

## **Compass Direction: Building Staff Awareness and Capacity**

Goal: Equip all staff with the knowledge, skills, and strategies to create and sustain equitable and anti-oppressive learning environments.

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Actionable Item 1: Ongoing Mandatory Professional Learning Indigenous ed, anti-racism/oppression, human rights

### **Specific Practices:**

- Schedule dedicated time within the school year/PA days for mandatory staff professional learning focused on Indigenous education, anti-racism, anti-oppression, and human rights;
- Provide staff access to a variety of professional learning formats (e.g., expert-led workshops, collaborative learning networks, relevant book studies, guest speaker sessions, curated online modules, school-based PLCs);
- Ensure administrators actively participate alongside staff in foundational system training (e.g., Restorative Practices);
- Facilitate opportunities for staff (administrators and educators) to obtain and maintain Behaviour Management System (BMS) certification/recertification/'bump up';
- Identify and facilitate participation in role-specific professional learning relevant to equity and inclusion (e.g., for athletic directors/coaches, student success teachers, guidance counsellors, office administrators);
- Implement a system to track staff participation and completion rates for key training areas, including UDL, DI, and inclusive education practices for students with disabilities; and
- Require staff to document their professional learning and create personal action plans or written reflections detailing how they will apply the learning in their specific roles/practice.

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Actionable Item 2: Culturally Responsive and Relevant Pedagogy (CRRP)-consistent application of practices

### **Specific Practices:**

- Deliver ongoing professional learning sessions specifically focused on CRRP principles and practical strategies (covering culturally relevant content selection, pedagogical approaches, assessment methods, and classroom environment management);

- Establish and actively support school-based Professional Learning Communities (PLCs) where educators collaboratively explore, implement, and refine CRRP practices;
- Schedule dedicated, collaborative planning time for educators to co-develop, share, and peer-review CRRP-focused lesson plans, unit plans, and instructional resources;
- Conduct regular classroom observations (formal and informal) specifically looking for evidence of CRRP implementation;
- Provide timely, specific, and actionable feedback to educators following observations, offering coaching and support to enhance their CRRP practice; and
- Integrate discussion and goal-setting related to CRRP implementation into formal performance appraisals or teacher assessments where applicable.

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Actionable Item 3: Addressing Microaggressions and Bias- Training staff to identify and address microaggressions and unconscious bias

**Specific Practices:**

- Conduct mandatory, interactive workshops for all staff focused on identifying different forms of microaggressions and understanding the nature and impact of unconscious bias, using scenarios relevant to the school environment;
- Organize specialized bias awareness and intervention strategy training tailored for specific roles or departments with unique contexts (e.g., Athletics Department staff and coaches);
- Develop, communicate, and implement clear school-wide protocols detailing expected staff responses when witnessing or being informed of microaggressions (including immediate intervention steps and restorative follow-up options);
- Facilitate structured opportunities for staff (e.g., in staff meetings, department meetings, PLCs) to engage in open, reflective dialogue about bias, privilege, and systemic issues, fostering a culture of mutual accountability;
- Actively promote and support the consistent use of restorative practices in classrooms and school-wide as a primary approach to building community, fostering belonging, and repairing harm when conflict or biased incidents occur;
- Implement targeted professional development sessions focused on applying UDL, DI, and CRRP frameworks specifically to create inclusive and supportive learning environments for students receiving special education services; and
- Deliver specific training modules for staff on utilizing the board's designated anti-hate toolkit and the CLAIM model (or similar framework) for effectively responding to and repairing harm resulting from hate-motivated incidents.

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**Actionable Item 4: Fostering Indigenous Culturally Responsive Teaching and Learning**

Embed Indigenous perspectives across the K-12 curriculum, support land-based learning, and increase educator cultural competency to create and sustain equitable and anti-oppressive learning environments.

**Specific Practices:**

- Professional Development (PD) Delivery: Deliver targeted professional development sessions on Indigenous pedagogy and the Truth and Reconciliation Commission (TRC) Calls to Action 62–65, equipping educators with enhanced cultural competency.
- Resource Expansion: Expand the use of culturally responsive resources, including texts, art, and music by Indigenous creators, to reflect diverse cultural backgrounds and support Indigenous perspectives in the curriculum.
- Culturally Appropriate Practices: Support and integrate safe, culturally appropriate practices like smudging within schools to foster inclusive environments and acknowledge Indigenous ways of knowing and being.
- Curriculum Integration: Facilitate the integration of Indigenous perspectives and knowledge systems across the K-12 curriculum, supporting land-based learning opportunities where appropriate.