

1





# ACKNOWLEDGEMENT

We thank and honour the contributions of all students, staff, parents and community partners that helped make Burnaby Schools' second Enhancement Agreement a reality. In particular, we would like to acknowledge the efforts of our Aboriginal Enhancement Agreement Working Group which worked behind the scenes to process the information gathered through focus groups, community gatherings and parent surveys, and helped establish themes from that information. This group represents the collaborative participation of all willing stakeholders from within Burnaby Schools.

Community Partners:

Ron Johnston

---

# PREAMBLE

The Burnaby School District acknowledges the Tsleil-Waututh and Squamish on whose traditional territory the intention of this enhancement agreement entitled *Aboriginal Ancestry in Schools* is to support the personal and academic success of all students. This is a second agreement, entitled *Stronger Together*, which builds on the partnership between all stakeholders and is based on mutual respect, common understanding, inclusion, and shared responsibility.

This five-year agreement is a commitment to honor and respect Aboriginal ancestry. After extensive consultation with the community, including parent surveys, three focus areas emerged: student achievement, cultural and social belonging, and student well-being. These three areas are interconnected and one another, and as such, we recognize the importance of addressing each of the whole individual. Cultural development and social belonging must be interwoven to ensure the success of all students in our Schools. This intention is to create a supportive environment in the modern, urbanized world in which all students can thrive. The focus areas are student achievement, culture and social belonging, and student well-being. Ongoing monitoring and tracking of these three areas and implementation of initiatives to support and enhance Aboriginal ancestry within Burnaby Schools. ~



# OUR JOURNEY

Since the signing of our first agreement in 2008, Abori has built a strong foundation from which to continue to build upon. Over the course of the 2013-2014 school year, we undertook the process of collecting information from parents, students, principals, teachers, support staff and other members of our community to get varied perspectives on how people feel about how we are supporting our students of Aboriginal ancestry. Beginning in 2012 to Fall 2014, we hosted eleven community gatherings with the focus of each gathering on our children's experiences within Burnaby Schools. The gatherings

# OVERVIEW



## 1) Student Achievement

To enhance academic achievement of all Aboriginal learners within the Burnaby School District.

### Rationale

The intention of this goal is to increase the level of academic achievement of all Aboriginal learners within the Burnaby School District. The objectives focus on the core skills of early literacy and numeracy, which are foundational in laying the groundwork for enhanced educational outcomes throughout a learner's educational journey from Kindergarten through to Grade 12. It has been found that reading competence is directly related to educational attainment later in life (Statistics Canada, 2011). The focus on grade three reading results marks the point in which students begin to shift from learning to read, to reading to learn, and is also a marker for later school success (Hernandez, 2011).

### Yearly Performance Targets

Baseline data will be collected in the first year. We

# GOALS

## 2) Culture and Sense of Self

To increase Aboriginal learners' confidence and sense of belonging that supports their learning.

### Rationale

A student's sense of acceptance in school is a key factor in educational outcomes (Osterman, 2000). Aboriginal students themselves reflect that their cultural values may emphasize connectedness to family and community. A sense of identity and self will support the student's learning.

### Yearly Performance Targets

Baseline data will be collected and reported thereafter.



# GOALS

## 3) Community Connectedness and Belonging

To increase knowledge and understanding of Aboriginal history, traditions and cultures for all learners, supported by the wider school and community.

### Rationale

In order to create understanding that supports our Aboriginal learners, we must focus on local actions and understandings in this increasingly globalized environment. Diversity of approaches within our system will help support all learners in their educational journey, but these approaches must include the perspectives of Canada's Indigenous Peoples. As stated by Halbert and Kaser (2013), "We need to build curiosity about our history as well as increasing our knowledge of Indigenous principles of learning." It has also been noted that the inclusion of Indigenous perspectives in learning outcomes, instructional methods and assessment results in positive outcomes for our Aboriginal students (Kanu, 2007).

### Yearly Performance Targets

Baseline data will be collected in the first year. We thereafter.



# LIST OF REFERENCES

Buffum, A., Mattos, M., Weber, C. (2012). *Simplifying Response to Intervention: Four Essential Guiding Principles*. Bloomington: Solution Tree Press.

Fryberg, S. A., Troop-Gordon, W., D'Arrioso, A., Flores, H., Ponizovskiy, V., Ranney, J. D., Mandour, T., Tootoosis, C., Robinson, S., Russo, N. & Burack, J. A. (2013). *Cultural mismatch and Developmental Psychology*, 49(1), 72-79. doi:10.1037/a0028301

# APPENDIX A: STRATEGIES TO SUPPORT GOALS & OBJECTIVES

Student Achievement





