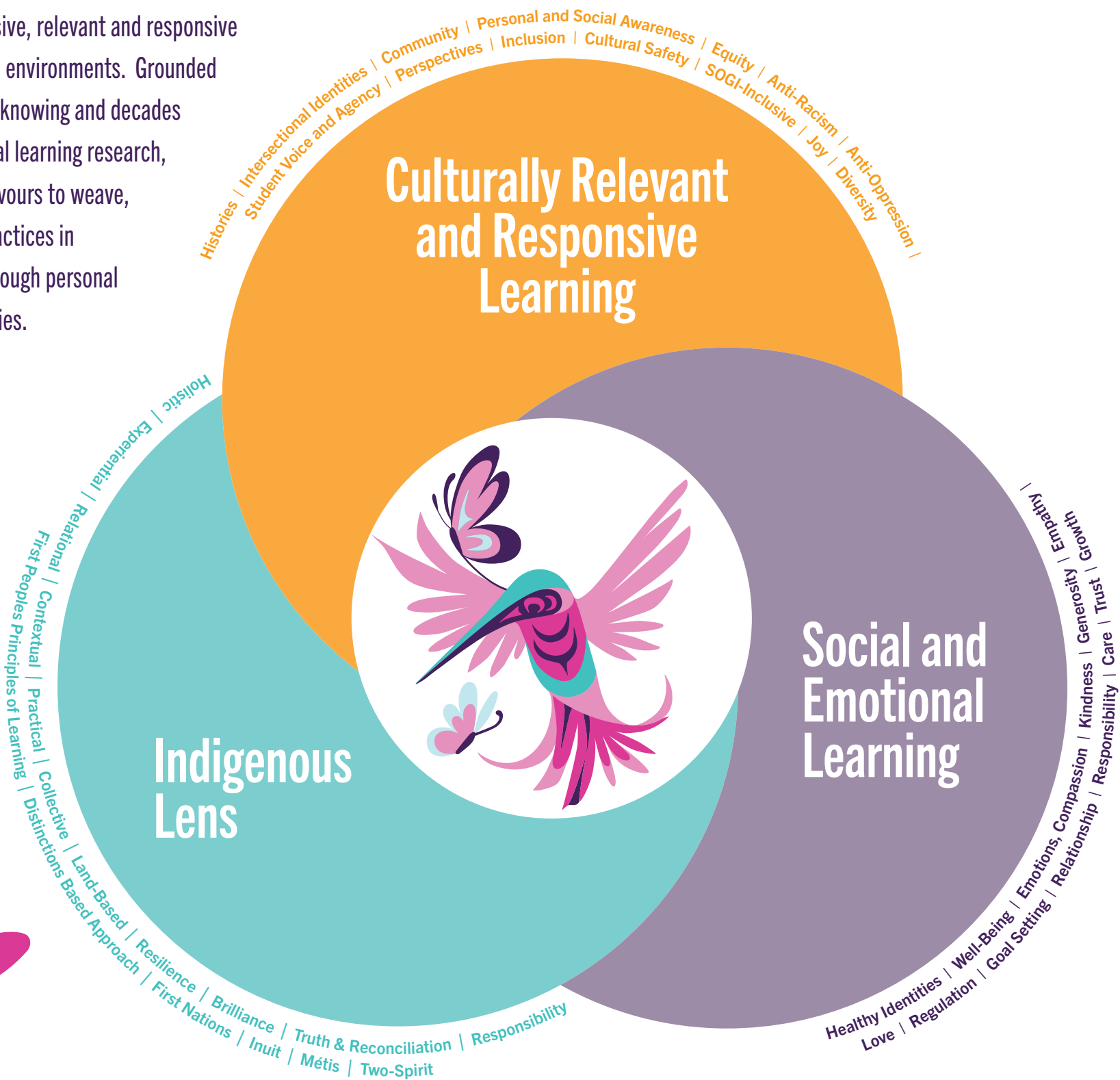


Weaving Threads

A Framework for Human and Social Learning (K–12)

At the heart of student learning is a transformational journey through inclusive, relevant and responsive learning practices and environments. Grounded in Indigenous ways of knowing and decades of social and emotional learning research, this framework endeavours to weave, honour and inspire practices in educational equity through personal and social competencies.



WEAVING

Inclusive, Relevant and Responsive

EQUITABLE LEARNING PRACTICES

- Infusing practices that honours and includes First Nations, Inuit, and Métis identity and First People's ways of knowing, being and doing in the learning process.
- Helping students acquire and apply knowledge, skills and attitudes needed to develop healthy identities, including teaching students to manage their emotions and encouraging students to feel and show empathy for others.
- Weaving together student's understanding of their histories and identities while also learning about others who differ from them, recognizing intersectionality of power and identities.
- Transforming knowledge into action by cultivating practices that ensure all learners are engaged in meaningful, joyful experiences.

We are deeply grateful to artist Elinor Atkins from the q̓w̓ɑ:n̓ł̓ 'ən (Kwantlen) First Nation for generously sharing her vibrant Coast Salish artwork. The hummingbird, a messenger of joy, symbolizes the curiosity, playfulness, and resilience that uplifts literacy development. Just as butterflies emerge from a chrysalis, learners grow, transform, and renew through their own journey of learning.

HONOURING

Inclusive, Relevant and Responsive

EQUITABLE LEARNING ENVIRONMENTS

- Fostering **cultural safety**, particularly for Indigenous students, staff and families, in an environment that acknowledges and address power imbalances, encourages self-reflection and cultural humility, challenges biases and being open to learning from and respecting other cultures.
- Including **trauma-informed practices** by developing awareness and infusing strategies for connection, empowerment, predictability, flexibility and trust.
- Recognizing that **inclusion** is more than being in a classroom with peers or feeling included, inclusion does not preclude learning. Acknowledging that all behaviour is communication and understanding the function of the behaviour is foundational to student connection and engagement.
- Embracing **restorative practices** by identifying the root cause of harmful behaviour in order to work together through relevant interactions that help a student take responsibility, repair harm, and move forward in a supportive and positive way.

INSPIRING

Inclusive, Relevant and Responsive

PERSONAL AND SOCIAL COMPETENCIES

- **SELF AWARENESS** – How students view themselves as individuals and as a part of the world around them – their identity.
- **SOCIAL AWARENESS** – Having a sense of belonging is critical to well-being, joy, motivation and achievement
- **CURIOSITY** – The pursuit of knowledge and different perspectives.
- **AGENCY** – Making choices and taking actions to produce positive difference. A core part of self-management and empowerment.
- **CRITICALITY** – Restores education by grounding teaching and learning in cultural competence and social consciousness. Core part of culturally relevant and responsive learning.
- **COLLABORATIVE PROBLEM SOLVING** – The ability to build shared understanding and work together to come to solutions by pooling knowledge, skills and efforts.