

Nanaimo Ladysmith Public Schools Aboriginal Education Annual Report 2012/13



August 2013

Success for All Aboriginal Students

NLPS is moving towards a collective ownership regarding Aboriginal student achievement, perspectives, knowledge, beliefs and attitudes.

Our AEEA has adopted an inquiry-based learning approach. We believe that inquiry encourages and supports all educators, and Aboriginal communities in asking questions and seeking answers that will build success for Aboriginal learners. This approach allows participants to ask questions that make sense in their individual contexts.



Aboriginal Education Annual Report

SUCCESS FOR ALL ABORIGINAL STUDENTS

WHO ARE OUR STUDENTS?

2081 students who self-identify as Aboriginal

1999 students who receive Aboriginal Education programs and services

19 Inuit students

391 Métis students

516 Non-status students

815 Status – off reserve

258 Status – on reserve



WHO IS OUR STAFF?

Aboriginal Education staff in every school

39 Support staff

12 Teachers, including 2 Hul'qumi'num Language Teachers and 2 Aboriginal Outreach Teachers

1 District Principal

WHO ARE OUR COMMUNITIES?

Snuneymuxw First Nation

Snaw Naw As First Nation

Stz'uminus First Nation

Tillicum Lelum Aboriginal Friendship Centre

Mid Island Métis Nation



Aboriginal Education Leadership Council

YEAR AT A GLANCE

Strategic Plan

Nanaimo Ladysmith Public Schools (NLPS) has had another year of great change and growth. We have facilitated the creation of a Strategic plan. Public consultations were held in the spring and fall of 2012, culminating in the following goals:

Meet Each Student's Unique Needs

The Continuous Improvement of Instruction and Assessment

Enhanced Facilities for Learning

10-Year Enhanced Facilities for Learning Plan

The 10-Year Enhanced Facilities for Learning Plan has a direct connection to one of the district's three strategic goals. However, it is also closely linked to the other two goals of meeting students' unique needs, and the continuous improvement of instruction and assessment. In past, the district has spread itself too thin over too many facilities and has not been able to make the investment in the educational services our students deserve. The plan approved items such as: school closures, school consolidations, program creation and continued consultation.

Visual Identity

Our school district is diverse, aspirational nurturing, creative, environmental.

NLPS embarked upon a unifying experience of creating a new visual identity. The diversity of NLPS is embodied by abstract forms working together to build a single, larger form. Swirling in an upwards stream, these elements are unified into the shape of a leaping salmon, suggestive of renewal and the nurturing cycle of life, so well-known in Aboriginal cultures. The result is joyful, creative and environmental in its approach.



Response to Intervention

RTI is a framework for providing comprehensive support to students. RTI is a proactive approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students.

RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral challenges, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. – National Center on RTI

NLPS has significantly changed the way we operate. RTI has been integrated into our district over the past year. We no longer have a Special Education department. This shift is refocusing our attention to strong instructional practice in the classroom. If we can provide a multitude of ways for students to “get into” our content and then we provide them a multitude of ways to “show what they know”. This will support the success of the majority of our students, the majority of our Aboriginal students.

Self-Regulated Learning

Self-regulated learning is about strategic engagement. Learners are described as self-regulating when they are engaged, thinking, proactive, responsive, and reflective.
– SRL Consortium

NLPS was strategic to include a Self-regulated Learning Coordinator in our support system this year. In addition, this coordinator created and maintained a self-regulation research centre in one of our elementary schools. This centre was a model classroom that educators could visit to increase their capacity around SRL. The coordinator was able to in-service every school in the district and worked consistently with Aboriginal Education. SRL and Aboriginal Education are working together to support our most vulnerable students.

Instruction

A most important aspect in an Aboriginal student's success in school is strong, wise instruction.

NLPS has created multidisciplinary teams composed of professionals such as educational psychologists, counselors, speech language pathologists, child youth family support workers and instructional coordinators. These Learning Support Services Teams (LSST) blend their expertise in a collaborative effort to create the best systems of support for students. The role of the instructional coordinator is new to NLPS. This past year was a year of learning for these teachers. In addition to being a member of an LSST, these coordinators also worked under the leadership of the District Principal, Aboriginal Education. This means that these teachers are receiving constant learnings around Aboriginal understandings, perspectives, priorities. They are taking these learnings and weaving them into their everyday tasks, conversations, considerations. On a more formal front, these professionals participated in a three part learning series focusing on the effects of colonization and in particular residential schools. As a result, when the instructional coordinators in concert with the Department of Learning Services created our five pillars of instructional priorities, Aboriginal Understandings became one of the five pillars. This was a result of the instructional coordinators sense of the moral imperative around Aboriginal student success.

"Culture, family, community are one and must be included in all aspects of my practice."

*"There was a huge reminder of the position of privilege in which I go through my days, and an equally important reminder of the importance of **action**, beginning with listening and learning, in response to these learnings."*

"I now have a deeper understanding of the intergenerational effects on Aboriginal people. I can recognize those students that are struggling to find themselves in both worlds. I can see how the work we do can have a far more significant impact than I originally imagined and begin to support the healing process."

"I feel that the aboriginal community should be woven into our curriculum. Not only would it teach indigenous ways of knowing, it would also help provide a supportive learning community."

"It reaffirmed my understanding of the value of children within Aboriginal culture and the role of community in raising a child. I learnt we have two ears and one mouth, to listen twice and speak once."

"I have participated in similar workshops but never has it been so experiential that I felt a personal impact. My reaction was an affirmation of my values of family and importance of decolonization."

"I think that the workshop was a tremendous reminder of the importance of authentic learning, learning through experiences, using dramatic situations to deepen understandings and the value of using the arts to understand culture. I feel very strongly about using this in classroom practice for the success of all learners."

"I have been successful in affecting teachers confidence in using Aboriginal literature to be included in their content area. I have also been able to share the Aboriginal Enhancement Agreement document to show that we have a responsibility to include Aboriginal content in every subject area."

5 INSTRUCTIONAL PILLARS

ABORIGINAL UNDERSTANDINGS

BALANCED LITERACY

ASSESSMENT FOR, AS AND OF LEARNING

REAL – WORLD LEARNING

UNIVERSAL DESIGN FOR LEARNING

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT (AEEA)

Spirit: How do we ensure the full effort of NLPS and our Aboriginal communities in supporting the AEEA?

Shared awareness and understanding build positive relationships that will affect all students' success. This is why we as First Nations communities support the Enhancement Agreement. – Charlotte Elliott, Stz'uminus FN

Evidence of increasing full effort:

- District Principal, Aboriginal Education is now an integral part of NLPS Department of Learning Services.
- NLPS Aboriginal Education has been focusing on Inquiry-based learning since 2010. In the 2012/13 school year, **11 schools** have embarked on inquiry with a focus on Aboriginal student success (Aboriginal Enhancement Schools Network).

Sample of questions submitted to the AESN:

Will a focus on oral language connected to meaningful Aboriginal contexts increase student engagement and written output?

Can we increase engagement and active learning in respect to Aboriginal culture, knowledge and history, by embedding Aboriginal content in our daily routines, educational resources and whole group celebrations?

Will a Girlz'tuff group enhance adolescent female students' self-image, self-talk and self-care?

Will the direct instruction of a spiritual, emotional, physical and leadership model increase student engagement, cultural connection and success?

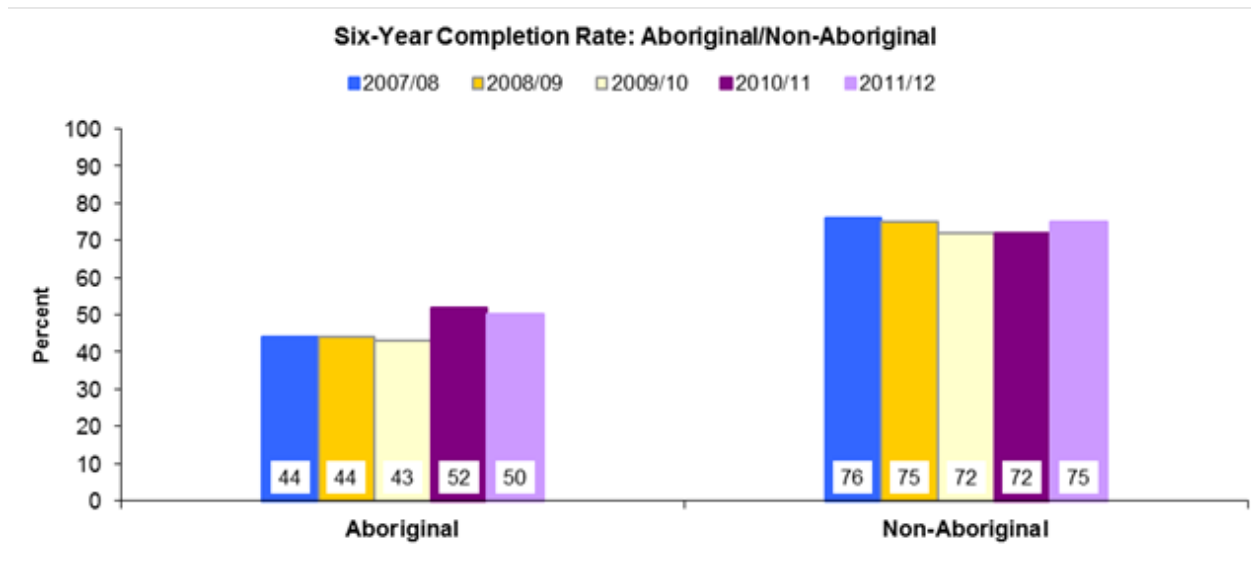
Will having a group of grade 9 & 10 Aboriginal students participating in a "Circle of Leadership: enhancing transitions" program, enhance student self-esteem and sense of belonging?

What would engage Aboriginal youth to form connections with Aboriginal Education?

Mind: How do we improve the academic achievement for all Aboriginal learners?

Our task is to educate our student's whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it. – Sir Ken Robinson

Evidence of enhancing academic achievement:



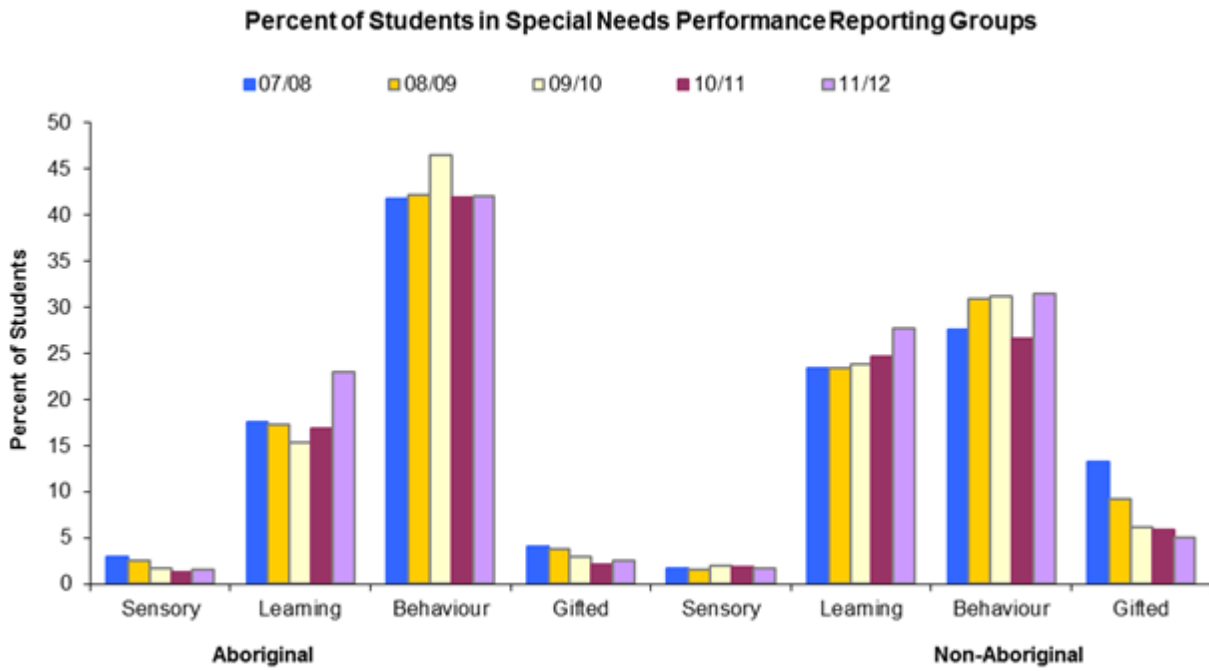
56% First Time Graduation Rate

Although our Completion Rate dropped slightly from last year, we know that each cohort will vary, our overall Aboriginal rate however, is consistently rising.

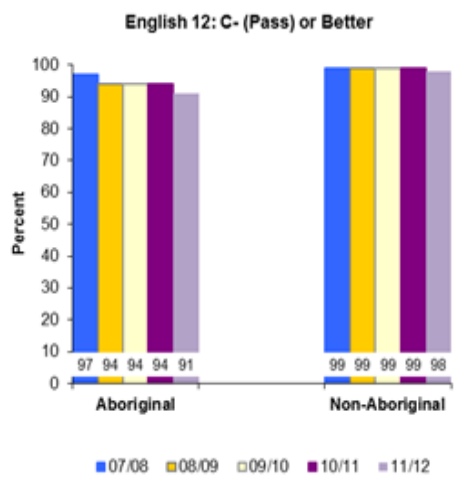




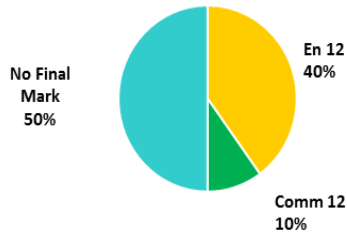
Ribbon Shirt, Forest Park Elem.



This data offers us the opportunity to ask questions. It seems evident that Aboriginal students are disproportionately over-represented in the Behaviour category.



Aboriginal Grade 12 Students Assigned a Language Arts 12 Final Mark - 2011/12



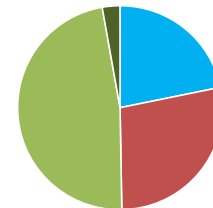
Although at first glance Aboriginal success rates in English 12 seem very positive, when looking at the pie graph, we see that 1/2 of the students did not receive a final mark. So, the bar graph success rates really only represent 40% of the Aboriginal students who completed English 12.

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

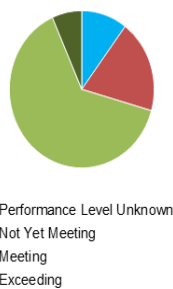
The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

GRADE 4: ABORIGINAL

School Year	Expected Cnt #	Participation %	Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	186	77	42	23	45	24	95	51	4	2
08/09	190	73	51	27	46	24	87	46	6	3
09/10	152	72	43	28	46	30	55	36	8	5
10/11	182	80	37	20	64	35	75	41	6	3
11/12	179	78	39	22	50	28	85	47	5	3



Legend

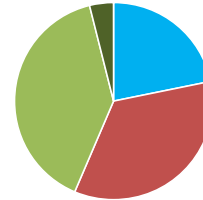


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

GRADE 4: ABORIGINAL

School Year	Expected Cnt #	Participation %	Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	186	77	42	23	65	35	75	40	4	2
08/09	190	73	52	27	54	28	83	44	1	1
09/10	152	74	40	26	55	36	56	37	1	1
10/11	182	80	36	20	63	35	79	43	4	2
11/12	179	78	39	22	62	35	71	40	7	4

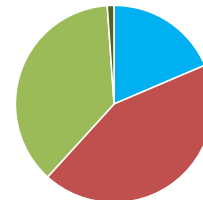


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	188	85	29	15	62	33	90	48	7	4
08/09	184	73	49	27	61	33	63	34	11	6
09/10	183	73	50	27	51	28	74	40	8	4
10/11	199	78	43	22	63	32	88	44	5	3
11/12	183	81	34	19	79	43	68	37	2	1

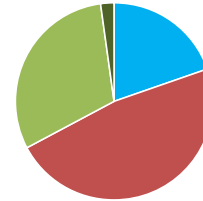


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

The content of the 2008 FSA was adjusted to accommodate the February administration dates, therefore, a new baseline for student performance was established for the 2008 FSA

GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
07/08	188	85	29	15	66	35	86	46	7	4
08/09	184	72	51	28	73	40	56	30	4	2
09/10	183	69	56	31	50	27	75	41	2	1
10/11	199	78	44	22	76	38	77	39	2	1
11/12	183	80	36	20	87	48	56	31	4	2



To date, NLPS has relied heavily on provincial assessments to consider student achievement, such as completion rates, exam marks, report card marks and FSA results. This approach however, lacks a consistent local and classroom context. Without genuine classroom assessment/data, shared at the district level, district resources may or may not target the needs. NLPS has recently passed a District Assessment Policy and will embark on a reading assessment pilot in the 2013/14 year. This will enable the district to have a clear picture of where all of our readers are achieving and where to target supports.

Changing Results for Young Readers (CR4YR)

In the 2012/13 school year, NLPS was part of a provincial initiative focusing on the teaching of reading in the early grades (K-3). However, we have been focused on our young readers in a formal since 2010. In the 2010/11 year Sr. leaders required the district-wide assessment of all grade one readers. This data was blended with our vulnerability index data and Aboriginal student data to inform the district around student reading data. A number of schools were identified around vulnerability. In 2011/12 a number of the most vulnerable schools for early reading sent representatives to a series of collaborative learning sessions with literacy leaders in the district. This group focused on the concept of Balanced Literacy. They worked toward formulating common understandings around what does Balanced Literacy look like in a classroom.

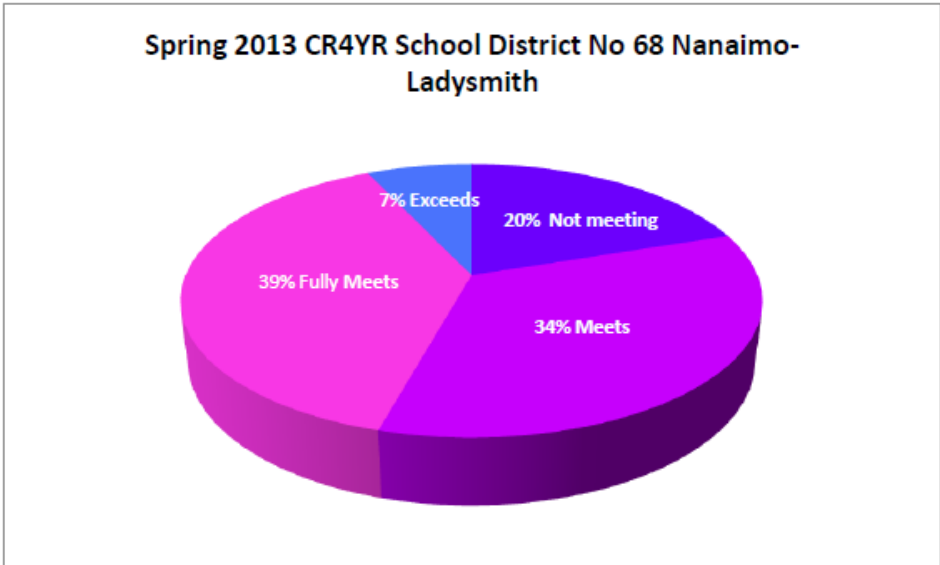
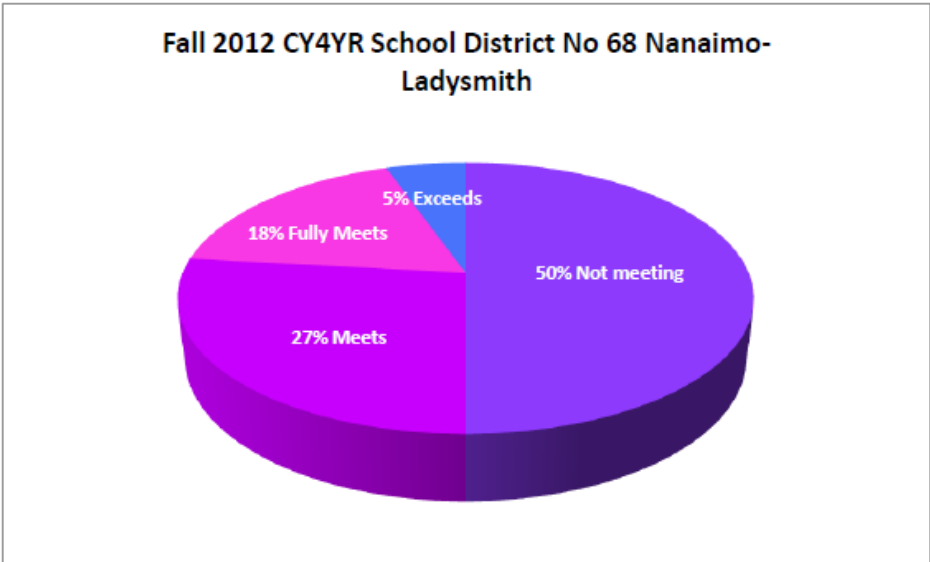
In 2012/13 NLPS participated in CR4YR. Four schools participated in this initiative: Brechin, Mountain View, Georgia Avenue and Forest Park. Each school was required to include two classroom teachers, their student support teacher, principal and Aboriginal Education staff. External educational leaders facilitated four of eight learning sessions, while the other four were hosted by our local Early Reading Advocates: Early Years Coordinator and District Aboriginal Education Teacher. These learning sessions brought educators together to share reading data, experiences, practice and their growth as teachers of reading.

CR4YR adopted a *Case Study Model*, whereby teachers were asked to choose one student to focus on throughout the entire initiative. The Case Study Model encourages teachers to focus on the interventions a teacher/school could implement for this one student. What inevitably happens is the educators begin to realize that these interventions are actually applicable to most or even all students in their class. Throughout

the province data was submitted, both qualitatively and quantitatively. Data analysis was offered by the province. One of the strongest emerging themes coming out of CR4YR was:

Every teacher taught the mechanics of reading in the early years. The mechanics focused on the teaching of such things as phonemic awareness, word work etc. While this is absolutely necessary to learning to read, across the province these aspects were often taught at the expense of meaning making and a focus on comprehension or the pure joy of reading.

NLPS had success while participating in CR4YR. Many students moved from not yet meeting expectations in reading at their grade level as measured by Early Primary Reading Assessment (EPRAs) to meeting expectations.

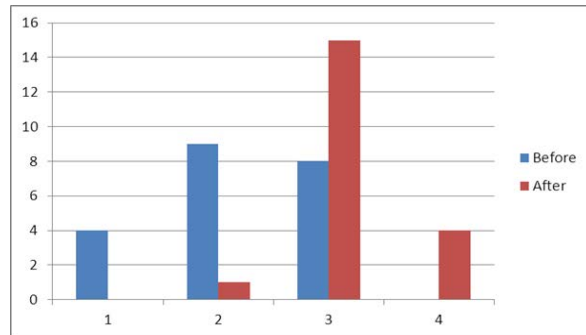
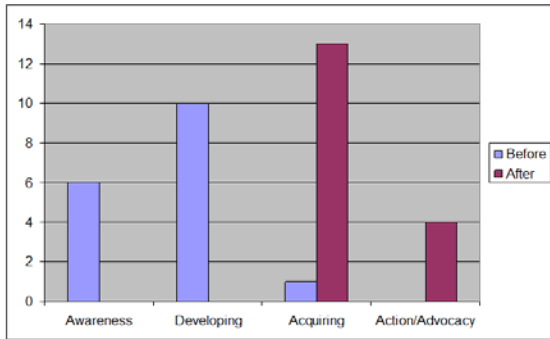


Body: How do we enhance all students' and all adults' understanding of Aboriginal history, perspectives, and people respecting that there is a contemporary context?

The more we, as educators, know about the history of this country and its treatment of Aboriginal peoples, the deeper our understanding will become of the present day effects we see in our classrooms. The deeper the understanding, the more effective our teaching.

Evidence of enhancing understanding:

- Our Aboriginal Understandings, 1 ½ day workshop is booked most every Professional Development Day. The workshop has been facilitated in many elementary schools, Aboriginal communities and with Administrators.
- The growth in this area has been measured using a locally developed Aboriginal Understandings: Learning Progression.



Elementary School staff's responses to the Learning Progression before/after workshop

Aboriginal Understandings

Learning Progression

	<i>Moving Toward the Water</i>	<i>Boarding the Canoe</i>	<i>Raising your Paddle</i>	<i>Journey Toward Deeper Understanding</i>
	Awareness	Developing	Acquiring	Action/ Advocacy
	implies a sense of 'need to know'	implies a willingness to address one's own understandings and beliefs	implies a demonstration of knowledge and respect	implies a demonstration of knowledge, respect and a commitment to advocacy
Knowledge of Aboriginal Peoples and History on local, regional and national levels	<ul style="list-style-type: none"> • Demonstrates awareness of • Local Aboriginal peoples and territories • Aboriginal languages and cultures • Indigenous Knowledge • Canadian history as it pertains to Aboriginal people 	<ul style="list-style-type: none"> • Beginning to explore the topics of • Local Aboriginal peoples and territories • Aboriginal languages and cultures • Indigenous Knowledge • History and the impact of colonization • The present day impact of the Indian Act • The contributions of Aboriginal people to contemporary society 	<ul style="list-style-type: none"> • Demonstrates knowledge of • Local Aboriginal peoples and territories • Aboriginal languages and cultures • Indigenous Knowledge • History and the impact of colonization • The present day impact of the Indian Act • The contributions of Aboriginal people to contemporary society 	<ul style="list-style-type: none"> • Recognizes the influence of the dominant culture, while striving to foster the Aboriginal Worldview • Demonstrates and practices a knowledge and respect for Indigenous Pedagogy
Beliefs and Attitudes towards Aboriginal Peoples	<ul style="list-style-type: none"> • Recognizes that knowledge may need to be enhanced • Aware that issues exist around Aboriginal peoples 	<ul style="list-style-type: none"> • Demonstrates a willingness to enhance one's knowledge and understanding • May bring an informed perspective to current issues 	<ul style="list-style-type: none"> • Demonstrates a responsibility to enhance one's knowledge and understanding • Possesses an intention to bring an informed and critical perspective to current issues and acts upon those intentions • Demonstrates respect for Aboriginal people 	<ul style="list-style-type: none"> • Provides leadership to enhance others' knowledge and understanding • Seeks out opportunities to act on the injustices toward Aboriginal people

“Up until now I have been very happy to passively take information In about Aboriginal peoples, cultures, history. Now I am more interested in actively seeking out a greater understanding.”

“You helped me realize the importance of some things I may not have fully understood.”

“You provided clarification on a number of matters and who can ever argue with new learning, especially when it applies to situations/matters that are right on our doorstep.”

“Openness, honesty & sharing of real life stories does add much to this workshop – an essential, integral component.”

- NLPS launched a first time ever, district-wide events where every employee of the district from custodian to secretary, superintendent to teacher attended and heard the same messages. These days are entitled *Success for All*. The District Principal, Aboriginal Education was a key note speaker at the second of two events this past year. This means that every person in NLPS heard the same messages around:

Moral Purpose

COLLECTIVE OWNERSHIP

ABORIGINAL UNDERSTANDINGS

REFLECTIVE PRACTICE

RELATIONSHIP

IDENTITY

INDIGENOUS WORLD VIEW / VOICE

Emotion: How do we enhance Aboriginal students' sense of belonging within schools and their belief that they can be successful in NLPS, while at the same time enhancing the belief of the system that Aboriginal students can be more successful?

We have taken so much for your culture, I wish you had taken something from ours . . . for there were some beautiful and good things within it. – Chief Dan George

Evidence of enhancing a sense of belonging:



SATISFACTION SURVEY RESULTS, GRADE 3/4

	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
07/08	146	92	63	811	512	63
08/09	179	103	58	851	496	58
09/10	135	83	61	759	414	55
10/11	156	88	56	796	486	61
11/12	20	15	75	115	69	60

	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
School Year						
07/08	145	115	79	767	586	76
08/09	169	121	72	815	591	73
09/10	132	94	71	741	561	76
10/11	154	133	86	786	647	82
11/12	21	18	86	114	93	82



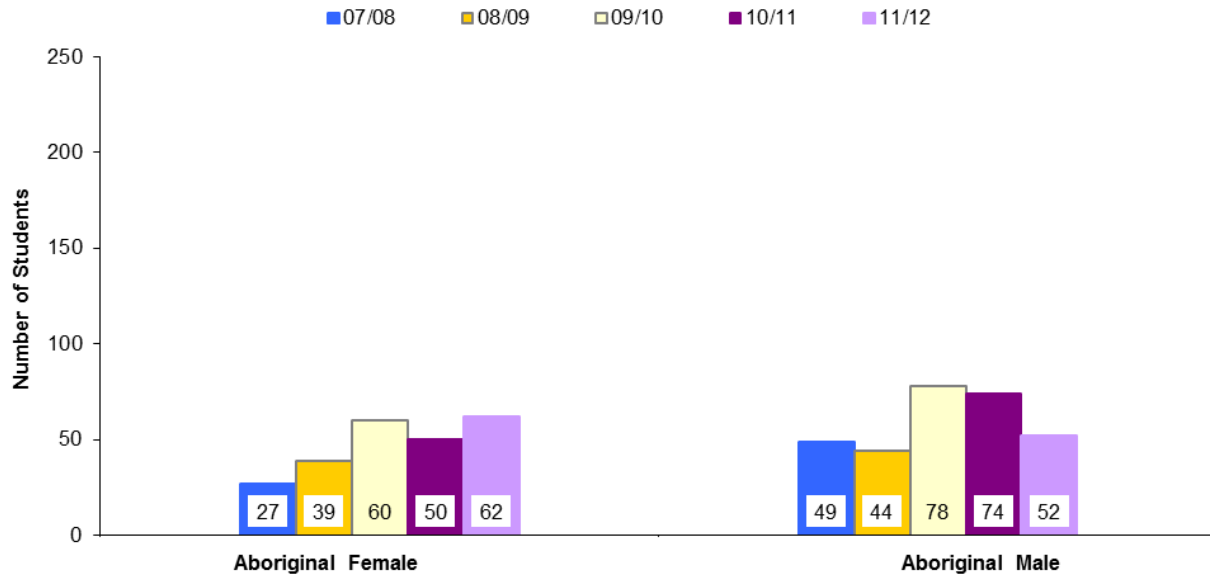
At school, do you respect people who are different from you (for example, think, act, or look different)?

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#		#	%	#		#	%
07/08	144		126	88	802		726	91
08/09	176		150	85	826		743	90
09/10	139		114	82	755		663	88
10/11	156		137	88	794		727	92
11/12	21		18	86	114		109	96

At school, are you being taught about Aboriginal peoples in Canada?

School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#		#	%	#		#	%
07/08								
08/09								
09/10	129		64	88	733		378	52
10/11	146		75	51	758		385	51
11/12	21		14	67	113		87	77

SD Data: Number of Aboriginal Students in Alternate Programs



Over half of the students in alternate programs are Aboriginal. This year was the last year that alternate programs would be segregated and off-site. Our alternate programs are integrating into the regular schools in the 2013/14 school year, in order to create a sense of belonging and community for all students.

CELEBRATIONS OF SUCCESS

Project of Heart

Several schools participated in the Project of Heart. The number of schools involved is growing. The students from Wellington Secondary celebrated their learning with Elders and survivors and by smudging the tiles they created, to honour the children who attended residential schools.



Qeq College

Qeq in Hul'qumi'num means baby. Qeq College is a pre-K initiative that integrates Indigenous ways of knowing and being with strong, wise teaching practices. It will be a year long program with a full-time summer component that will offer wrap around, holistic services to Aboriginal families.

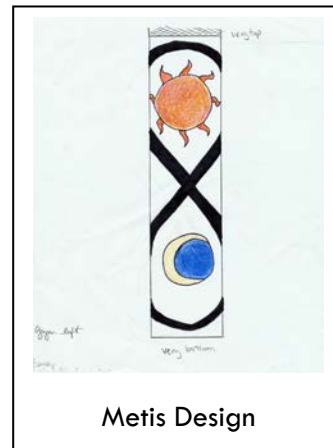


John Barsby Community School Totems

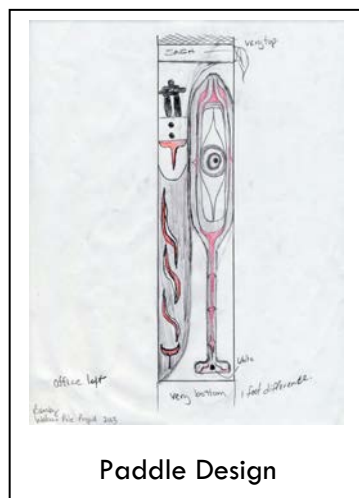
Lead by our Aboriginal Education staff, the students and staff at John Barsby Community School launched a pole painting event. Designs were created and painted by local participants, both adults and students.



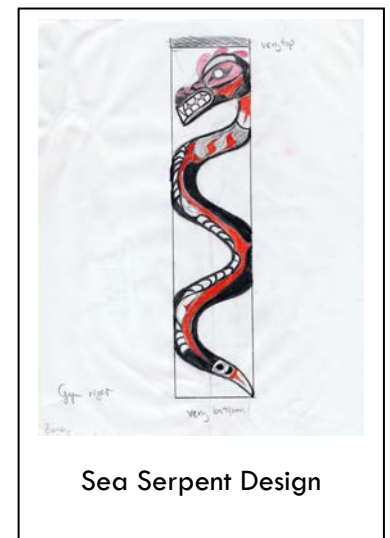
Orca Pole Design



Metis Design



Paddle Design



Sea Serpent Design

Spuptitul - Hul'qumi'num Language Competition

Ladysmith Primary and Secondary participated in this year's Hul'qumi'num Competition. All did very well and Ladysmith Primary placed first in their category.



Cedar Backdrop

Aboriginal Education and Learning Alternatives contracted local artist Noel Brown to create a Coast Salish Long House on a cedar backdrop built by NLPS staff and students. The backdrop was used for our district-wide Success for All day and also for our Aboriginal Graduation Ceremony.



Nanaimo Ladysmith Public Schools
395 Wakesiah Avenue
Nanaimo, BC
V9R 3K6
www.sd68.bc.ca