



Christina Lake Elementary School Plan 2026-2027
Morgan Adrain, Principal



Purpose and Vision

Build a Whole-School Culture of Belonging, Learning, Land, Community, and Well-Being

The intent is to move toward a holistic, whole-school model of Indigenous Education in which Indigenous ways of knowing, relationships with land, community knowledge, storytelling, food, wellness, responsibility, and reciprocity are woven naturally throughout the school day and across the curriculum.

This intent will complement our existing goals around literacy, Circle of Courage, family engagement, and community connection.

Be Curious

How can we move beyond individual Indigenous Education activities toward a school culture that reflects Indigenous ways of knowing, relationships, reciprocity, and connection to land and community?

We are curious about how learning changes when students have meaningful opportunities to learn with and from the land, learn alongside community members, contribute to their community, and develop practical skills that support their well-being and independence.

We recognize that Indigenous Education should not be confined to particular lessons, cultural events, or designated days. Instead, we want to explore how Indigenous perspectives and practices can inform how we learn, how we care for one another, how we relate to the land, how we share resources, and how we understand our responsibilities to our community.

We are particularly curious about:

- How can we deepen the Circle of Courage so that Belonging, Mastery, Independence, and Generosity are lived experiences rather than concepts taught in isolation?
- How can we create more opportunities for students to develop relationships with the land through gardening, harvesting, stewardship, outdoor learning, and land-based projects?
- How can we invite Elders, Knowledge Keepers, families, local organizations, and community members to share knowledge and skills with students in authentic ways?
- How can food become a vehicle for learning about health, culture, sustainability, mathematics, science, literacy, community, and generosity?
- How can we develop practical life skills that increase student independence and confidence?

- How can literacy extend beyond the classroom through community reading, storytelling, oral history, and learning from local voices and experiences?
 - How can we create opportunities for students to contribute meaningfully to the school and wider community?
 - How can our school become a place where students experience a genuine connection between learning, land, people, food, culture, responsibility, and well-being?
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Get Intentional

Moving Toward a Whole-School Indigenous Education Model

Our goal is to develop a school environment where Indigenous Education is embedded, lived, and visible throughout the school, rather than treated as an additional program. This means intentionally creating connections among the Circle of Courage, Indigenous Education, literacy, land-based learning, wellness, food, practical life skills, and community engagement.

The Circle of Courage provides a particularly useful framework for this work:

Belonging – building relationships with peers, family, school, community, and land.

Mastery – developing academic knowledge as well as practical, cultural, artistic, and land-based skills.

Independence – developing confidence, responsibility, self-regulation, and the ability to care for oneself and others.

Generosity – contributing to the school, community, and land and understanding that our learning carries responsibilities toward others.

This approach allows Indigenous Education to become part of the way the school operates, rather than simply something students encounter during specific lessons.

Make Time for Learning

Land-Based and Community-Enriched Learning

We will intentionally create regular opportunities for students to learn outside the traditional classroom setting and alongside people from our community.

Learning experiences may include:

- School gardening and food-growing projects

- Indigenous plant and local ecology studies
- Nature walks and land observation
- Seasonal learning connected to the local environment
- Community mapping
- Stewardship and conservation projects
- Tree planting and habitat projects
- Outdoor science investigations
- Learning about local plants and their uses, where appropriate and guided by knowledgeable community members
- Harvesting and preserving food
- Cooking and preparing food together
- Art, music, drumming, storytelling, and oral traditions
- Community members sharing trades, skills, stories, and knowledge
- Intergenerational learning opportunities
- Local history and place-based inquiry
- Community reading projects

The intention is not simply to take learning outdoors, but to help students understand that the land and community are sources of knowledge.

Food, Nutrition, and Life Skills

Developing an In-House School Food Program

A significant opportunity for holistic learning is the development of an in-house breakfast and food program.

Rather than relying primarily on pre-packaged food, students could participate in planning, preparing, cooking, and serving simple whole-food meals.

This could include:

- Breakfast preparation
- Baking
- Soup-making
- Smoothies
- Homemade granola
- Fresh fruit and vegetables
- Eggs and other protein-rich foods
- Whole-grain foods
- School-grown produce
- Food preservation
- Freezing and drying
- Pickling, where appropriate

- Jam and other seasonal preserves
- Meal planning
- Food budgeting
- Food safety
- Nutrition education
- Reducing food waste
- Composting

This would become much more than a breakfast program. It would create opportunities for students to develop independence, responsibility, collaboration, numeracy, literacy, science, nutrition knowledge, and generosity.

Students could take ownership of portions of the program by helping prepare food, maintain supplies, organize the space, serve others, and clean up.

This directly supports the Circle of Courage goal of moving toward meaningful opportunities for Independence and Generosity rather than simply discussing these concepts.

Food Preservation and Seasonal Learning

A school food-preservation project could become an annual, community-supported learning experience.

For example:

Fall Harvest Project

- Harvest vegetables, fruit, herbs, or berries where available
- Invite community members to teach preservation skills
- Make preserves or dried foods
- Learn about food safety
- Calculate quantities and costs
- Create labels and packaging
- Read recipes and procedural texts
- Document the process through writing and photography
- Share some of the finished products with families or community members

This provides an authentic reason to read, write, measure, calculate, communicate, collaborate, and problem-solve.

It also creates opportunities for community members to bring their own knowledge and expertise into the school.

Community Reading

The existing growth plan already identifies community reading as an important extension of literacy, including buddy reading, Fireside Fridays, and opportunities for parents and community members to read with students.

We can broaden this concept into Community Reading and Storytelling.

Possible experiences include:

- Elders and Knowledge Keepers sharing stories
- Community members reading favourite books
- Family reading mornings
- “Bring a Book, Bring a Story” events
- Local authors and artists visiting the school
- Students interviewing community members about their experiences
- Oral history projects
- Students creating books about their community
- Outdoor reading circles
- Fireside storytelling
- Community book exchanges
- Older students reading to younger students
- Students creating audio recordings of stories or readings

This supports the existing goal of making reading visible, celebrated, and integrated into the social fabric of the school.

Action with Intent

A Year of Purposeful Community and Land-Based Learning

Rather than creating isolated events, we could develop a year-long progression of authentic experiences.

Season:	Possible School-Wide Experiences:
Fall	Harvesting, food preservation, garden preparation, community storytelling, local ecology, fall reading events
Winter	Cooking and breakfast program, indoor growing, storytelling, drumming/music, community reading, practical skills
Spring	Gardening, planting, land stewardship, outdoor learning, water studies, community projects
Summer/Year-End	Garden harvest, celebration of learning, food preparation, community sharing, student reflection

The specific activities would be developed with local Indigenous community members and Knowledge Keepers, ensuring that learning is respectful, locally relevant, and appropriately guided.

Student Leadership and Generosity

A particularly important shift would be to move students from being participants in programs to contributors to the community.

Students could take responsibility for:

- Maintaining gardens
- Preparing food
- Helping with breakfast
- Supporting younger students
- Organizing reading events
- Caring for shared spaces
- Participating in stewardship projects
- Preparing food to share
- Welcoming community members
- Documenting school projects
- Sharing their learning with families

This provides an authentic expression of Generosity and Independence.

Students should be able to answer:

“What do I know how to do, and how can I use what I know to help someone else?”

That question could become an important thread throughout the school year.

Community Partnerships

We will intentionally broaden our understanding of “community” to include:

- Indigenous Elders and Knowledge Keepers
- Indigenous Education staff
- Families and caregivers
- Local farmers and gardeners
- Local food producers
- Community organizations
- Seniors and intergenerational community members

- Artists and musicians
- Local tradespeople
- Environmental and stewardship organizations
- Local businesses
- Public library staff
- Other community members with knowledge and skills to share

The existing plan already identifies community-involved events and stronger, more authentic communication with families as priorities. This expansion would turn that intention into ongoing partnerships around learning, rather than limiting community involvement to special events.

Thoughtful Sharing

Evidence of a More Holistic School

Our evidence of growth should extend beyond traditional academic data.

We will look for evidence that students are:

- More connected to their school and community
- Demonstrating increased reading engagement and stamina
- Developing practical life skills
- Taking greater ownership of their learning
- Demonstrating increased independence
- Working collaboratively across age groups
- Participating meaningfully in community projects
- Developing stronger relationships with the land
- Demonstrating generosity and responsibility
- Developing knowledge of food, nutrition, and wellness
- Seeing themselves as contributors to their school and community

We will gather evidence through:

- Student voice and reflection
- Student learning portfolios
- Reading data and student reading goals
- Family feedback
- Community feedback
- Staff observations
- Photographs and documentation of learning
- Participation in land-based projects
- Student leadership opportunities
- Reflection on Circle of Courage
- Samples of student work

This maintains the existing plan's commitment to collaborative analysis and using evidence to identify patterns, root causes, and instructional shifts.

Vision Statement:

Our vision is to cultivate a school community where every student experiences a strong sense of belonging, develops meaningful skills, builds relationships with the land and community, and understands that learning comes with responsibility. Through a holistic approach to Indigenous Education, we will weave Indigenous ways of knowing, Circle of Courage, literacy, land-based learning, food, wellness, practical life skills, and community partnerships into the everyday life of our school. We will create purposeful opportunities for students to learn from others, learn from the land, contribute to their community, and see themselves as capable, connected, and responsible members of the world around them.