

Surrey Schools Educational Equity Guide

FOCUS AREA	All Staff Need to KNOW	All Staff Need TO DO	If All Staff DO THAT THEN...
	Practitioner Knowledge for ALL staff:	Learning Application for ALL staff:	Student Outcomes:
Cultivating Educational Equity INTENTIONS: <ul style="list-style-type: none"> • Building and challenging our mental models and beliefs. • Integrating cultural competence and human capital into processes and practices. • Strengthening and supporting critical consciousness of all staff. • Developing each child's intellectual, human and social, and career potential. • Supporting each unique child's success in school. 	<ul style="list-style-type: none"> • Understanding their identity and their social, emotional, and cultural competencies. • Recognizing the relation between privilege and implicit bias and how this impacts their relationships with students, their curricular choices, and assessment of learning. • Understanding the impact of race and racism on teaching and learning. • Recognizing the importance of diverse perspectives and how this impacts their relationship with students, families and community. • Knowing and understanding Indigenous history, traditions, and culture. • Knowing the legal frameworks that exist in B.C. and Canada for Indigenous Peoples in Canada. 	<ul style="list-style-type: none"> • Utilizing their own Social Emotional Learning (SEL) and cultural competencies in their practice. • Building community by ensuring SEL and equitable practices are intentionally present in their classrooms. • Integrating racial literacy, culturally responsive and anti-racist practices that enhance equity, student voice, and agency. • Attending to the unique needs of racialized students, children and youth in care, and students with disabilities/ diverse abilities. • Embedding Indigenous ways of knowing and being in their daily practice. • Attending to the unique needs of Indigenous students and families. 	<ul style="list-style-type: none"> • Every child knows they matter, they are cared for, and they belong. • All learners are engaged, participating, and developing their full academic and social potential. • Students recognize, respect, and honour diverse cultures of others. • Students recognize, respect, and honour the diverse cultures and histories of Indigenous peoples. • All Indigenous students are successful and inspired.
Equitable Learning Environments INTENTIONS: <ul style="list-style-type: none"> • Establishing a shared equity narrative and vision in all learning spaces. • Developing a culture of affirming voices and agency of diverse students and staff. • Collaborating and communicating with Indigenous families for student success. • Collaborating and communicating with historically marginalized communities, which include children and youth in care, racialized and/or students with disabilities/diverse abilities. 	<ul style="list-style-type: none"> • Realizing learning is social and emotional. • To experience agency, students must feel that their voice, leadership and core identity – their ways of being, learning and knowing – are valued. • Using appropriate learning tools and resources reduces barriers to learning, promotes equitable access, improves mental well-being and social and emotional wellness and takes into consideration the interests of students. • Using accessible and appropriate learning technological tools, including artificial intelligence (AI), reduces barriers to student learning. 	<ul style="list-style-type: none"> • Students collaborate and engage in learning experiences that allow them to find their voices and discover what they think and feel. • Students are integral in co-creating a strength based, positive community learning environment that seeks to call in not call out. • Students grapple with ideas and make meaning through learning experiences that are inquiry-based and hands-on. • Using a variety of tools and resources, learning opportunities focus on <i>doing</i> – investigating, experimenting, co-creating, and tinkering. • Build student voice, leadership and agency into the processes that drive institutional change. 	<ul style="list-style-type: none"> • Students feel safe, heard, and respected. • Students from all communities develop cognitive skills and habits of mind, use a variety of strategies and innovative tools, that prepare them for challenging learning tasks. • Students believe they are capable, creative, resilient, caring, and connected individuals. • All students' mental health and well-being is acknowledged and supported. • Indigenous families and community are heard, honoured and valued.
Evidence-Informed Practice INTENTIONS: <ul style="list-style-type: none"> • Developing culture of shared and collective responsibility of equitable indicators of system transformation. • Developing data literacy to increase opportunity and understanding of success for learners. • Aligning evidence-informed practices to improve learning conditions for Indigenous students. • Measuring intellectual, human and social, and career development in ways not predictable by social factors, such as racial identity. 	<ul style="list-style-type: none"> • There is no substitute to <i>knowing our learners</i> – their stories, experiences, strengths, goals, curiosities, and next steps in learning. • Having evidence-informed conversations with colleagues and students that enhance practice and understanding of each student's needs. • Understanding Indigenous history in Canada and ways of being, both oral and written, provide rich cultural evidence to inform system design and practices. 	<ul style="list-style-type: none"> • Acknowledging how culture and identity, including racial literacy, shape how and what we learn, teachers and students are partnering in a process where they: <ul style="list-style-type: none"> ○ Clarify learning standards. ○ Co-create success criteria. ○ Design experiences of learning from conversations, observations, and products. ○ Provide feedback in relation to the standards and success criteria. ○ Design culturally appropriate assessment tools that are anti-racist, trauma-informed and strength-based. • Analyzing patterns and trends in inequalities and identifying barriers for racialized students, children and youth in care, and students with disabilities/diverse abilities. • Analyzing patterns and trends in inequalities and identifying barriers for Indigenous students. 	<ul style="list-style-type: none"> • Students taking ownership of their learning by understanding the learning standards, success criteria, their strengths, and next steps in learning. • Learners from all communities knowing and believing that with time, effort, practice and input they can move their learning forward. • Increasing capacity for identifying barriers and fostering equitable learning conditions for Indigenous students.