



Learning, Knowing, Sharing: Connections That Contribute to Successes in K-12 Aboriginal Education

Connected Learning Matters

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Learning Knowing Sharing



Celebrating
Successes
in K-12



Aboriginal
Education
in
British Columbia



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The BC Principals' & Vice-Principals' Association and the UBC Faculty of Education have worked cooperatively to publish this timely book. The topics include Aboriginal Education Enhancement Agreements, curriculum change, curriculum/program development, policy, research, Indigenous knowledge, Indigenous language revitalization, Aboriginal family and community engagement and partnerships, innovative technology, and more.

“We raise our hands in thanks and respect to the authors for their exemplary efforts in working through questions and challenges to realize Aboriginal education success. They have started a movement of Aboriginal education success stories in British Columbia.”



Taking Responsibility For All Learners Through Systems Transformation

Scott Benwell, Kaleb Child, and Jillian Walkus

- Eke Me-Xi Learning Center (Big Dream) located on the Tsulquate First Nations (near Port Hardy)
- Spirals of Inquiry, Growth Mind Sets, Principles of Learning
- Increase in successful completion rates, increase in academic achievement in English/EFP
- Features of success:
 - Meeting learners needs who are not successful in local school
 - Wrap around supports
 - Open door policy
 - Community connections block
 - Culturally responsive curriculum



Increasing Community Connection through Curriculum

Melanie Nelson

- Generation Project at Grandview Elementary School
 - Linking learners to older generations through interviewing
- Community pow wow
 - Worked with AHS, other partners to celebrate diversity of Indigenous students, teach protocols, honor educators
- Features of success:
 - Goals of AEEA
 - Contacting home when students are experiencing success
 - Create sense of belonging
 - Cultural contribution



Purposefully and Relentlessly Improving Aboriginal Education in Sea to Sky

Juanita Coltman

- SD48: Sea to sky corridor
- Evidence of success: Aboriginal students on par with non-Aboriginal students, gendered (87% Dogwood completion rate, graduating with university preparedness)
- MIE students: school leavers in Gr. 10/11
- 3 Phase Approach: 1) All records/data; 2) Effective instructional offerings; 3) Cultural Rubric
- Features of success:
 - Equity not equality
 - Increasing Aboriginal supports and services
 - Data driven, cultural measures
 - Personalized supports



Connections Contributing to Success

- Family and community
 - Culture/Language/Indigenous knowledges
 - Leadership and identity
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Learning, Knowing, Sharing

- **What connections exist in your classroom, school, or district that support success of Indigenous learners?**
 - **In your role, how can you facilitate these connections?**
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