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Indigenous Education School Plan 2025 – 2026

School: Caulfeild iDEC

School Indigenous Education Committee Members: Suzanne Seward (Indigenous Educations) and Beverly-Ann Lehman (Circles Meetings)

School Main Contact Person(s): Nathan Blackburn

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

Our Indigenous School Plan for 2025/2026 focuses on strengthening relationships, belonging, and land-based learning through meaningful integration of Indigenous ways of knowing across the curriculum. Guided by the First Peoples Principles of Learning, we will emphasize learning that is holistic, experiential, deeply connected to place, and grounded in relationships and community.

In alignment with Caulfeild's iDEC principles, we are prioritizing:

- Inquiry-based learning that encourages students to explore Indigenous perspectives, histories, and contemporary contexts in ways that build curiosity, empathy, and critical thinking.
- Design opportunities that allow students to co-create learning experiences with community members, including Elders and Knowledge Keepers, ensuring learning is authentic, relevant, and connected to place.
- Evaluation practices that value reflection, personal growth, story, and multiple ways of demonstrating understanding.
- Community partnerships that deepen students' sense of belonging and responsibility, recognizing that learning ultimately supports the well-being of the self, family, community, and the land.

The ultimate goal is to nurture a school culture where Indigenous ways of knowing are lived daily and support identity, belonging, reconciliation, and relationship to land for all learners.



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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.

Based on our school data, we are focusing on strengthening sense of belonging and attendance for students with Indigenous ancestry.

- **Sense of Belonging:** While our students overall report strong connectedness, students with Indigenous ancestry show slightly lower indicators of belonging. In response, we are prioritizing relationship-building, cultural visibility, and meaningful land-based learning. This aligns with the First Peoples Principle that learning is relational, and deeply supported by the community and environment.
- **Attendance:** Attendance is generally positive, but we see occasional inconsistencies within our small Indigenous cohort. Our focus is on proactive communication with families, building strong daily routines where students feel seen, valued, and included, and ensuring learning experiences are engaging, experiential, and connected to place.
- We appreciate the support of our Indigenous Success teacher, Sylvia King, who works with students with ancestry to encourage connection to place, and belonging within our school community. Below you will see photos of students making Jam, Bannock and Tea with Ms. King.



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We do not have concerns around academic achievement for our Indigenous learners. Our emphasis is on ensuring they continue to feel connected, welcomed, and supported—reflecting both Caulfeild’s iDEC framework and the First Peoples Principles of Learning.



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 Indigenous School Plan aligns closely with the WVS Indigenous Success Plan and the Enhancement Agreement by supporting the three central goals: using Indigenous Ways of Knowing to guide teaching and learning, strengthening transitions and pathways for learners, and creating a strong sense of space and belonging for Indigenous students that is inclusive for all.

Through land-based learning, integration of Indigenous perspectives across inquiry units, and the intentional use of stories, community partnerships and classroom practices rooted in the First Peoples Principles of Learning, we are ensuring that Indigenous Ways of Knowing meaningfully shape teaching, learning and decision making at Caulfeild. This directly reflects the Enhancement Agreement goal to use Indigenous perspectives to empower instruction.

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

As a school team we shared key takeaways from the Keynote speaker Dr. Justine Louie and built a planning template for our year ahead that focus on brining learning into the classroom.

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?

We also discussed classroom connections to Indigenous Ways of Knowing. Seen here;

[Classroom Connections to Indigenous Ways of Knowing at Caulfeild iDEC 2025 2026](#)

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

Here are some standout connections to Indigenous Ways of Knowing from from our classroom connections:



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1. Connection to Place & Environmental Learning: Students across all grades are exploring the school forest, learning about ecological and cultural interconnections, Indigenous plant and place names, and sustainable practices.
2. Integration of Indigenous Stories & Literature: Literacy units across divisions analyze stories such as *How Raven Stole the Sun*, embedding Indigenous narratives into reading and classroom discussions.
3. Art and Cultural Experiences: Students engage in meaningful art projects (e.g., The Witness Blanket, weaving, Two Sisters art) and hands-on cultural experiences, including guest speakers and canoe experiences, supporting relational and experiential learning.
4. Social Studies & Historical Understanding: Across divisions, students are learning about First Peoples' land use, historical government policies, and the impacts of residential schools, fostering empathy, awareness, and cultural understanding.

Instructions: Please put a PDF copy of your Indigenous School Plan in the AO Folder/Indigenous Education/Indigenous School Plans 2025-26 by December 01, 2025

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.