

A group of diverse children are playing together in a room. The background wall is covered in colorful, abstract geometric patterns. The children are smiling and engaged in play. The overall tone is positive and community-oriented.

LITTLECRANE CONSULTING PRESENTS

EQUITY LAB

Equity Scan and Community Engagement Findings



AGENDA

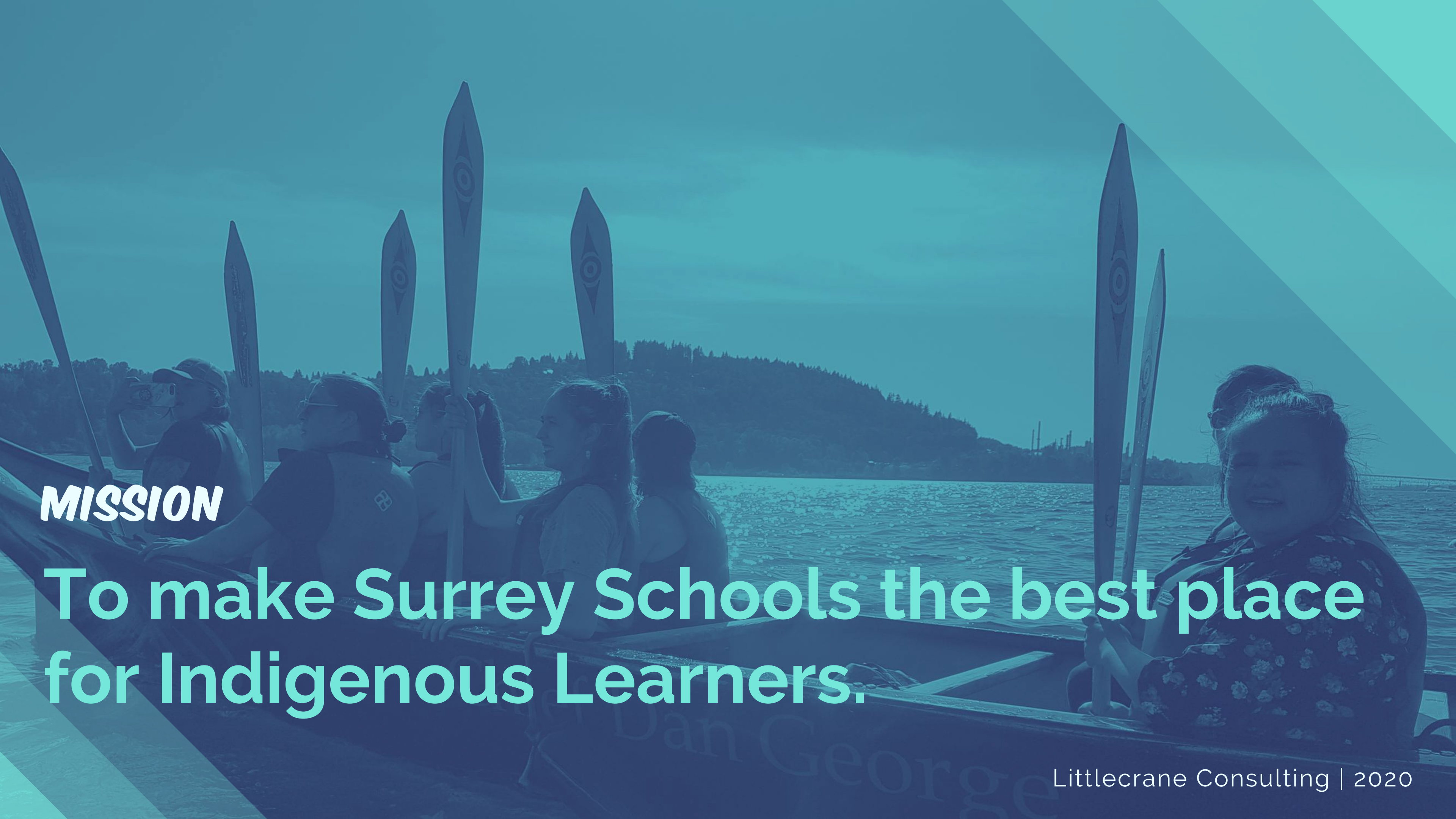
TOPICS TO BE COVERED

- 1. Welcome to the Territory**
- 2. Community Agreements**
- 3. Introductions (small groups)**
- 4. Equity Lab Overview**
- 5. Dotmocracy**
- 6. Break**
- 7. World Cafe**
- 8. Lunch**
- 9. World Cafe Cont.**
- 10. Reflections/Sharing back**
- 11. Closing**

EQUITY LAB

WE ARE ON THIS JOURNEY TOGETHER

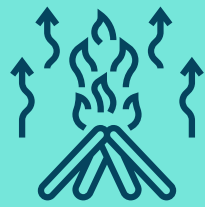


A group of people are in a canoe on a body of water. They are holding long paddles that have a circular logo on them. The background shows a forested hill under a cloudy sky. The entire image has a teal overlay with diagonal lines in the top right corner.

MISSION

**To make Surrey Schools the best place
for Indigenous Learners.**

COMMUNITY AGREEMENTS



We hold all stories and personal material in confidentiality



We listen to each other with compassion and curiosity



We ask for what we need and offer what we can

EQUITY BOOSTS



A. Respect for Indigenous ways of knowing and learning

There is a commitment to the First Peoples' Principles of Learning. Indigenous ways of knowing and learning are embedded across all curriculum areas and the system (district, school, and classroom) is welcoming to Indigenous learners.



B. Professional commitment to responsibility to intentional action

Adults in the organization are committed to creating the conditions for success for all Indigenous learners. Learners know that the adults around them believe that they will be successful and those beliefs are associated with high standards.



C. Instruction and interventions are evidence-informed and routinely monitored

The system (district, school and classroom) monitors each learner's progress towards graduation and provides interventions as needed. Learners are inspired to achieve at high levels. Information systems are used to alert educators to make appropriate adjustments in pedagogy as required.

EQUITY BOOSTS CONT.



D. Focused professional development and collaborative cultures of practice

Educators look to colleagues and to the research on learning to improve methods of reaching and teaching Indigenous learners. Student success is elevated when educators collaborate to solve pedagogical challenges and to advance skills.



E. Awareness of bias and privilege.

When educators understand how bias and privilege can impact learning, they can make adjustments in order to create strong feelings of belonging and value in the learning environment. For Indigenous learners, feelings of belonging and being valued are key factors for their success.

EQUITY LAB

SMALL GROUP INTRODUCTIONS

What is in your basket?

A photograph of a group of people sitting around a table in a meeting or workshop. In the foreground, a woman with dark hair is seen from the back, looking towards the right. Next to her, a woman with long dark hair is looking towards the right. On the right side of the frame, a man with short dark hair and sunglasses on his head is gesturing with his hands while speaking. The background features a large wall covered in colorful graffiti. The entire image has a blue tint, and a teal diagonal shape is in the bottom-left corner. The word 'INTRODUCTION' is written in large, white, sans-serif capital letters across the bottom right.

INTRODUCTION



INTRODUCTION



46% of Indigenous households in Surrey own their own homes.



47% of Indigenous people in Surrey have some type of post-secondary education. Indigenous people in



Surrey participate in the labour force at the same rate as non-Indigenous people. Many Indigenous people have post-secondary education and are employed or seeking employment. These facts challenge some of the most persistent negative stereotypes about Indigenous people.



INTRODUCTION



By 2021 population projections show that Surrey will have the highest population of residents (16,362 residents)



39 % of all Indigenous, Métis and Inuit children live in poverty



Indigenous renters across all age groups experienced high rates of core housing need (between 42% and 45%), with the younger age groups (those aged 15 to 29 for lone parents and 30 to 44 for non-family households) having the lowest incomes.

” INTRODUCTION

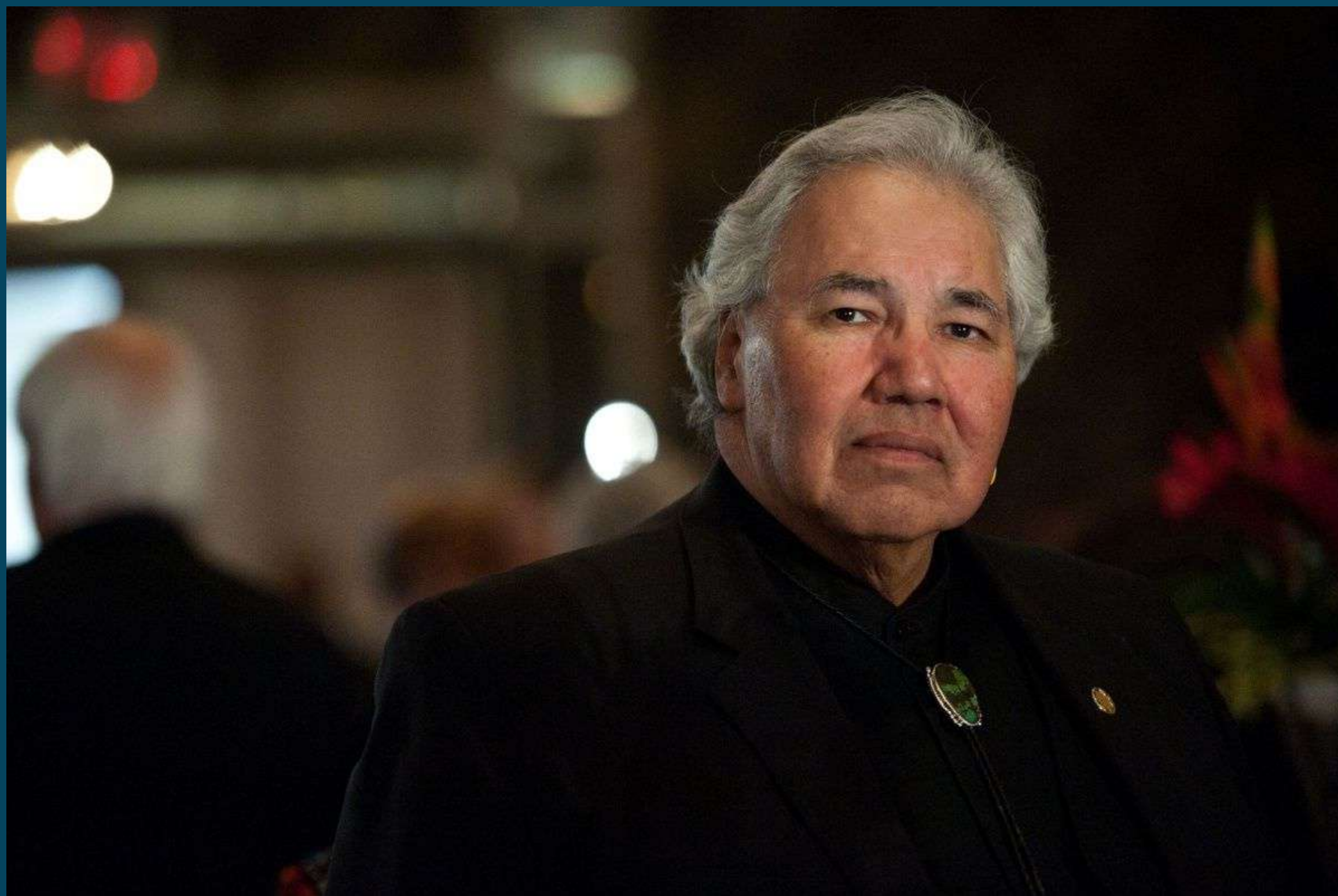


41% of children in Surrey live with a single parent. 85% of single parents in Surrey are women. More women have low-income status despite having higher levels of employment.



Some parents report feeling overwhelm with having to balance financial needs of the family with parenting time. Stress is compounded with experiences of racism or prejudice

TRC CALLS TO ACTION



RESEARCH AREAS

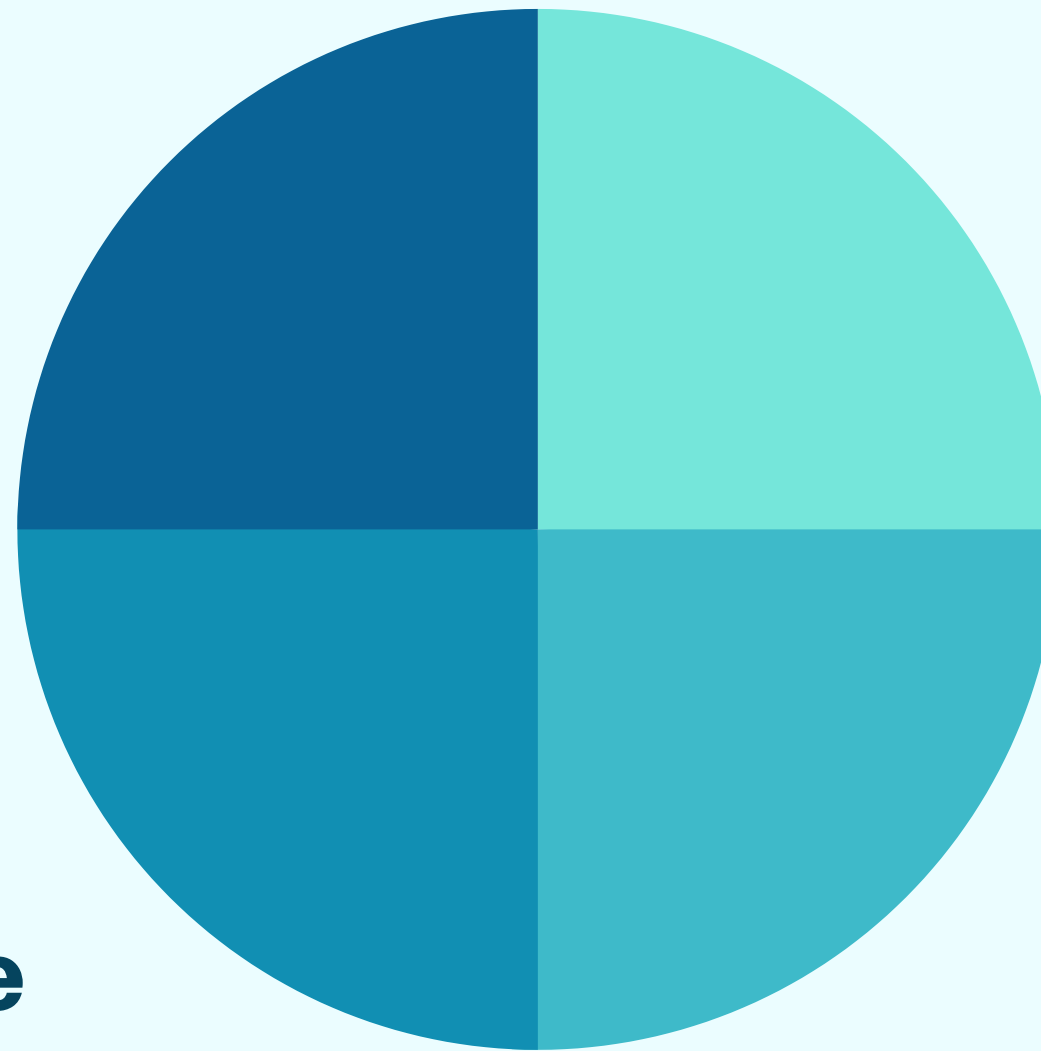
EQUITY LAB QUADRANTS

Policy & Governance
25%

Learning Environment
25%

Learning Profile
25%

Pedagogical Core
25%



EQUITY LAB

Recommendations



EQUITY LAB RECOMMENDATIONS

Policy and Governance

1. Create a policy on for Indigenous culture and language.
2. Consult with local Indigenous Nations and community partners with regard to anything related to Indigenous Education. Active participation in decision making where voices are heard.
3. Develop Indigenous values and beliefs about Indigenous learning and communicate them throughout the School District.
4. Work with Schools/Program/Learning Centres to create a strategy to engage Indigenous students, families and community members.
5. Recruit an Indigenous assistant superintendent to work directly with the School Board.

EQUITY LAB RECOMMENDATIONS

Learning Environment (where we learn)

1. Increase understanding of Indigenous learner identity, interests, cultural background, history, beliefs and practices.
2. The learning environment provides family and students with significant opportunities to feel able and welcome to participate and provide input.
3. Uses trauma-informed approaches that meaningfully empathizes with Indigenous families' lived history with colonization and genocide.
4. Instill a learning environment that makes Indigenous learners proud of their identities.
5. Foster an equitable, safe and free of racism learning environment for Indigenous learners

EQUITY LAB RECOMMENDATIONS

Learning Environment (where we learn) Centring Indigenous Wisdom

- 1. Hire more Indigenous peoples in all areas of the School District's workforce i.e. clerks, bus drivers, custodians, teachers, principals, etc.**
- 2. Schools ensure there are safe Indigenous space(s) so Indigenous students can be themselves.**

EQUITY LAB RECOMMENDATIONS

Pedagogical Core (How we teach)

1. Educators continue to embrace “equitable approach” to learning to improve the ability to apply the FPPL authentically and consistently in their classroom and learning environment.
2. Schools engage and contract Indigenous knowledge keeps, Elders and Indigenous professionals to enhance the K-12 curriculum.
3. Educators develop and implement culturally appropriate assessment tools that are anti-racist, trauma-informed, and strengths-based assessments.

EQUITY LAB RECOMMENDATIONS

Pedagogical Core (How we teach)

Professional Development

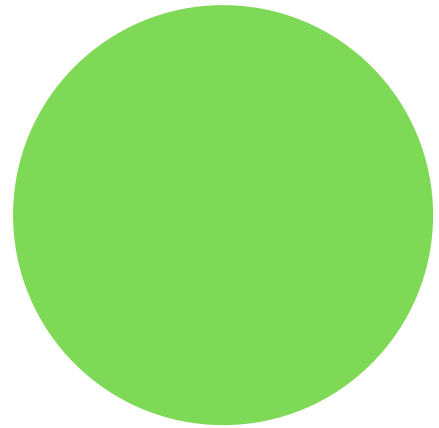
1. Educators to engage in Indigenous pro-d opportunities to improve the integrations of First Peoples Principles of Learning
2. Educators to engage in anti-racism and racial equity training.
3. Encourage educators to participate in Indigenous activities or event in their community.
4. Surrey Schools provided mandatory training to new employees, then staff could be more equipped to implement Indigenous education and address equity issues.

EQUITY LAB RECOMMENDATIONS

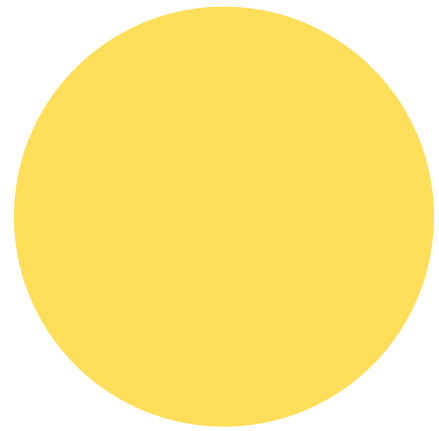
Learning Profile (who we teach)

1. Indigenous school teams meet regularly to develop and implement comprehensive Indigenous learner profiles to better meet their needs.
2. Upholding high expectations for Indigenous learners and enhancing their gifts.
3. Educators assess their learning environments for how they support equity for Indigenous learners.
4. Educators create pathways to post-secondary education and training
5. Educators ensure Indigenous learners have significant support in navigating their vocational and career development.
6. Educators create systems to ensure continuity of support and effective communication when change occur.

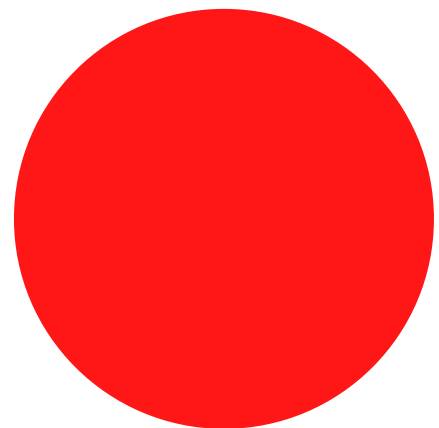
Dotmocracy



MOST DESIREABLE



OPPORTUNITIES (LOW HANGING FRUIT



POTENTIAL BARRIERS



PRO-ACTION CAFE

**Honouring the wisdom in this room to
engage on how we might strategically
implement the recommendations**



PRO-ACTION CAFE ROUND 1

- 1. What is the deeper purpose behind the recommendation?**
- 2. Who will this recommendation benefit and why?**
- 3. What opportunities are there to implement this recommendation in a timely manner?**



PRO-ACTION CAFE ROUND 2

- 1. What are the special considerations we must make to implement this recommendation?**
- 2. What are some potential barriers?**
- 3. Who needs to be involved?**



PRO-ACTION CAFE ROUND 3

- 1. What are some next steps we must take to implement this recommendation?**
- 2. What are some milestones for success that we could put in place?**

NEXT STEPS

