

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

STRATEGIC PLAN REPORT: INDIGENOUS EDUCATION

Submitted by Superintendent Bocking
December 9th, 2020

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- 1j Our students will explore Indigenous cultures in our community and the diversity of cultures in the world.
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“Education is what got us here, and education is what is going to get us out.”
- Justice Murray Sinclair

Background:

School District 46 has a proud tradition of working in close partnership with the Skwxwú7mesh Úxwumixw and the shíshálh Nation and all students of Indigenous ancestry. Additionally, staff in all of our schools work with determination, understanding and compassion to ensure that each of our students achieves success in their learning and in their communities. We continue this effort as we respond to the Calls to Action of the Truth and Reconciliation Commission.

Discussion:

- The structures in place begin with the Board’s Strategic Plan Affirmation, *The Board affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding o Indigenous history, worldviews, and ways of knowing.*
- The Indigenous Education Team supports all staff to ensure that Indigenous students have the supports they require to attain success, and that all of our students understand indigenous worldviews, history, and ways of knowing.
- District staff and school principals review the academic success of students on an ongoing basis as the data becomes available. From this, they determine areas of improvement in our learning opportunities.

Data Interpretation:

- EDI data indicate significant vulnerabilities for our youngest students in most scales except for language and cognitive development.
- Foundation Skills Assessment (FSA) indicates that our indigenous students are mostly achieving above the 75th percentile for Indigenous students in BC in literacy and numeracy.
- Indigenous students are not consistently performing on the FSA at the same level as “all our students” in literacy and numeracy.
- After many years of steady improvement in Indigenous completion rates, and a dip last year, the Indigenous student completion rate has attained its highest level ever.

Next/ New Steps:

- The district has begun its Equity Scan process with a committee that includes teacher, CUPE, school and district leadership and trustee representatives, all with Ministry of Education support. We look forward to a three-year process that will further enable our district to support our Indigenous students and community.
- District and shíshálh Nation staff are supporting some of our shíshálh Nation students on their lands during COVID to provide support until all students' families feel comfortable sending their children back to schools.
- Careful analysis of the academic and completion data continues as a part of the annual school cycle. From this review further plans regarding professional development and student support will be developed.
- Elders in Schools program with handbook support for school staffs is being prepared.
- Cultural baskets are available to all schools to support learning about Indigenous culture.
- English First Peoples has continued at Elphinstone and Chatelech as well as offering through SPIDER

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