



Meadows West School

Community Report 2025-2026 & Vision for 2026-2027

Meadows West School Mission Statement and Living Framework



We foster a **welcoming environment** to instill a sense of **belonging** and **acceptance**.



We are **equitable** in our practice and honour the **cultural** and **personal needs** of everyone.



We have a **growth mindset**, **take risks**, and develop **resilience** in all our learners.



We are committed to **environmental awareness** and our **responsibility** to build a sustainable future.

Priorities for 2025-2026

School and Community Relationships

- Community building within and outside of the school
- Supporting our families
- Invite families to share their knowledge and skills with the school community
- Reduce cultural barriers
- Nurturing smooth transitions
- Partnerships with community agencies, organizations and local businesses to foster Diversity, Equity and Inclusion
- Survey strengths and assets of community members

Social and Emotional Wellness

- Support the wellness of Staff, Students, and Families
- Share strategies to support collaboration
- Create strategic pairings of staff & students (skill building, skill sharing, relationship building)
- Embrace diversity and empowering student voice
- Ensuring that all learners feel safe, welcomed and accepted for who they are

Our Learning Journey towards the Good Life

- Diversity, Equity and Inclusion
 - Framework for Learning
 - Mino-Pimatisiwin
 - Global competencies and leadership for all
 - Build a fluid anti-racist education framework within our learning community
 - Nurture capacity to build empowered learners
 - Reflect student voice in the programming and in the school community
 - Use a strength-based approach that allows learners to work in their passion places
 - Look for equitable learning outcomes and success for all
 - Mamàhtawisiwin: The Wonder We Are Born With
 - Multiliteracies
 - Literacy Growth Areas
 - Create authentic and genuine pieces of writing
 - Communicate and make connections more effectively using visuals and text, and multi-modal ways of expression
 - Inquiry into Writing
 - Writing Conventions & Organization
 - Inquiry, Intentionality and Feedback Loop
 - Numeracy Growth Areas
 - Visualization
 - Critical Thinking
 - Infusing Real World Applications
 - Discussing and collaboration to work on problem-solving tasks

Evidence of Learning

Multiliteracies

- [Poetry \(Grade 6s\)](#)
- [Buddy Reading](#)
- [I Love to Read Month](#)
- [Poetry Jam](#)
- [Writing Studio](#)
- [Demonstrating Math Learning](#)
- [Grade 1 Math learning](#)
- [Place Values](#)
- [Global Competencies in Action](#)
- [Grade 1s speak about the Task Intent Criteria](#)
- [Experiment Time](#)
- [Winter Science](#)
- [Learning through Creating](#)
- [Conductor Experiment](#)
- [Focus and Structures](#)
- [Learning about Magnets](#)
- [Learning about Water](#)
- [Building Structures Challenge](#)

Diversity, Equity, Inclusion

- [Philippine Independence Day Assembly](#)
- [Diwali](#)
- [Ramadan](#)
- [Black History Month "I Have a Dream"](#)
- [AAC DAY](#)
- [Learning about the Holocaust](#)

Land-based Education

- [Outdoor Learning Space](#)
- [Land Based Learning](#)
- [Fire Teachings](#)
- [Deer Meadow Farms](#)
- [Camp Manitou Day 1 and Day 2](#)

STEAM

- [Coding](#)
- [Robotics](#)
- [3D Printing](#)
- [Animation](#)
- [Makey Makey and Vinci Bot](#)
- [Vinci Bots](#)
- [Game ON!](#)
- [Brawlhalla](#)
- [Destination Imagination](#)
- [Hands-on Learning](#)
- [STEAM Fair 2026](#)

Indigenous Learning Journey

- [Secret Path](#)
- [Sage Picking](#)
- [Orange Shirt Day](#)
- [Metis Beadwork](#)
- [Medicine Bags](#)
- [Dream Catchers](#)
- [Regalia Making](#)
- [Pow Wow](#)
- [Treaty Education](#)
- [Student Land Acknowledgements](#)
 - [Grade 3 \(Room 31\)](#)
 - [Grade 7s \(Room 6\)](#)
 - [Grade 7s \(Room 14\)](#)

Athletics Highlights

- [Outdoor Winter Fun](#)
- [Ski Trip 2026](#)
- [Chess Tournament 2026](#)
- [Track and Field](#)
- [Basketball Boys and Girls](#)
- [Soccer](#)

Music and Arts Highlights

- [Middle Years Honour Choir](#)
- [Early Years Winter Concert](#)
- [Winter Concert 2025](#)
- [Spring Concert 2026](#)

Evidence of Impact

Student Reflection: What makes Meadows West School a good place to learn?

[Episode 1](#)

[Episode 2](#)

[Episode 3](#)

[Episode 4](#)

[Episode 5](#)

[Episode 6](#)

[Episode 7](#)

[Episode 8](#)

[Episode 9](#)

[Episode 10](#)

Evidence of Community Engagement

Meadows West Parent Advisory Council

- [MWPAC 3rd Annual Community BBQ](#)
- [MWPAC School Merch](#)
- [MWPAC Movie Night](#)
- [Staff Appreciation Lunch](#)

Special Guests

- [Her Honour, Lt. Gov of Manitoba, Anita Neville](#)
- [MP Kevin Lamoureux](#)
- [Premier Wab Kinew @ MW](#)
- [MLA Cindy Lamoureux](#)
- [City Councillor Vivian Santos](#)
- [Ace Burpee](#)
- [Kenny Dadou](#)
- [Ray Wan](#)

Community Engagement

- [CJOB at Meadows](#)
- [Flag Raising at PCCM,](#)
- [Flag Raising at City Hall](#)
- [Rosseau River First Nations PD](#)
- [Riding the Wave](#)
- [Concert for a Cause 2025](#)
- [St. Paul's High School](#)
- [Pokemon Giveaway](#)
- [Financial Literacy](#)
- [⊕ McDonalds and RMH MB](#)
- [Inner City Science Centre](#)
- [Manitoba Moose](#)
- [Meadows West Perform at Ecole Sacre Coeur](#)
- [MW at the Leg](#)
- [Rady JCC Centre \(Sea Bears\)](#)
- [Winnipeg Jets Floor Hockey](#)
- [Patrol Award](#)
- [Roots and Shoots - Grades 1-4 Grades 5-8](#)

VISION FOR 2026-2027

ANTI-RACIST EDUCATION UMBRELLA (MAMÂHTAWISIWIN PILLARS)



INDIGENOUS LEARNING • MOTHER EARTH PROJECT-BASED LEARNING

ACADEMIC GROWTH & CAPABILITY

QUANTITATIVE:
Multi-Literacies Progress
(PBL integrated)



QUALITATIVE STORYTELLING:
Recorded Reflections
(audio/video)
"Gifts Identified" Log
(mapping strengths)



CULTURAL GROUNDING & IDENTITY

QUANTITATIVE:
Land-Based Learning Hours
(outdoor time)
Elder-Led Cohorts



QUALITATIVE STORYTELLING:
Land Journals (sketches/reflections)
Cultural Affirmation Log
(heritage sharing)



GLOBAL COMPETENCIES

THE CORE FRAMEWORKS



THE PATHWAYS
GLOBAL COMPETENCIES

SYSTEMIC RESPONSIVENESS

QUANTITATIVE:
• Resource & Time Allocation



QUALITATIVE STORYTELLING:
• De-Streaming Progress
(equity data)
• Staff Reflective Logs
(dismantling bias summaries)
• Built Environment Audit
(signage, books)



SOCIAL CONNECTION & BELONGING

QUANTITATIVE:
• Community Presence Index
(% families engaged)
• Collaborative Project Hours
(community work)



QUALITATIVE STORYTELLING:
• Belonging Echoes (student quotes)
• The Welcoming Ripple
(mentorship maps)



SOCIAL CONNECTION & BELONGING

The Circle of Care: A 3-Stage Journey to Holistic Learning



Year 1: Foundations & Trust

Identifying Student "Gifts"

Use diagnostic tools to map unique cultural, linguistic, and artistic assets beyond standardized metrics.

Anti-Racist Education Strategies

Implement protocols to identify and dismantle systemic barriers and biases.

Land-Based Beginnings

Establish initial relationships with Mother Earth through introductory outdoor pedagogy.

Year 2: Engagement & Collaboration

Multi-Literacy Pathways

Replace traditional silos with integrated programming.

Collaborative PBL

Educators and EAs co-plan Project-Based Learning units that apply core skills to community issues.

Anti-Racist Education Strategies

Implement protocols that promote emotional value, learning, and storytelling.

100% Access to High-Level Tasks
Eliminate systemic streaming to ensure all learners access rigorous, culturally sustaining academic pathways.

Metrics for Success

Quantitative and Qualitative Data from all learners

School Community Engagement

Evidences of Multi-Literacies

Visible Learning

Growth Mindset & Reflective Practice

Creativity

Critical Thinking

Collaboration

Connection to Self

Communication

Citizenship

Year 3: Reciprocal Partnerships & Impact

Reciprocal Partnerships

Align school goals with local leaders and newcomer mentors for mutual community support.

Place-Based Stewardship

Students move from learning "on" the land to "stewarding" it

Systemic Responsiveness

Publish reflective logs and de-streaming data to measure institutional change and student belonging.