

# NOTICE OF MEETING

## EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office  
May 10, 2023 @ 5:00 pm  
Public viewing via live broadcast

Preeti Faridkot  
Lois Chan-Pedley  
Joshua Zhang  
Jennifer Reddy

Helen McGregor, Superintendent of Schools  
J. David Green, Secretary-Treasurer

### Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, and stakeholder representatives on May 10, 2023 at 5:00 pm.** The meeting will be live broadcast for the public.

Trustees:	Alfred Chien Janet Fraser Victoria Jung	Suzie Mah Christopher Richardson (Alternate)
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Student Trustee:	Mia Liu
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Other Senior Management Staff attending:	Jody Langlois	Pete Nuij
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Reps:	Carmen Schaedeli, VSTA Eric Proulx, VEAES Hilary Watt, VASSA Birgitte Biorn, VEPVPA Ericka-Jade Mulherin, PASA Kyenta Martins, DPAC  Marisa Dikeakos, CUPE 15 Tim Chester, IUOE Neil Munro, Trades Brent Boyd, CUPE 407 Arabella Mew, VDSC	Alt.  Karine Ng, VEAES (Alt.) David Nicks, VASSA Bruce Sallee, VEPVPA (Alt.) Scott Deyell, PASA (Alt.) Karen Tsang, DPAC (Alt. 1) Sandra Bell, DPAC (Alt. 2) Suzette Magri, CUPE 15 (Alt.) Tim De Vivo, IUOE (Alt.) Justin Chapman, Trades (Alt.)
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Other Staff:	Alison Ogden Chas Desjarlais Ricardo Lopez	Aaron Davis Christopher Wong Shannon Burton
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# EDUCATION PLAN COMMITTEE MEETING AGENDA

Wednesday, May 10 at 5:00pm  
Room 180, VSB Education Centre

We are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

## Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/representatives request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members/representatives refrain from personal inflammatory/accusatory language/action;
- v. Committee members, trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

## 1. Items for Approval

None

## Presenters

## 2. Discussion Items

None

## 3. Information Items

3.1 Elementary Music Review Summary and Update

Pete Nuij, Associate Superintendent – Education Services  
Shannon Burton, Director of Instruction

3.2 Reporting Order Update

Aaron Davis, Director of Instruction  
Christopher Wong, Director of Instruction

3.3 Equity, Anti-Racism and Non-Discrimination Update

Jody Langlois, Associate Superintendent – Learning Services  
Christopher Wong, Director of Instruction  
Ricardo Lopez, Director of Instruction

3.4 Indigenous Learners/Indigenous Resources Update

Jody Langlois, Associate Superintendent – Learning Services  
Chas Desjarlais, Director of Instruction

3.5 Indigenous Graduation Requirement Update

Alison Ogden, Director of Instruction  
Chas Desjarlais, Director of Instruction

## 4. Information Item Requests

*Committee members may request by email to the Chair of the Committee follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.*

## Date and Time of Next Meeting

Wednesday, June 14, 2023 at 5:00pm

## Education Plan Committee

### 3.1 Purpose/Function:

- 3.1.1 To review student learning and well-being indicators, and where warranted provide recommendations to the Board.

### 3.2 Powers and Duties:

- 3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.4 Annually review the Indigenous Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- 3.2.6 Student Learning or Student Well-Being Matters Referred to the Committee by the Board:
  - 3.2.6.1 Review matters referred and make recommendations as requested.
- 3.2.7 Review and make recommendations regarding the implementation and cessation of District programs and approve changes in fees for those programs that charge fees.
- 3.2.8 Review and make recommendations to the Board in regard to:
  - 3.2.8.1 the District calendar and
  - 3.2.8.2 Local school calendar proposals.

May 10, 2023

ITEM 3.1

**TO:** Education Plan Committee

**FROM:** Shannon Burton, Director of Instruction

**RE:** Elementary Music Review Summary and Update

*Reference to  
Education Plan*

**GOAL:** The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by:

**OBJECTIVE(S):** Encouraging students to reach beyond previous boundaries in knowledge and experience.  
Increasing literacy, numeracy, and deep, critical, and creative thinking.

## INTRODUCTION

This report provides an update on implementation of the Elementary Music Review. This report is provided for information.

## BACKGROUND

During the 2019/2020 budget consultation process, the equitable provision of comprehensive music programming across elementary schools was identified as a top priority. Consequently, the Board recommended engaging an external consultant to conduct a thorough review of current service delivery model at the elementary school sites.

To this end, John White was engaged to conduct this review which was completed in April 2020. [The Elementary Music Review](#) was presented to the Student Learning and Well-Being Committee on June 10, 2020.

## RECOMMENDATIONS OF THE ELEMENTARY MUSIC REVIEW

The Elementary Music Program Review generated four recommendations:

1. **Establish a Shared Mission, Vision and Strategic Directions** - Develop a clear, comprehensive mission, vision and strategic directions for the Visual and Performing Arts in School District 39 Vancouver.

2. **Develop a Plan to Realize the Mission, Vision, and Strategic Directions** - Develop a multi-year plan and timeline to guide action that facilitates the achievement of identified Mission, Vision and Strategic Directions.
3. **Actualize the Vision and Achieve the Goals** - Review current practices and develop a plan to put in place the structures and supports necessary to realize a quality, comprehensive K-7 music program that is accessible to all students in the District.
4. **Resources – Instructional Space, Classroom Resources, Leadership** - Recapture or develop space to ensure that each school has a suitable, dedicated space for music instruction.

## TIMELINE

The Elementary Music Program Review outlined a ten-year timeline, divided into three distinct phases, with the first phase set for completion during the first year of implementation (2021-2022). Phase two would span years 2-5 (2022-2026), while the third and final phase would be executed during years 6-10 (2026-2030).

Phase One, implemented during the 2021-2022 school year, aimed to establish a clear mission and vision statement for the program in collaboration with relevant stakeholders. Additionally, it involved disseminating pertinent information related to the review to administrators, educators, the Board, and other stakeholders.

Phase Two, 2022-2026, involves the implementation of several recommendations, including:

- Creating an Advisory Committee for the Visual and Performing Arts.
- Initiating discussions regarding the funding of elementary music teacher provision by utilizing dedicated preparation time allocations, involving all relevant parties.
- Specifying the minimum weekly duration for music instruction.
- Continuing to recruit qualified elementary music teachers.
- Continuing to reclaim available space.
- Developing a standardized equipment, resource, and inventory list.
- Providing progress updates to acknowledge achievements and assess remaining objectives.
- Reviewing user pay, PAC-funded, and volunteer-operated band and strings programs.
- Establishing an in-District mentorship program.
- Partnering with post-secondary institutions to develop a diploma course for Elementary Music Teachers.
- Revisiting the Mission, Vision, and Strategic Goals and adjusting the goals if necessary to reflect evolving conditions.

During the third and final phase, 2026-2030, the District will continue to prioritize the following objectives:

- Recruiting additional qualified elementary music teachers to join the District's staff.
- Continuing the process of repurposing spaces to create dedicated music rooms.
- Sharing information and involving staff in decision-making processes.

- Ensuring staff roles are clearly defined in each decision-making process, including significant decisions.
- Conducting a review of the Mission, Vision, and Strategic Directions for the School District's Visual and Performing Arts Program to ensure alignment.

## VSB MUSIC PROGRAM MISSION, AND VISION STATEMENT

In the initial phase, a mission and vision to guide the implementation of K-7 music programs across elementary schools over the next decade was established. The ad hoc committee spent time considering the report to identify common themes and priorities, reviewed features of the BC Arts Education curriculum, studied examples of what K-7 looks like in VSB Schools, and developed descriptors of an equitable comprehensive music program. These insights laid the foundation for the committee's efforts to craft a mission statement that captures the essence of what a K-7 Music Program should entail. The mission statement is as follows:

*The VSB K-7 Music program's mission is to provide all students with: A consistent, robust, inclusive, experiential music program based on active music making including Indigenous musical opportunities which respect cultural protocols and nurture the unique and diverse culture of each school community.*

## UPDATE ON PROGRESS 2022-2023

During the first year of phase two, progress has been made in many areas, including:

- Establishing a Visual and Performing Arts Working Group with stakeholders from VEAES, DPAC, VEPVPA, VSMTA, and District staff.
- Engaging in discussions with administrators about using preparation time allocations for music preparation, when feasible.
- Continuing to hire qualified elementary music teachers.
- Continuing to reclaim space when possible.
- Developing a standardized equipment, resource, and inventory list.
- Fostering partnerships with organizations that support robust music programming in schools.
- Conducting a comprehensive review of all established music programs.
- Providing music experiences for schools that do not have a specialist-run music program.
- Supporting the Indigenous Education Department who bring music, song, and ceremony into VSB Schools.
- Celebrating the fine and performing arts through showcases and events.
- Providing an update to acknowledge achievements and share next steps.

The Visual and Performing Arts Working Group will convene to collaborate and advance the implementation of phase two recommendations from the music review. The group will review the in-progress actions from the previous phase, and also examine various other areas, such as user pay, PAC-funded and volunteer-operated band and strings programs, partnerships with post-secondary institutions, professional learning opportunities for music, and revisiting the mission and vision, along with strategic goals, and modify them, if necessary, based on changing conditions.

An update on the progress will be presented to the Education Plan Committee in the fall of 2023.

May 10, 2023

**ITEM 3.2**

**TO:** Education Planning Committee

**FROM:** Aaron Davis, Director of Instruction  
Christopher Wong, Director of Instruction

**RE:** Reporting Order Update

*Reference to Education Plan*

**GOAL:** The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

**OBJECTIVE(S):** Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

## INTRODUCTION

### K-12 Student Reporting Policy

The Ministry of Education and Child Care (MECC) anticipates approving a new K-12 Student Reporting Policy in the summer of 2023. Over the past year, draft policy documents and guidelines from the MECC provided an opportunity for school districts to plan adjustments to existing reporting structures to ensure alignment with the new reporting policy. The Ministry collaborated with universities in the province to review research on assessment and reporting. *“Key findings that shaped the reporting policy redesign, include the following:*

- Meaningful communication: Researchers stress the importance of ongoing, comprehensive, and timely communication with parents and caregivers. Effective communication between home and school has a positive impact on student learning and engagement.*
- Focus on proficiency: Assessment that is focused on student proficiency in relation to the established learning standards leads to improved reliability of assessment results and increased student engagement.*
- Self-assessment: Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, greater student satisfaction.”*  
(Ministry Reporting Policy Framework, June 2022)

The reporting order *“acknowledges the values and wisdom of the First Peoples Principles of Learning, which states that “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place),” and “Learning involves generational roles and responsibilities.”* (Ministry Reporting Policy Framework, June 2022)



The Vancouver School District's Purpose of Assessment is aligned with the new guidelines:

*The purpose of assessment is to facilitate learning and move it forward in an equitable and inclusive way. It helps students answer three questions about their learning:*

- *Where am I now?*
- *Where am I going?*
- *How do I get there?*

*Quality assessment is ongoing and responsive. It informs the instruction cycle and provides **teachers** with evidence to plan. It helps **families** understand and support their children's learning. Most importantly, it provides **students** with meaningful feedback to guide their learning and help them reflect on their growth.*

The goal of communicating student learning is to ensure that:

- Students take part in meaningful conversations that help them develop responsibly for engaging deeply with their learning.
- Parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning and understanding ways to support and further their child's learning.

## BACKGROUND

### Elementary and Secondary Reporting in the Vancouver School District

Current VSB reporting guidelines follow an interim MECC reporting order. Although the new reporting policy and anticipated reporting order reinforces the VSB purpose of assessment there are adjustments and differences in elementary and secondary reporting that will need to be implemented in the 2023-24 school year. The new reporting policy also provides districts with the opportunity to determine certain aspects of reporting structures to best support the aims of reporting and assessment.

### Summary of the Draft VSB Secondary Reporting Guidelines for September 2023

- **What counts as evidence of learning:** Teachers can feel confident using assessment indicators outside the more traditional quizzes or projects or assignments, such as observations or conversations.
- **Proficiency scale and percentages:** Vancouver will move to the provincial language: Emerging (not Beginning), Developing, Proficient (not Applying), Extending. Students in grades 10-12 will continue to receive percentages.
- **Behaviour and academic reporting:** There are clear guidelines that student behaviour not be included in the proficiency scale or grade/percentage. No late marks, no zeros for missed work etc.
- **Insufficient Evidence:** IE replaces the I and indicates Insufficient Evidence of learning. The District will reserve the use of IE for during a course, and not use it as a final grade.
- **Strength-based comments and descriptive feedback:** Descriptive feedback focusses on student learning: where are they at, where are they going, how will they get there.
- **Informal learning updates:** The District will continue with the current practice in Vancouver regarding informal learning updates: one interim and one conference per semester.
- **Written learning updates:** In addition to the Informal Learning updates, a Written Learning Update and Summary of Learning report will be produced for each course. This update includes proficiency



scale (gr.8&9) or percentages (gr. 10-12), strengths-based comments connected to learning outcomes.

- **Core competencies:** Student self-reflections on Core Competencies and goal-setting are required three times per year, all grades.

### Summary of the Draft VSB Elementary Reporting Guidelines for September 2023

- **What counts as evidence of learning:** The Ministry documents highlight a range of ways teachers might gather assessment information.
- **Proficiency scale:** Vancouver will move to the provincial language: *Emerging* (rather than *Beginning*), *Developing*, *Proficient* (rather than *Applying*), *Extending*. There will no longer be reporting between proficiency levels.
- **Student behavior and academic reporting:** There are clear guidelines that student behaviour not be included in the proficiency scale reporting.
- **Insufficient Evidence (IE):** IE replaces the I and indicates Insufficient Evidence of learning. IE will only be used in rare circumstances and in consultation with school administration.
- **Report cards:** Three report cards (December, March, June). Reporting requirements include:
  - Descriptive feedback that focusses on student learning
  - Each subject that has been taught needs to be represented in the comments.
- **Informal learning updates:** Two informal learning updates are required during the school year (October/November, February). These will take the form of conferences or portfolio reviews with the option of a follow-up conference.
- **Student self-reflections on core competencies and goal-setting:** Self-reflection and core competency reporting are required three times per year. One time will be at year end.

## PLAN MOVING FORWARD

### Implementation Plan

The draft VSB elementary and secondary reporting guidelines have been reviewed by Senior Leadership and shared with elementary and secondary administrators for their review. Resources supporting the implementation are being created to support administrators' communication with teachers and parents/caregivers about the new VSB reporting guidelines and expectations. District administrative procedures, websites, and communications will be updated to reflect the new reporting guidelines.

## CONCLUSION

### SUMMARY

#### New VSB Elementary and Secondary Reporting Guidelines

Elementary and secondary reporting working groups have completed a review of the new reporting policy and engaged in thorough discussions in a series of meetings since December 2022. The draft elementary and secondary reporting guidelines reflect stakeholder discussions and include input from the Senior Team. These guidelines provide for updated structures and processes for the 2023/24 school year and will support the district's purpose of assessment and reporting.

## TIMELINES

### Implementation Timeline

- May 2023: School Administrators will inform school staff of new reporting guidelines.
- May/June 2023: School Administrators will inform parents/caregivers of the new reporting guidelines.
- September/October 2023: VSB administrative procedures and district websites/communications will be updated to reflect the new reporting guidelines.

## RECOMMENDATION

This report is provided for information.

May 10, 2023

ITEM 3.3

**TO:** Education Plan Committee

**FROM:** Hieu Pham-Fraser, District Principal, Equity, Antiracism, Non-Discrimination  
Jody Langlois, Associate Superintendent, Learning Services

**RE:** Equity, Anti-Racism, and Non-Discrimination Update

*Reference to  
Education Plan*

- GOAL 1:** The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...
- OBJECTIVE:** Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families. Ensuring the alignment among school, district, and provincial education plans.
- GOAL 2:** The Vancouver School Board will increase equity by ...
- OBJECTIVE:** Eliminating racism and discrimination in all forms. Evaluating and renewing plans for the improvement of Indigenous learners' education.
- GOAL 3:** The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...
- OBJECTIVE:** Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.

## INTRODUCTION

The Equity, Anti-racism and Non-Discrimination (EARND) team works with school staff and students throughout the District. One of the main purposes of this team is to expand and deepen the work of equity, anti-racism, SOGI, and non-discrimination through a variety of district and school initiatives and supports. The core of the team consists of an Associate Superintendent, Directors of Instruction, District Principal and District Resource Teachers. The team collaborates with many district and school staff as the work of equity, anti-racism and non-discrimination is a shared responsibility by all VSB employees.

## BACKGROUND

The EARND team was formed in response to Board motions from December 2019 which stated:

- (i) *That the Trustees of the Vancouver Board of Education (VSB) direct the Superintendent of Schools to create a strategic plan that includes short (1 year), medium (3 year) and long term (5 year) actions that the district will take to address racism and discrimination in Vancouver Schools.*
- (ii) *That the VSB hire a field expert to advise the Board on policy and VSB staff on procedures that outline an impact-focused, structured response to discriminatory student conduct, specifically including acts of hate.*

*This policy and procedures, in order to ensure student well-being, should include:*

- 1. Subject to the Board's obligations under the Freedom of Information and Protection of Privacy Act:
  - *Clear, transparent and accountable actions to be taken, by administration and staff, in the case of an incident;*
  - *A commitment to full and complete communication with student(s) directly impacted and their caregivers, the perpetrator and their caregivers, and the broader community.**
- 2. A process of restorative justice, accountability and restitution for impacted students and staff and for student perpetrators.*

In 2022, VSB Trustees strengthened their commitment to the work of equity, anti-racism and non-discrimination by creating the following equity statement that complements the new Education Plan which stated:

*The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməŋkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətaʔ (Tseil-Waututh) Nations – respects and supports Indigenous ways of knowing and learning.*

*The VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:*

- *having students see themselves and their communities in the curriculum and in the staff throughout the District;*
- *prioritizing student needs by making informed decisions and engaging in open communication with rightsholders and stakeholders; and*
- *actively fighting systems of oppression through relationship building, ongoing communication and transparency.*

*The VSB commitment to equity will be informed by humility and accountability.*

In June of 2022 the Equity, Anti-Racism and Non-Discrimination Advisory Committee created the following three goals for the Anti-Racism and Non-Discrimination Strategic Plan:

### **Truth and Reconciliation**

The VSB commits to Indigenous ways of knowing, learning and the truth telling process that includes listening, respecting, and honouring the stories in support of reconciliation, in collaboration with Indigenous communities to maintain accountability and to inform policy and decisions.

### **Racism and Discrimination**

The VSB will collectively dismantle systemic racism and discrimination in all forms by intentionally involving equity-deserving groups/people in policy and decision-making processes.

### **Expression of Identity, Sense of Belonging**

The VSB will ensure all places and spaces are safe, inclusive, and culturally responsive to foster empathy and respect for all expressions of identity to create a sense of belonging within the school district.

## **INFORMATION**

Using a restorative and belonging lens, the EARND team supports all students and staff to resolve issues of racism and discrimination; and, by building staff capacity to infuse SOGI and anti-racism awareness and learning into daily work. The EARND team members work in accordance with Policy 17 and Policy 21.

### **Professional Development offerings by the District Resource Teachers and the District Principal:**

- Administrator Toolbox: Building Collective Capacity to Deal with Discriminatory and Racist Incidents in Schools
- Administrator Toolbox: How Culturally Responsive Pedagogy Can Create More Equitable Schools
- District Professional Development: From SHHH to Let's Talk About It: Antiracism in the Primary Classroom.
- Ongoing Teacher Collaboration
- Book Clubs: *Wayi Wah!*
- Study Groups: Circle Forward
- SOGI Staff Presentations
- SOGI Information Sessions for Early Career Teachers
- Lunch and Learns
- Various School Focused Professional Development Days
- Support for Teacher Inquiry Projects
- Ongoing 1:1 and small group supports geared towards site-based questions and issues

- Monthly School Leads Drop-Ins
- Monthly Newsletters
- Antiracism Resource Packages
- Anti-Black Racism Training
- Action Against Antisemitism Training
- Restorative Practice Training
- Peace Circle Training

#### **Student Voice and Engagement:**

- Diversity, Equity and Inclusion Youth Conference event, Vancouver
- Participated in the Racial Equity Summit for Black Youth, Burnaby
- Participated in the Black Futures Program, UBC
- Participated in the African Ancestry Project, SFU
- Participated in the Tour of Courage, Burnaby
- High School Guest Speaker, Martin Boyce, Vancouver
- Ongoing Classroom Presentations by Community Partners

#### **Student Voice, Working Groups and Committees:**

- **Resource and Information Collaborative** works to offer resources and resource criteria to teachers.
- **Diversity Advisory Committee** meets six times a year to discuss rising issues and to exchange information that helps lead the work of antiracism and non-discrimination.
- **The Equity, Anti-racism and Non-discrimination Working Group** meets once a month to operationalize the goals and objectives of the Equity Statement.
- **The Pronouns and Forms Work Group** looks at ways that gender diverse students can see themselves through the proper representation of pronouns.

## **CONCLUSION**

The EARND team acknowledges there is much more work to be done. This year, the focus has been on what is most important - the well-being and learning of students. The team looks forward to continuing the important work that was started this year and adding more services in a variety of educational settings throughout the District next year.

The District takes the work of equity, anti-racism and non-discrimination seriously. The EARND team will continue to work with staff, families, and community partners to ensure environments are free of racism and discrimination across the District.

## **RECOMMENDATION**

This report is provided for information.

May 10, 2023

ITEM 3.4

**TO:** Education Plan Committee

**FROM:** Chas Desjarlais, Acting Director of Instruction, Indigenous Education  
Jody Langlois, Associate Superintendent, Learning Services

**RE:** Indigenous Learners/Indigenous Resources Update

*Reference to  
Education Plan*

- GOAL 1:** The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...
- OBJECTIVE:** Increasing literacy, numeracy, and deep, critical, and creative thinking. Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- GOAL 2:** The Vancouver School Board will increase equity by ...
- OBJECTIVE:** Eliminating gaps in achievement and outcomes among students. The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...
- GOAL 3:** Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

## INTRODUCTION

This information update will provide an overview of self-identified Indigenous learners wholistic development for this school year – which will include the emotional, physical, intellectual, and spiritual domains, in alignment with the Aboriginal Education Enhancement Agreement (AEEA) goals of belonging, mastery and culture and community.

Aboriginal Education Enhancement Agreement (AEEA) [Link](#)

## BACKGROUND

### Indigenous Learners Success 2022-2023

The Vancouver School Board and Indigenous Education Department continue to provide learning opportunities to support the whole child: the emotional, physical, intellectual, and spiritual domains. This is in alignment with the Aboriginal Education Enhancement Agreement goals (AEEA) of belonging, mastery and culture and community which are embedded in the Terms of Reference for the Indigenous Education Council (IEC):

- **Belonging** - To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.



- **Mastery** - To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- **Culture and Community** - To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures, and contributions from all students through eliminating institutional, cultural, and individual racism within the Vancouver school district learning communities.

## INFORMATION

### Indigenous Education Department

The Indigenous Education department provides enhanced educational programming and targeted supports for Indigenous learners across the district. Currently there are 2240 self-identified Indigenous learners enrolled in both elementary (1131) and secondary schools (909), Vancouver Learning Network (VLN) (38) as well as Continuing education (22) and Homeschooled (10). The department currently consists of the following positions:

- 26.0 FTE Indigenous Education Workers (IEW)
- 9.0 FTE Indigenous Education Teachers (IET)
- 1.0 FTE Indigenous Education District Resource Teacher
- 1.0 FTE Indigenous Education Consultant
- 1.0 FTE Indigenous Education Cultural Coordinator
- 1.0 FTE District Vice Principal
- 1.0 FTE Acting Director of Instruction

### Collective Responsibility and Indigenous Education

With the mandated Indigenous-focused Graduation Requirement, the Indigenous Education Department has been in co-collaboration to review and assess educational resources, co-leading professional development, and providing mentorship and guidance to educators across the district alongside the following district departments:

- Curriculum and Assessment
- Equity, Antiracism, Non-Discrimination
- Learning and Instruction Team – District Literacy Teachers

Ensuring the goals of the AEEA are self-actualized by Indigenous learners is a district responsibility. Pulling together in Indigenous Education is not only a benefit to Indigenous learners, but to all learners.

### Educational and Program Highlights

The Vancouver School Board and Indigenous Education Department continue to offer educational and cultural programming that fosters wholistic well-being and academic achievement. Outlined below are

the goals from the AEEA that demonstrate opportunities that foster the emotional, physical, intellectual, and spiritual well-being:

### **Belonging**

- **1000+ Drums and Beyond** – the department under the leadership of the district Vice Principal have made a total of 4000 drums and rattles since 2014. Students from across the district have engaged in learning how to make drums and the protocols for caring for a drum.
- **Drum Awakenings** – 19 elementary and secondary schools this school year participated in ceremony to awaken their drums. Students and educators learned the importance of ceremony and the sacredness of a drum to Indigenous cultures.
- **Drum Across the World** – On June 21 students and staff from the across the district will participate in honouring Indigenous cultures and traditions from around the world. At the VSB students will participate and be witness to drumming and dance, Elder’s teachings, storytelling, and Slahal teachings.

### **Mastery**

The graduation rates for both the 5-year and 6-year completion rates results have slowly been on the rise over the last five years. There are several factors that have contributed to this rise including continuing to implement the BC revised curriculum that embeds the First Peoples Principles K-12, providing enhanced academic support with a graduation advisor and educational programming like Independent Direct studies that focus on both Indigenous languages and carving courses.

#### **5-year Completion Rate**

- 2017/2018 – 43%
- 2018/2019 – 49%
- 2019/2020 – 49%
- 2020/2021 – 54%
- 2021/2022 – 60%

#### **6-Year Completion Rate**

- 2017/2018 – 56%
- 2018/2019 – 62%
- 2019/2020 – 63%
- 2020/2021 – 66%
- 2021/2022 – 73%

### **Culture and Community**

- Indigenous Education Council (IEC) is in its second year of work which includes Rightsholders, Metis Nation of BC, Urban Indigenous Peoples, and stakeholders. Two subcommittees were

established this year – Language Subcommittee and Governance Subcommittee which include rightsholders from the three host Nations and district staff.

- Pulling Together Canoe Legacy Project (Sharing Knowledge) brought carvers, apprentices, and Indigenous youth together from the three host Nations. Three 40-foot cedar strip canoes located at False Creek has been showcased by the VSB and Canoe Cultures. Students and educators have been able to visit the site and learn about the rich history and cultural traditions of canoe teachings from the Musqueam, Squamish and Tsleil-Waututh Nations.
- Elders Gathering at the Musqueam Cultural Centre took place in January 2023. The VSB Indigenous Education Department hosted a luncheon for Elders from the three host Nations. The first ever gathering was focused on building and strengthening relations between the VSB and the three host Nations community members.

## CONCLUSION

The Vancouver School Board and Indigenous Education continue to affirm and uphold the Education Plan goals by ensuring Indigenous learners continue to self-actualize their wholistic development and thrive academically.

## RECOMMENDATION

This report is provided for information.

May 10, 2023

ITEM 3.5

**TO:** Education Plan Committee

**FROM:** Chas Desjarlais, Director of Instruction  
Alison Ogden, Director of Instruction

**RE:** Indigenous Graduation Requirement Update

*Reference to  
Education Plan*

**GOAL:** The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by . . .

**OBJECTIVE(S):** Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

## INTRODUCTION

Effective for the 2023/24 school year, all students working toward a B.C. Certificate of Graduation (Dogwood Diploma), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework. There is no change to the total number of credits required to graduate, which remains at 80.

Students can meet this graduation requirement through a variety of course options, including provincial Indigenous-focused courses; provincially-authorized First Nations language courses; and Indigenous-focused, locally developed (Board/Authority Authorized or First Nation Authorized) courses. Some of these courses also satisfy Language Arts or Social Studies graduation requirements.

These are currently the provincial Indigenous-focused courses that are offered:

- B.C. First Peoples 12
  - Peuples autochtones de la Colombie-Britannique 12
- Contemporary Indigenous Studies 12
  - Études autochtones contemporaines 12
- English First Peoples – Literary Studies 10
- English First Peoples – New Media 10
- English First Peoples – Spoken Language 10
- English First Peoples – Writing 10
- English First Peoples – Literary Studies + New Media 11
- English First Peoples – Literary Studies + Spoken Language 11
- English First Peoples – Literary Studies + Writing 11
- English First Peoples 12

## SUPPORT PROVIDED

Support for the implementation of the Indigenous focused coursework has been focused on two areas this year: targeted professional learning opportunities and support with choosing and purchasing learning resources.

### Professional Learning Opportunities

**Fall and Winter Learning Series with Carolyn Roberts** (Faculty member and Indigenous teaching Fellow in the Department of Education at Simon Fraser University) – a series of three sessions that were offered in both the fall and winter.

- Session 1 (October 18 or January 24) – Education systems and Colonization in Indigenous Focus Graduation Requirement Courses
- Session 2 (November 8 or February 14) – Workshopping ideas and lesson planning
- Session 3 (November 29 or March 7) – Co-creating courses for the Indigenous Focus Graduation Requirement

**Indigenous Focused Non-Instructional day** - November 25, 2022 - All secondary English and Social Studies teachers were invited to a half-day session with Carolyn Roberts to hold space for discussions and information sharing about our collective responsibility as educators in providing all students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada.

### **Indigenous Education Allies and Leads Series (IEAL)**

- Gladys We Never Knew: The life of a child in a BC Indian Residential School Curriculum (classroom resource) - November 25, 2022
- “I Want to Go Home” book launch – March 7, 2023
- “The Secret Pocket” book launch – April 12, 2023

### **Administrator and teacher lead education session** - December 1, 2022

Indigenous Focus Graduation Requirement sharing session to connect schools together to share information and hear what is working, establish a foundation for conversations and planning for implementation, and determine next steps for support.

**“Ways In: Indigenous Pedagogies and Perspectives”** – January 16, 2023 at David Thompson Secondary Professional development workshop co-developed by Indigenous Education Department and Curriculum and Assessment Department members to support non-Indigenous educators towards inclusive practices and to build familiarity with Indigenous pedagogical frameworks at the secondary level.

### **FNESC English First Peoples 10-12 Metro Regional Workshop** - January 28 or February 25, 2023

15 teachers had the opportunity to attend a workshop designed to support educators to bring quality, authentic First Peoples teaching and learning into BC classrooms. The session introduced resources that focus on themes, issues, and topics of importance to First Peoples learning and informed by the First Peoples Principles of Learning.

### **Musqueam Training Day for DRTs** – February 8, 2023

Co-developed and facilitated by Indigenous Education Department and Curriculum and Assessment Department members. A full day of training was offered for secondary District Resource Teachers on site at the Musqueam Cultural Centre. Educators received an introduction to the Musqueam Kit, Musqueam language and culture from both historical and contemporary perspectives.

**English First People’s and Indigenous focussed presentation** – February 1, 2023 at Prince of Wales Indigenous Education Department and Curriculum and Assessment Department members delivered a presentation on inclusive practices and Indigenous pedagogy to secondary school teachers.

**English First People’s working group** – A collaborative inquiry was initiated by teachers at John Oliver Secondary to develop their pedagogical approaches in EFP courses. The group was supported by Indigenous Education Department and Curriculum and Assessment Department members and two experienced EFP teachers. Out of this group emerged a district support document titled “English First Peoples Start-Up Guidelines” that can be shared with teachers who are new to the course.

**Senior Indigenous Focussed Social Studies working group** – a group of experienced secondary social studies teachers will meet with Indigenous Education Department and Curriculum and Assessment Department members to develop a supportive start-up package for teachers who are new to teaching these courses. Resources will be discussed, and social studies specific lists will be created.

### Learning Resources

In addition to professional learning opportunities, schools were allocated funds to purchase learning resources to support the implementation of the Indigenous focused coursework. The Indigenous Education Department and the Curriculum and Assessment Department worked together to curate and vet resources for teachers. Teachers also submitted resource requests to be vetted and added to the lists. Two resource sharing days were organized (February 27 and March 30) to bring together teachers and administrators to look over the resources and to ask questions of the Indigenous and Curriculum and Assessment teams prior to placing orders for the resources (which are expected to arrive in schools for the 2023-2024 school year).

## PLAN MOVING FORWARD

The Indigenous Education Department and the Curriculum and Assessment department continue to work alongside each other to provide professional learning opportunities and targeted support for teachers teaching the Indigenous focused graduation required courses.

The teams are in the early stages of creating a schedule for a sustainable co-collaboration structure between classroom teachers and District staff that will bring together teachers who have been teaching the courses for years, as well as teachers who will be teaching the courses for the first time. There will be several scheduled opportunities throughout the course of the 2023-2024 school year (supporting teachers in both semesters) for teachers to come together to learn from both experienced classroom teachers as well as guest speakers.

The Indigenous Education Department and the Curriculum and Assessment Department will continue to support teachers and administrators in developing their pedagogy as it relates to the Indigenous focused graduation required courses.

## RECOMMENDATIONS

This report is provided for information.



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# Vancouver School District Education Plan Committee

May 10<sup>th</sup>, 2023



# INDIGENOUS ACKNOWLEDGEMENT

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>ə́yəm (Musqueam), S<sub>k</sub>wxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) nations



x<sup>w</sup>məθk<sup>w</sup>ə́yəm  
(Musqueam)



S<sub>k</sub>wxwú7mesh  
(Squamish)



səlilwətaʔ  
(Tsleil-Waututh)

# Live-streamed

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting.

The footage of the meeting may be viewed inside and outside of Canada.

# Meeting Decorum

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and Trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee Members, Trustees, representatives and /staff present themselves in a professional and courteous manner.

# Committee Roll Call

## Roundtable roll call

- Stakeholders: please state your first and last name and the name of the group you are representing
- Trustees and staff: please state your first and last name and position

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# ITEM 3.1

# Elementary Music Review Summary and Update

Pete Nuij, Associate Superintendent – Education Services  
Shannon Burton, Director of Instruction

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# Link to Education Plan

## **Goal 1:**

The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.

## **Goal 3:**

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...

- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.



# Recommendations from the John White Review

The Elementary Music Program Review generated four recommendations:

1. Establish a Shared Mission, Vision and Strategic Directions
2. Develop a Plan to Realize the Mission, Vision, and Strategic Directions
3. Actualize the Vision and Achieve the Goals
4. Resources – Instructional Space, Classroom Resources, Leadership

# Suggested Timeline

Phase One: Fall 2021- Summer 2022

Phase Two: 2022-2026

Phase Three: 2026-2030

# Phase One 2021-2022 Completed

- District ad hoc committee formed
- Themes and priorities identified
- Initial considerations of implementation discussed including staffing and budget
- Features of Arts Education Curriculum examined
- Mission and vision statement developed to guide implementation

# Vision and Mission Statement K-7

*The VSB K-7 Music program's mission is to provide all students with:*

A consistent, robust, inclusive, experiential music program based on active music making including Indigenous musical opportunities which respect cultural protocols and nurture the unique and diverse culture of each school community.

# Phase Two: In Progress or Complete

- Establishing a Visual and Performing Arts Working Group with stakeholders from VEAES, DPAC, VEPVPA, VSMTA, and District staff
- Engaging in discussions with administrators about using preparation time allocations for music preparation, when feasible
- Continuing to hire qualified elementary music teachers
- Continuing to reclaim space when possible
- Developing a standardized equipment, resource, and inventory list

# Phase 2: In Progress or Complete

## Continue

- Fostering partnerships with organizations that support robust music programming in schools
- Conducting a comprehensive review of all established music programs
- Providing music experiences for schools that do not have a specialist-run music program
- Supporting the Indigenous Education Department who bring music, song, and ceremony into VSB Schools
- Celebrating the fine and performing arts through showcases and events
- Providing an update to acknowledge achievements and share next steps

# Music Enrichment Opportunities

- Vancouver Symphony Orchestra School of Music
  - VSO Connects
  - VSO Music Learning Labs
- UBC School of Music community partnership expansion



# Phase Three: 2026-2031

- Continue to add qualified music teachers to the District's staff
- Continue the process of recapturing space and dedicated music rooms
- Continue to share information and involve staff in making decisions that will affect them
- Be clear about the role of staff in decision making
- Revisit the Mission, Vision and Strategic Directions for the Visual and Performing Arts program to ensuring alignment

# Next Steps

- Fine and Performing Arts Working Group meeting
- Determine music opportunities and spaces for the 2023-2024 school year
- Dive deeper into the state of established music programs
- Work closely with employee services to explore areas of potential for expanding music in the District
- Continue to provide music enrichment opportunities for schools without a music specialist
- Continue to expand and develop partnerships

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Questions?

ITEM 3.1

Elementary Music Review

Summary and Update

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## ITEM 3.2

# Reporting Order Update

Aaron Davis, Director of Instruction

Christopher Wong, Director of Instruction

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# K-12 Student Reporting Policy Update



- Informed by an Elementary/Secondary Reporting Working Group of teachers, principals, and district staff
- Reporting Order– expected July, 2023

**K-12 Student  
Reporting Policy**

Communicating Student Learning Guidelines



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# K-12 Student Reporting Policy - Purpose

- Meaningful communication
- Focus on proficiency
- Self-assessment
- The Reporting Order acknowledges the First People's Principles of Learning

# VSB Purpose of Assessment

The VSB Purpose of Assessment is aligned with the new Reporting Policy.

- Purpose of assessment:
  - Facilitate learning and move it forward in an equitable and inclusive way
  - For students, there are three guiding questions:
    - *Where am I now?*
    - *Where am I going?*
    - *How do I get there?*

# K-12 Reporting Guidelines

- **What counts as evidence of learning:**
  - Teachers can feel confident using assessment indicators outside the more traditional quizzes or projects or assignments, such as observations or conversations.



# K-12 Reporting Guidelines

- **Proficiency Scale (K-9) and percentages (10-12).** The Provincial Proficiency Scale is a 4-point scale:
  - *Emerging* (rather than Beginning),
  - *Developing*,
  - *Proficient* (rather than Applying),
  - *Extending*.

# K-12 Reporting Guidelines

- **Student behavior and academic reporting:**
  - There are clear guidelines that student behaviour not be included in the proficiency scale reporting. No late marks, etc.
- **Strength-based comments and descriptive feedback:**
  - Descriptive feedback focusses on student learning: where are they at, where are they going, how will they get there.

# K-12 Reporting Guidelines

- **Informal learning updates**
- **Written learning updates**
- **Core competencies:**
  - Student self-reflections on core competencies and goal-setting are required three times per year, all grades.

# Resources

- [\*\*K-12 Student Reporting Policy Information for Families\*\*](#)
- [\*\*K-12 Student Reporting Policy Information for Educators\*\*](#)

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Questions?

**ITEM 3.2**

**Reporting Order Update**

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## ITEM 3.3

# Equity, Anti-Racism and Non-Discrimination Update

Jody Langlois, Associate Superintendent – Learning Services

Christopher Wong, Director of Instruction

Ricardo Lopez, Director of Instruction

Hieu Pham-Fraser, District Principal

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# GOAL/OBJECTIVE

The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...

- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Ensuring the alignment among school, district, and provincial education plans.

# GOAL/OBJECTIVE

The Vancouver School Board will increase equity by ...

- Eliminating racism and discrimination in all forms.



# GOAL/OBJECTIVE

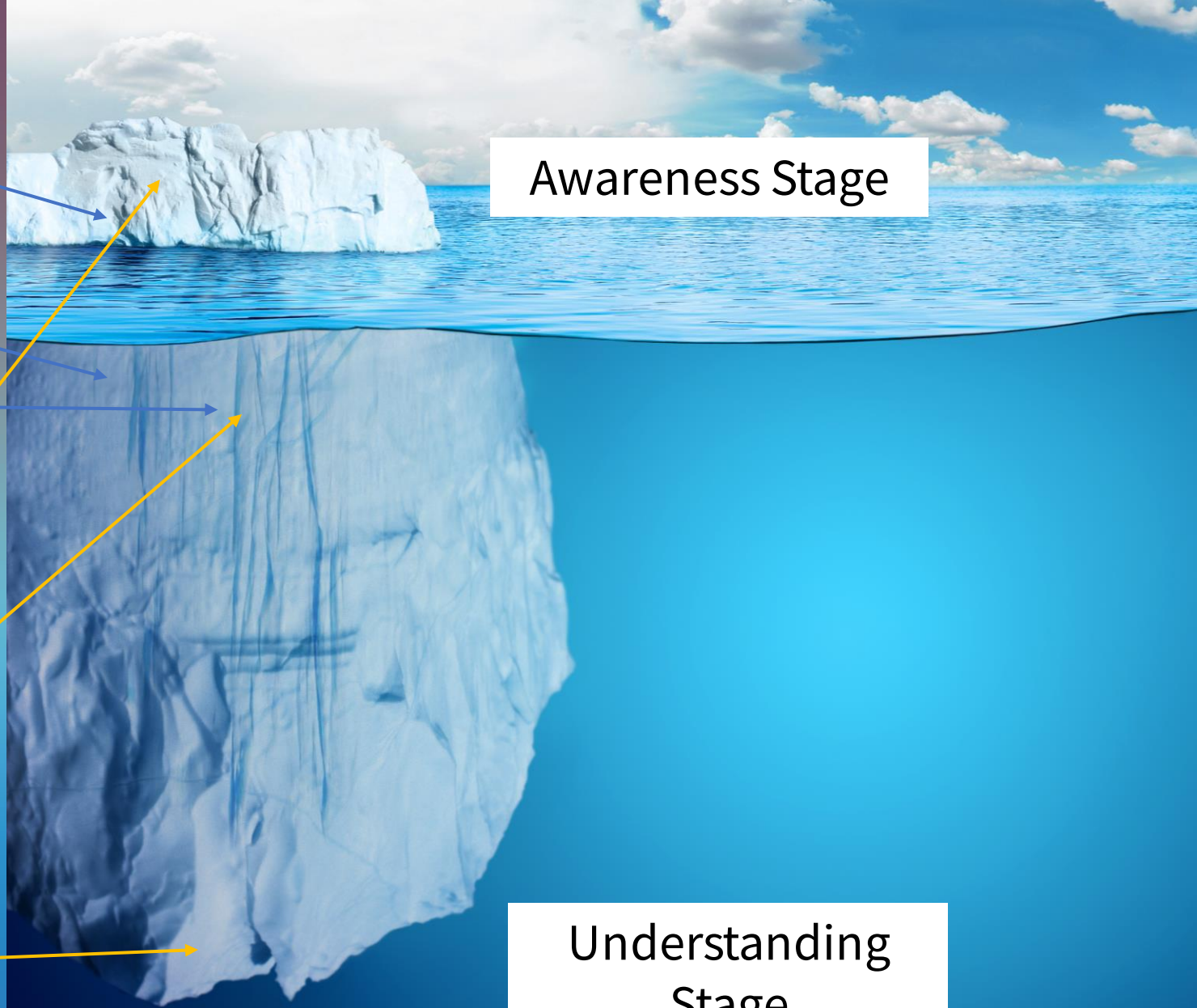
The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...

- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.
- Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.

# Our Values

Belonging  
Commitment  
Collaboration

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Awareness Stage

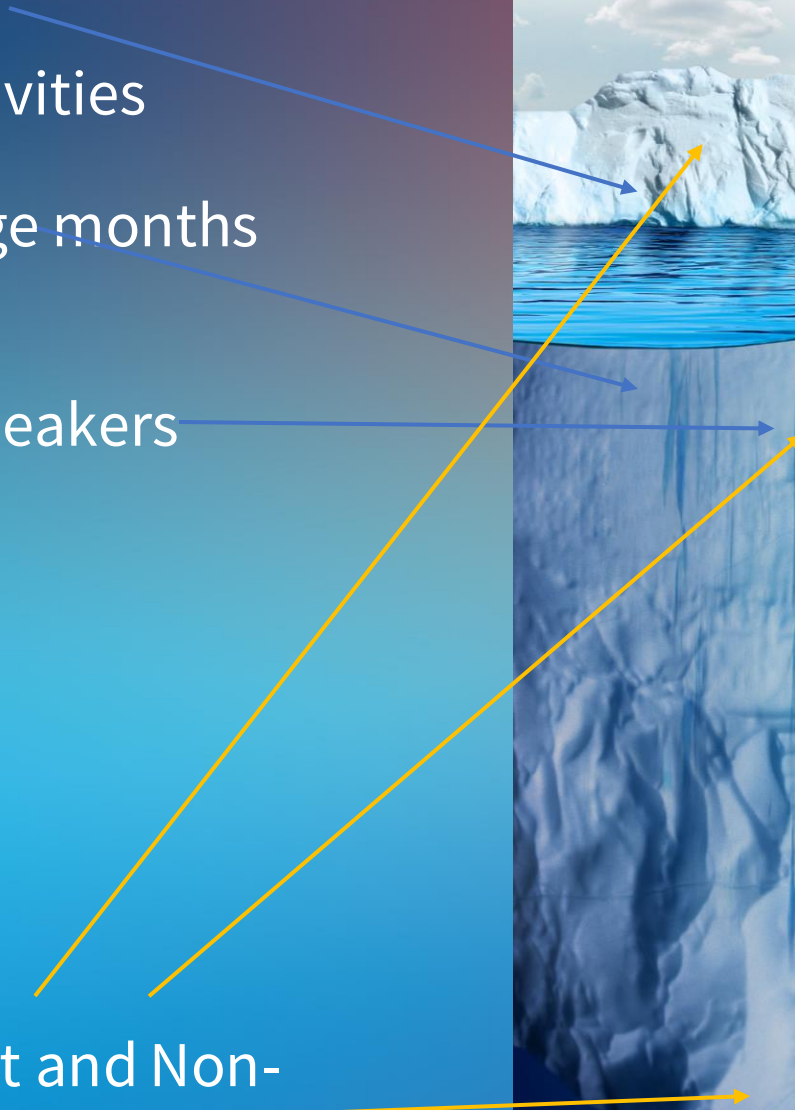
Understanding Stage

Multicultural celebrations/activities

History & Heritage months

Special Guest Speakers

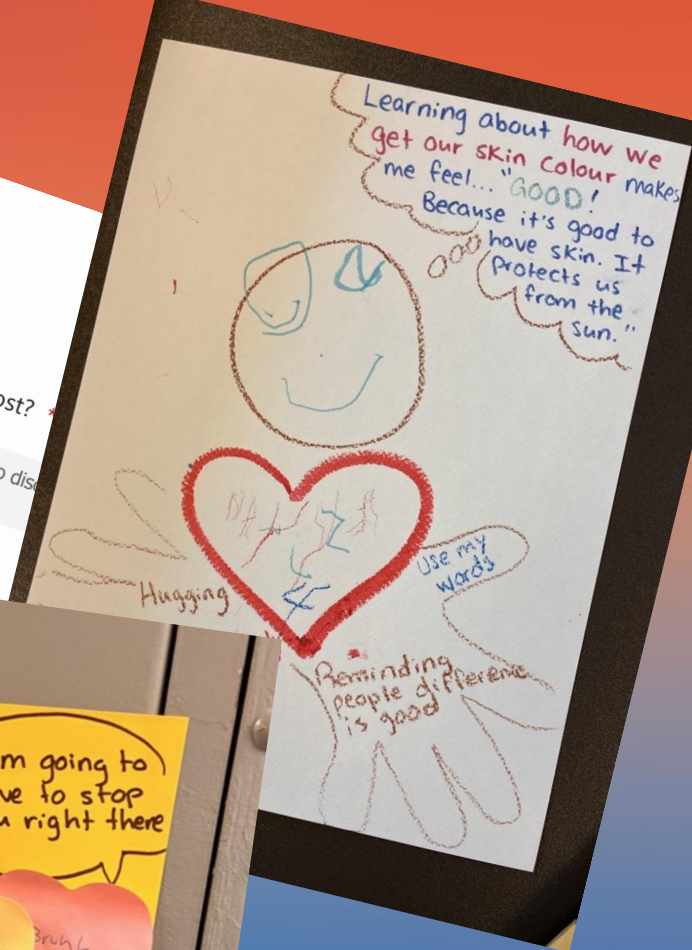
Equity, Anti-Racist and Non-Discrimination Learning and Curriculum





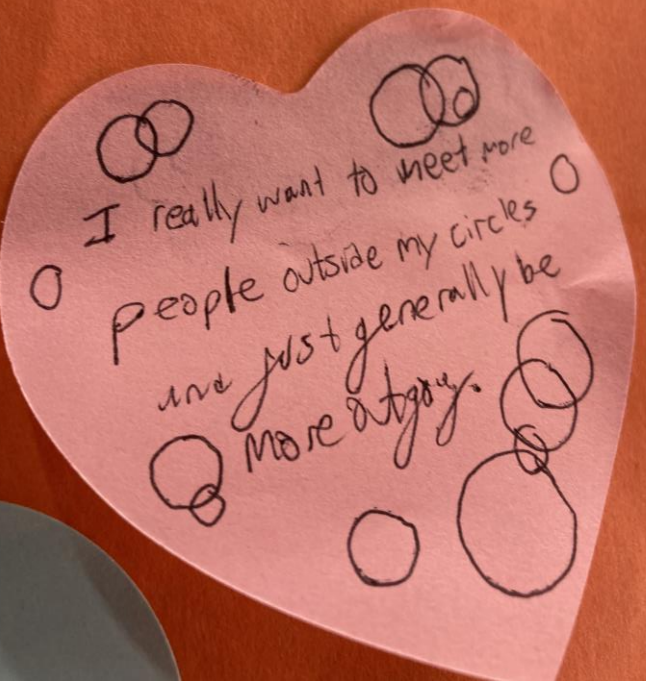
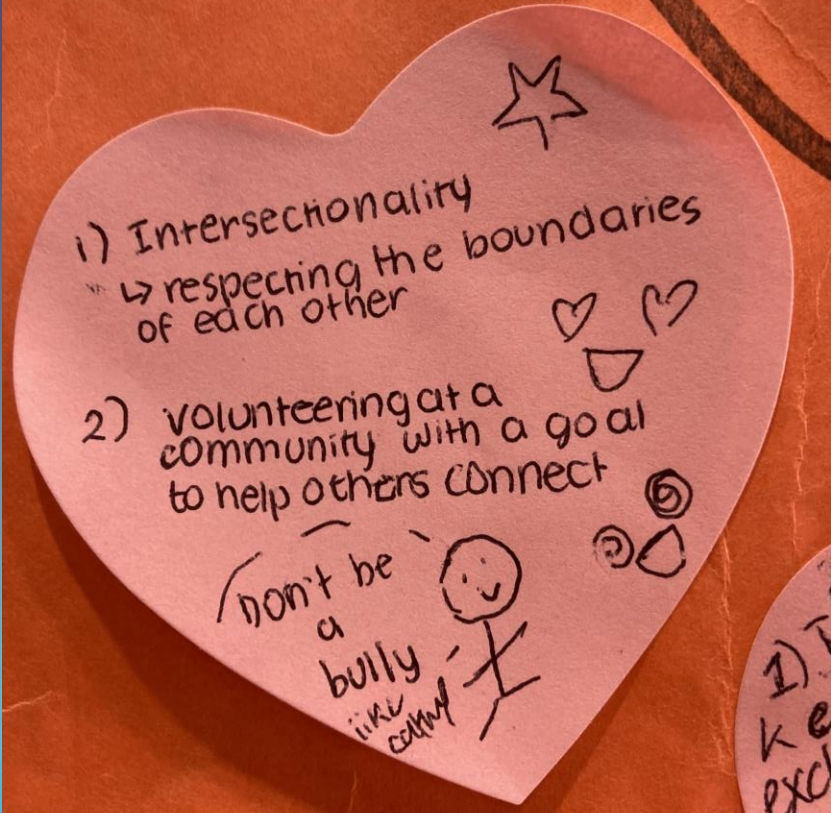
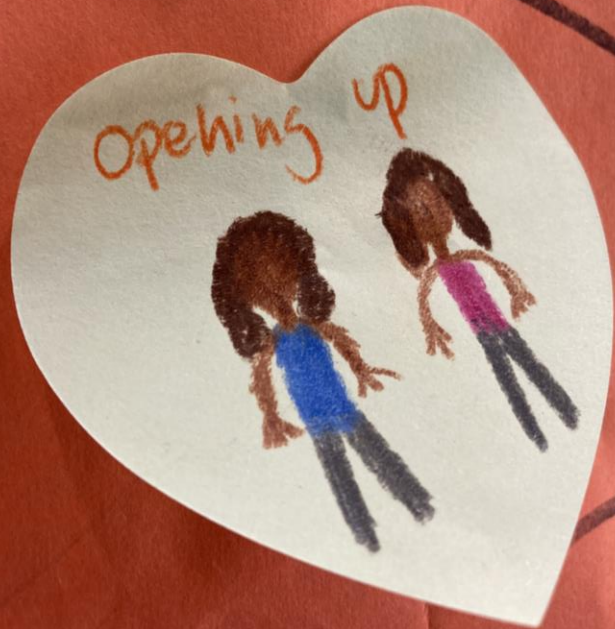


1. How would you rate today's session? \*  
★ ★ ★ ★ ★
2. Which part of the learning session did you enjoy the most? \*  
The group discussions about microaggressions. Having opportunities to discuss what it really looks like in our schools is practical and valuable.
3. How can future sessions be improved? \*  
Case studies, like we did at AM...
4. What are some things you would like to explore in future sessions?  
No answer provided.
5. Any questions/comments?  
It was great, thanks Hie...



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# What We've Heard...

“For me, this conference is a starting point or the beginning of a conversation. We are trying to give more high schoolers the tools to heal both themselves and the communities that they are in so they are in a healthy place to make change in the world around them. As a senior I have a feeling of responsibility to teach younger students on how to take up the mantle but also help my peers expand their actions beyond the walls of their school.” By Nik De Leon



# What We've Heard.....

"As a white educator stepping into a room of BIPOC students, there is no amount of learning that will ever prepare me to fully understand their experiences and be relatable for them. At the beginning of the year, I was trying my best to integrate Indigenous pedagogies, but failing my students miserably – not because I did not try, but because I did not know. Being such a recent grad, it feels unfathomable to have to navigate the complexities of diversity and inclusion without additional professional support. You can learn as much as you want in theory, but it is through practice and learning from mistakes, that we remember."

By Bailey Shandro,  
2022-2023 VSB Book Club Member, *Wayi Wah!*



If you want to go fast, go alone.  
If you want to go far, go together.  
“Tatiana Sotindjo”

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Questions?

**ITEM 3.3**

**Equity, Anti-Racism and  
Non-Discrimination Update**

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## ITEM 3.4

# Indigenous Learners/ Indigenous Resources Update

Jody Langlois, Associate Superintendent – Learning Services  
Chas Desjarlais, Director of Instruction

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# GOALS/OBJECTIVES

## Goal 1

The Vancouver School Board will improve student achievement, physical and mental well-being and belonging by ...

- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.

# GOALS/OBJECTIVES

## Goal 2

The Vancouver School Board will increase equity by ...

- Eliminating gaps in achievement and outcomes among students.

# GOALS/OBJECTIVES

## Goal 3

The Vancouver School Board will continue its reconciliation journey with First Nations, Métis, and Inuit by ...

- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

# Information Update

- Overview of Indigenous learners wholistic development – emotional, physical, intellectual and spiritual
- Aligned with the goals of the Aboriginal Education Enhancement Agreement (AEEA) being belonging, mastery, and culture and community

# Aboriginal Education Enhancement Agreement

**Belonging** – To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance, and caring in their schools

**Mastery** - To ensure Aboriginal students achieve increase academic success in Vancouver Schools and that they participate full and successfully from kindergarten through the completion to grade 12

**Culture and Community** – To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures, and contributions from all students through eliminating institutional, cultural, and individual racism with the Vancouver school district learning communities

# Indigenous Education Department

The Indigenous Education Department provides enhanced educational programming and targeted support to 2240 self-identified Indigenous learners of which 1132 are enrolled in elementary schools, 909 in secondary schools, 38 in Vancouver Learning Network (VLN) and 10 Homeschooled.

## Department Structure:

- 26.0 FTE Indigenous Education Workers (IEW)
- 9.0 FTE Indigenous Education Teachers (IET)
- 1.0 FTE Indigenous Education District Resource Teacher
- 1.0 FTE Indigenous Education Consultant
- 1.0 FTE District Vice Principal
- 1.0 FTE Acting Director or Instructor



# Collective Responsibility and Indigenous Education

The mandated Indigenous-focused Graduation Requirement has required departments to pull together in co-collaboration to review and assess educational resources, co-leading professional development, and provide mentorship and guidance to educators across the district.

Pulling Together:

- Curriculum and Assessment
- Equity, Antiracism, Non-Discrimination
- Learning and Instruction TEAM – District Literacy Teachers
- District Resources Teacher

# Educational and Program Highlights

## Belonging

### Cultural Teachings

“Learning emerges from strong relationships, authentic experience and curiosity.”

– Sara Florence Davidson





1000+ Drum making and Beyond





Drum Awakenings – 19 ceremonies





# Drum Around the World – June 21

# Mastery

## 5-Year Completion Rates

2017/2018 – 43%

2018/2019 – 49%

2019/2020 – 49%

2020/2021 – 54%

2021/2022 – 60%

## 6-Year Completion Rates

2017/2018 – 56%

2018/2019 – 62%

2019/2020 – 63%

2020/2021 – 66%

2021/2022 – 73%



# Culture and Community Elders Gathering – Musqueam Nation



**“Care** about them and who they are as Indigenous peoples;  
**Expect** them to succeed in education; and,  
**Help** them to learn about their cultures, histories and languages.”  
- OECD 2017

# Conclusion



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Questions?

**ITEM 3.4**

**Indigenous Learners /**

**Indigenous Resources Update**

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## ITEM 3.5

# Indigenous Graduation Requirement Update

Alison Ogden, Director of Instruction

Chas Desjarlais, Director of Instruction

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Support for the implementation of the Indigenous focused coursework has been focused on two areas this year:

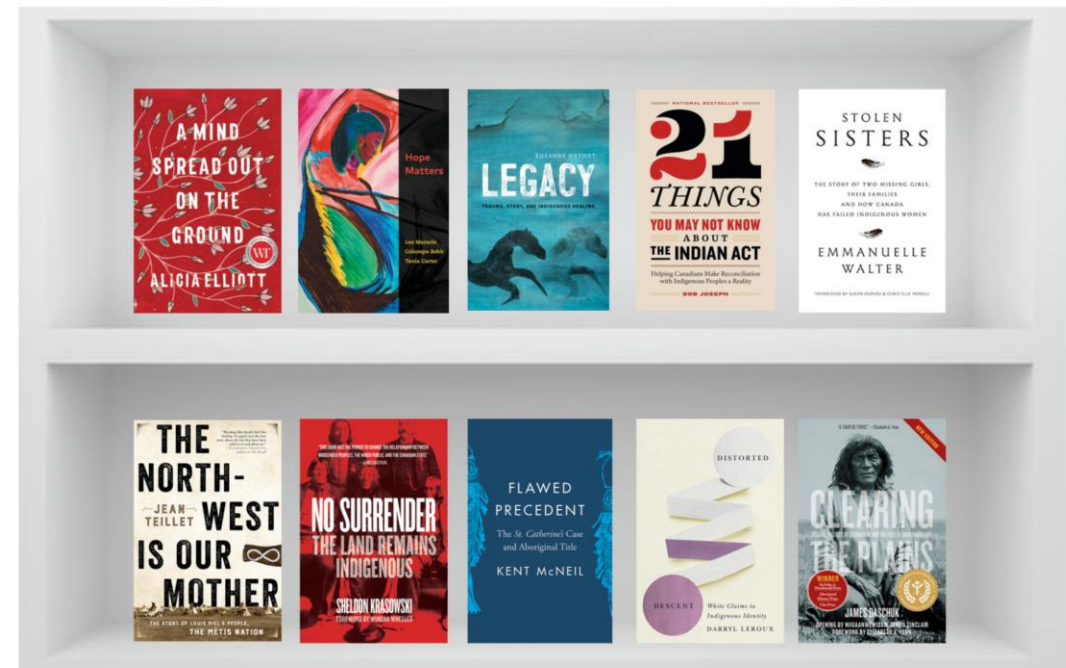
1. Targeted professional learning opportunities
2. Support with choosing and purchasing learning resources

# Professional Learning Opportunities

- Fall and Winter Learning Series with Carolyn Roberts
- Indigenous Focussed Non-Instructional Day
- Indigenous Education Allies and Leads Series
- Ways In: Indigenous Pedagogies and Perspectives
- FNEESC English First Peoples 10-12 Metro Regional Workshop
- Musqueam Training Day for District Resource Teachers
- English First People's and Indigenous focussed presentations
- English First People's working group
- Senior Indigenous Focussed Social Studies working group

# Learning Resources

- Schools allocated funds to purchase learning resources from a list curated by the Indigenous Education Department and the Curriculum and Assessment Department
- Two resource sharing days:
  - February 27
  - March 30



# Moving Forward

- The Indigenous Education Department and the Curriculum and Assessment department continue to work alongside each other to develop a sustainable co-collaboration structure between classroom teachers and District staff
- There will be opportunities throughout the course of the 2023-2024 school year (supporting teachers in both semesters) for professional learning

# Collective Responsibility

**"Paddles up get ready . . ." - Morgan Guerin, Musqueam community Member**  
**A teaching - when our paddles are up we are ready to get to work**



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Questions?

**ITEM 3.5**

**Indigenous Graduation  
Requirement Update**

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# Information Item Request

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Thank you for your time,  
**The End**

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# Date and Time of Next Meeting

Wednesday, June 14, 2023

at 5:00 pm

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