EQUITY IN ACTION

2019-2020

Ministry of Education

Indigenous Education

Welcome to all school districts and our partners as we embark on the collaborative implementation of the Equity In Action Project. As one of ten incoming school districts this school year we thank you for your contributions and commitments to this collaborative process that now includes a total of thirty-one participating districts during the 2019/2020 school year.

In response to the Report of the Office of the Auditor General (2015), the Indigenous Education Branch at the Ministry of Education has created an 'Equity Scanning Tool' to support School Districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success.

The collaborative phase and consultations across the 'field' for this work were completed in 2017/2018 and a framework has been developed to guide the vision for equity and collaborative work towards a systemic scanning 'toolkit'. The Equity Scan concept will provide direction at the district, school and classroom level and is focussed on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.

Since the beginning of the Equity Scan Project in August 2016, we have had many collaborative and consultative opportunities to work with rights holders and key partners throughout BC and we are extremely grateful to the following organizations and associations for their collective contributions to this work:

- **First Nations Education Steering Committee**

- **BC Superintendents Association**

- **BC Teachers' Federation**

- **BC Confederation of Parent Advisory Councils**

- **BC School Trustees Association**

- **BC Principals' and Vice-Principals' Association**

- **Indigenous Education School District Contacts, Vancouver Island Region**

- **Aboriginal Nations Education Council, SD 61 (Greater Victoria School District)**

- **Ministry of Education Learning Division collaborations**

- **Provincial Indigenous Education Gathering**

- **Provincial School District Indigenous Education Contacts**

2017/2018 Equity Scan Field Trial Districts	2018/2019 Equity Scan Districts	2019/2020 Participating Equity Scan Districts
SD 37 (Delta)	SD 52 (Prince Rupert)	SD 33 (Chilliwack)
SD 82 (Coast Mountains)	SD 91 (Nechako Lakes)	SD 40 (New Westminster)
SD 28 (Quesnel)	SD 57 (Prince George)	SD 43 (Coquitlam)
SD 23 (Central Okanagan)	SD 83 (North Okanagan-Shuswap)	SD 75 (Mission)
SD 68 (Nanaimo-Ladysmith)	SD 73 (Kamloops/Thompson)	SD 34 (Abbotsford)
SD 59 (Peace River South)	SD 39 (Vancouver)	SD 48 (Sea to Sky)
	SD 85 (Vancouver Island North)	SD 53 (Okanagan Similkameen)
	SD 36 (Surrey)	SD 51 (Boundary)
	SD 44 (North Vancouver)	SD 74 (Gold Trail)
	SD 41 (Burnaby)	SD 27 (Cariboo-Chilcotin)
	SD 62 (Sooke)	
	SD 63 (Saanich)	
	SD 64 (Gulf Islands)	
	SD 70 (Alberni)	
	SD 08 (Kootenay Lake)	

Equity in Action Ministry of Education Support

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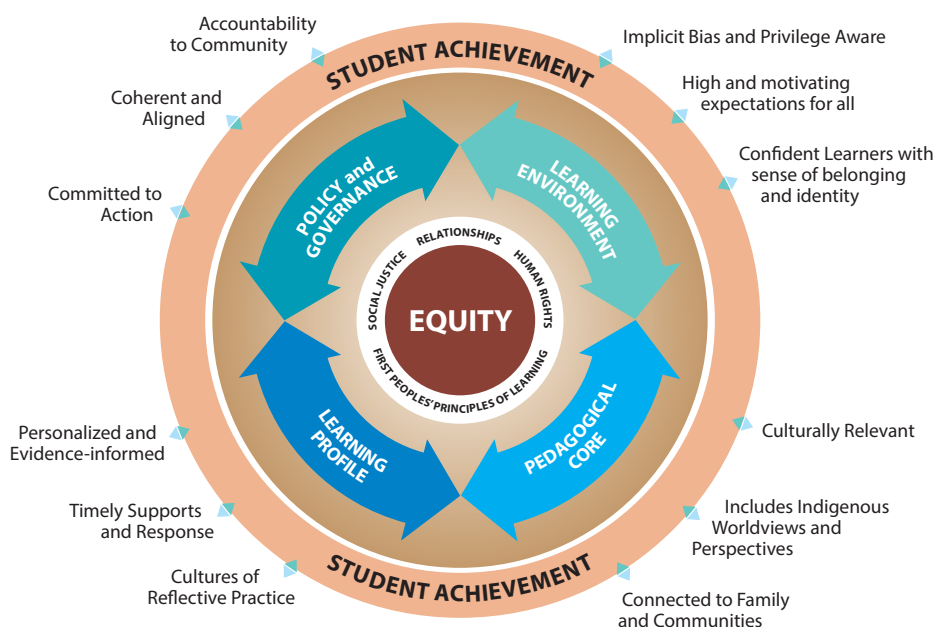
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Indigenous Student Success

Accountability to Community
STUDENT ACHIEVEMENT
Implicit Bias and Privilege Aware

Coherent and Aligned
High and motivating expectations for all

Committed to Action
LEARNING ENVIRONMENT
POLICY and GOVERNANCE
Confident Learners with sense of belonging and identity

RELATIONSHIPS
HUMAN RIGHTS
SOCIAL JUSTICE
EQUITY
FIRST PEOPLES' PRINCIPLES OF LEARNING

Personalized and Evidence-informed
LEARNING PROFILE
PEDAGOGICAL CORE
Culturally Relevant

Timely Supports and Response
Includes Indigenous Worldviews and Perspectives

Cultures of Reflective Practice
STUDENT ACHIEVEMENT
Connected to Family and Communities

Background

Beginning in 2016, the Ministry of Education created an Equity Scan Framework and vision to support school districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success, in response to the (OAG) report on Aboriginal Education (2015), the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Calls to Action. The collaborative phase and consultations across the field for this work were completed in 2017/2018 and the Ministry expanded the number of participating districts in 2018/2019, and 2019/2020.

During the Equity Scan experience, school districts will work collaboratively with the Ministry team. During the process, districts will: **Scan**, construct an **Equity Profile**, determine a **Theory of Change** and develop an **Equity Action Plan** in service to Indigenous learners, families and communities.

Project Rationale

"Accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. Educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian Society." Royal Commission on Aboriginal Peoples, 1986

"B.C.'s Framework for Enhancing Student Learning reflects a public commitment by education partners to work together to continuously improve student learning. They commit to addressing long-standing differences in performance among particular groups of students. These include Indigenous students." Framework for Enhancing Student Learning, 2019

As school districts and educators organize and plan for socially just learning experiences for all students, it is essential to be self-reflective, open and responsive to the voice of community, families, and the students that are served by our schools. As lead educators and partners across British Columbia, we must consistently work towards making necessary social change, acknowledge bias that unfairly and detrimentally characterizes learners, and create the learning conditions focussed on providing equity of opportunity for all learners. In particular, we are called to further action in service to Indigenous learners, families and communities. Repairing the conflicted relationship between the education system and Indigenous Peoples has been consistently referenced as integral to the way forward in our society**.**

> *"Significant differences in student outcomes exist among Indigenous and vulnerable learners…B.C. schools must do everything possible to prepare all students for their future…This commitment depends on using evidence to make decisions, having the courage to adjust and improve programs and policies that are not optimal for students, enabling equity of access to quality education for every student." British Columbia's Policy for Student Success, 2019.*

The Equity Scan project will define and formalize a process for school districts and the Ministry of Education to enter into a genuine and meaningful assessment dialogue about the experience of education for Indigenous learners and to respond strategically to create conditions for success.

> *"The mindset that works for whole system reform is the one that inevitably generates individual and collective motivation and corresponding skills to transform the system." Michael Fullan, 2011*

A number of dimensions are explored in the Equity Scan process. First, the Student **Learning Profile** is looked at for key indicators of achievement and student learning trajectories. Then, the scan allows for reflection on the **Policy and Governance** in school districts and communities that have an impact on

results for Indigenous learners. Third, the scan looks at the **Pedagogical Core** and the experience of learners in relation to curriculum, the presence of relevant cultural experiences and values placed on Aboriginal Worldviews and Perspectives. Finally, but perhaps most important, the scan looks at human and educator bias as part of the **Learning Environment**. Educator beliefs about a student's potential academic achievement influence daily classroom decisions and actions (Miller and Satchwell, 2006). The Office of the Auditor General pointed to this phenomenon in the November, 2015 Audit of the Education of Indigenous Students in the B.C. Public School System by citing the "racism of low expectations".

> *"Since they came to be, schools have been designed to shape the societies in which they were situated, and all societies have used education as a means of social control. The question for us is what kind of society is it that we desire? And how do we best achieve that through what we teach?" Joanna Larson, BCTF Teacher Newsmagazine, May/June 2013.*

The Equity Scan Toolkit will enable school districts to inquire into the four key dimensions as they relate to the way Indigenous students, families and communities are served by education. Justice Murray Sinclair, Truth and Reconciliation Commission Chair, said of the Commission Report, "We have described for you a mountain. We have shown you the path to the top. We call upon you to do the climbing." As educators embrace social justice and societal change, we are called upon to examine our own practices, beliefs, and attitudes such that we ensure high expectations and rich learning environments for all students.

The Equity Scan Process

School Districts will:

1. Build an Equity Scan Team
2. Conduct the Equity Scan
3. Develop a District Equity Profile
4. Construct a Theory of Change
5. Create an Equity Action Plan

School District Equity Teams

Equity Teams serve as the central representative body for the Equity Scan process and represent the collective responsibility for Indigenous student achievement. Teams are diverse and represent the various rights holders, partners and contributors to the effort of serving all learners in the district and creating equity of opportunity. Equity Teams are normally chaired by the Superintendent/CEO of the district; however, in unique circumstances the chair may be assumed by another member of the Team. Meeting frequency and timelines are determined by the needs of the project and the Team may self-organize into sub-groups to accomplish specific tasks. All major decision-making and determinations of goals and direction should be made at meetings of the full team. Equity Teams may wish to develop terms of reference for the Scanning Process.

Equity Teams may include the following:

- Superintendent of Schools
- School District Senior Leadership members - Assistant Superintendent, Director(s) of Instruction
- Trustee(s)
- District Principal/Administrator Indigenous Programs
- Member(s) of Indigenous Education Council
- Principal(s)
- Teacher(s)
- Indigenous Support Workers and Support Staff
- Other Community partners in Equity, ie. Friendship Centre, First Nations Health, Post-Secondary, etc.

Conducting the Scan and Developing the Profile

The first phase of the Equity Scan is designed to lead Teams toward new understandings and insights about service to Indigenous learners through the guided inquiry questions and rubrics in the four quadrant areas. Teams are encouraged to work collaboratively to include the voices of students, families, and communities. The results from the scanning phase form the Equity Scan Profile.

Construct a Theory of Change

The next step in the process is to determine a desired future and a Theory of Change for getting there. This is key to the success and integrity of the scan and will form the basis for networking and sharing among and between districts across the province. Change, as we know, is complex and demands much of the organization and the people within it; however, the need for growth and change is compelling and, in British Columbia, we have the capacity to articulate the pathways for success.

It is expected that the individual Theories of Change will be unique and will represent the strengths in your district. School Districts will draw upon their experience with models and processes to best position for success the changes they identify. This is about finding what works, who needs to do what, and doing what it takes to be successful. This is about putting forward our beliefs about systemic growth and the levers that will facilitate change. When we operationalize our Theory of Change, there should be a tangible difference seen and felt in the district.

Creating an Equity Action Plan

To complete the final component of the Equity Scan Toolkit, District Equity Teams will formalize an Equity Action Plan. The Plan will emerge from your collective focus and can be organized to include short and long term goals for equity and transformation.

The Equity Scan is an evidence-informed process utilizing the Ministry created student 'Learning Profile'. As such, Equity Teams build data literacy skills to be able to "see" inequities and 'gaps' then respond in professional and intentional ways. Principles of data literacy include:

1. Approach data with a research lens (curiosity)
   - Inform and understand student learning by using multiple sources of information: classroom, school, district and provincial data
   - Determine how to interrupt negative trajectories and promote positive student pathways by providing appropriate interventions, improving environments and conditions for student success
2. Approach the micro data with Equity and Parity goals in mind
   - Look for student outliers, challenge areas and trends to focus attention and resources
   - Focus on each individual student, and the overall goals of improving the unique conditions for learner success
   - Each student's success story contributes to the overall parity target for the district
3. Data exploration is an iterative process, the work is never finished or complete
   - What may be true last year is not necessarily true this year or next. Continue to ask questions and adapt to new insights
   - Data are not provided solely to explain why something happened, but rather to illuminate where opportunities for improvement lie

Equity savvy systems are forward thinking and strive for continuous improvement

A consistent student information lens is essential in order to scan student learning trends and the impacts of change on achievement. While districts will have diversified and unique approaches to data and how to report on it, the Equity Scan Learning Profile utilizes a number of key points of information provided to districts from the Ministry of Education.

In evidence-informed systems, student learning information becomes knowledge that informs adjustments to practice and services. The complex nature and pace of the learning environment requires that we create knowledge about the system itself such that accountability, capacity building, and strategic thinking can be influenced in order to make a difference in the learning trajectory of students in real time. The Learning Profile is provided to each district in an interactive electronic platform, organized into District, School, and individual student level formats. Districts access the Learning Profile through the secure Ministry SharePoint site.

EQUITY SCAN WORKBOOK

2019-2020

The Guiding Questions

The Equity Scan guiding questions are focussed on each of the four quadrants of Equity Scan. As part of the self-evaluative process, equity teams engage feedback from across district stakeholder groups and from the perspectives of District, School and classroom levels. From the feedback and scanning process, equity scanning teams gather evidence and place themselves on the rubric for each quadrant in order to construct an Equity Profile and inform the Equity Action Plan goals and priorities.

Policy and Governance

1. Describe the authority and decision-making of district structures and who is responsible for ensuring that actions and decision making for equity are in place for Indigenous learners.
2. Does your district have policies, practices and governance procedures that support equity?
3. How does your district policy, practices, and governance educate about the history and current realities related to issues of inequity and gaps in opportunity for Indigenous learners?
4. Does the district have in place policy or agreements that reflect a dedication to equity in budgets, employment/hiring and specific service to Indigenous learners?
5. Does your district have an Indigenous parent, family and community engagement policy or strategy?
6. Describe participation and representation of local First Nation communities, as legally responsible for the education of their members, in the decision making and change process to programs and services that directly affect their children.
7. Does your district have specific policy related to access to Indigenous language and cultural programs?
8. What processes have been developed to ensure that Indigenous languages are a visible and valued part of each learner's experience?

Policy and Governance Rubric

1	2	3	4	No Evidence
District Policy and Governance structures are largely silent on equity. There is no or limited shared language and planning for equity among partners.	The District is aware of the need for Policy and Governance structures related to equity. Partners are willing to work together to support equity.	District Policy and Governance structures consider equity and have some plans for action. Partners are aware of and support equity and the direction of the district.	District Policy and Governance structures are known to and supported by all partners. Policy enables equity work and governance structures routinely focus attention on and review equity in the district. Action plans are obvious to all.	The Equity Team is unable to determine the district's Policy and Governance related to equity work due to lack of evidence.

Learning Environment

9. What processes have been developed to educate staff about the district's expectations regarding the learning environment in schools and classrooms where Indigenous students learn?
10. How do the students, families, and communities served by the district have input into the learning environment for their students?
11. How are families and communities made to feel welcome and valued as part of the learning environment?
12. How are families informed about the curriculum, teaching practices and graduation requirements impacting their students?
13. Describe your district's systematic practices for reviewing classroom and instructional practices (lesson plans, assessments, resources, etc.) for racial bias.
14. Does the learning environment readily reflect the First Peoples Principles of Learning?
15. What are the stories told at the community level and is there a feeling that the professionals are respectful and inclusive of Indigenous learners, families, and communities?
16. Are there processes for routine scanning for equity in access to transportation, extra-curricular activities, codes of conduct, specialized programs (eg. outdoor education, culinary arts, leadership) and transitions from early years programs to K-12 programs.

Learning Environment Rubric

1	2	3	4	No Evidence
The Learning Environment lacks attention to equity. There is no or limited understanding about implicit bias and privilege issues and the dominant language characterized by learner deficit and low expectations for success. Focussed on equality rather than equity.	The Learning Environment is beginning to acknowledge issues of bias and privilege. The adults are beginning to use a more positive language to refer to learner strengths, contributions, and future. As a result, learners are beginning to connect to the Learning Environment. Shifting from equality to equity.	The Learning Environment is characterized by a commitment to bias and privilege awareness. Most learners have a sense of belonging and experience the positive influence of high expectations. The adults in the environment share a positive language to refer to learner strengths and contributions.	The Learning Environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future. Upholds values of equity. Learners are confident and have a profound sense of belonging to their classroom, school and district.	The Equity Team is unable to determine the characteristics of the Learning Environment.

Pedagogical Core

17. Is there practice and decision-making that demonstrates a value shift from equality to equity?
18. Describe the ways in which equity and opportunity gap issues facing Indigenous learners are being addressed in professional growth plans for the district, school and classroom.
19. What opportunities for professional growth in equity and Indigenous education are available for district and school staff?
20. Is there evidence that the adults (Teachers/EA's/Administration) believe that all students will be successful, and are professional and strategic supports in place to ensure success?
21. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?
22. Are issues of *implicit bias and racism* raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?
23. Describe assessment practices being utilized in your district that address the individual needs of Indigenous learners.
24. Describe how assessment focuses on quality feedback for student learning rather than on behaviours, suspensions, penalties for lateness, assigning "zeros", etc.
25. Describe how assessment is systematically reviewed for racial bias.
26. What opportunities are there for students, families, and communities to learn about and give feedback on effective instruction, curriculum, and resources that are used in the classroom?

Pedagogical Core Rubric

1	2	3	4	No Evidence
The Pedagogical Core lacks agency and advocacy for equity work. The learners' experience is singular and does not connect to the need for equitable opportunities. Learners are assigned to programs and classes according to opinion about cultural background and perceived learning abilities. Aboriginal Worldviews and Perspectives are absent. Classrooms are disconnected from families and communities.	The Pedagogical Core is beginning to connect learning to the cultural backgrounds of learners. Aboriginal Worldviews and Perspectives are beginning to be incorporated into the classroom experience of each learner.	The Pedagogical Core is maturing and incorporates empowering experiences for all learners most of the time. Learners' cultural backgrounds are acknowledged and attempts are made to connect learning to personal experiences. Resources connect to the learners' experience most of the time. Aboriginal Worldviews and Perspectives are incorporated most of the time.	The Pedagogical Core is mature in taking responsibility for equity of opportunity for all learners. Learners are empowered to challenge themselves to succeed and they recognize that their cultural background is respected through the appropriate use of resources. Learning experiences are intentionally designed to promote opportunities for all learners. Aboriginal Worldviews and Perspectives are always present. Classrooms are highly connected to families and communities.	The Equity Team is unable to determine the characteristics of the Pedagogical Core.

27. Anecdotally, how would you describe the achievement profile for Indigenous learners, and are student achievement results improving?
28. Are student learning trajectories toward graduation (6 year completion rate) considered by the classroom, school, and district on an annual basis?
29. How do school improvement plans reflect equity and specific strategies to serve Indigenous learners individually and as a group?
30. Are multiple points of data considered when assessing the abilities and learning needs of Indigenous learners, e.g. are Ministry, district, school and classroom assessments considered together?
31. What happens when an Indigenous learner is not achieving a year's worth of progress in a year's worth of schooling?
32. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?

Learning Profile Rubric

1	2	3	4	No Evidence
Learning Profiles are random and unconnected to the learner. Learning is not evidence-informed and there are no or limited supports for learners when achievement lags. Profiles are determined by opinion rather than evidence. There is no evidence of collaborative and reflective practice.	Learning Profiles and cultures of reflective practice are emerging and learner needs influence resourcing and interventions. There is professional awareness of appropriate interventions that should be in place and professionals are working toward implementation.	Learning Profiles play an important role in designing, learning and responding to required supports and interventions. Systems are in place that defines professional conversations and collaboration in support of the learner.	Learning Profiles are robust and evidence-informed. Up to date profiles direct resourcing and interventions in time to make a difference. Mature cultures of reflective practice dominate the professional environment. There is a high degree of advocacy for learners and empowering systems of belief are evident.	The Equity Team is unable to determine the characteristics of the Learning Profile.

Appendix 1 - Summary of Research Underpinnings

Michael Fullan "The Wrong Drivers" April, 2011

Focussing on accountability (vs capacity building)

Individual Quality (vs Group Quality)

Technology (vs instruction)

Fragmented (vs systemic)

"Intrinsic motivation, instructional improvement, teamwork, and 'allness' are the crucial elements for whole system reform." "Intrinsic energy derives from doing something well that is important to you and to those with whom you are working. Thus policies and strategies must generate the very conditions that make intrinsic motivation flourish."

Kenneth Leithwood "Strong Districts and Their Leadership" June, 2013

9 characteristics of strong districts:

a. A broadly shared mission, vision, and goals founded on ambitious images of the educated person;
b. A coherent instructional guidance system;
c. Deliberate and consistent use of multiple sources of evidence to inform decisions;
d. Learning-oriented organizational improvement processes;
e. Job-embedded professional development for all members;

f. Budgets, structures, personnel policies and procedures, and uses of time aligned with the district's mission, vision, and goals;
g. A comprehensive approach to leadership development;
h. A policy-oriented board of trustees;
i. Productive working relationships with staff and other stakeholders.

OECD/ILE "Final Report on Implementation and Change" April 2015 (7 plus 3)

1. Make learning central, encourage engagement, and be where learners come to understand themselves as learners;
2. Ensure that learning is social and often collaborative;
3. Be highly attuned to learners' motivations and the importance of emotions;
4. Be acutely sensitive to individual differences including in prior knowledge;
5. Be demanding for each learner but without excessive overload;
6. Use assessments consistent with these aims, with strong emphasis on formative feedback;
7. Promote horizontal connectedness across learning activities and subjects, in and out-of-school.

    … plus 3

1. Innovate the pedagogical core;
2. Become formative organizations with strong learning leadership;
3. Open up to partnerships – create synergies and enhance professional social and cultural capital.

Learning First "Insights From High-performing Systems" October 2015

1. School improvement is organized around effective professional learning (that reflects the principles of adult learning).
2. Distinct roles are created to lead professional learning in schools and throughout the system.
3. Schools and systems recognize the development of teacher expertise (with expertise regularly developed through school-based research of how to improve student learning and then shared and recognised across multiple schools and districts).
4. Teachers and school leaders share responsibility not only for their own professional learning but the learning of other teachers.
5. Collaborative professional learning is built into the daily lives of teachers and school leaders. At a policy level, an explicit strategic focus on how professional learning should operate guides how schools are organized.

Tasha Riley and Charles Ungerleider "Self-fulfilling Prophecy: How Teachers' Attributions, Expectations, and Stereotypes Influence the Learning Opportunities Afforded Aboriginal Students" 2011

Examines how factors such as race, class, and gender influence the decisions teachers make regarding Aboriginal students. The study demonstrates that teachers do attribute certain factors to Aboriginal students, which may influence students' classroom placement – "inherently lazy, low-ability group." Teacher negative behaviour can produce guilt, frustration, and disengagement on the part of the student.

Students made to feel that their performance is an innate quality are more inclined to withdraw. Teachers that feel a student is less capable of success may be inclined to give less attention and let learning issue "slide".

Honig and Rainey "How School Districts Can Support Deeper Learning" October 2015

"We find that central office staff can do much to ensure that their daily work meaningfully supports principals as they enable teachers to help all students realize ambitious learning goals."

<u>Priority 1</u> – High Quality Teaching and Principal Instructional Leadership

Include a manageable number of elements or a process for use that involves selecting certain elements to focus growth.

Distinguish elements by their proximity to student learning.

Differentiate definitions by type of staff member when appropriate.

Use in the context of process that helps users develop a shared understanding of the definitions.

<u>Priority 2</u> – That Principal Supervisors are Truly Focused on Supporting Instructional Leadership

Define the role as a dedicated support to principals' growth as instructional leaders.

Reinforce the focus of principal supervisors on the specific teaching moves that research has associated with improved instructional leadership.

Develop a system of support for principal supervisors to develop their expertise.

<u>Priority 3</u> – Ensure that all District Staff Members Focus Their Time and Other Resources on Activities that Support Schools' Pursuit of Deeper Learning

Ensure that all central office work meaningfully contributes to a common theory of action related to improving the quality of classroom teaching and ultimately student learning.

Generate rich and meaningful data about the quality of teaching and leadership in every school relative to the district's standards, strategic plan goals, and the school's improvement goals. Promising systems for generating such data include decision- or question-oriented data dashboards and school improvement planning processes that lead schools through such data gathering.

Encourage the collaborative use of such data by staff of C&I (curriculum and instruction), HR, and schools, as well as by principal supervisors, to identify capacity gaps and promising points of leverage for broader improvements in teaching and learning. Points of leverage include the strategic movement of staff to ensure better fit between person and position and the provision of high-quality professional learning opportunities.

Engage non-instructional units in ensuring that their work, too, contributes meaningfully to a common theory of action about how every aspect of central office work, singly and with others, contributes to improvements in teaching and learning.

BC Antiracism Research Final Report, June 2016

"The impact of teachers' expectations on student outcomes has been well-studied and documented. Teachers can support effective learning by maintaining high expectations for all students, and they can undermine student success by holding low expectations for some students. Teacher expectations set the

tone for all student/teacher interactions and have a significant impact on classroom learning. Teacher expectations also have an impact on the decisions teachers make and the guidance they provide to students regarding pathways through school."

"Professional indifference includes teachers' behaviour toward students and other ways in which Aboriginal students are not offered support or resources. (*Page 8 of report*)

Anthony Muhammad "Do we Believe that they can Learn?", National Forum of Educational Administration and Supervision Journal, Volume 24, Number 1, 2006-2007

"The question that plagued me was not, "does this concept (PLC's - Professional Learning Communities) hold potential for improving schools, " but rather, "how can it be implemented in a school environment where many of the educators did not believe their students were capable of learning at high levels regardless of the quality of the curriculum, assessments, and systems of support." How can a PLC thrive in a school where perceived barriers like race, socio-economic class, gender, and/or English proficiency prevent educators from having high expectations for all students?"

1. Create a Comprehensive Data Picture
2. Increase Staff Capacity to teach YOUR children
3. The Leader (Principal) as torch bearer – inspire his/her staff to conquer past assumptions that interfere with student achievement.

Sources for Personal and Professional Learning

1. *United Nations Declaration on the Rights of Indigenous Peoples*

2. *Truth and Reconciliation Commission of Canada: Calls To Action*

3. **Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls**

4. **Draft Principals that Guide the Province of British Columbia's Relationship with Indigenous Peoples**

5. *Office of the Auditor General's Report on Aboriginal Education*: **11 recommendations and pg. 37**

6. *The Educated Citizen* **– Ministry of Education**

7. **Learning First Peoples Classroom Resources** – http://www.fnesc.ca/learningfirstpeoples/

8. **Poster: Lynn Gehl - Ally Bill of Responsibilities**

9. *Framework for Enhancing Student Learning* **– Ministry of Education**

10. *British Columbia's Policy for Student Success* **– Ministry of Education**

11. *C21 - The Spiral Playbook*

12. **BCPVPA -** *DRAFT Standards for Aboriginal Education*

13. **BCTF -** *Lens on Social Justice*

14. *Aboriginal Worldviews and Perspectives in the Classroom*

15. **C21 - Shifting Minds: 3.0**

16. **OECD Policy Brief – 10 Steps to Equity**

17. **Discussion Paper: Ministry of Education – Meaningful Reconciliation**

18. **Article: Teaching Tolerance – I don't think I am biased**

19. **Article: Intent vs Impact: Why your intentions don't really matter**

20. **Paper: John Hattie - What Works Best in Education: The Politics of Distractions**

21. **Paper: John Hattie - What Works Best in Education: The Politics of Collaborative Expertise**

22. **Excerpt: Darlene Leiding - Racial Bias in the Classroom: 14 Guidelines**

23. Poster: Laura Tait - Aboriginal Understandings Learning Progression Rubric

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