

Indigenous Education Program Review

“Next Steps”

Presentation to the Board of Education

Tues. Oct. 15th, 2019

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Participants in the Research Interviews

- Indigenous Education Staff:
 - Success Teacher: 2
 - Indigenous Education Worker (CUPE): 3
 - District Staff: 2
- Senior Leadership Team: 2
- FNEC (First Nations Education Council): 7
- Parent/Guardian: 1
- Students: 3
- First Nations Community Member: 1
- Classroom Teachers: 4
- Principal/Vice Principal: 5

TOTAL: 30 1-hour interviews with consultant Shelley Niemi

Emergent Themes: Clarity

- Purpose of Indigenous Education: requirements of targeted funding; what programs/services are being provided through targeted funding
- Where programs and services are being offered and selection process
- Distribution of staffing and access to staffing info
- Communication: access to relevant information; share successes
- Roles and responsibilities within the Indigenous Education department



Emergent Themes: Alignment

- Orientation, mentorship, and training
- Cultural awareness training: for all staff
- Indigenous education spaces in schools
- Stronger connection between district goals and achievement of Indigenous students
- “Truth” before “Reconciliation”
- Collaboration





Actions Taken: Clarity

- Indigenous targeted funding and audit criteria presentations: IE staff and PVP
- 1701 Instructions for clerical
- Review of the distribution of IE staff allocated to each site: informed changes to staffing this year
- Communication: Regular updates to IE staff and PVPs; TRC newsletter; this year: an IE newsletter (seasonal); social media updates
- Updated IE program letter to parents/guardians and a consistent process for contact; updated IE brochure
- IE: Roles and responsibilities – in progress – working with CUPE and NOSTA

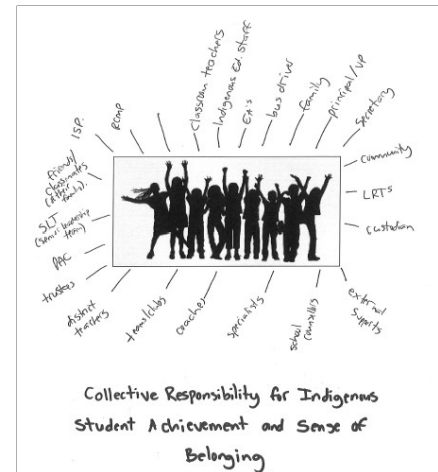
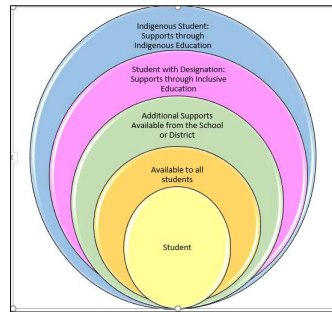
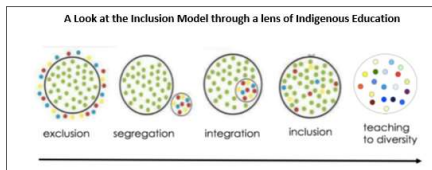
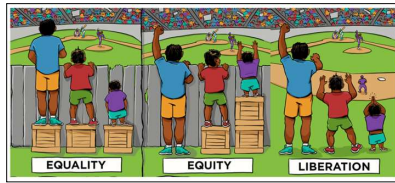


Actions Taken: Alignment

- Increased understanding of the district's strategic plan and how this guides our work in Indigenous Education
- Consistent practices: following district procedures, policies, and collective agreements; IE staff handbook
- Clear expectations: schedules; sub-notes; staying on site
- Orientation for new staff; mentorship opportunities
- An inclusive model of support: strengthening the relationship between the students and classroom teachers; prioritizing instructional time; purposeful use of Indigenous Education rooms

Guiding Philosophies in Indigenous Education

- Collective Responsibility of Indigenous Students
- Equity
- Inclusion

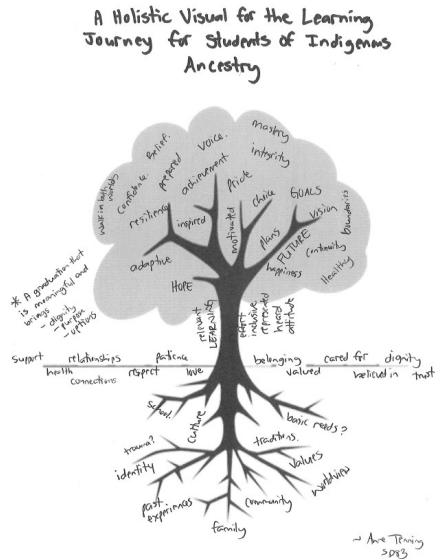


Next Steps



- Next stage of the program review: increased feedback from students, parents/guardians, Indigenous communities – focus groups, survey, and community engagement sessions (connect with Equity Scan)
- Increased use of data to review Indigenous student achievement
- The history of Indigenous Education in SD83: a summary of the stories that have shaped us
- Update and maintain the Indigenous Education website
- Increase collaboration with other departments to foster greater collective responsibility, particularly in meeting the social-emotional needs of Indigenous students
- Cultural awareness training for all new staff

Ultimate Goal/Vision



- A graduation for students of Indigenous ancestry that is meaningful, and brings dignity, purpose, and options (NOIE)
- A graduation that authentically prepares Indigenous students for the next stage of their journey after K-12
- A K-12 educational experience that Indigenous students feel proud of

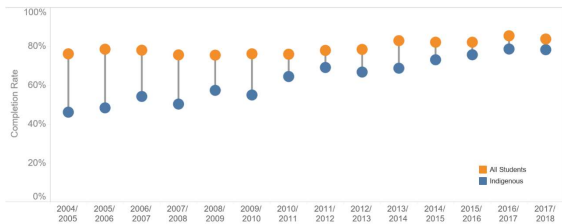
6-Year Completion Rates in SD83

Completion Rate Over Time for Aboriginal and All Students

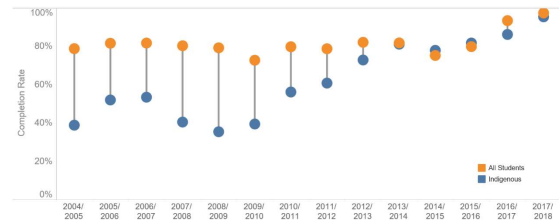


Data: <https://studentsuccess.gov.bc.ca/school-district/083>

What Inspires Us?



Kamloops



Sea to Sky

What's it going to take to get there?



- Collective responsibility for Indigenous student success – by all parts of the system
- Graduation is a result not just of what happens in high school, but everything that happens K-12
- Alignment of Indigenous Education department practices
- Everything we do should connect back to the 3 goals of the district's strategic plan
- Our work is grounded in relationships/connection and our goal is Indigenous student success