



## Chartwell's Indigenous Education School Plan 2025 – 2026

**School:** Chartwell Elementary

**School Indigenous Education Committee Members:** Sara Bell (Principal), Roland Samson, Jessica Lee, Jessica Ferguson

**School Main Contact Person(s):** Roland Samson

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

For 2025–2026, Chartwell's focus is to deepen our integration of Indigenous Ways of Knowing and Being across all aspects of teaching, learning, and school culture. Although we do not currently have students who self-identify as Indigenous, we believe that Indigenous knowledge belongs to all students, and that our responsibility is to ensure every child and adult at Chartwell experiences learning rooted in relationship, place, reciprocity, and community.

Building on our previous plans, this year's focus includes:

- **Strengthening staff cultural competency** through whole-district Indigenous Professional Development, including Dr. Dustin Louie's keynote on decolonizing learning.
  - **Deepening place-based learning** connected to Sk̓wx̓wú7mesh (Squamish) Nation land, language, and stories.
  - **Expanding experiential learning** through cultural workshops (e.g., wool weaving at MONOVA).
  - **Embedding Indigenous perspectives into literacy, inquiry, and local outdoor learning**, moving beyond "content" to "ways of being."
  - **Developing shared school-wide practices** (e.g., talking circles, gratitude practices, Indigenous plant knowledge, Squamish language integration).
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.

Chartwell does not currently have students requesting Indigenous Success services; however, we remain committed to:

- Creating a school where Indigenous students would feel deeply welcome, safe, and represented.
- Ensuring that any students with Indigenous ancestry experience:



- A strong sense of belonging
- Opportunities for cultural connection
- Academic support in literacy and numeracy if needed
- Trusting relationships with staff

Even without current Indigenous students, our approach ensures readiness and responsiveness in alignment with district expectations and the Equity in Action Framework.

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)

Chartwell's plan strongly supports the three guiding goals of the WVS Indigenous Enhancement Agreement:

**a. Using Indigenous Ways of Knowing to inform teaching and learning**

Our school goal continues to emphasize holistic, relational, experiential learning aligned with the First Peoples Principles of Learning. This includes:

- Multi-age Treehouse groups connected to Cedar, Alder, Hemlock, Fir and their Squamish names and cultural teachings.
- Place-based inquiry into local plants, land, and ecosystems.
- Daily and weekly practices (e.g., gratitude circles, storytelling, language use).

**b. Enhancing student success through transitions and pathways**

We build pathways for understanding Indigenous cultures through:

- K–7 curriculum integration across literacy, SS, arts, science.
- Elder-informed storytelling and drama workshops (e.g., Firefly project).
- Hands-on programs such as wool weaving, Squamish language lessons, and local artist partnerships.

**c. Creating a sense of space and belonging for Indigenous students that is inclusive to all**

We continue to cultivate a welcoming, inclusive school culture by:

- Using Indigenous artwork, language, signage, and stories around the school.
- Creating natural learning spaces (Indigenous plants garden).
- Supporting staff in understanding their role in decolonizing learning.
- Ensuring acknowledgements, ceremonies, and cultural learning are authentic and respectful.

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

In the morning, staff will join the **district-wide Indigenous Professional Development Day** at the Kay Meek Theatre featuring:



- Dr. Dustin Louie's keynote: *Rooted in Relationships: Embodying Decolonized Learning in Schools*
- Squamish Nation Proud Little Warriors Drumming Ensemble

**Chartwell's afternoon plan:**

**Cultural Immersion Program at MONOVA**

All teaching staff will attend a unique cultural immersion program led by an Indigenous Cultural Programmer, featuring:

- **Wool weaving workshop**
  - Learning about **local land, history, and Indigenous material culture**
  - Learning about Residential School history on the North Shore
  - Connections to the Skwxwú7mesh Nation and the broader North Shore context
  - Reflection time to identify personal and collective **entry points for decolonizing learning**, guided by the morning's keynote questions
- This afternoon session will directly support:
- Staff reflection on **where we hold influence in decolonizing learning**
  - Strengthening our collective understanding of Indigenous pedagogies
  - Building capacity for authentic, year-round integration of Indigenous worldviews

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

We are proud that Chartwell continues to move beyond one-time events or "checklist" learning. Instead, our staff increasingly sees Indigenous education as:

- **A way of being**
- **A lens for teaching and learning**
- **A commitment we share as a community**

We are proud of:

- Staff's willingness to reflect on personal role and influence in decolonizing learning.
- The movement toward consistent, school-wide practices (e.g., treehouses, gratitude circles, Acknowledgements, seemly/authentic curricular connections).
- Building authentic connections to Skwxwú7mesh teachings and land.
- Creating a school culture where Indigenous students—present or future—would immediately feel that they belong, are valued, and are represented.