



## Indigenous Education School Plan 2025 – 2026

School: Westcot Elementary

School Indigenous Education Committee Members: Stina Martinez, Karen Foster, Firouzeh Vaziri, Lindsay Morton

School Main Contact Person(s): Lindsay Morton and Stina Martinez

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

Our 2025–2026 Indigenous School Plan focuses on deepening cultural understanding, strengthening belonging, enriching professional learning, and embedding Indigenous worldviews meaningfully across K–7.

- **Deepening Understanding Through Authentic Local Learning**

Students and staff will continue to learn through place, story, and relationships. We will expand hands-on cultural experiences, Squamish language learning, and local partnerships that connect us to the land, history, and teachings of the Sḵw̱wú7mesh Úxwumixw (Squamish Nation).

- **Strengthening FPPL Across the School**

Staff will engage in ongoing learning using the First Peoples Principles of Learning, exploring how each principle can guide instructional practice, assessment, and classroom culture. This work will build on shared language and structured opportunities for reflection.

- **Supporting Belonging and Student Success**

Through collaboration with Indigenous Success Teacher Sylvia King and Squamish Nation members, we will support connection and engagement for Indigenous students. Regular check-ins, relationship building, and instructional supports are central to this work.

- **Embedding Respect, Relevance, Reciprocity, Responsibility**

Drawing on the widely recognized “Four R’s,” we continue to model respect for cultural knowledge, create relevant learning experiences connected to land and community, engage in reciprocal relationships with families and Knowledge Keepers, and uphold our responsibility to reconciliation.



- **Enriching Staff Learning Through Curated Resources & Collaboration**

Teacher-Librarians, teacher leaders, and Indigenous Success Teachers continue to support staff with professional learning that builds confidence and cultural awareness.

**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.**

- **Sense of Belonging**

We aim to strengthen connection, identity, visibility, and culturally grounded relationships for Indigenous students. This work is done alongside Sylvia King who is visiting classrooms and building deep relationships with students and teachers.

- **Engagement & Participation**

We aim to increase student attendance. This is noticed in a few of our indigenous students; data and starts with building trusted relationships through check ins, space when needed and care.

**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 plan aligns with the Indigenous Success Plan by promoting:

- **Identity & Voice**

We create opportunities for Indigenous students to lead acknowledgements, share stories, and see their culture reflected meaningfully in materials, signage, and school events.

- **Meaningful Relationships**

Ongoing partnerships with the Squamish Nation Team, Indigenous Success Teachers, and families help guide our work and ensure that learning is culturally safe and authentic.

- **Safe, Inclusive, Culturally Connected Learning Environments**

Visible cultural elements, including signage, land acknowledgements, Squamish language learning, Indigenous gardens, and student-created artwork. This helps create an environment where all students feel welcomed.



- **Improved Student Outcomes**

Through school-based teams, wrap-around supports, and relationship-focused planning, we work toward improved literacy, numeracy, engagement, and confidence for Indigenous learners.

#### **4. Highlight your school plans and learning intentions for the November 24<sup>th</sup> Indigenous Focused PD Day afternoon Session.**

The November 24 Indigenous Pro-D Day was a great learning experience for Westcot staff, grounded in district learning and school-based place-based learning.

Staff attended the district keynote by Dr. Dustin Louie, preceded by a cultural welcome from the Squamish Nation's Proud Little Warriors Drumming Ensemble.

Staff engaged in guided reflection based on Professional Standard 9 (page 3 of [this presentation](#)), considering:

- Where do we personally hold influence in decolonizing learning?
- How are we uniquely positioned to engage in this work?
- Where are our entry points as a school community?

Westcot's afternoon professional learning was grounded in place, plants, and localized Indigenous knowledge. Staff gathered in the library to reflect on the keynote, Standard 9, and the role of land, story, and relationship in decolonizing learning. Afterwards we shared through teachers leaders:

#### **1. Pacific Northwest Plant Knowledge Resources ([this presentation](#))**

Staff explored:

- Pacific Northwest Plant Knowledge Cards
- PictureThis plant identification app
- Invasive Species Council of BC teacher cards
- BC Agriculture in the Classroom resources

#### **2. Exploring Our Indigenous & School Gardens**

Teachers explored:

- local plants
- curricular connections
- identify opportunities for authentic outdoor learning



### 3. Sharing Stories & Teaching Practices

Teachers then shared a favourite story or activity connected to Indigenous learning, building a repertoire of meaningful, culturally grounded instructional strategies.

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

We are most proud of staff curiosity, openness, and shared growth. Staff engage in ongoing learning and reflection to embed Indigenous perspectives at Westcot. Below is a list of activities that have taken place or are currently planned for the school year, we are proud of the extensive list of activities below. In particular our staff book club.

#### Kindergarten

- Land acknowledgement creation and sharing with Sylvia King (with Grade 4)
- Hiwus Feasthouse cultural program at Grouse Mountain (K & 6)
- Large Turtle Island project (K–6)

#### Grade 2

- Community learning with S7plek (Bob Baker)
- Gratitude circles with talking sticks
- Grouse Mountain - Feasthouse.
- Ambleside beach day trip, a walking field trip where we discover Indigenous Artwork.
- Rebecca – a visit from the Knowledge Keeper

#### Grade 3

- Learning Through the Canoe
- Canoe art with Isaac Vanderhorst
- Blessing of the salmon released into Brothers Creek
- Cheakamus Centre
- Museum artifact and cultural kits (Grades 3–5)
- Cedar bracelet weaving
- Soapstone carving

#### Grade 4

- Land acknowledgement creation and sharing with Sylvia King (with Kindergarten)
- Hiwus Feasthouse cultural program at Grouse Mountain



- Squamish language learning with Alroy “Bucky” Baker
- Museum artifact and cultural kits (Grades 3–5)
- Map from the BCTF that showed indigenous groups, treaties, timelines, etc. that took up the whole library floor area!

### **Grade 5**

- Museum artifact and cultural kits (Grades 3–5)

### **Grade 6**

- Hiwus Feasthouse cultural program at Grouse Mountain (K & 6)
- Novel study: The Barren Grounds
- Large Turtle Island project (K–6)

### **Grade 7**

- Grade 7 Band – Eagle Song by Bob Baker, reimagined by Robert Buckley
- Tayaka Tours paddling experience
- Shi-shi-etko story learning
- Museum of Anthropology – Indigenous art and belonging
- Learning Through the Canoe
- Grade 7 book club (Braiding Sweetgrass for Young Adults)

### **Whole School / Multi-Grade**

- Full implementation of BC Curriculum with FPPL embedded
- Place-based learning: salmon lifecycle & Indigenous courtyard gardens
- Large Turtle Island project (K–6)

Please see a few photos of our activities below:



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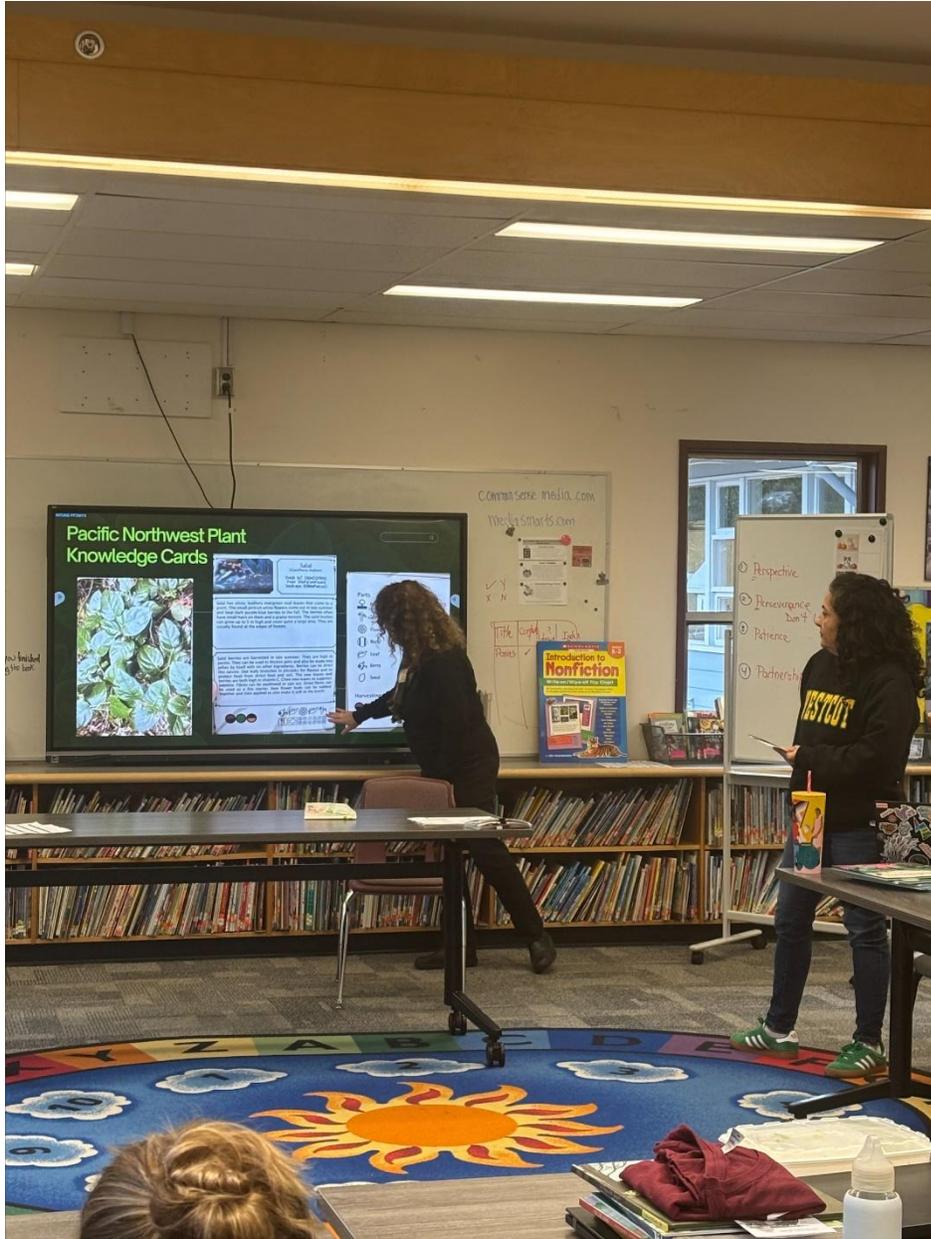


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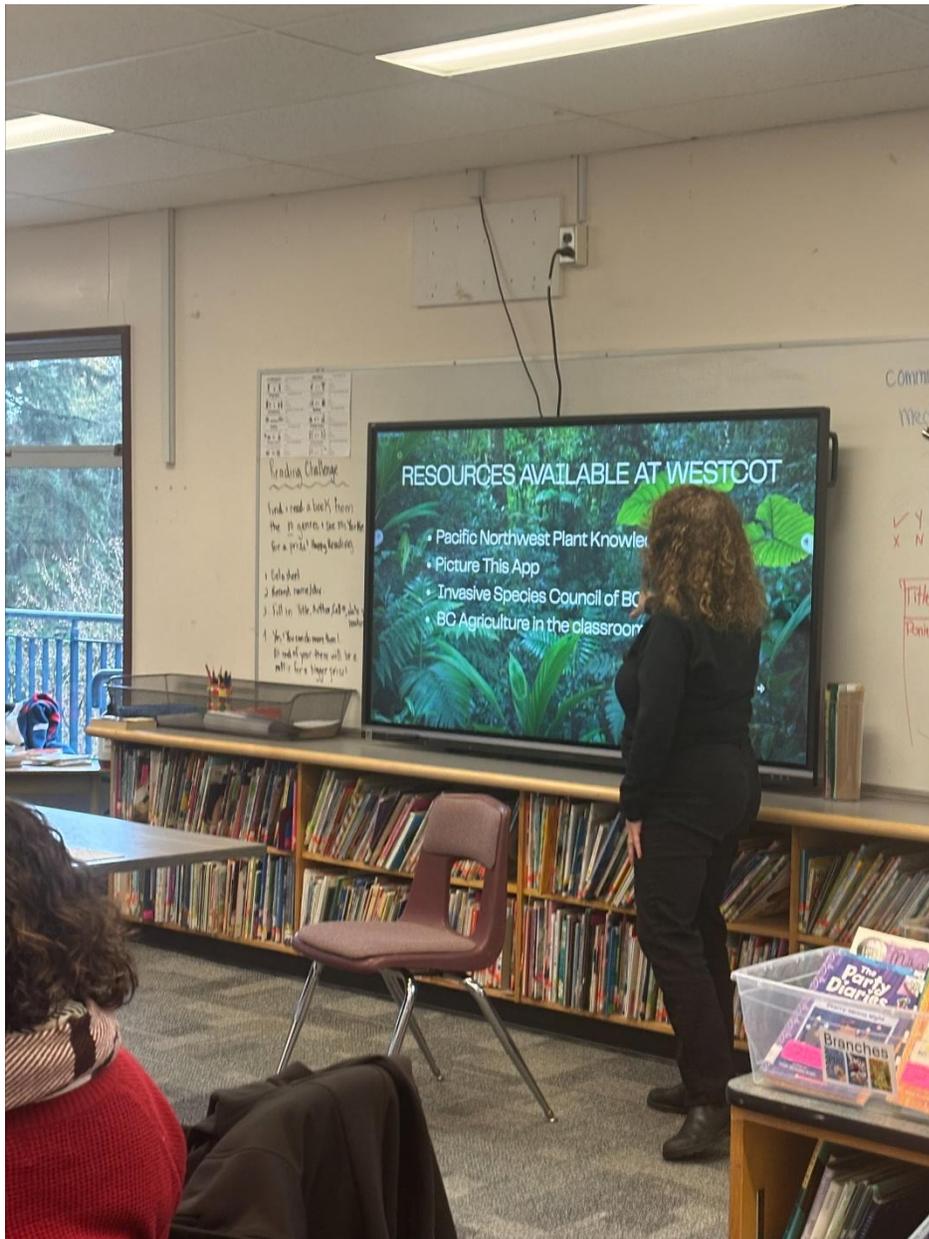


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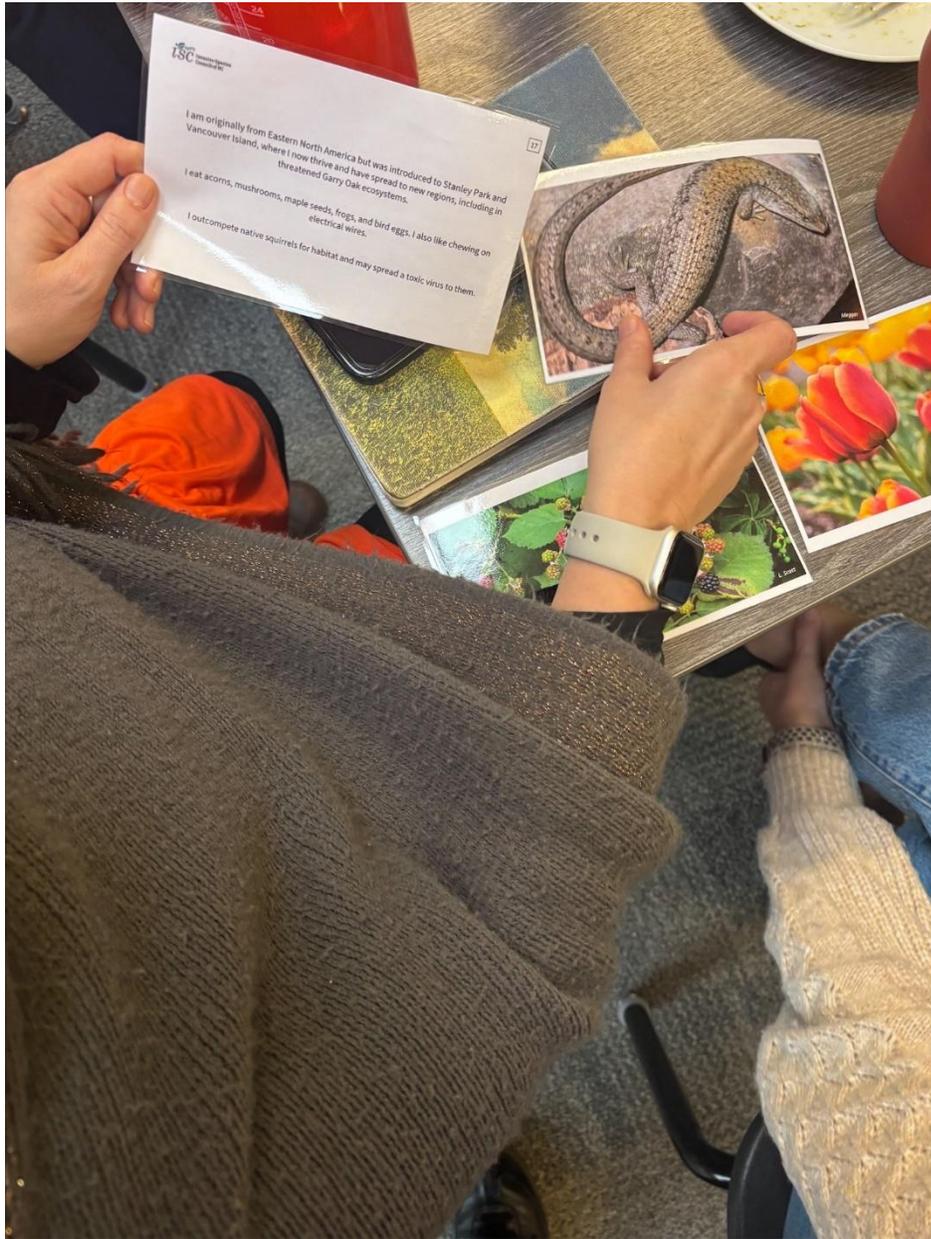


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## ROOTED IN RELATIONSHIPS:

*Embodying Decolonized  
Learning in Schools*

### MORNING AGENDA - KAY MEEK THEATRE

8:00 am - Coffee/Tea and Light Refreshments 8:30 am - Welcome and Acknowledgement 8:45 am - Proud Little Warriors Squamish Nation Cultural Drumming Group 9:00 am - 10:45 am - Dustin Louie Keynote 11:00 am - Back to school for continued school-focussed Professional Development



### FOLLOW UP QUESTIONS:

#### AS AN EDUCATOR:

- Where do you personally hold influence in Decolonizing Learning?
- How are you uniquely positioned to engage in Decolonizing Learning?
- Where is your initial entry point in Decolonizing Learning?

#### AS A SCHOOL COMMUNITY

- Where do you hold influence in Decolonizing Learning?
- How are you uniquely positioned to engage in Decolonizing Learning?
- Where are your entry points in Decolonizing Learning?

### PROFESSIONAL STANDARD 9

Professional Standards for BC Educators

Educators respect and value the history of First Nations, Inuit, and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritage, cultures, and ways of knowing and being of First Nations, Inuit and Metis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Metis worldview and perspective into learning environments.