

# ***INCLUSION, DIVERSITY & EQUITY***



**Central Okanagan  
Public Schools**

*Together We Learn*

*Jon Rever, Assistant Superintendent  
Jamie Robinson, Assistant Superintendent  
Jim Laird, Principal, Canyon Falls Middle School*

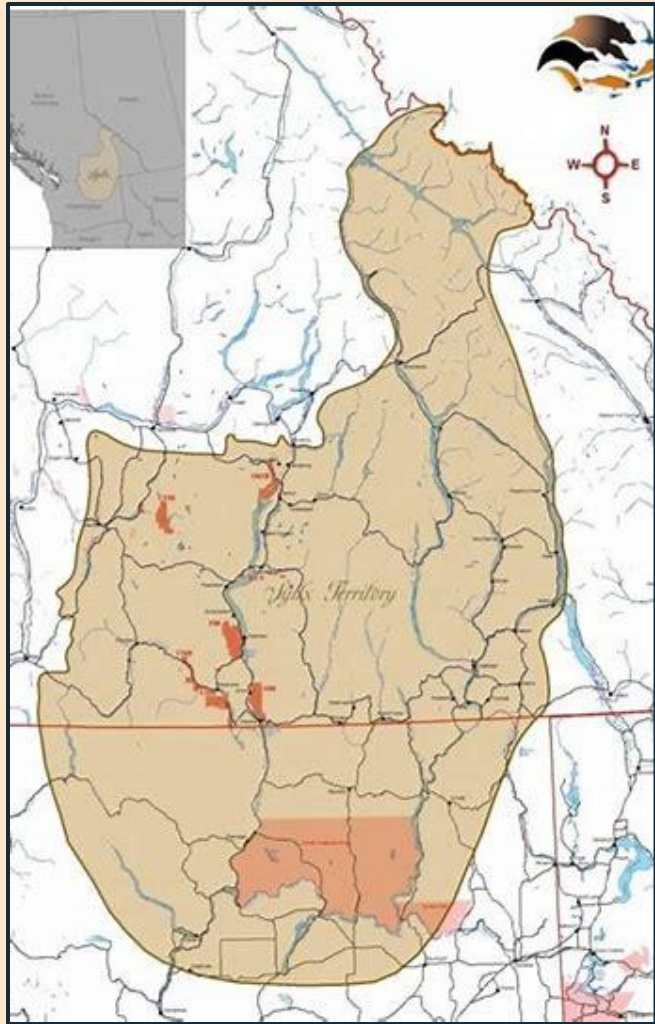
# Acknowledgment of Territory



The Syilx/Okanagan People's territory is a diverse and beautiful landscape of deserts and lakes, alpine forests and endangered grasslands. It extends over approximately 69,000km<sup>2</sup>.

The northern area is close to Revelstoke, and the eastern boundary is between Kaslo and Kootenay Lakes. The southern boundary extends to the vicinity of Wilbur, Washington and the western border extended to the Nicola Valley.

[www.syilx.org](http://www.syilx.org)



# Sept. 30 Is An Important Day

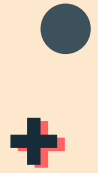
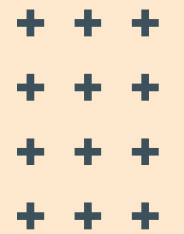
National Day  
**for Truth and  
Reconciliation**



Government  
of Canada

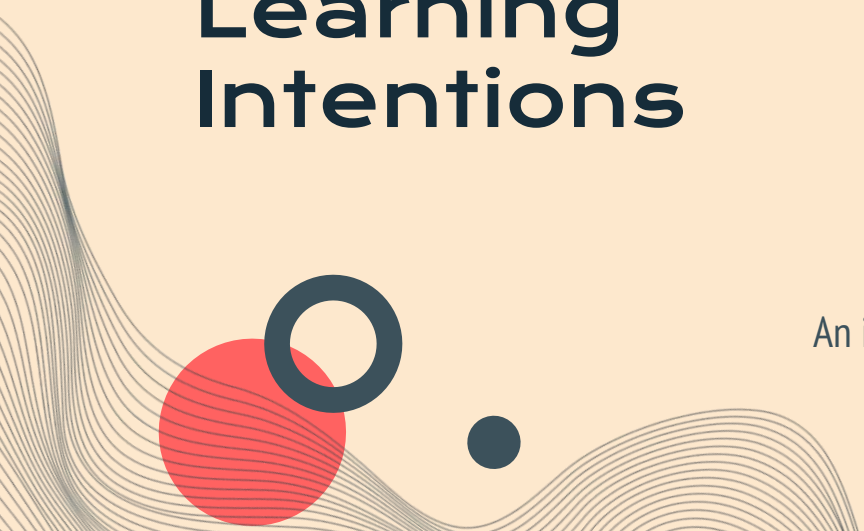
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# Learning Intentions



## Belief Sets

The Educated Citizen in BC



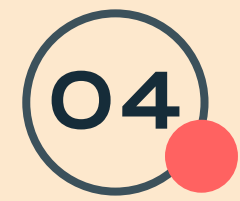
## Mindsets

Inclusion and equity is pedagogy



## Action

An inclusive school case study



## Our Journey

Lessons learned



# Who Are We?



Jon

**Assistant  
Superintendent**

Rutland Family of Schools

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Jamie

**Assistant  
Superintendent**

Mission Family of Schools

[jamie.robinson@sd23.bc.ca](mailto:jamie.robinson@sd23.bc.ca)

Jim

**Principal**

Canyon Falls Middle School

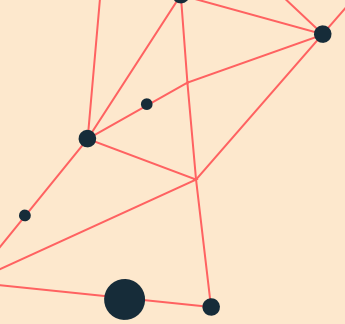
[jim.laird@sd23.bc.ca](mailto:jim.laird@sd23.bc.ca)




# Beliefs

Nothing is more important than the beliefs we hold sacred





“People do not so much work from a set of practices... as they are guided profoundly and implicitly by their belief sets about teaching, learning, and the meaning and purpose of school.”



—Ron Ritchhart



# The Educated Citizen

- **thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;**
- **creative, flexible, self-motivated and who have a positive self image;**
- **capable of making independent decisions;**
- **skilled and who can contribute to society generally, including the world of work;**
- **productive, who gain satisfaction through achievement and who strive for physical well-being;**
- **cooperative, principled and respectful of others regardless of differences;**
- **aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.**



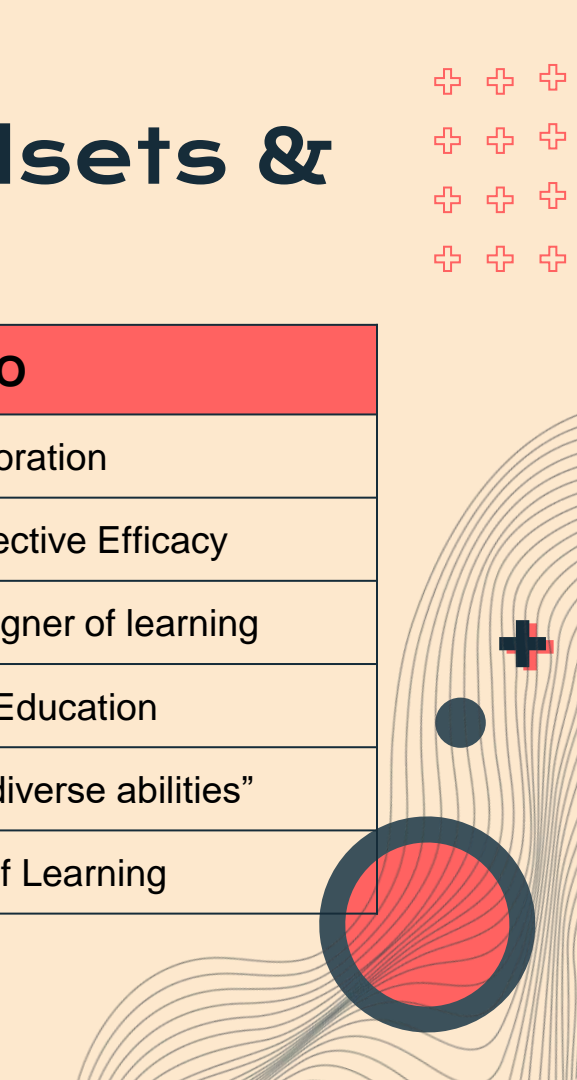




# Changing Beliefs, Mindsets & Actions



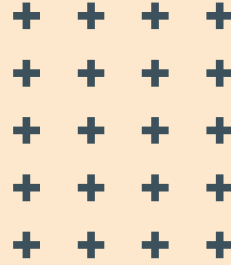
FROM	TO
Isolation	Collaboration
Autonomy & the Privatization of Practice	Teams & Collective Efficacy
Teacher as prescriber of knowledge	Teacher as designer of learning
Student Support Services	Inclusive Education
Students with disabilities	Students with “diverse abilities”
Systems of Education	Systems of Learning



The background features a light beige color with a complex pattern of thin, grey, wavy lines that create a sense of depth and movement. In the upper left, there is a network diagram consisting of several black dots connected by thin red lines. To the right of the center, there is a small red circle with a black plus sign inside it. Further to the right, there is a large red circle with a black outline and a smaller red circle with a black outline below it. The text 'Breakout #1' is prominently displayed in the center in a large, bold, dark blue font.

# Breakout #1

*What do you believe all children are capable of knowing, doing, and understanding? What makes you say that?*



# Mindsets

How are we working together to achieve change at scale?





# Principles Guiding Instructional Design For Inclusion

## The 7 Principles of Learning

Adapted from OECD's *The Practitioner Guide from The Nature of Learning*

- LEARNERS AT THE CENTRE**  
Learning becomes most meaningful and growth when learners actively participate through engagement with the experience. They take on a role of responsibility, which might include guided and active learning, as well as co-operative, shared, and active learning. The goal is to develop self-regulated learners.
- THE SOCIAL NATURE OF LEARNING**  
The best learning and teaching practices require universities should be highly social. Co-operative learning, being a well-researched and effective, low-cost strategy for achievement, as well as for personal and effective cognitive development. The goal is to develop self-regulated learners and increase in student success.
- EMOTIONS ARE THE GATWAY TO LEARNING**  
General interest, the desire for challenge, curiosity, motivation and cognitive resources for understanding are all these elements in adult learning. Learning from the "emotional" better still if it's more meaningful learning more ways.
- RECOGNISING INDIVIDUAL DIFFERENCES**  
Learners are individuals with different backgrounds, skills, conceptions of learning, learning styles, and interests. One-size-fits-all or single-approach learning environments are unlikely to be effective because they are not designed to be responsive to the whole as a whole.
- CHALLENGING ALL STUDENTS**  
Using a variety of activities, challenges, and activities, learners bring their own prior knowledge and experiences to the learning process. To ensure that all students are challenged, it is important to provide a range of activities that are challenging for all students.
- MEANINGFUL FEEDBACK FOR LEARNING**  
The learning process is a continuous one. It is important to provide meaningful feedback to students. This feedback should be specific, timely, and actionable. It should also be provided in a way that is supportive and encouraging.
- BUILDING HORIZONTAL CONNECTIONS**  
Learning is a process that involves the integration of knowledge and skills. It is important to build connections between different areas of knowledge and skills. This can be done through interdisciplinary learning and through the use of real-world examples.



## FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples  
classroom resources  
visit: [www.indies.ca](http://www.indies.ca)

## TRUTH AND RECONCILIATION CALLS TO ACTION ON EDUCATION

In order to address the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action:

- EDUCATION**  
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"It is precisely because education was the primary tool of oppression of Aboriginal people, and monoculture of all Canadians, that we have concluded that education holds the key to reconciliation."

— Justice Murray Sinclair

For more information, visit: [www.trc.gc.ca](http://www.trc.gc.ca)

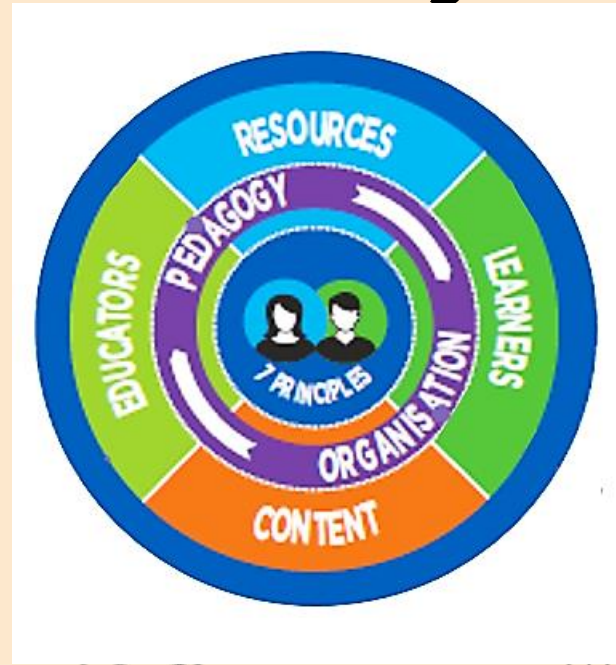
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# Equity Work is First and Foremost Pedagogical

“Increases in student learning only occurs as a consequence of improvements in the pedagogical core.”

Harvard Graduate School of Education

*Safir & Dugan*



# Empowering Collective Efficacy

“Collective efficacy is about the overwhelming power that teams have to impact change when they share the belief in their ability to solve problems and overcome challenges.”

Jenni  
Donohoo



# Key Accelerants” that Empower System Innovation

Inspiring a big, bold, coherent vision of change connected to powerful learning principles



Provide system level learning experiences

Key Groups of Leaders (Champions of the Work) moving and sustaining the work



Expand opportunities for new leaders to engage

Intentional Multi-Layered Strategies and Structures to build capacity at all levels



Create vertical coherence aligned with our strategic directions

Activating and supporting incubators of innovation



Creating experiences for educators to “see” significantly shifts mindsets

Empowering Cultures of Inquiry through authentic cross-school networks focussed on innovation



Responsive support networks designed from the voices of our educators

# A Living Case Study



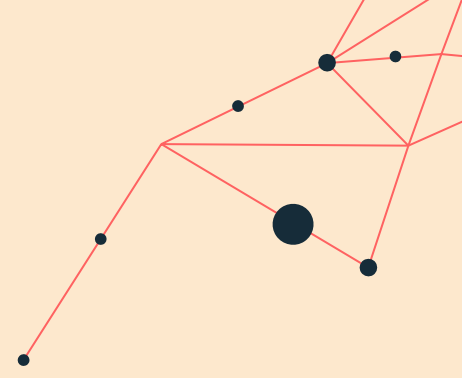


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# Breakout #2

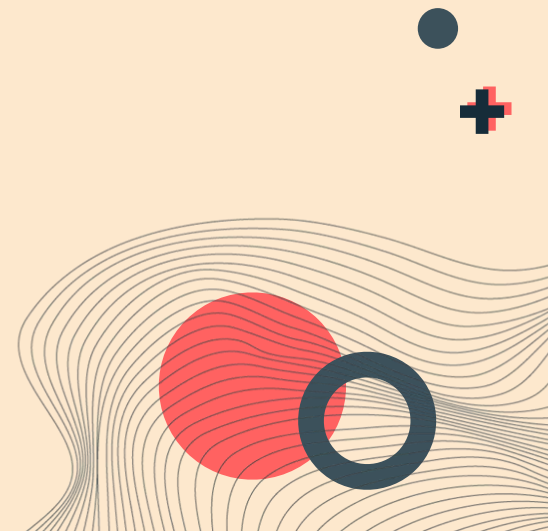
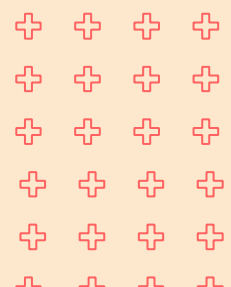
What beliefs/mindsets do these educators hold about the capability of their learners and the design of learning?

What practices do these educators put in place that supports inclusion, equity, and learner agency in their classrooms?

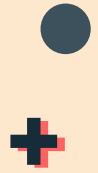
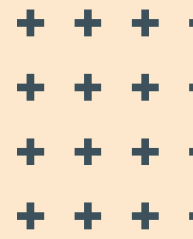



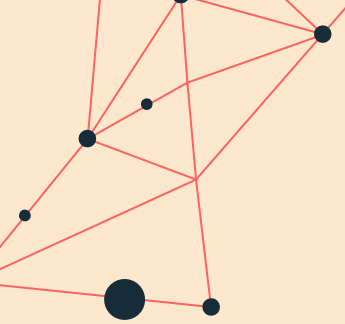
# Actions

What does this look like in a school?



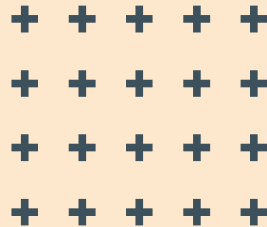
# Canyon Falls Middle School





“At Canyon Falls Middle School, *together* as a whole school community, we will create the most innovative and dynamic middle school community possible for our young people. Our story will be one of promoting and celebrating transformation throughout our school. We will be known for ensuring deeply engaging, powerful, and meaningful learning for each learner. Our learners and their well-being will be at the center of all that we do.”

—CMS School Vision





The real champions of Canyon Falls are the teachers.

Change isn't something done to teachers, it's done with and by teachers.

They believe in the capabilities of their learners, and in the collective potential of each other to support success for each child.



# An Inclusive Learning Community

*Across our entire school, in each learning community:*

**Multi  
Graded**

Children learn  
across all  
grades, together  
in a 3 year loop

All children (age,  
ability, disability,  
etc.) are in  
communities  
together

**Full  
Inclusion**

**Cross  
Curricular  
Learning**

Curriculum/  
subjects are  
integrated with  
a focus on core  
competencies

Teachers put  
children at the  
centre of  
learning

**Pedagogy**





# Our Journey

What lessons have we learned along the way?



# Lessons Learned



- Developing shared beliefs about students' ability to learn is critical
- Leadership matters
- We learn the work by doing the work in job-embedded teams
- Improvements in student learning are realized by focussing on the pedagogical core
- We have been on our inclusion journey for nearly twenty years - this takes time





The background features a complex abstract design. On the left, a network of black dots connected by thin red lines forms a geometric shape. The right side is dominated by a series of fine, concentric, wavy lines that create a sense of depth and movement. Scattered throughout are various geometric elements: a red circle with a black cross inside, a large red circle with a black outline, and a smaller red circle with a black outline. The overall color palette is a mix of red, black, and light beige.

# Breakout #3

You've heard about our journey.

- What resonates with you about what you heard?
- What connections can you make to the journey you are leading in your own context?
- What questions do you have?

