

Coast Salish Anthem



Truth, Healing & Reconciliation: Finding the Story in Data

NOVEMBER 14, 2023

Traditional Land Acknowledgement



We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Səlilwətał Nation on whose unceded traditional territory the North Vancouver School District resides.

We value the opportunity to learn, share and grow on this traditional territory.

Telling the Story in 3 Areas



Goals of Public Schooling

Intellectual
Development



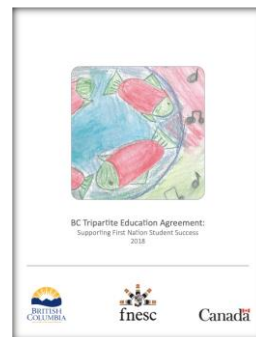
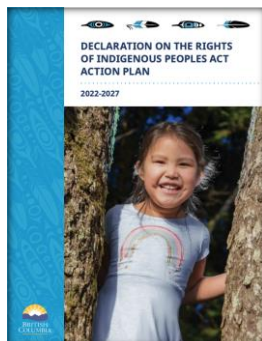
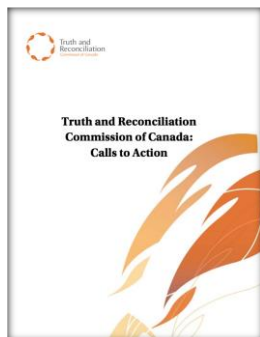
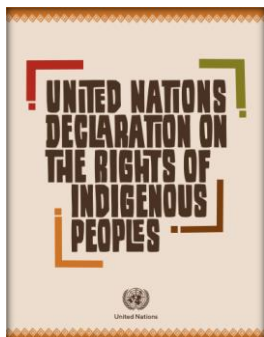
Human and
Social Development



Career
Development



Framing District Decision-Making

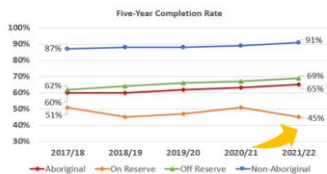


What is Happening Provincially?

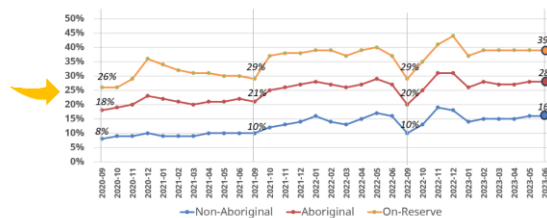


Five-Year Completion Rate

Five-year completion rate for Aboriginal learners has increased to 65% in 2021/22, having gradually risen from 60% in 2017/18. Five-year completion rate for Non-Aboriginal learners has been trending upward since 2017/18, currently at 91%.



Student Absence Rates



Foundation Skills Assessment, 2022/23

"On Track" and "Extending" Expectations, 2022-23

Skill	Aboriginal	On-Reserve	Off-Reserve	Non-Aboriginal
Grade 4 Literacy	59%	42%	61%	75%
Grade 4 Numeracy	44%	24%	46%	65%
Grade 7 Literacy	50%	28%	54%	72%
Grade 7 Numeracy	36%	17%	39%	60%

New Legislation



1. BCTEA sec 1.1(J)
 “The Parties recognize and respect the rights of parents to decide where their children will be enrolled to receive the benefit of an education program.”

2. Local Education Agreements (LEA)

3. Indigenous Education Councils (IEC)

Truth, Healing and Reconciliation



Strategic Plan 2021-2031

The North Vancouver School District provides world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

<p>Student-Centred Education Provide equity based education that supports the learning needs of all students.</p>	<p>Innovative Instruction Enhance innovative and effective approaches and curriculum to develop educated citizens.</p>	<p>Welcoming and Inclusive Culture Enhance our welcoming, safe and inclusive culture and learning environment.</p>
<p>Mental Health and Well-Being Promote mental health and well-being through social emotional learning and trauma informed practices.</p>	<p>Truth, Healing and Reconciliation Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.</p>	<p>Environmental Stewardship Lead on sustainable practices and nature based learning to address environmental challenges.</p>

North Vancouver School District

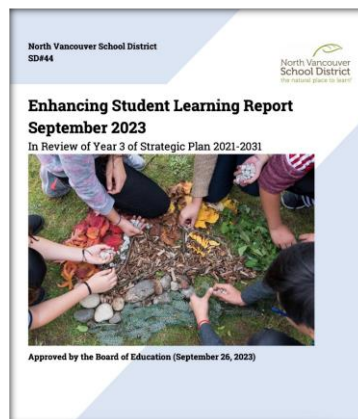
Truth, Healing and Reconciliation
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Data > Framework for Enhancing Student Learning



Sources:

- How Are We Doing Report
- Foundation Skills Assessment
- Middle Years Development Instrument
- Early Years Development Instrument
- Student Learning Survey
- Early Learning Assessment



Collaborative Learning Cycle: Data Driven Dialogue



Engaging

What are some predictions we are making?
What are some assumptions we bring to this conversation?

**All voices
are heard**

Exploring

What are our initial observations?
What information seems to pop out,
is surprising or possibly unexpected?

Questioning

What questions do we have?
What is the story of the data and what is it telling us?

A way of looking at data that is collaborative and ensures all voices and perspectives are heard and acknowledged.

A way of engaging with data that understands there is a story behind the data that needs attention and consideration.

A collaborative method of surfacing predictions, assumptions, observations, questions and ultimately theories and plans of action.

Source: *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, 2nd Edition. By Bruce Wellman and Laura Lipton.

Collaborative Learning Cycle



Phase 1: Engaging (before looking at the data)

- allows for sharing of what you think you will see (predictions)
- allows for exploration of assumptions

Phase 2: Exploring (observing what you see)

- be curious and open minded
- avoid rushing to premature conclusions
- try to avoid explaining the data – avoid the word because

Phase 3: Generating Questions (what next)

- multiple voices and multiple perspectives are important at this stage
- At this stage, teams usually come to realize that the data before them does not tell the whole story and that they need more information to increase their confidence in any explanation of why things appear as they do.

Activity: Engaging with Data



Table groups will engage in the collaborative learning cycle looking at the following data sources from our **Framework for Enhancing Student Learning**:

1. **Intellectual Development – FSA data – Literacy grades 4 and 7**
2. **Human and Social Development – Student Learning Survey – Student sense of belonging**
3. **Career Development – 5 Year Graduation Rates**

Facilitators will guide you through the process. You will have an opportunity to engage with all three data sources.

Recorders will capture your ideas (observations and questions about the data) in a Padlet – to be used to drive further discussion and action.

Thank You

