - Connecting with families through their time at PJ to ensure students and their families have a supportive and responsive relationship with the school.
 - Inviting and encouraging our Indigenous families to join the Parent Advisory Council.
 - To create a sense of space and belonging for Indigenous students that is inclusive to all.



- Orange Shirt Day ceremony
- Intentionally teaching the importance of a Land Acknowledgement to our staff and students, creating classroom acknowledgements, and inviting them to share at appropriate times.
- Intentionally teaching appropriate vocabulary (French, English, and other Indigenous Languages). For example: *Autochtone* and *premier nation*. And intentionally teaching which vocabulary is no longer used, such *indigène* (French).
- Celebration of National Indigenous Peoples Day.
- Actively supporting efforts for reconciliation, such as learning more about the 94 Calls to Action within our classrooms.

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

We will be spending the afternoon at the Museum of North Vancouver (MONOVA) to explore the museum and engage in an Indigenous weaving activity with a Squamish Nation elder. The museum will allow us to explore the history of the North Shore from an indigenous perspective and to reflect on the land we live on while also considering ways in which we can bring Indigenous ways of knowing and doing into the classroom.



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

We are most proud of the intentional direction our school is taking to bring Indigenous ways of knowing and being into our learning. We are equally proud of the commitment, willingness, and openness that our staff have displayed in connection with this learning. By focusing on outdoor education, students will have opportunities to connect with the land, both academically and emotionally, to reflect and learn in meaningful, hands-on ways. At the same time, by recognizing and integrating diverse Indigenous perspectives, we aim to deepen understanding of local histories, cultures, and knowledge through classroom inquiry and partnerships with Elders, artists, and community members. With our plants, we aim to foster curiosity, respect, and a strong sense of belonging for all students and members of our community.



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Please save PDF as *(Your School Name)* Indigenous School Plan 2025-26)

These plans will be posted on the WVS Indigenous Education website and will be shared with the WVS IEC.