



INDIGENOUS EDUCATION GREATER VICTORIA SCHOOL DISTRICT

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Territorial Acknowledgement



Identity & Self-Location



Indigenous Education within the Greater Victoria School District

Positioning Ourselves Within Our Story



Indigenous Education Within School District No.61

Students	Culture	Student Voice
Families	Language	ELL/ESD
Community	Additional Support Services	Assessment
Local Nations / Urban	Elders Advisory Council	TRC – Calls to Action
Indigenous Community and Métis	Human Resources Support	UNDRIP
Indigenous Education Dept. Staff	1701 Data and Support	BCTEA
Targeted Funding	CYIC	Policy and Governance
Core Funding	Post-Secondary Transitions	Communications
Local Education Agreements	Social Emotional Learning	Mentorship
District Team	Land Based Education	Strategic Plan
Revised Curriculum	Attendance	School Goals
Early Learning	Indigenous Student Data	Resources / School Libraries
VTRA	Professional Learning	Cultural Safety
Complex Team	Advisory councils and committees	Indigenous Worldviews, Perspectives and Frameworks
Mental Health Team		

This list may include other areas that are not currently listed on this slide

Self- identified Indigenous Students GVSD



Indigenous Student Enrolment Numbers

Based on Ministry Echo Reporting - September Count

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total Indigneous Students	1486	1510	1547	1530	1381

Indigenous Students Across Grade Levels GVSD

Indigenous Student Enrolment Numbers by Grade

Based on Ministry Echo Reporting - September Count

Grade Level	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	105	91	125	93	84
Grade 1	112	118	104	138	91
Grade 2	121	112	127	101	124
Grade 3	122	126	115	129	86
Grade 4	107	133	124	113	117
Grade 5	129	109	133	123	105
Grade 6	113	124	104	123	107
Grade 7	112	111	126	108	103
Grade 8	108	106	116	129	103
Grade 9	113	104	106	107	114
Grade 10	112	114	115	104	95
Grade 11	122	109	120	109	100
Grade 12	84	129	127	139	139
Homeschooled				2	22
Totals:	1489	1514	1557	1530	1399

Indigenous Students Across K – 12 GVSD

Indigenous Student Numbers by School Family Groupings

2020-2021

FAMILY	SECONDARY	MIDDLE	ELEMENTARY	TOTAL	% Indigenous Population
Esquimalt	123	92	143	358	26%
Spectrum	74	64	132	270	19%
Reynolds	54	20	125	199	14%
Mt. Douglas	25	21	22	68	5%
Oak Bay	30	10	21	61	4%
Lambrick Park	22	10	26	58	4%
Vic High	78	101	153	332	24%
SJ Burnside	50				4%
Total:	456	318	622	1396	

Our Five Year Completion Rates

SD61 FIVE YEAR COMPLETION RATE

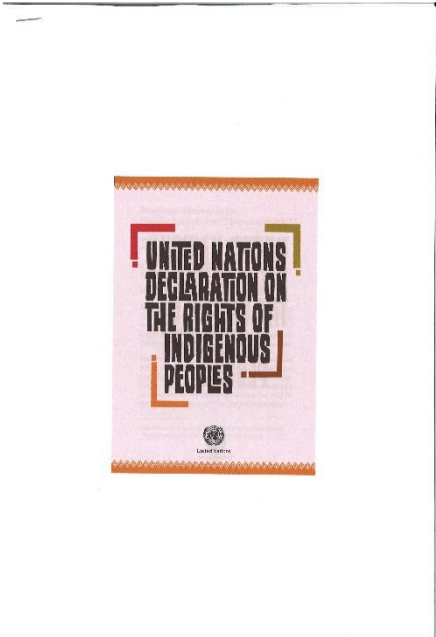
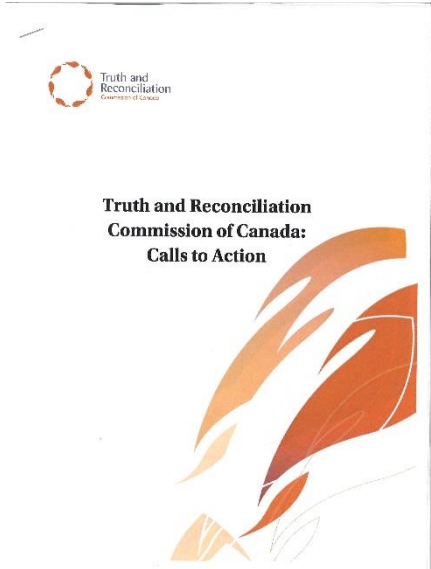
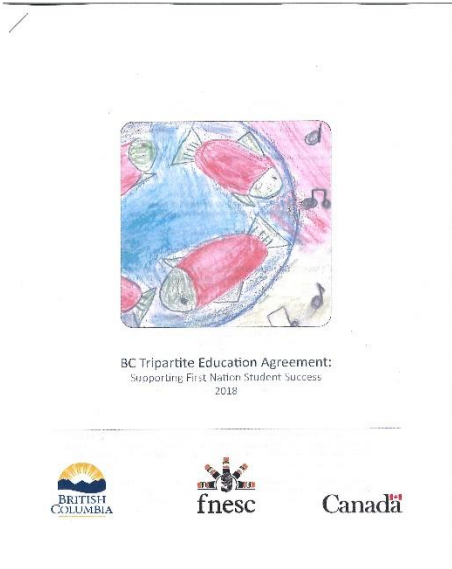
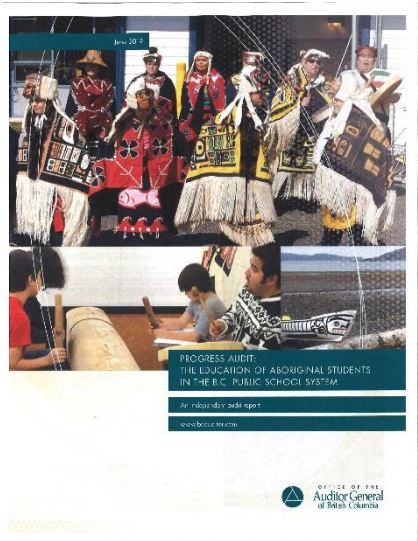
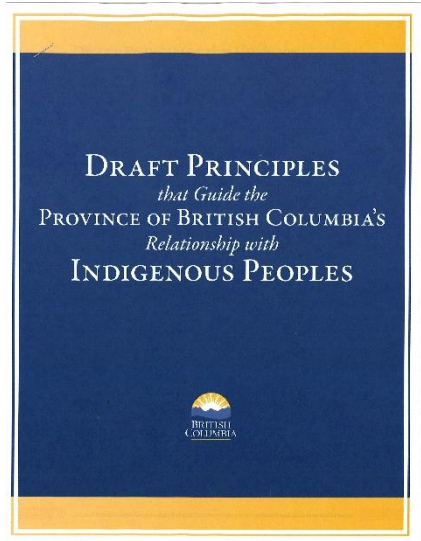
School Year	Indigenous			Non Indigenous		
	All Students	Female	Male	All Students	Female	Male
	%	%	%	%	%	%
2015/16	53	63	44	85	88	82
2016/17	57	66	48	85	88	81
2017/18	47	57	37	84	89	80
2018/19	35	44	26	84	87	81
2019/20	49	53	45	83	86	80

Our Six Year Completion Rates

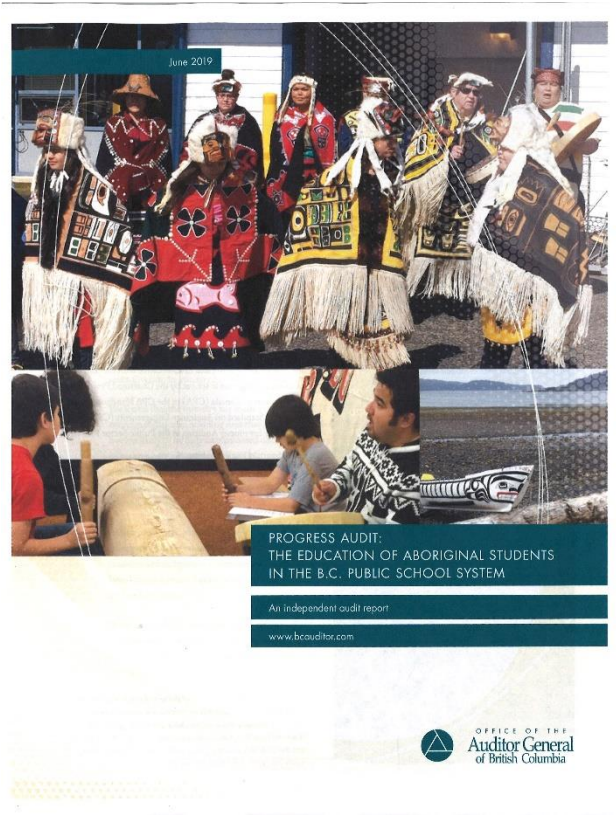
SD61 SIX YEAR COMPLETION RATE

School Year	Indigenous			Non Indigenous		
	All Students	Female	Male	All Students	Female	Male
	%	%	%	%	%	%
2015/16	56	66	48	90	93	87
2016/17	65	75	54	89	92	86
2017/18	59	64	53	90	93	87
2018/19	40	49	32	88	90	86
2019/20	57	63	52	88	90	85

Indigenous Education

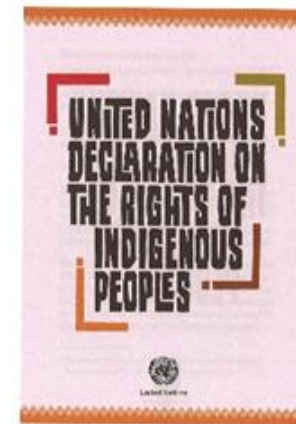
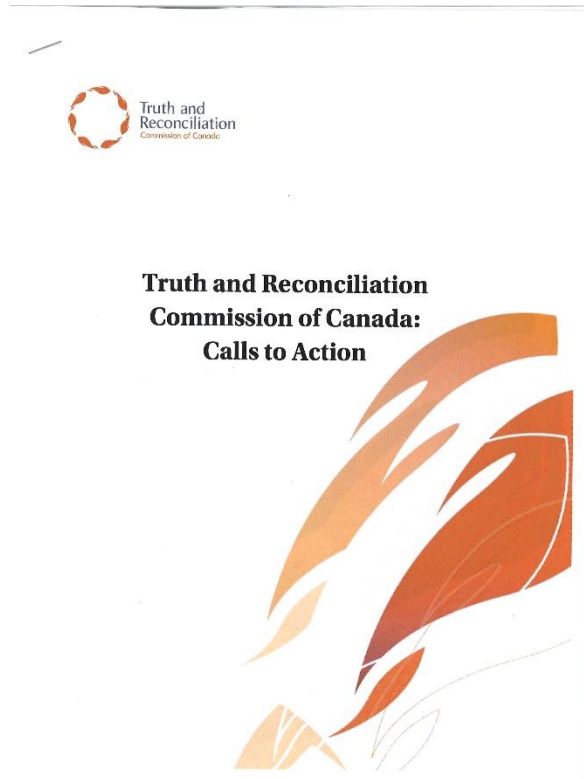


Indigenous Education



“ The Ministry of Education has a responsibility to Indigenous students, their caregivers and communities to provide high – quality learning experiences and improve educational outcomes. The Ministry is committed to aligning those efforts with the commitment to the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action of the Truth and Reconciliation Commission and the Draft Principles that Guide the Province of British Columbia’s Relationship with Indigenous Peoples”.

Calls to Action on Education and UNDRIP



Strategic Plan – Greater Victoria School District No.61

GOAL 2 – Create a Culturally and Responsive Learning Environment that will support Indigenous Learners’ personal and academic success

STRATEGY 1 - Critically examine personal and systemic biases, attitudes, beliefs, values, and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

STRATEGY 2 – Engage and collaborate with Local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

STRATEGY 3 – Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Indigenous Education Requires Action:

That as an education system we acknowledge the critical role our Indigenous communities have across our entire education system and where Indigenous voices are still not represented as it relates to influence and decision making. And what work needs to be done for SD61 to redress this and align to what the documents shared with you tonight are telling us, so we can improve the current and future educational experiences of Indigenous children, families and communities that we serve across our entire School District.

That as a board and education system we embody these documents so that they inform us and our practice on the collective work we have to do in changing the results and experiences for the Indigenous students, families and the communities we serve across our entire education system.

That the time is NOW and that ethically we have a responsibility to the Rights Holders and Indigenous communities we serve to ensure that they feel seen and heard. This will require us as an education system to pause, self-reflect, and have humility as we listen.

Indigenous Education Requires Action:

Urgency, respect, integrity and authentic relationships are required by us as an education system so that we can collectively focus on how to close the achievement gap that currently exists between Indigenous and Non-Indigenous students within our School District. And the achievement gap that currently exists between Indigenous students within SD61 and Indigenous students across the province. This can not be accomplished without the voices of our (4) houses, and the Indigenous Education Department.

Tonight as an education system and all the various roles we hold within in it – we need to take a moment to pause, reflect, examine our biases and step forward into this work with an open heart, and an open mind. We need to have the desire to listen to hear, not listen to listen as we need to become a collective in this work together – this work can not be singular. We must rest our Egos and lean in with our hearts and this truly requires the way we are in relationship with each other.

Lastly, When we know better we have a responsibility to do better – our past, current and future generations depend on this.

