



# One *Learning* Community

# **Aboriginal Education**

## **Report to SD61 Board of Trustees**

**March 5, 2018**

# VISION

- Empower educators to create culturally responsive environments and learning experiences that enable students to nurture their gifts and graduate with purpose

# Guiding Principles that move us forward...

- **North Star:** improved student outcomes
- **Growth Mindset:** build on strengths of students and staff
- **Relationship:** shared responsibility
- **Data:** inform programs and supports
- **Targets:** future oriented and accountability

# Data

- “stories are data with a soul”
- Data is not a summative assessment of the capacity of SD61 to meet the needs of Aboriginal learners any more than it is a summative assessment of the capacity of Aboriginal learners to succeed in SD61

# SD61 by the Numbers...

## ABORIGINAL NATIONS EDUCATION FACT SHEET

### GREATER VICTORIA SCHOOL DISTRICT BY THE NUMBERS: Where are We Now?

- ✦ Aboriginal students make up about 7.5% of GVSD population
- ✦ Aboriginal students in GVSD represent over 50 Nations from across BC and Caracna
- ✦ Aboriginal students represent about 30% of those in GVSD Behaviour Support Programs
- ✦ Aboriginal students represent about 1% of those in GVSD Gifted Education programs
- ✦ There is a 15-20% achievement gap (Aboriginal and non-Aboriginal) in K-8 literacy and numeracy
- ✦ Aboriginal students make up about 2% of those taking senior science classes (Biology, Chemistry, Physics) in GVSD high schools
- ✦ GVSD school completion rate for Aboriginal students is 63%
- ✦ GVSD school completion rate for Aboriginal students living on-reserve is 27%

### EDUCATION AND INCOME: Did You Know....

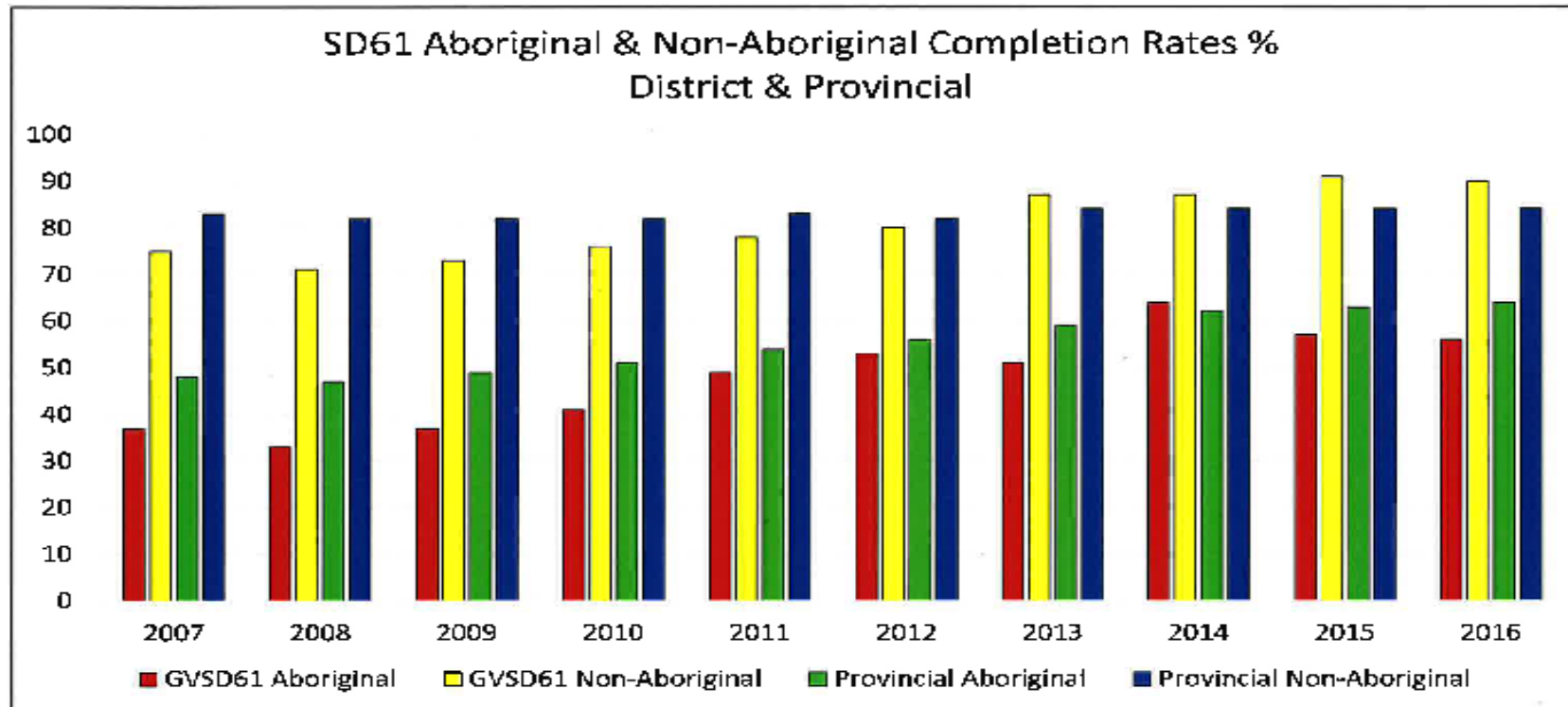
- ✦ that within the next 10 years, Aboriginal Canadians will account for 22% of the labour force growth in Canada?
- ✦ that the unemployment rate for Aboriginal youth who do not complete high school is 56%?
- ✦ that closing the educational gap between Aboriginal and non-Aboriginal Canadians would add 4.6 billion dollars annually to Caraca's GDP?
- ✦ that education is the most significant single determinant of economic well-being?

LIFETIME EARNINGS FOR ABORIGINAL PEOPLE IN CANADA		
	Male	Female
No High School Diploma	\$344,781	\$89,502
High School Diploma	\$861,636	\$294,350
Technical Diploma	\$1,191,146	\$646,904
University Degree	\$1,386,434	\$1,249,246

Sources: BC Ministry of Education (2011: 16), Statistics Canada (2006-2012), Aboriginal Policy Research Series (2013), National Aboriginal Economic Development Board (2015), GVSD WYEd data (2011: 14)



# Graduation Trends



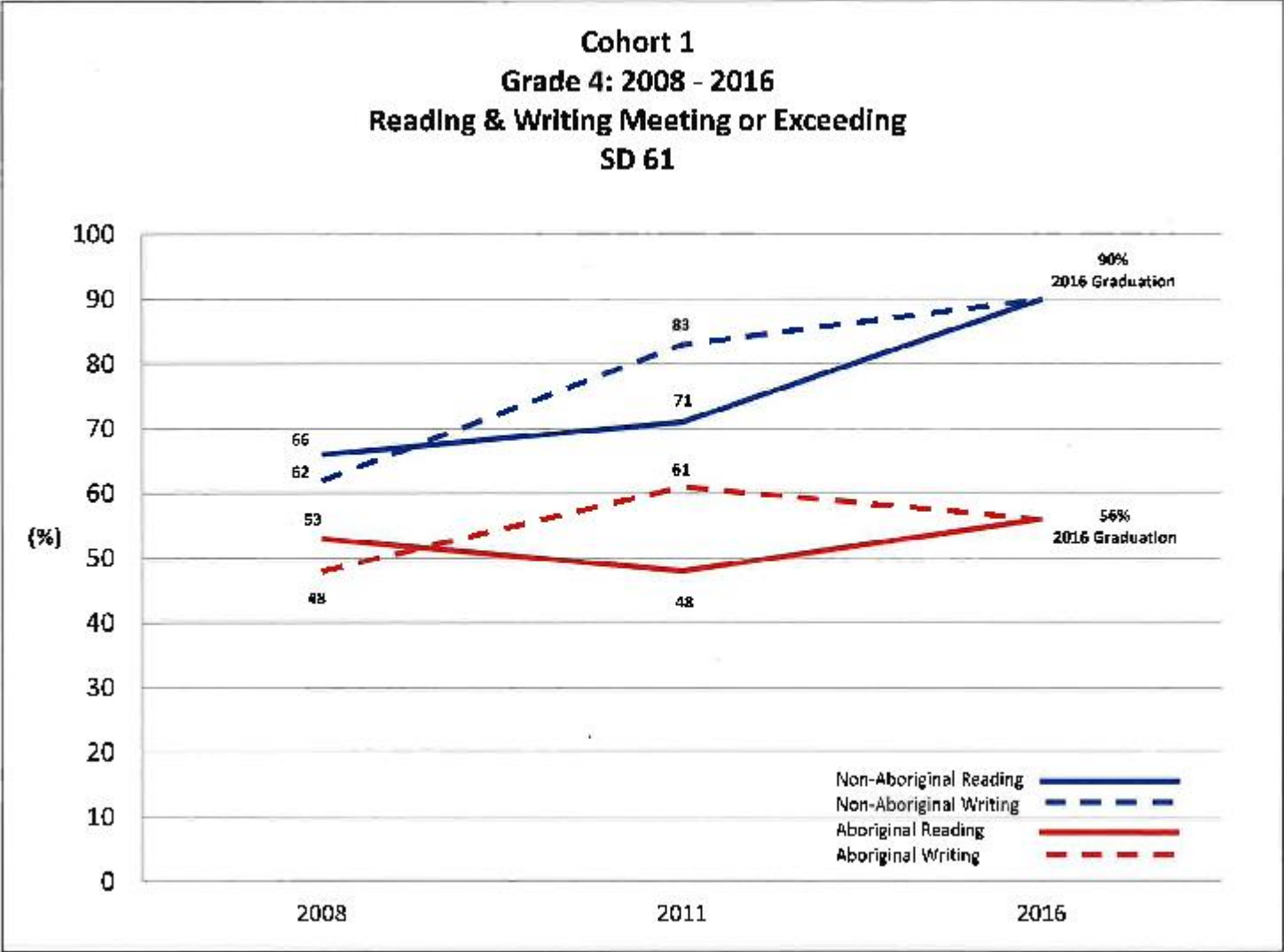
# Attendance Rates

## SD61 Student Attendance Rate (%) 2017-2018

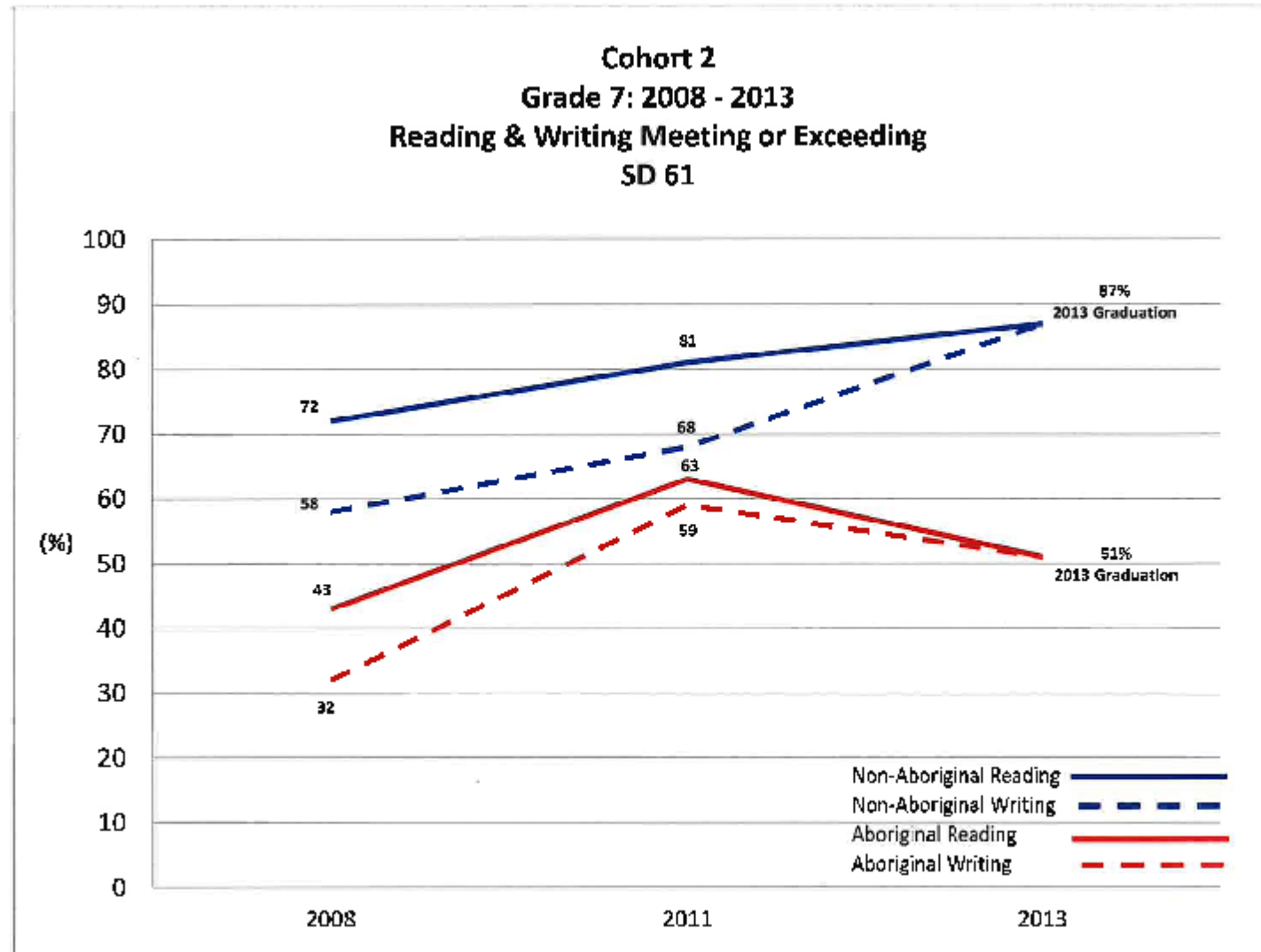
GRADE	GVSD NON-ABORIGINAL %						GVSD ABORIGINAL %						ON-RESERVE ABORIGIN				
	SEPT	OCT	NOV	DEC	JAN	FEB	SEPT	OCT	NOV	DEC	JAN	FEB	SEP T	OCT	NOV	DEC	JAN
K	96	94	93	93	93		91	88	87	88	88		96	90	90	91	74
1	95	94	94	94	94		92	89	89	89	88		92	88	89	90	89
2	96	95	95	95	94		94	89	91	91	91		76	88	89	91	90
3	95	95	95	95	93		91	89	89	90	90		92	92	92	90	89
4	95	95	95	95	94		92	89	90	90	89		73	71	73	86	85
5	96	95	94	95	94		91	89	89	89	89		90	84	86	86	85
6	97	95	95	95	95		91	88	88	89	87		95	87	87	87	85
7	95	94	94	94	93		88	85	85	86	84		88	84	84	83	80
8	95	94	94	94	93		87	84	85	86	85		89	80	80	79	78
9	91	93	93	93	93		95	87	85	86	85		77	69	66	67	65
10	94	92	92	92	92		86	80	79	80	80		70	59	59	62	61
11	94	91	91	91	91		83	77	77	78	78		75	52	54	58	56
12	95	90	92	92	92		83	74	72	73	73		66	67	68	69	74



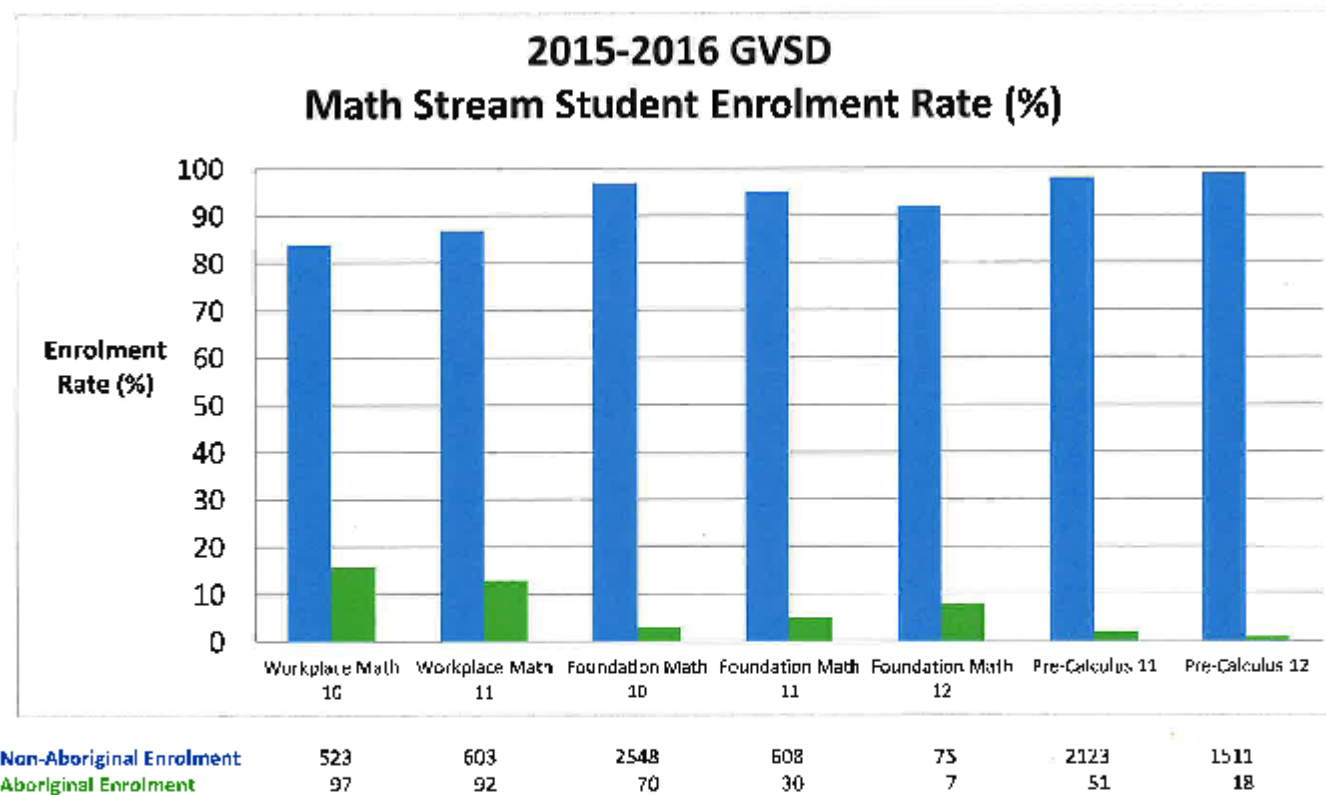
# Reading and Writing



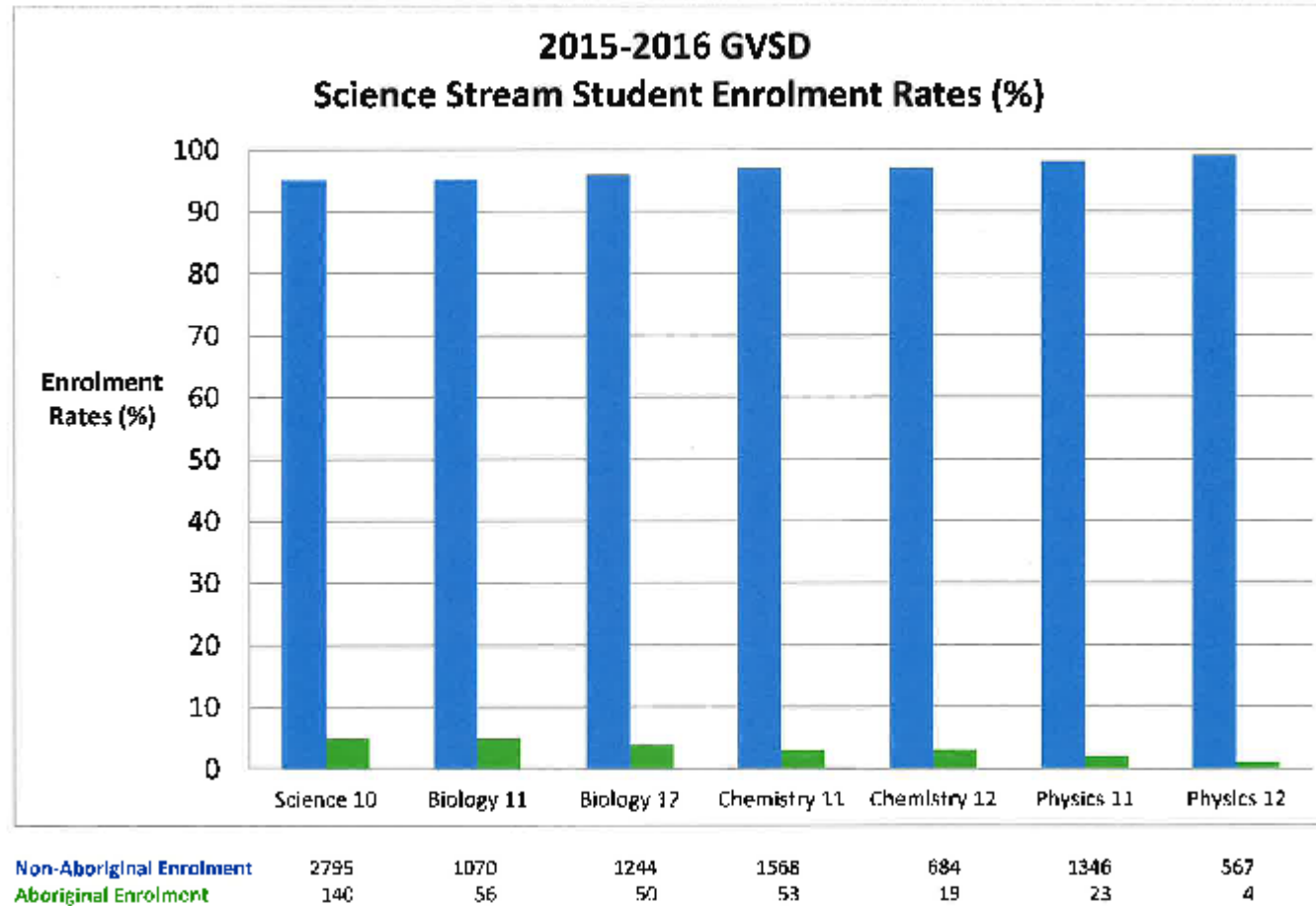
# Reading and Writing



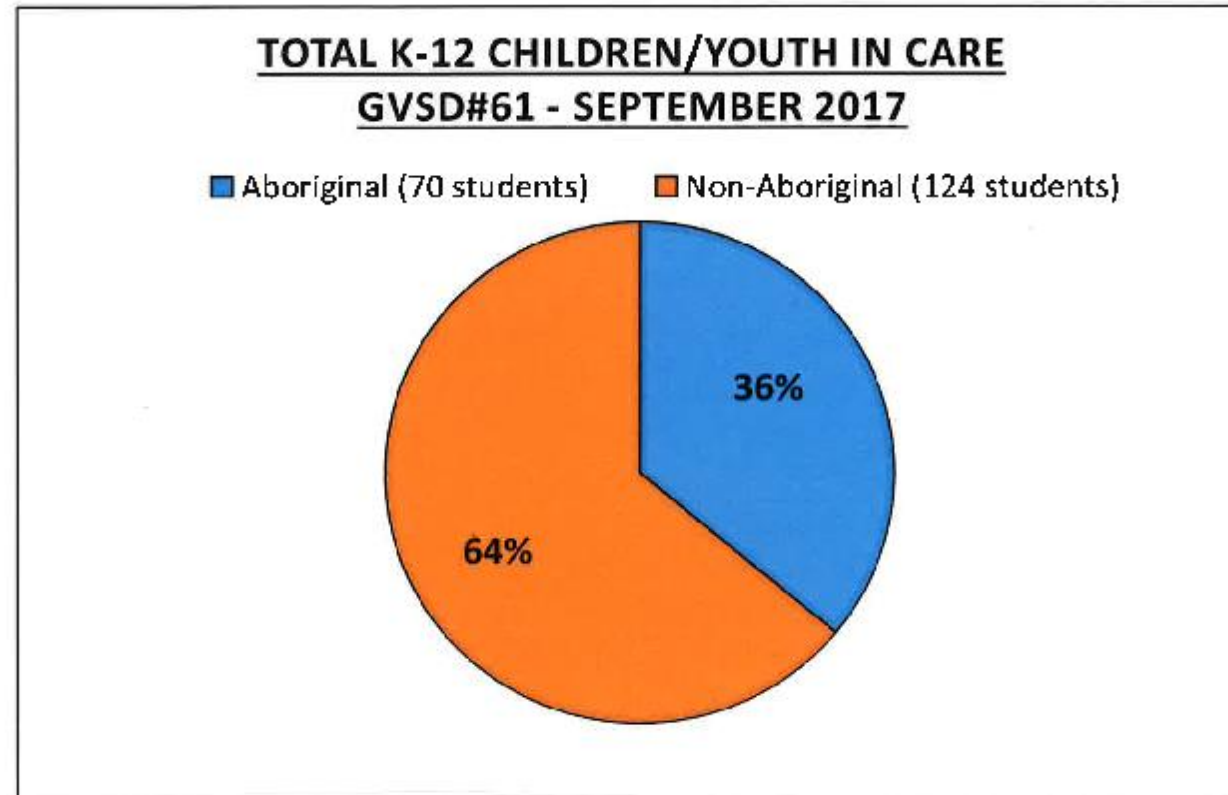
# High School Math



# High School Science



# Children in Care



# Planning and Responding

- Continue to ask questions and gather data about what we need to know
- Prioritize work
- Be transparent with evidence and planning conversations
- Create goals and plans that are specific, relevant, achievable and measurable

# Aboriginal Education Plan (Draft February 2018)

Develop Adult 12 Program as an additional pathway to graduation

Support school-based goals and strategies to improve literacy, numeracy, attendance, retention and graduation

Collaborate with Lekwungen Nations to develop goals and actions to improve literacy, and numeracy

Provide professional learning opportunities on First Peoples Principles of Learning for teachers and administrators

Align ANED staff roles with targeted improvement areas

Consult and collaborate with Songhees and Esquimalt Nations on educational planning

Consult and collaborate with Aboriginal Nations Education Council on educational planning

Support the development of post-secondary pathways for students



Support the development of school-based initiatives to enhance student voice and leadership

Provide schools with support and access to cultural teachers and elders

Support the development and implementation of land-based learning in schools

Support the establishment of inclusive physical spaces in schools for Aboriginal students

Provide opportunities for teachers and administrators to increase their understanding and appreciation of Aboriginal histories



Support the development and implementation of a territorial protocol document

Increase teacher access to relevant Aboriginal curricular content support

Support initiatives related to Truth and Reconciliation

Provide schools with support and access to cultural teachers and elders

# **Esquimalt Family of Schools:Literacy**

**On-reserve students :Esquimalt & Songhees Nations**

- Craigflower Elementary**
- Shoreline Middle School**
- Rockheights Middle School**
- Esquimalt Secondary**



# Esquimalt Family of Schools: Literacy

- Meetings with Esquimalt and Songhees Educational Dept.
- Collaboration and discussion with a common focus
- “How are on-reserve students really doing in literacy?”
- Determining what baseline data is needed and how to begin to collect it
- Collecting baseline data to determine next steps
- Partnering with IT to create a basic framework to input the data efficiently and effectively

# Literacy Focus

- Provide differentiated targeted instruction-small & large groups
- Focus on early oral language development with K students
- Building vocabulary & conversational skills with older students
- Intensive intervention- decoding, comprehension & fluency
- Some students receive self regulation strategies to support their reading and their ability to attend, focus and do work
- Literacy groups, “Book Clubs” and Lit Circles
- One-on-one work with Learning Support Teachers
- Low level high interest books and support programs

# **Data Collection**

- Data collection for reading and attendance**
- Sharing any data we collect about on-reserve student with both Nations**
- Running record assessments at Esquimalt High school**
- Creating partnerships to determine next steps**

# Next Steps

- Continue the collaborative work with both Nations to discuss and analyze data on student progress
- Work in partnership with the Nations to see how we can assess students in their own communities and with just “right text”
- Use the baseline data to inform next steps for intervention and supporting student learning
- Continue our work with IT to develop a program for collecting data and analyzing the results

# Priority Work

- Literacy and Numeracy
- Strengthening teacher understanding and practice: professional support that aligns curriculum and First Peoples Principles of Learning
- Shared Responsibility: Continue to create collaborative mechanisms within the District
- Grounded in Territory: reciprocal “nation to nation” relationship with Esquimalt and Songhees Nations