

COLLABORATIVE PROFESSIONAL
LEARNING ACTIVITIES

FACILITATOR GUIDE

Establishing Inclusive Learning Environments



The Alberta Teachers' Association



Weaving learning strands for inclusive education

"A mind that is stretched by new experience can never go back to its old dimensions."

- Oliver Wendell Holmes

*“A mind that is stretched by new experience
can never go back to its old dimensions.”
—Oliver Wendall Holmes*

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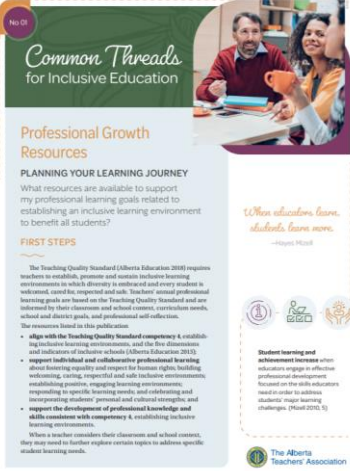
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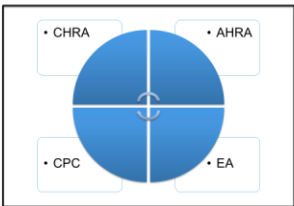


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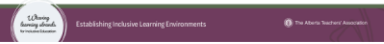
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<i>Resources</i>	<i>Notes</i>
	A. Introduction
	A.1 Welcome and Treaty Land Acknowledgement
	Acknowledging the land is a demonstration of respect and gratitude for Indigenous peoples as the original stewards of the land. To acknowledge the land is an act of reconciliation and contributes towards renewing the relationship between Indigenous and non-Indigenous people. Providing a land acknowledgement is not something you just do before an event, but rather a thoughtful and intentional process.
	<p>Treaty 6 Land Acknowledgment We wish to acknowledge Treaty 6 territory—the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Métis. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.</p>
	<p>Treaty 7 Land Acknowledgment We wish to acknowledge Treaty 7 territory—the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T’ina First Nation and Stoney Nakoda First Nation. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.</p>
	<p>Treaty 8 Land Acknowledgment We wish to acknowledge Treaty 8 territory—the ancestral and traditional territory of the Cree and Dene, as well as the Métis. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.</p>

<p>A.2 Common Threads for Inclusive Learning— Professional Growth Resources</p>  <p>Indicators of Inclusive Schools</p> <ul style="list-style-type: none"> • Establishing inclusive values and principles • Establishing an inclusive learning environment • Promoting and supporting success • Organizing for inclusive instruction and learning • Engaging parents and community 	<p>A.2 Purpose</p> <p>The purpose of this collaborative professional growth program is to support the development of professional knowledge and skills, consistent with the <i>Teaching Quality Standard</i> and Competency #4—establishing inclusive learning environments.</p> <p>The professional learning activities in this facilitator guide support the <i>Common Threads for Inclusive Learning: Professional Growth Resources</i> and</p> <ul style="list-style-type: none"> • align with the <i>Teaching Quality Standard</i> Competency #4—establishing inclusive learning environments, and the five dimensions and indicators of inclusive schools • support collaborative professional learning about fostering equality and respect for human rights; building welcoming, caring, respectful and safe inclusive learning environment; establishing positive, engaging learning environments; responding to specific learning needs; and celebrating and incorporating students’ personal and cultural strengths; and • support the development of professional knowledge and skills consistent with Competency #4—establishing inclusive learning environment. <p>Throughout this program teachers must consider their classroom and school context and further explore certain topics to address specific student learning needs, as required.</p>
<p>A.3 Professional Growth Needs Assessment</p> <p>A.3 Professional Learning Activities Index</p>	<p>A.3 Professional Growth Needs Assessment</p> <p>Purpose: Conduct a Professional Growth Needs Assessment that will help determine which topics are of greatest importance to the participants and inform the design of workshop sessions.</p> <p>Preparation: Print 1 copy A.3 Professional Growth Needs Assessment for each participant.</p> <p>Instructions:</p> <p>NOTE: This activity can be done at the beginning of the first introductory session or prior to the first session.</p> <ol style="list-style-type: none"> 1. Distribute the Professional Growth Needs Assessment and ask participants to anonymously complete the survey and return it. 2. Tabulate the needs assessment surveys to determine the topics of greatest importance to the participants. Use the Professional Learning Activities Index to identify activities appropriate to the needs of participants. 3. When planning your workshop design, consider including foundational information, even if it is not identified as a topic

	<p>of need, to ensure that there is a common understanding of inclusion and inclusive instructional strategies.</p>
	<h2 style="text-align: center;">B. Fostering Equality and Respect for Human Rights</h2>
	<h3 style="text-align: center;">B.1 Legal Frameworks</h3>
<p>B.1.1 Excerpts from <i>Canadian Human Rights Act</i> B.1.1 Excerpts from <i>Alberta Human Rights Act</i> B.1.1. Excerpts from <i>Alberta Education Act</i> B.1.1. Excerpts from <i>ATA Code of Professional Conduct</i> B.1.1 <i>Teaching Quality Standard</i> B.1.1 TQS Scavenger Hunt B.1.1 TQS Scavenger Hunt Answer Key</p> <p>Chart paper and felt pens</p>  <p style="font-size: small; margin-top: 10px;">  Establishing Inclusive Learning Environments  </p>	<p>B.1.1 Canadian and Alberta Legal Frameworks and the Teaching Quality Standard</p> <p>Purpose: To become familiar with relevant legal frameworks and professional code of conduct regarding inclusive education.</p> <p>Preparation: Print 1 copy of B.1.1 Excerpts from <i>Canadian Human Rights Act</i>; <i>Alberta Human Rights Act</i>; <i>Alberta Education Act</i>; <i>ATA Code of Professional Conduct</i>; <i>Teaching Quality Standard</i>; and <i>TQS Scavenger Hunt</i> for each participant. Print 1 copy of TQS Scavenger Hunt Answer Key for the Facilitator.</p> <p><i>a) Legal and Professional Code of Conduct</i></p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Organize participants into groups of four and give each group 1 piece of chart paper and 4 (or more) felt markers. Distribute <i>Canadian Human Rights Act</i>; <i>Alberta Human Rights Act</i>; <i>Alberta Education Act</i>; <i>ATA Code of Professional Conduct</i> to each participant. 2. Draw a placemat on the chart paper: divide the paper into four blocks then draw a large circle in the middle. Give each person a felt maker. 3. Jigsaw the 4 handouts by numbering off in your table group and then each person reads their assigned handout. Each person writes brief notes that they will use to teach the group about this legislation in their section of the placemat. 4. Each person then teaches the other members of their group about the legislation they read using their notes. 5. When all the presentations are complete, the group will identify the things that are in common in all the legislation regulation and write those points in the center circle of the placemat. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Lead a whole group debrief: <ul style="list-style-type: none"> What are the implications of this legislation for <ul style="list-style-type: none"> - students, - parents, - teachers, and - school boards?

<p>Inclusive Learning Environments</p> <p>A teacher promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe</p>  <p>TQS Sentence Stems</p> <ol style="list-style-type: none"> 1. I find it interesting that... 2. Something that surprised me... 3. I appreciate that... 4. I agree that... 5. Something that concerns me... 6. I wonder about... 	<p>b) Teaching Quality Standard Purpose: To become familiar with the provincial Teaching Quality Standard and specifically Competency #4—establishing inclusive learning environments.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute the <i>Teaching Quality Standard</i> document and TQS Scavenger Hunt to each participant. 2. Ask participants to complete the TQS Scavenger Hunt. When they are finished they can check their answers with their elbow partner. When everyone has checked their answers ask if there are any questions. Refer to the TQS Answer Key as required. 3. Depending on how familiar the teachers are with the TQS (2018), review the document using a facilitator presentation or a jigsaw activity in the small groups to review the various sections. 4. Explain “the <i>Teaching Quality Standard</i> and the six competencies are an interrelated set of knowledge and skills that ALL teachers are required to demonstrate throughout their career.” Focus on Competency #4—establishing inclusive learning environments, and the indicators. 5. Project the <u>TQS Sentence Stems</u> or write the sentence stems on a white board. 6. “We will be using these sentence stems to reflect on the TQS. Please make notes on the TQS that relate to the different sentence stems. You may have more than one response or none for a sentence stem.” <p>Debrief:</p> <ol style="list-style-type: none"> 1. Form a whole group sharing circle. Each person, in turn, will use one of the sentence stems to share their thoughts about the TQS. 2. The circle can be repeated one or two times more however, people have the right to pass if they have nothing more to add.
<p>B.2 Inclusive Learning Environments</p>	
<p>B.2.1 Inclusive Education Card Sort Definitions (Grey)</p> <p>B.2.1 Inclusive Education Card Sort Terms (Blue)</p> <p>B.2.1 Inclusive Education Card Sort Answer Key</p> <p>B.2.1 Inclusive Classroom Self-Assessment</p>	<p>B.2.1 Principles of Inclusion</p> <p>Purpose: To increase awareness of Alberta Education definition of inclusion and principles of inclusion.</p> <p>Preparation: Make 5-10 copies of the Card Sort Definitions on one colour of paper and the Terms set on another colour of paper. Each group of 4 will need one set of terms and one set of definitions. Cut along the lines to make sets of cards. Be careful not to mix up the set of cards (check against the original files). Print 1 copy of B.2.1 Inclusive Classroom Self-Assessment for</p>



each participant. Print 1 copy Inclusive Education Card Sort Answer Key.

a) Principles of Inclusion

Purpose: To become aware of Alberta Education principles of inclusion.

Instructions:

1. Form small groups of 4. Give each group one set of the definitions and one set of terms.
2. One person deals out the definition cards to the group members. Someone else should place the terms cards face up on the table.
3. Each person silently reads their definition card and places it face down below the correct term. ***There is no talking during this step.***
4. When all the cards are placed. The whole group reviews the matched cards. Through discussion the group reaches consensus on the correct card matches.

NOTE: Facilitator should set a time limit for this activity because some groups may take much longer than others.

Debrief:

1. Read out the terms and correct definitions using the answer key.
2. Explain that there are the six principles of inclusive education:



These principles guide and inform value-based and learner-centered decisions related to policies, practices and actions at every level of Alberta’s education system. Share the examples below:


Anticipate, value and support diversity and learner differences – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

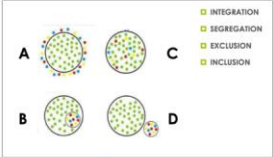
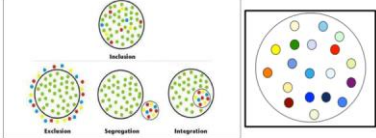
High expectations for all learners – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.


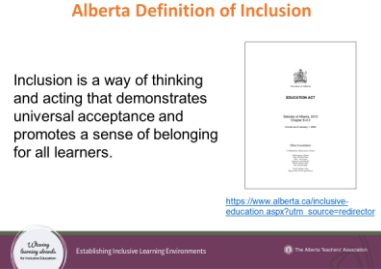
Understand learners’ strengths and needs – Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.

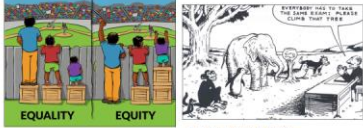
Remove barriers within learning environments – All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.

<p style="text-align: center;">Five Dimensions – Indicators of Inclusive Schools</p> <ul style="list-style-type: none"> • Establishing inclusive values and principles • Establishing inclusive learning environments • Providing supports for success • Organizing learning and instruction • Engaging with parents and community  <p>https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf</p> 	<p>Build capacity – Government, school and system leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.</p> <p>Collaborate for success – All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners</p> <p><i>b) Inclusive Classrooms Self-assessment</i> Purpose: To reflect on teacher’s individual professional practice using an inclusive education lens.</p> <p>Instructions:</p> <p>1. “Alberta Education has developed a self-assessment tool that school staff can use to determine the school’s progress towards becoming an inclusive learning community. This teacher self-assessment tool was developed to align with the Alberta Education Inclusive Schools surveys. The <u>Indicators of Inclusive Schools</u> incorporated into this self-assessment tool are</p> <ol style="list-style-type: none"> a) establishing inclusive values and principles, b) establishing inclusive learning environments, c) promoting supports for success, d) organizing learning and instruction, and e) engaging with parents and community. <p>2. Distribute the self-assessment <i>anonymous</i> survey and allow participants 4-5 minutes to complete the survey.</p> <p>Debrief:</p> <p>1. Depending on the size of the group, engage in a whole group sharing or ask participants to form a group of 4 to share their best practices. As it is noted, participants will not be asked to share the results of this self-assessment. However, all teachers have developed a number of different strategies to create an inclusive classroom and sharing of those strategies is beneficial to enhancing everyone’s professional practice.</p>
<p>B.2.2 Valuing All Students <i>Conversation Guide</i></p> <p>Chart paper and felt pens</p>	<p>B.2.2 Inclusion and Valuing All Students</p> <p>Purpose: To increase understanding of inclusion and what it means to value all students.</p>



<p>Evolution of Inclusion, video https://www.youtube.com/watch?v=PQgXBhPh5Zo&feature=youtu.be</p> <p>Valuing All Students, video https://www.youtube.com/watch?v=rNpk0rG6QeE</p>  <p>Inclusive Learning Environment</p> <p>Common Understanding?</p> <p>Alberta Education defines inclusion as a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.</p>  <p>https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector</p> <p>"inclusive learning environment" means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all students</p> <p>The Evolution of Inclusion</p>  <p>https://www.youtube.com/watch?v=PQgXBhPh5Zo</p>	<p>Preparation: print 1 copy of B.2.2 <i>Valuing All Students Conversation Guide</i> for each participant. Ensure internet access to video</p> <p><i>a) Inclusive Learning Environment</i> Purpose: To increase understanding of inclusion in Alberta schools</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. How would you define an inclusive learning environment? Ask participants to individually write on a piece of paper, 20 words they would use to describe an “inclusive learning environment”. 2. “Compare your list with your elbow partners and underline the words that appear on both lists”. 3. Ask participants to stand if they have 5 words the same. 10? 15? 20? <p>Debrief:</p> <ol style="list-style-type: none"> 1. “One of the greatest challenges surrounding inclusive education is that there are different definitions in practice. Inclusion often means very different things to different people. We use the same words but we’re not always speaking the same language and that can get in the way of understanding”. 2. Alberta Education <u>definition of Inclusion</u> appears in the <i>Education Act (2020)</i>. 3. The Teaching Quality Standard definition of <u>Inclusive Learning Environment</u> is on page 3. 4. “Inclusion needs to occur within a classroom, school, online learning environment and any other educational setting (not only a classroom). Notice the verbs; anticipate, value and respond. Also, notice that inclusion starts with strength-based approach (diverse strengths). Inclusion is not only about working with students with disabilities, rather this work is about supporting all students in an inclusive learning environment”. <p><i>b) Evolution of Inclusion</i> Purpose: To understand that the current approach to inclusion has evolved consistent with basic human rights.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form groups of 4. 2. Show the Evolution of Inclusion, Shelley Moore video (5:00). 3. <u>What is Inclusion?</u> The four circles demonstrate the evolution of inclusion. Ask participants if anyone has any memories or comments about the different stages of inclusion. 4. <u>Inclusion and Individual Students.</u>
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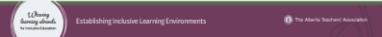

<p style="text-align: center;">What is Inclusion?</p>  <p style="text-align: center;">https://blogs.memore.com/</p> <hr/> <p style="text-align: center;">Inclusion and Individual Students</p>  <p style="text-align: center;">https://blogs.memore.com/</p>	<p>Lead a whole group discussion about the coloured dots and “otherness”.</p> <p>“Each coloured dot represents a unique individual who is in our school. What do they bring? What can they contribute because of their diverse and unique expertise? For decades we have been trying to take this “colour” out of our students; taking the special out of special education; the autistic out of autism; the language out of cultures; and especially, the Indigenous out of First Nations, Métis and Inuit children. This was integration trying to homogenize them... the only way to ensure there was no “other” was not to make us all green, but instead to make us all an “other”. This is not teaching to diversity. This is not inclusive. Teaching to diversity and inclusion is where we value the characteristics that ARE diverse, and not try and homogenize student diversity.</p> <p>Moore argues, that all schools should operate like the inclusion model, where there is no “us and them” rather we are all part of the amazing diversity within the school system and school. Do we believe this? Do we VALUE this?”</p> <p><i>c) Valuing All Students</i> Purpose: To understand what it means to value all students.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute copies of the <i>Valuing All Students</i> Conversation Guide. 2. View <i>Valuing All Students</i>, Alberta Education video (4:24) <p>Debrief:</p> <ol style="list-style-type: none"> 1. In small groups, discuss the four questions in the conversation guide. <p><i>d) Closing Activity</i></p> <ol style="list-style-type: none"> 1. Distribute one sheet of chart paper and two or three felt markers to each small group. 2. Divide the chart paper into three columns titled <u>Positive</u>, <u>Interesting</u> and <u>Challenging</u>. 3. “As a group, select one column to start your discussion and finish that column discussion before moving to the next. What is “Positive” about the current approach to inclusion? Write the key points in the column. When you have finished that discussion, proceed to the next column “Interesting” and then the last “Challenging”.” 4. “When your group has finished, put a checkmark beside the 3 (or 5) most important items in each column your group wants to share with the whole group”. <p>Debrief:</p>
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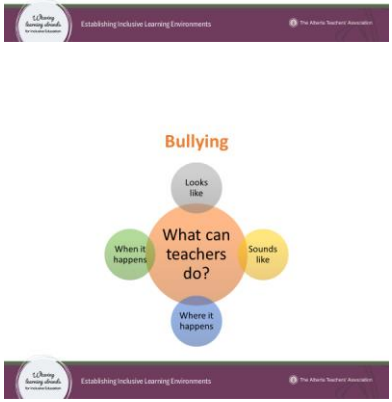
	<ol style="list-style-type: none"> 1. Each group presents its most important items. Ask if anyone has any questions of the presenting group. Note: this is not a time to debate. Listen for common ideas from the different groups. Listen for items that appear in different columns—one group may identify something as positive and another may identify the same idea as challenging. Both groups have a right to their perspective, and there is no right or wrong. It’s about perspective. 2. What should we do next as a school staff to enhance inclusion and build an inclusive learning community?
<h3>B.3 Respect for Diversity</h3>	
<p>B.3.1 Changing How We Talk About Disabilities Discussion Guide</p> <p>B.3.1 Equality vs Equity Scenarios</p> <p>B.3.1 Equality vs Equity Answer Key</p> <p><i>Changing How We Talk About Disabilities</i> video https://www.youtube.com/watch?v=ONQ90_RF_iQ</p> 	<p>B.3.1 Equity and Equality</p> <p>Purpose: To increase awareness of equity and equality as a principle of inclusion.</p> <p>Preparation: print 1 copy of B.3.1 Changing How We Talk About Disabilities Discussion Guide and Equality vs Equity Scenarios for each participant. Print 1 copy Equality vs Equity Answer Key. Ensure internet access to the video.</p> <p><i>a) Changing How We Talk About Disabilities</i> Purpose: To establish, promote and sustain an inclusive learning environment.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “We have talked already about the <u>Alberta Definition of Inclusion</u> as a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. The video we are about to see focuses on the language we use.” 2. Hand each participant a copy of the discussion guide. Show the <i>Changing How We Talk About Disabilities</i>, Alberta Education video (3:06) <p>Debrief:</p> <ol style="list-style-type: none"> 1. In whole group lead a discussion using the four questions in the <i>Changing How We Talk About Disabilities Discussion Guide</i>. <p><i>b) Equity vs Equality</i> Purpose: To increase awareness of equity and equality as it applies in an inclusive learning environment.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “Reflect on the following two questions for a minute. What do the terms equality and equity mean to you? What do they look like in practice?”

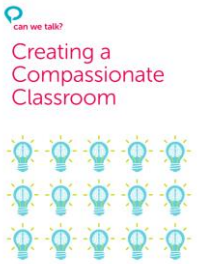
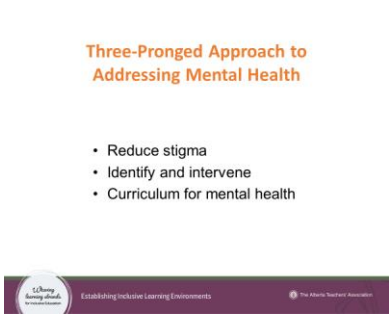

 <p>The illustration is titled "Equity vs. Equality" and is divided into two panels. The left panel, labeled "EQUALITY", shows three people of different heights standing on a grassy bank to watch a baseball game over a fence. The tallest person is in the back, the middle person is in the middle, and the shortest person is in the front. The right panel, labeled "EQUITY", shows the same three people. The tallest person has moved to the back, the middle person has moved to the front, and the shortest person is now in the back. A speech bubble from the tallest person says, "EVERYBODY HAS TO HAVE THE SAME SEAT, ALTHOUGH SOME HAVE STEPS." Below the panels are two URLs: http://interactioninstitute.org/illustrating-equality-vs-equality/ and http://hocr-planets.ch/wp-content/uploads/2015/06/Bildschirmfoto-2015-06-03-um-16-27-33.jpg. At the bottom of the image is a logo for "50 Years Learning Ahead" and the text "Establishing Inclusive Learning Environments" and "The Alberta Teachers' Association".</p>	<p>2. Present the definitions for <u>Equality and Equity</u></p> <p>“Equality—Where there is equality, everyone is treated in the same way. Equality assumes that everyone can meet the same goals in the same manner and that everyone starts with the same advantages. Inequality exists, for example, if the only way to get into a building is by using the steps. In this case, people in wheelchairs are put at a disadvantage because they can’t enter the building. Inequality also exists if there is only one way to access learning activities exists when students have diverse learning needs.</p> <p>Equity—Where there is equity, individuals’ needs are met in ways that ensure they have access to achieve the same learning goals. To ensure that everyone has access to a building, we provide a ramp so that those in wheelchairs have equal access. In other words, people are able to reach the same goal, but take different routes. Equity could be achieved if individual accommodations are provided so that all learners can access the learning activities such as providing text to speech software or extra time to write exams.”</p> <p>3. Distribute the Equality vs Equity scenarios. These scenarios are examples of how the actions of decision makers can impact different members of a community. Similar situations exist in our schools. Independently take a few minutes to draft an equitable solution for the scenarios.</p> <p>4. Ask participants to stand and pair with someone in the room to share one of your scenario solutions. The other person shares their solution to the same scenario. Then, move to a new person for sharing a different scenario. Do this four times, until all your scenario solutions have been shared.</p> <p>Debrief:</p> <ol style="list-style-type: none">1. “Equity doesn’t mean we provide the same for everyone, it means we level the playing field. This requires that we build relationships with the students we serve to understand and respond to their diverse strengths and needs.”2. Are there recent school or classroom situations you have addressed where equity was a prime consideration?3. Lead a whole group discussion:<ul style="list-style-type: none">- How can teachers help students understand that “Equal” is not necessarily “Equitable”?- What strategies do you use to “level the playing field” for student learning in your classroom? <p>For Additional Information: https://www.waterford.org/education/equity-vs-equality-in-education/</p>
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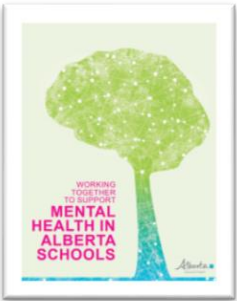
<p>B.3.2 LGBTQ Conversation Guide</p> <p><i>Sexual Orientation and Gender Identity in Canadian Schools, Session 1</i> video https://policywise.com/initiatives/ses/supporting-lgbtq-students-their-families-and-staff/</p>	<p>B.3.2 Sexual Orientation and Gender Identity in Canadian Schools</p> <p>Purpose: To foster equality and respect for LGBT rights and become aware of current Canadian research on the issues LGBTQ youth are facing in Alberta schools.</p> <p>Preparation: print 1 copy of B.3.2 LGBTQ Conversation Guide for each participant. Ensure internet access to the video.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “Alberta education has identified that LGBTQ students are a vulnerable group in Alberta schools. Some of these students are experiencing negative situations that impact their learning and personal wellbeing. This video provides a comprehensive overview of the issues facing LGBTQ students in Alberta schools”. 2. Distribute the LGBTQ Conversation Guide. 3. Show <i>Sexual Orientation and Gender Identity in Canadian Schools, Session 1</i> video, PolicyWise (39:18) 4. Ask participants to stand up and form groups of three. Each group of three should engage in a 5 min discussion about their reaction to the video and what they learned. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask participants to take their seats. Lead a whole group discussion using the three questions at the end of the Conversation Guide. 2. Conclude with the question, “What should our school do next to make LGBTQ students and their families feel welcome, cared for, safe and respected in our school community?”
<p>B.3.3 <i>Understanding ESL Learners: Moving Toward Cultural Responsiveness – A Guide for Teachers.</i></p> <p>B.3.3 Cultural Proficiency Framework</p> <p>B.3.3 Understanding Cultural Responsiveness Discussion Guide</p> <p>B.3.3 Cultural Responsiveness Answers Q3</p> <p>Chart paper and felt pens</p>	<p>B.3.3 Cultural Proficiency</p> <p>Purpose: Fostering equality and respect for all students in an inclusive learning environment.</p> <p>Preparation: print one copy of <i>B.3.3 Understanding ESL Learners: Moving Toward Cultural Responsiveness—A Guide for Teachers</i>; Cultural Proficiency Framework; and Understanding Cultural Responsiveness Discussion Guide for each participant. Print 1 copy Cultural Responsiveness Answers Q3 for the Facilitator</p> <p><i>a) Diversity and Identity</i> Purpose: To enhance awareness of the human diversity in the school and community.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form small groups of 3.



<p>Diversity and Identity Iceberg</p>  <p>Adapted from Canadian Centre for Diversity and Inclusion</p>	<p>2. Present the <u>Diversity and Identity Iceberg</u> graphic and explain the parts. “The part of the iceberg visible above the waterline are those elements/characteristics of culture that are visible to other people. This includes: language, dress, skin colouring, name. The part of the iceberg that is below the waterline are those elements/characteristics that are invisible to other people until they get to know the person or may never be shared with others. This includes: religion, beliefs about marriage, sexual orientation.”</p>
<p>Diversity and Identity Iceberg Elements</p>  <p>Adapted from Canadian Centre for Diversity and Inclusion</p>	<p>3. Give each small group one sheet of chart paper and felt pens. “In your small group brainstorm: What elements of diversity and identity are “visible” in our school community? What elements of diversity and identity are “invisible” in our school community? Note: School community means all the individuals, students, teachers, staff, parents that make up the learning community. Record your ideas on the chart paper”.</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Pair the small groups to make a group of 6 and ask them to share their iceberg charts. 2. With the whole group, review with <u>Diversity and Identity Elements</u>
	<p><i>b) Cultural Proficiency</i></p> <p>Purpose: To fostering equality and respect for all students in an inclusive learning environment.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute <i>Understanding ESL Learners: Moving Toward Cultural Responsiveness— A Guide for Teachers</i> and Cultural Proficiency Framework. Ask participants to read both documents. 2. Distribute <i>Understanding Cultural Proficiency Discussion Guide</i>. In small group of 3, have a discussion using questions on the Cultural Proficiency Discussion Guide. <p>Debrief:</p> <ol style="list-style-type: none"> 1. As a whole group, review the responses for Cultural Proficiency Discussion Guide question 3. 2. As a whole group discuss: <ul style="list-style-type: none"> - How can culture influence a student’s sense of belonging? - How can culture influence student learning? - What can teachers do to bridge our culture gap (from the dominant culture to the student’s culture)?

	<h2>C. Building Welcoming, Caring, Respectful and Safe Learning Environments</h2>
	<h3>C.1 Legal Frameworks</h3>
<p><u>Local Board</u> Policy Welcoming, Caring, Safe and Respectful; and Student Code of Conduct</p> <p><u>School</u> Student Code of Conduct</p> <p>C.1.1 Safe Schools Discussion Guide</p> <p style="text-align: center;">Welcoming, Caring, Respectful and Safe Learning Environments</p> <p>Alberta's Education Act, Sec 33(1)(d) requires that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respect diversity and fosters a sense of belonging.</p>  <p>Education Act, Sec 33 (2) states: Each board shall establish, implement and maintain a policy respecting the board's obligation to provide a welcoming, safe, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.</p> 	<h4>C.1.1. Welcoming, Caring, Respectful and Safe Learning Environment</h4> <p>Purpose: To increase awareness of the legislative and regulatory requirements for providing a welcoming, caring, safe and respectful learning environment.</p> <p>Preparation: Print copies of the <u>local board</u> policy for providing Welcoming, Caring, Safe and Respectful Learning Environments; Student Code of Conduct and <u>school</u> Student Code of Conduct and C.1.1 Safe Schools Discussion Guide for each participant.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form small groups of 4 – 6. 2. <u>Welcoming, Caring, Respectful and Safe Learning Environments</u>. The <i>Education Act</i> section 33(1)(d) requires that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. <u>Education Act Section 33(2)</u> states each board shall establish, implement and maintain a policy respecting the board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour. 3. Distribute the local school board policy related to establishing a welcoming, caring, safe and respectful learning environment; student code of conduct; and school's student code of conduct. Participants review the policies and ask questions for clarification as required. 4. Distribute the Safe Schools Discussion Guide. In small groups, review the qualities of a safe school and discuss the four reflection questions. <p>Debrief:</p> <ol style="list-style-type: none"> 1. With the whole group, each small group shares highlights of their discussion about safe schools.

C.2 Bullying Prevention	
<p>C.2.1 <i>What Adults Can Do to Prevent and Stop Bullying</i></p> <p>C.2.1 <i>Respecting Cultural Diversity</i> fact sheet</p> <p>C.2.1 <i>Respecting Aboriginal Peoples</i></p> <p>Chart paper and felt pens</p> <p style="text-align: center;">Bullying is:</p> <p>A repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm to harm a person's reputation. It often involves an imbalance of social or physical power.</p> 	<p>C.2.1 Bullying Prevention</p> <p>Purpose: To ensure that every student is welcomed, cared for, safe, respected and free from bullying.</p> <p>Preparation: Review the material on Alberta Education website and make notes for leading this session. https://www.alberta.ca/bullying-prevention-for-educators.aspx Print 1 copy of <i>C.2.1 What Adults Can Do to Prevent and Stop Bullying</i>; <i>Respecting Cultural Diversity</i> fact sheet; and <i>Respecting Aboriginal Peoples</i> for each participant.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Organize participants into small groups (less than 7 members per group). Distribute one piece of chart paper and felt pens to each group. 2. Review the Alberta Education definition <u>bullying</u>. 3. Draw the <u>Bullying graphic organizer</u> on the chart paper and have a group discussion on each item, starting with what bullying looks like, moving clockwise around the circle and ending with what teachers can do. Write notes from your discussion on the chart paper. 4. Ask groups to volunteer to share what they have written in different sections. 5. Distribute the handout <i>What Adults Can Do to Prevent and Stop Bullying</i>. Allow 10 minutes for individual reading and small group conversation. 6. “Educators know that bullying is a common experience for Aboriginal peoples and people of colour. Unfortunately, the school can be a place where this bullying happens.” Distribute <i>Respecting Cultural Diversity</i> fact sheet; and <i>Respecting Aboriginal Peoples</i>. Allow 5 minutes for silent individual reading. 7. Within your group please discuss the following questions: <ol style="list-style-type: none"> a) How do you feel about this information? b) What should we do next in our school to address bullying? <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask groups to share “what we should do next in our school to address bullying?” 2. Refer teachers to the Alberta Education webpage “Bullying Prevention for Educators” https://www.alberta.ca/bullying-prevention-for-educators.aspx for more information.



C.3 Emotional and Mental Health	
<p>C.3.1 <i>Mental Health in Schools</i>. Alberta Teachers' Association. https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume%2090/Number%201/Articles/Pages/MentalHealthinSchools.aspx</p> <p>C.3.1 <i>Creating a Compassionate Classroom</i>. https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/COOR-79e%202015%2012.pdf</p> <p>Or order free print copies from the ATA.</p>  <p>The Inter-Relationship of Mental Health States: Language Matters, video https://www.youtube.com/watch?v=LsowyMnqCRs</p>  	<p>C.3.1 Mental Health and Creating a Compassionate Classroom</p> <p>Purpose: To become aware of and facilitate responses to the emotional and mental health needs of students.</p> <p>Preparation: Print 1 copy of C.3.1 <i>Mental Health in Schools</i> for each participant. Print <i>Creating a Compassionate Classroom</i> publication for each participant OR ensure individual access to the online publication. Ask the school counsellor or principal to provide a short presentation to participants on the process to access <i>student</i> mental health supports within the school / district.</p> <p><i>a) Mental Health States</i> Instructions: 1. “This video provides a framework for teachers to understand different mental health states that are part of the normal human experience compared to mental illness. The language we use, and the intervention, needs to be appropriate to the mental health state.” 2. View the Inter-Relationship of Mental Health States: Language Matters, TeamMentalHealth.org video (9:09) 3. Distribute article <i>Mental Health in Schools</i>, Alberta Teachers’ Association (2009) and allow time for participants to read the article.</p> <p>Debrief: 1. Lead a whole group discussion about <u>three-pronged approach</u> to addressing mental health at school. What is the school currently doing? What could the school do? a) Reduce stigma b) Identify and intervene c) School curriculum for mental health</p> <p><i>b) Creating Compassionate Classrooms</i> Instructions: 1. Form small groups of 5. 2. Distribute print copies of <i>Creating a Compassionate Classroom</i> or provide individual access online. 3. <u><i>Creating a Compassionate Classroom</i> Jigsaw</u>. This is a jigsaw activity where each person reads their assigned pages (10 minutes reading time) and then teaches the content to their</p>



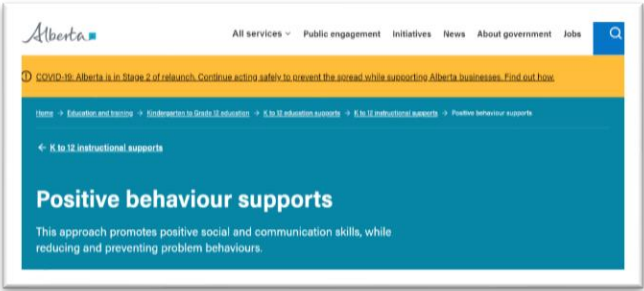
<p>Creating a Compassionate Classroom, Jigsaw</p> <ul style="list-style-type: none"> ① Pages 2 – 7 ② Pages 8 – 13 ③ Pages 14 – 20 ④ Pages 21 – 28 ⑤ Pages 29 – 37  <p>The Last Word</p> <p>In closing, I'd like to say this about mental health...</p> 	<p>other small group members in a 3-minute presentation (15 minutes presentation time).</p> <ul style="list-style-type: none"> - Person 1: pages 2-7 - Person 2: pages 8-13 - Person 3: pages 14-20 - Person 4: pages 21-28 - Person 5: pages 29-37 <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask school counsellor or principal to talk about the process to access <i>student</i> mental health supports and the resources available. 2. The Last Word closing activity: in small groups (or whole group talking circle depending on the time available), ask participants to share their thoughts or feelings by completing the sentence stem, “In closing I’d like to say this about mental health...”
<p>C.3.2 Trauma-Informed Practice Conversation Guide</p> <p>C.3.2 Trauma-Informed Practice and My Classroom</p> <p>C.3.2 Excerpts from <i>Working Together to Support Mental Health in Alberta Schools</i></p> <p>C.3.2 Strategies and Supports for Mental Health</p> <p>Trauma-Informed Practice, Alberta Education video https://www.alberta.ca/trauma-informed-practice.aspx</p> <p>Trauma-Sensitive Schools, video https://www.youtube.com/watch?v=47YuGeZW7s</p>	<p>C.3.2 Trauma-Informed Practice and Emotional and Mental Health Responses</p> <p>Purpose: To become aware of and facilitate responses to the emotional and mental health needs of students.</p> <p>Preparation: Print 1 copy of C.3.3 Trauma-informed Practice Conversation Guide; Trauma-informed Practice and My Classroom; Excerpts from <i>Working Together to Support Mental Health in Alberta Schools</i>; and Strategies and Supports for Mental Health for each participant. Ensure internet access to videos.</p> <p>Reference: <i>Working Together to Support Mental Health in Alberta Schools</i>. Alberta Government. 2017. https://education.alberta.ca/media/3576206/working_together_to_support_mental_health.pdf</p>  <p>a) <i>Trauma-informed Practice</i></p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Organize participants into grade alike (or division alike) small groups of not more than 7 participants.

<p style="text-align: center;">Trauma-Informed Practice</p> <ul style="list-style-type: none"> • What? • So What? • Now What?  <p style="text-align: center;">Working Together to Support Mental Health in Alberta Schools</p> <ul style="list-style-type: none"> ① Page 9 ② Page 10 ③ Page 11 + Reducing Stigma ④ Page 12 – 13 Positive Respectful Language 	<p>2. Distribute Trauma-Informed Practice Conversation Guide and show <i>Trauma-Informed Practice</i>, Alberta Education video (5:46). Note: the Conversation Guide is for participant reference.</p> <p>3. If there is time, show the second video of an elementary daily classroom meeting Trauma-Sensitive Schools video (5:13)</p> <p>4. Distribute <u>Trauma-Informed Practice</u> and My Classroom handout for small group discussion. Within the small groups discuss each of the following questions in order allowing at least 5 minutes per question:</p> <p>What? Did you learn about trauma and trauma-informed practice from the video(s)?</p> <p>So What? What are the implications of what you learned on teacher practice? How do you feel about what you learned?</p> <p>Now What? What can you do as a classroom teacher with the information you have learned?</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask participants to share a trauma-informed practice they use or plan to implement in their classroom. 2. Closing Comments: “Sometimes trauma is something we can predict, such as students’ reactions following the Fort McMurray fire or floods. But more often a student’s trauma is not known or visible to teachers. The most important thing is for teachers to be alert to the subtle signs and open to students who reach out to us so that we can access the appropriate supports for students.” <p><i>b) Mental and Emotional Health Response to Intervention</i></p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form small groups of 4. 2. Distribute Excerpts from <i>Working Together to Support Mental Health in Alberta Schools</i>. Explain that this document is a reprint of eight pages from the publication. Encourage teachers to download their own copy or to view the entire publication online. 3. Number off within each group. <i>Working Together to Support Mental Health</i> shows the jigsaw assignments: Person 1 – Page 9 Person 2 – Page 10 Person 3 – Page 11 and end of Reducing Stigma on page 12 Person 4 – Using Positive Respectful Language Page 12 -13
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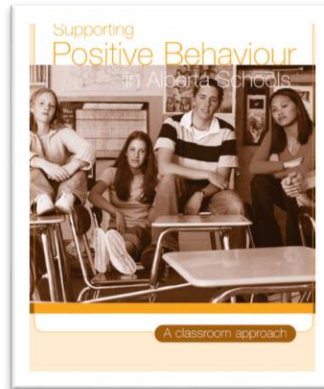
	<p>Each person reads their section and prepares notes to teach the content to their group members.</p> <p>3. Each group member teaches their content to their group.</p> <p>4. Handout Strategies and Supports for Mental Health.</p> <p>Ask the groups to have a discussion to “identify the universal, targeted and specialized supports for student mental health currently provided and that could be provided at classroom and school levels. Write these strategies on the handout.” (Reference page 25, <i>Working Together to Support Mental Health</i>)</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask group to share strategies and supports for mental health that they identified for the universal, targeted and individualized levels. 2. Close with: “What additional strategies and supports should be added at our classroom and school levels to provide a comprehensive program of supports?”
C.4 Social Emotional Learning	
<p><i>C.4.1 Social Emotional Learning</i>, Alberta Education video conversation guide</p> <p><i>C.4.1 Social Emotional Learning and Bullying</i>, PolicyWise conversation guide</p> <p><i>What is Social and Emotional Learning</i>, Alberta Education video (4:05) https://www.alberta.ca/social-emotional-learning.aspx</p> <p><i>Session 1—Social Emotional Learning and Bullying: Understanding Impacts on Safe, Caring, Welcoming and Respectful Learning Environment</i>. PolicyWise Video (16:55) https://policywise.com/initiatives/ses/social-emotional-learning/</p> <p><i>Social-Emotional Learning: Goal Setting and Relationships</i></p>	<p>C.4.1 What is Social and Emotional Learning</p> <p>Purpose: To be aware of and facilitating responses to the emotional and mental health needs of students.</p> <p>Preparation: Print 1 copy of <i>C.4.1 Social and Emotional Learning</i>, Alberta Education conversation guide and <i>Conversation Guide: Session 1—Social Emotional Learning and Bullying</i>, PolicyWise for each participant. Ensure internet access to video.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form grade level (or division level) groups of 4-6. 2. “Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (The Collaborative for Academic, Social and Emotional Learning (CASEL) https://casel.org/what-is-sel/) 3. Distribute <i>Social and Emotional Learning</i>, Alberta Education, conversation guide. Show <i>What is Social and Emotional Learning</i>, Alberta Education video (4:05). “This Alberta Education video provides an overview of the importance of social and emotional learning in establishing a safe, caring, welcoming and respectful learning environment”. 3. Distribute <i>Social Emotional Learning and Bullying</i> conversation guide, Policy Wise. Show <i>Session 1—Social Emotional Learning and Bullying</i>, PolicyWise video (16:55)

<p>are Part of the District's Academic Core, video (6:34) https://www.youtube.com/watch?v=Cq5mex-I7JY</p>	<p>4. In small groups discuss the four questions on the <i>Social Emotional Learning</i>, Alberta Education video conversation guide. (10 minutes)</p> <p>5. Show <i>Social-Emotional Learning Goal Setting and Relationships are Part of the District's Academic Core</i>, video (6:34). "This video features a junior high classroom teacher and his approach to social and emotional learning in the classroom. Pay attention to the strategies this teacher uses to infuse social and emotional learning into his mathematics class."</p> <p>Debrief:</p> <p>1. Facilitate a whole group discussion using the following questions:</p> <ul style="list-style-type: none"> • Reflecting on the <i>Teaching Quality Standard</i>, what is the teacher's responsibility for supporting social and emotional learning? • What are the classroom benefits of promoting social and emotional learning? • What specific strategies can individual teachers use to support social and emotional learning in their classrooms? (Facilitator should ensure that all grade levels are involved in this discussion)
<p>C.5 Sexual Orientation and Gender Identity</p>	
<p>C.5.1 <i>Guidelines for Best Practices. Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions</i>. Alberta Education. 2016. https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf</p> <p>C.5.1 <i>Sexual Orientation and Gender Identity Frequently Asked Questions</i>, ATA</p> <p>LGBTQ2S+ Education video, Alberta Health Services https://www.albertahealthservices.ca/info/Page15590.aspx</p>	<p>C.5.1 Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions</p> <p>Purpose: To foster equality and respect with regard to sexual orientation and gender identity as provided in Human Rights legislation.</p> <p>Preparation: Print 1 copy of the <i>Guidelines for Best Practices</i> publication OR ensure online access for each participant. Print 1 copy of <i>E.5.1 Sexual Orientation and Gender Identity Frequently Asked Questions</i> for each participant. Ensure internet access to the video. Facilitator should plan for Jigsaw activity in step 3.</p> <p>Reference: <i>Sexual Orientation Information Sheet</i>, Alberta Human Right Commission https://www.albertahumanrights.ab.ca/Documents/SexualOrientation.pdf</p>

	<p>1. When the participants have finished reading, lead a whole group discussion based on the readings: - What should we consider to start doing? - What are we doing that we should continue doing or change? - What should we stop doing? Facilitator should record responses on a white board or chart paper as a record of the discussion.</p>
<p>C.6 Supporting Immigrant and Refugee Students</p>	
<p>Chart paper and felt markers</p> <p><i>Creating Welcoming and Caring Environments for Refugee Students and Their Families</i>, PolicyWise video https://www.youtube.com/watch?v=JBMLDLumGU0&feature=youtu.be</p>  	<p>C.6.1 Creating Welcoming and Caring Environments for Refugee Students and Their Families</p> <p>Purpose: To promote an inclusive learning environment where every student is welcomed, cared for, respected and safe and diversity is embraced.</p> <p>Preparation: Facilitator should preview resources available on PolicyWise website. Ensure access to internet video.</p> <p>Reference: <i>Supporting Refugee Students</i>, PolicyWise. https://policywise.com/initiatives/ses/supporting-refugee-students/</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Organize small groups of 4–6. 2. “Alberta has recently supported the settlement of refugees from many different cultures. Many refugee and new immigrant families include school-age children. The video that we are about to watch offers many inclusive best practices to welcome and include these students in our schools. You may want to take some notes because after watching the video you will be working in your group to create a mindmap of the key points in the video.” 3. Show <i>Creating Welcoming and Caring Environments for Refugee Students and Their Families</i>, PolicyWise video. (17:50) 4. Distribute 1 sheet of chart paper and a felt pen for each person. “Each small group will create a <u>group mind map</u> that captures the key points in the video. There should be no talking while the group members create their mind map. One person at a time adds to the mind map. Use only a few words in the mind map, add pictures and symbols to illustrate points, and arrows to make connections and communicate your understandings”. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Gallery Walk: When the mind maps are complete, hang the chart papers on the wall. One person from each group should

	<p>stand beside the group mind map to provide clarification and answer questions. Small groups move through the gallery walk, looking at the mind map and asking questions for clarification.</p> <p>2. As a whole group discuss “What could we do in our classrooms and school to enhance support for refugee and new immigrant students?”</p>
	<h2>D. Providing Positive, Engaging Learning Environments</h2>
	<h3>D.1 Positive Behaviour and Social Participation</h3>
<p>D.1.1 <i>Positive Behaviour Supports Conversation Guide</i></p> <p>D.1.1 <i>Positive Behaviour Classroom Supports</i></p> <p>D.1.1 <i>My Challenging Student</i></p> <p><i>Using a Positive Behaviour Approach to Support Learning</i>, video (4:58)</p> <p>https://www.alberta.ca/positive-behaviour-supports.aspx</p> <p><i>Supporting Positive Behaviour in Alberta Schools: an individualized approach.</i> Alberta Education https://education.alberta.ca/media/464616/supporting_positive_behaviour_individual.pdf</p>  <p>https://education.alberta.ca/media/464616/supporting_positive_behaviour_individual.pdf</p> 	<h4>D.1.1 Positive Behaviour Supports</h4> <p>Purpose: To increase awareness of universal, targeted and individualized positive behaviour strategies and supports.</p> <p>Preparation: Print 1 copy of <i>D.1.1 Positive Behaviour Supports Conversation Guide</i>; <i>Positive Classroom Supports</i>; and <i>My Challenging Student</i> for each participant. Ensure internet access to show the video. Ensure internet access for each participant to access publication.</p> <p>Reference: <i>Positive Behaviour Supports</i>, Alberta Education https://www.alberta.ca/positive-behaviour-supports.aspx</p>  <p>a) <i>Positive Behaviour Supports</i> Instructions:</p> <ol style="list-style-type: none"> 1. Distribute <i>Positive Behaviour Supports Conversation Guide</i>. Show the <i>Using Positive Behaviour Approach to Support Student Learning</i>, Alberta Education video (4:58). Note: while this video talks about “schools and staff” in the context of a whole school approach all the information provided applies equally to individual classrooms and teachers. 2. Distribute <i>Positive Behaviour Classroom Supports</i>. Using the RTI pyramid as a graphic organizer, each participant will list Universal, Targeted and Individualized strategies and supports for use at the classroom level. <p>Debrief</p>

1. Pair with someone who teaches the same subject or grade level and compare your positive behaviour strategies and supports.
2. For more information refer teachers to *Positive Behaviour Supports: A classroom approach*. Alberta Education at https://education.alberta.ca/media/464617/supporting_positive_behaviour_classroom.pdf

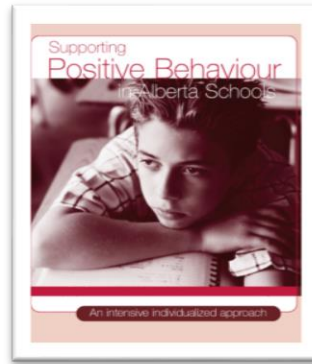


b) Supporting Positive Behaviour in Alberta Schools: An individualized approach.

Purpose: To employ classroom management strategies and an individualized approach that promotes a positive and engaging learning environment.

Instruction:

1. Distribute the *My Challenging Student* handout. "Reflect on a former student who presented challenging behaviours in the classroom. DO NOT identify the student by real name, instead refer to them using your first name. Write a few points about the student behaviour in the first section."
2. Open the resource online, *Supporting Positive Behaviour in Alberta Schools: an individualized approach*, https://education.alberta.ca/media/464616/supporting_positive_behaviour_individual.pdf



3. Read Characteristics of Students with Behavioural Disabilities on page 3. Are any of these behaviours consistent with your students? If so, add to your handout.
4. Review the 10 Key Elements to support students with behavioural disabilities on page 5. Select one or two elements that you think may have helped you work with your identified student.
5. Review the selected elements sections of the resource. Write down the strategies suggested in this publication:
 - what worked well for you,
 - what you would do differently, and
 - what you would like to try in responding to the student, as a result of this information.

Debrief:

1. Pair with one other person and share your Challenging Student information.

D.2 Classroom Management

D.2.1 *Classroom Management Tips*, ATA

D.2.1 Classroom Management Strategies Treasure Hunt

Chart paper and felt pens

D.2.1 Classroom Management Strategies

Purpose: To employ classroom management strategies that promote positive, engaging learning environments



Preparation: Print one copy of D.2.1 *Classroom Management Tips* and Classroom Management Strategies Treasure Hunt for each participant. Ensure internet access for each participant to review online resources.

a) *Classroom Management Tips*

Instructions:

1. Form small groups of 4–6.
2. Distribute 1 piece of chart paper and felt pens to each group. Draw the Classroom Management T Chart on your chart paper.

Classroom Management	
Ineffective	Effective

 Establishing Inclusive Learning Environments
 

3. “Every teacher has developed a set of classroom management strategies that they use to promote a positive, engaging learning environment. With experience we learn and add to these strategies. Pretend that you have been asked to speak to a university education class about classroom management. Start with what you would tell them is ineffective. Write these points on the chart paper. Then move to what is effective. You have 10 minutes to complete this activity.”

Debrief:

1. Whole group sharing with one group volunteering to share the “Ineffective” items on their chart paper. If your group made the same point put a checkmark next to it on your chart paper.
2. Continue to have groups report only the items under Ineffective that have not already been said until all the points have been presented.
3. Do the same with the “Effective” list.
4. Ask the whole group:
 - What observations or conclusions can you make about what was reported (teachers need to be organized and prepared for teaching, treat students with respect, when students misbehave, approach it as a chance to teach them proper behaviour, etc)?
5. Distribute *Classroom Management Tips*, ATA for more information.

b) Classroom Management Strategies

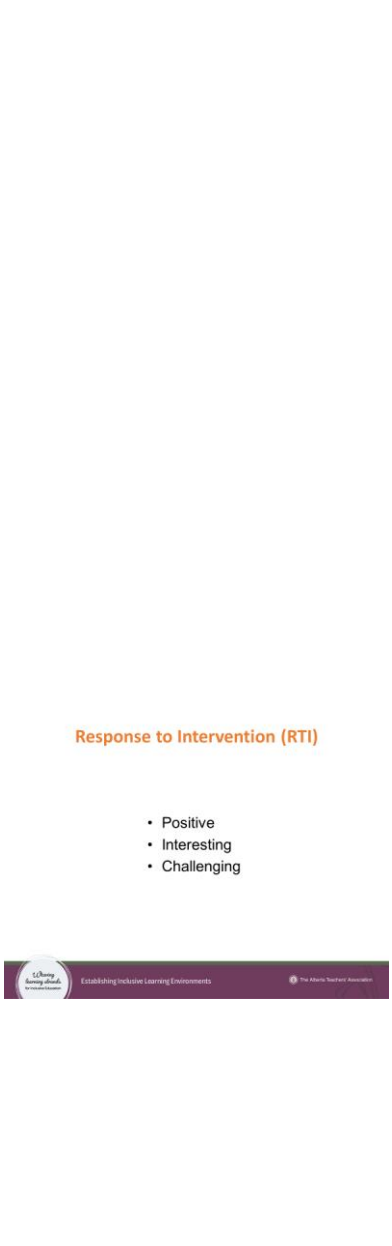
Instructions:

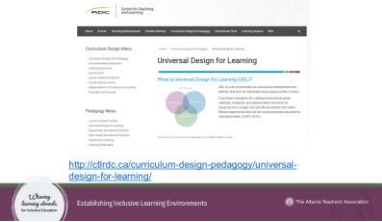

1. This activity is an independent study followed by group sharing.
2. Form groups of 3 or 6 depending on the number of participants.
3. Hand out the Treasure Hunt handout. “Number off 1 through 3 in your small group. Review the corresponding online resources. Complete your treasure hunt and be prepared to share the information with your group members”. The three resources are:

Classroom Management Strategies. Edutopia.
<https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley>

Effective Classroom Management. Indiana University Bloomington Center for Innovative Teaching and Learning


	<p>https://citl.indiana.edu/teaching-resources/teaching-strategies/classroom-management/</p> <p><i>Supporting Positive Behaviour in Alberta Schools: A classroom approach.</i> Alberta Education https://education.alberta.ca/media/464617/supporting_positive_behaviour_classroom.pdf</p> <p>Debrief: 1. Participants share the results of their treasure hunt with their small group members.</p>
D.3 Universal and Targeted Strategies	
<p>D.3.1 <i>Response to Intervention</i> Video Conversation Guide</p> <p>D.3.1 <i>RTI Classroom Approach</i></p> <p><i>Making Sense of Response to Intervention (RTI)</i>, Alberta Education video https://www.alberta.ca/response-to-intervention.aspx</p>	<p>D.3.1 Response to Intervention (RTI)</p> <p>Purpose: To become familiar with the Response to Intervention framework to apply universal, targeted and individualized strategies and supports to address diverse learning needs.</p> <p>Preparation: Print 1 copy of D.3.1 <i>Response to Intervention</i> video conversation guide and <i>RTI Classroom Approach</i> for each participant. Ensure internet access to show video.</p> <p>Reference: <i>Response to Intervention</i>. Alberta Education. https://www.alberta.ca/response-to-intervention.aspx</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Distribute the <i>Response to Intervention</i> video conversation guide and <i>RTI Classroom Approach</i> to each participant. 2. Show the <i>Making Sense of Response to Intervention</i>, Alberta Education video (4:26). 3. “Response to Intervention (RTI) is an evidence-based, problem solving approach to making decisions and organizing for positive behaviour and student learning. At the classroom level, teachers can use RTI to address diverse learning strengths and needs. We are now going to discuss how the RTI approach works at the classroom level.” 4. Work with your elbow partner to review the RTI framework. Please refer to your handout <i>RTI Classroom Approach</i>. In the area to the left of the triangle, write down all the sources of evidence/data that teachers can use to determine which students are learning and which students might require additional instruction and/or supports. 5. In the area to the right of the triangle, next to the Universal (Tier 1) level, write down the instructional strategies and supports that teachers provide to all students.


	<p>6. Next to the Targeted (Tier 2) level, write down the strategies and supports teachers provide for students who are not yet successful.</p> <p>7. Next to the Individualized (Tier 3) level, write down the strategies and supports teachers provide to students who require a modified or adapted program.</p> <p>Debrief</p> <p>1. With the whole group, share the responses to steps 4–7 by asking participants to provide three strategies for Universal. Ask the other participants to check off the ideas that are reported that match the ideas on their handout.</p> <ul style="list-style-type: none"> - Data: learning profile, prior achievement, student interview, parent interview, CUM file, per-test, formative assessment, observation checklist, anecdotal records, assignment, test results, report card, specialized assessment, learning team meetings, etc. - Universal: differentiated instruction, Universal Design for Learning, cooperative learning, performance assessment, access to technology, etc. - Targeted: assistive technologies, small group direct instruction, tiered assignments, levelled resources, contract assignments, etc. - Individualized: IPP, learning team, modified instructional, individualized assistive technologies ie Braille, ELL program / resources, independent study, adapted program, specialized therapies, etc <p>2. Ask volunteers for three new ideas; do not repeat something that was already said.</p> <p>3. Repeat the process for Targeted and Individualized.</p> <p>4. Lead a whole group discussion about the Response to Intervention RTI Framework using the following questions.</p> <ul style="list-style-type: none"> - What is positive about the RTI Approach to address learning needs? - What is interesting? - What is challenging?
<p>D.3.2 <i>Designing a Great UDL Lesson</i></p> <p><i>Making Sense of Universal Design for Learning</i>, Alberta Education video (3:48) https://www.youtube.com/watch?v=R3j2KuvgzFU&list=PLvrD8tiHIX1Kyc2RNs7klPyC2qIjv-CAY&index=15</p>	<p>D.3.2 Universal Design for Learning (UDL)</p> <p>Purpose: To use appropriate universal strategies and supports to address students’ strengths, learning challenges and areas of growth.</p> <p>Preparation: Print 1 copy of D.3.2 <i>Designing a Great UDL Lesson</i> for each participant. Ensure internet access for each participant to view videos and access UDL, Red Deer College.</p> <p>Instructions.</p> <p>1. Note this is an independent study activity.</p>

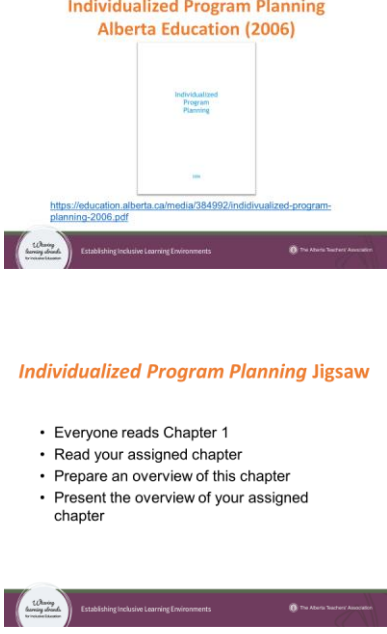
<p><i>Universal Design for Learning.</i> Centre for Teaching and Learning, Red Deer College http://ctrlrdc.ca/curriculum-design-pedagogy/universal-design-for-learning/</p> <p>“Universal Design for Learning.” Centre for Teaching and Learning, Red Deer College</p>  <p>http://ctrlrdc.ca/curriculum-design-pedagogy/universal-design-for-learning/</p>	<p>2. “As an introduction to UDL, a planning framework for inclusive education, please watch online video: <i>Making Sense of Universal Design for Learning</i>, Alberta Education video (3:48)”.</p> <p>3. “Go to <i>Universal Design for Learning</i>. Centre for Teaching and Learning, Red Deer College. Watch “UDL as a Glance” video (4:36) to learn the three principles of UDL planning framework”.</p> <p>4. “Explore the <i>Getting Started with UDL</i> planning tool to adapt one of your favourite classroom lessons using the UDL principles: provide multiple means of representation; provide multiple means of expression; and provide multiple means of engagement. Record your UDL lesson planning on the <i>Designing a Great UDL Lesson</i> handout. You have 30 minutes to complete this activity”.</p> <p>Debrief:</p> <p>1. Pair with a colleague and share how each of you have adapted your lesson using the principles of UDL.</p>
<p><i>Using Differentiated Instruction to Support All Learners</i> Video (4:04). Alberta Education. https://www.youtube.com/results?search_query=differentiated+instruction+alberta</p> <p>DifferentiationCentral.com. Institutes on Academic Diversity. University of Virginia. http://differentiationcentral.com/what-is-differentiated-instruction/</p> 	<p>D.3.3 Differentiated Instruction</p> <p>Purpose: To use appropriate universal strategies and supports to address students’ strengths, learning challenges and areas of growth.</p> <p>Preparation: Ensure internet access for each participant to view video and access the DifferentiationCentral website.</p> <p>Instruction:</p> <p>Note: this is an independent study activity in recognition that teachers are at different places in their journey to implementing differentiated instruction.</p> <p>1. “As an introduction to differentiated instruction in an inclusive Alberta classroom watch <i>Using Differentiated Instruction to Support All Learners</i>, Alberta Education video (4:04)’. https://www.youtube.com/results?search_query=differentiated+instruction+alberta</p> <p>2. “In this session you will have unstructured time for independent study of the website and videos on the website. DifferentiationCentral.com. Institutes on Academic Diversity. University of Virginia’s Curry School of Education and Human Development. http://differentiationcentral.com/what-is-differentiated-instruction/</p> <p>Debrief:</p> <p>Refer participants to the publication <i>Making a Difference</i>, Alberta Education, 2010. This publication is available online at:</p>

 <p><i>Making a Difference</i> Alberta Education (2010)</p> <p>https://education.alberta.ca/media/384968/makingadifference_2010.pdf</p>	<p>https://education.alberta.ca/media/384968/makingadifference_2010.pdf</p> 
<p><i>Instructional Strategies and Supports</i>. Inclusive Ed Library. Alberta Education. http://www.learnalberta.ca/content/ieptLibrary/lib08.html</p>  <p>Inclusive Education Library</p> <p>http://www.learnalberta.ca/content/ieptlibrary/</p>	<p>D.3.4 Instructional Strategies and Supports</p> <p>Purpose: To use appropriate universal strategies and supports to address students’ strengths, learning challenges and areas of growth.</p> <p>Preparation: Ensure internet access for each participant to access Alberta Education website.</p> <p>Instructions: Note: All the strategies could be jigsawed with an entire school staff OR teachers could work individually OR work in pairs, to research instructional strategies and identify the strategies most appropriate to their teaching context.</p> <ol style="list-style-type: none"> 1. Open the <i>Instructional Strategies and Supports</i>, Alberta Education website. 2. “The intentional use of instructional strategies benefits students and provides teachers with options for programming. The 35 strategies listed on this website are based on a tiered model of support, consisting of universal, targeted and individualized supports, and are intended to make learning outcomes accessible to all learners. NOTE: Although the strategies are for mathematics and language arts, all the strategies can be applied to other subject areas.” 3. “Explore the 35 instructional strategies using the links and consider how these instructional strategies can be applied or adapted for use in your classroom”.
<p><i>D.3.5 Using Technologies to Support Diverse Learning Needs, Learning Guide</i></p>	<p>D.3.5. Learning/Assistive Technologies</p> <p>Purpose: To use appropriate technologies to address student’s strengths, learning challenges and areas of growth.</p>

<p>D.3.5 <i>Learning Technologies Self-Reflection Guide</i></p> <p><i>Using Technologies to Support Diverse Learning Needs</i> video (6:09), Alberta Education, 2017. http://www.learningtechnologiesab.com/</p>	<p>Preparation: Print 1 copy of D.3.5 <i>Using Technologies to Support Diverse Learning Needs, Learning Guide</i> and <i>Learning Technologies Self-Reflection Guide</i> for each participant.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute <i>Using Technologies to Support Diverse Learning Needs, Learning Guide</i> and <i>Learning Technologies Self-Reflection Guide</i>. 2. “Inclusive Education focusing on success for all learners, and leveraging learning technology to support the creation and sharing of knowledge. In today’s classrooms, a wide range of technologies may also create new options for differentiated instruction and for the inclusion of students with disabilities.” (<i>Learning Technologies: Information for Teachers</i>. http://www.learningtechnologiesab.com/) 3. “Assistive Technology for Learning (ATL) is a subset of a broad range of technologies that enhance students’ learning. ATL is defined as the devices, media and services used by students to actively engage in learning and to achieve their individual learning goals. Like other technologies, ATL ranges from simple tools to complex systems. It could be as simple as providing a pencil grip for writing or as complex as a computer with software for reading and learning. In practice, all technology can be described as assistive technology—it assists everyone in doing something better, easier or faster.” (Alberta Education, https://www.alberta.ca/instructional-supports.aspx#toc-6) 4. Show <i>Using Technologies to Support Diverse Learning Needs</i>, Alberta Education video (6:09). http://www.learningtechnologiesab.com/ 5. After watching the video, ask participants to individually respond to the four questions on the <i>Learning Technologies Self-Reflection Guide</i>. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask teachers to share examples of how they currently use learning/assistive technologies in their classroom. 2. Reflecting on the information that we have learned, are there any “Next Steps” that should be taken as a school staff?
<p>D.3.6 <i>Learning Technologies Graphic Organizer</i></p> <p>D.3.6 <i>Learning Technologies: Focused Conversation</i></p> <p><i>Learning Technologies: Information for Teachers</i>.</p>	<p>D.3.6 Exploring Learning Technologies</p> <p>Purpose: To explore different technologies to address student’s strengths, learning challenges and areas of growth.</p> <p>Preparation: Print 1 copy of D.3.6 <i>Learning Technologies Graphic Organizer</i> and <i>Learning Technologies: Focused</i></p>

<p>Alberta Education. http://www.learningtechnologiesab.com/</p> 	<p><i>Conversation</i> for each participant. Ensure internet access to the website for each participant.</p> <p>Instructions.</p> <ol style="list-style-type: none"> 1. Form small groups of 4. 2. Ask participants to access the <i>Learning Technologies: Information for Teachers</i> webpage http://www.learningtechnologiesab.com/ <p>If this video was not previously viewed in activity D.3.5, start by watching <i>Using Technologies to Support Diverse Learning Needs</i>, Alberta Education video (6:09).</p> <ol style="list-style-type: none"> 3. “Learning technologies can reduce the barriers to learning for students with diverse learning needs. The <i>Learning Technologies</i> webpage highlights various technologies that can support student success, provides a research summary for each technology and a video demonstrating how each technology is used in the classroom.” 4. Distribute <i>Learning Technologies Graphic Organizer</i>. Within your small group, Jigsaw the four technologies: text-to-speech; word prediction; speech recognition; visual thinking tools. Use the <i>Learning Technologies Graphic Organizer</i> to prepare and deliver your presentations. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Distribute <i>Learning Technologies: Focused Conversation</i>. 2. This debrief is a focused conversation. Within your small group have a focused conversation about what you have learned about learning technologies. Work through the questions <u>in order</u>, allowing 8-10 minutes for each. Do not skip ahead to the next question until everyone has had an opportunity to contribute and has nothing else to say.
<h2>E. Responding to Specific Learning Needs</h2>	
<h3>E.1 Alberta Education Regulations</h3>	
<p>E.1.1 Standards for Special Education</p> <p>Note: Alberta Education is currently in the process of revising the Standards for Special Education. A professional learning activity will be provided here when the new standards have been released.</p>	

	<h2>E.2 Understanding Individual Learning Needs</h2>
<p><i>Understanding Medical and Disability Information.</i> Alberta Education. http://www.learnalberta.ca/content/inmdict/html/index.html</p> 	<h3>E.2.1 Understanding Medical and Disability Information</h3> <p>Purpose: To recognize and respond to specific learning needs of students and, when needed, collaborate with service providers and other specialists to design and provide targeted and specialized supports to enhance achievement of the learning outcomes.</p> <p>Preparation: Ensure individual internet access to the Alberta Education webpage.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “Some of you currently teach students with specific medical or learning disabilities while others may be teaching these students in future years. Whatever the student’s learning or specific needs, you are required to provide an appropriate instructional program and learning strategies to support their learning needs. Today you will have an opportunity to learn more about specific medical and learning disabilities to help you design an instructional program to support these students.” 2. Working individually or in pairs, please visit the <i>Understanding Medical and Disability Information</i> Alberta Education webpage at http://www.learnalberta.ca/content/inmdict/html/index.html <p>Select three conditions and review the information provided. Note: the individual publications can be downloaded for print.</p>
	<h2>E.3 Programming for Individual Needs</h2>
<p><i>Individualized Program Planning.</i> Alberta Education https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf</p>	<h3>E.3.1 Individualized Program Plans/Instructional Support Plans (IPP/ISP)</h3> <p>Purpose: To be aware of Alberta Education regulations and the process to develop individualized programs and supports for students with special learning needs.</p> <p>Preparation: Ensure individual access to the online resource. Facilitator should be familiar with the <i>Individualized Program Planning</i> resource and have a plan to jigsaw chapters 1-8 and 10-12 as appropriate. See step 2.</p> <p>Reference: <i>Individualized Program Planning.</i> Alberta Education. 2006</p>

	<p style="text-align: center;">Individualized Program Planning</p> <p style="text-align: center;">2006</p> <p>https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “The <i>Standards for Special Education</i> (amended June 2004) outlines the required components of an Individualized Program Plan (IPP). Alberta Education does not mandate a particular format or management system for the IPP process however, the components of an IPP are mandated by Alberta Education regulations. Many schools and jurisdictions have their own guidelines for completing these components. Some jurisdictions also use electronic management systems to develop and monitor IPPs. In this session we will review the <i>Individualized Program Planning</i> resource developed by Alberta Education. It is 500+ pages and provides a step-by-step approach to development of an IPP/ISP. This resources also includes information on assistive technologies, IPPs in early childhood education, planning for student who are gifted and promising practices for secondary schools.” The <i>Individualized Program Planning</i> resource can be access on the Alberta Education website. 2. Form 8–10 small groups. (depending on the number of chapters that will be reviewed) This activity is designed as a jigsaw because there is a lot of information to review in this resource. This <u>jigsaw</u> activity starts with everyone reading Chapter 1 to get the foundational knowledge of IPPs; next chapters 2-9 (eight chapters) will be each be assigned to 8 groups (group size depends on the number of participants). The facilitator may also include one or more of chapters 10-12 in the jigsaw assignment depending on the school context. 3. Allow 20 minutes for each person to read Chapter 1 and their assigned chapter. Make notes on the assigned chapter. What is the chapter about; what are the key points; what practical strategies are recommended. Use this information to present an overview of the chapter. 4. After 20–30 minutes each person presents an overview of the material in the chapters in the resource.
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Closing Comments:
 “The purpose of this activity was to provide you with the foundational knowledge for developing and implementing an IPP and to develop an awareness of resource material available to support you.
 Teachers are guided by the policies and procedures of the school jurisdiction and are supported by school and district learning coaches to develop IPPs.
 IPPs are developed in collaboration with parents and other professionals who support the student. This team approach will help to ensure that the student is provided an appropriate program and their learning needs are addressed.”

E.3.2 Teaching Students Who are Gifted and Talented Quiz

E.3.2 G & T Quiz Answers

**E.3.2 Common Threads—
 Students Who Are Gifted and High Potential**



<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Common%20Threads/PD-170-7-CT-Gifted%20Education%202020%2006%2012.pdf>


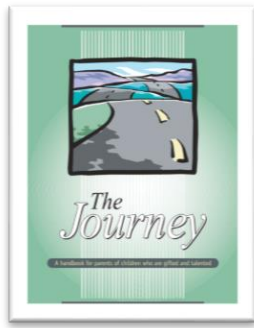
E.3.2 Teaching Students Who are Gifted and Talented

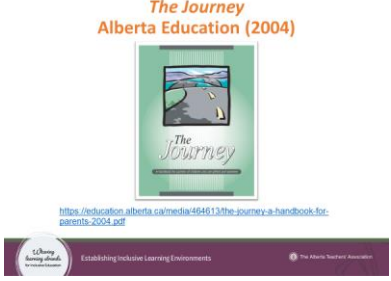
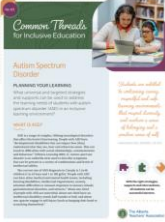

Purpose: To communicate and demonstrate a philosophy of education that every student can learn and be successful; and to recognize and respond to specific learning needs of individual students by designing and providing targeted and specialized supports to enable achievement of the learning outcomes.


Preparation: Print 1 copy of E.3.2 Teaching Students Who are Gifted and Talented Quiz for each participant. Print 1 copy of E.3.2 G & T Quiz Answers for the Facilitator.

Instructions:

1. “Alberta Education Gifted and Talented coding criteria defines giftedness as “exceptional potential and/or performance across a wide range of abilities in one or more areas. Each school authority establishes its own assessment process for identifying giftedness and ensuring appropriate educational programming”.
2. Distribute the Gifted and Talented True or False Quiz. Participants individually complete the True or False Quiz.
3. Lead a discussion about the items using the G&T True or False Quiz Answers.
4. “The Alberta Education student statistics for 2017/18 report 6,752 students K-12, or 0.9% of the Alberta student population were coded as Gifted and Talented. As well, teachers in every school can also identify students who have high potential in a wide range of abilities and who do not have a special education code.”
4. Distribute the *Common Threads—Students Who Are Gifted and High Potential*. Ask participants to find a partner and

<p style="text-align: center;">Gifted and Talented</p> <p>Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more areas:</p> <ul style="list-style-type: none"> • General intellect • Specific academia • Creative thinking • Social • Music • Art • Kinesthesia <p>Each school authority establishes its own assessment process for identifying giftedness and ensuring appropriate programming.</p> <p style="text-align: center;"><small>Special Education Coding Criteria, 2019/20</small></p> <hr/> <p style="text-align: center;"><small>Alberta Education</small> Establishing Inclusive Learning Environments</p> <p style="text-align: center;"><small>The Alberta Teachers' Association</small></p> <p style="text-align: center;">Alberta Education student statistics for 2017/18 report 6,752 students K-12, or 0.9% of the Alberta student population were coded as gifted and talented.</p> <p style="text-align: center;"><small>Source: https://www.alberta.ca/student-population-statistics.aspx</small></p> <hr/> <p style="text-align: center;"><small>Alberta Education</small> Establishing Inclusive Learning Environments</p> <p style="text-align: center;"><small>The Alberta Teachers' Association</small></p> <div style="text-align: center;"> <p>Appreciative Inquiry Conversation</p>  </div> <hr/> <p style="text-align: center;"><small>Alberta Education</small> Establishing Inclusive Learning Environments</p> <p style="text-align: center;"><small>The Alberta Teachers' Association</small></p>	<p>review the Common Thread using a Read and Say Something activity.</p> <ul style="list-style-type: none"> - Both people read a section. - After reading a section, each person will state an observation about the section. Do not debate. Each person just says something or makes a summary statement. - Both people read the next section and say something about that section. - Repeat until you have read the entire document. <p>Debrief</p> <ol style="list-style-type: none"> 1. Ask participants to form groups based on grade levels, subjects or department (whatever is the natural organization for your school). 2. Each group will use an Appreciative Inquiry Conversation to debrief the information on teaching students who are gifted and talented and those who have high potential. <ul style="list-style-type: none"> - Define the Positive: What are we currently doing in our subject area to support students who are gifted or who have high potential? - Dream: What could we do? - Designing the Future: What should we do to support our most able students to achieve their full potential? 3. Organize the whole group. Have each group report what we are currently doing and what should be done. 4. Refer participants for more information to <i>The Journey: A handbook for parents of children who are gifted and talented</i>. Alberta Education. 2004. <div style="text-align: center;">  </div> <p>https://education.alberta.ca/media/464613/the-journey-a-handbook-for-parents-2004.pdf</p> <p>This publication provides very useful information for teachers about identifying giftedness, understanding the needs of gifted learners and strategies to implement in the classroom and school.</p>
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 <p><i>The Journey</i> Alberta Education (2004)</p> <p>https://education.alberta.ca/media/664613/the-journey-a-handbook-for-parents-2004.pdf</p> <p>Liberty Learning Alberta Establishing Inclusive Learning Environments</p>	
<p>E.3.3 Common Threads—Autism Spectrum Disorder</p>  <p>https://www.teachers.ab.ca/ SiteCollectionDocuments/ATA/ Publications/Professional- Development/Common%20T hreads/PD-170- 4%20AutismSpectrum- Common%20Threads%2020 0-02.pdf</p> <p>E.3.3 Common Threads—Learning Disabilities</p>  <p>https://www.teachers.ab.ca/ SiteCollectionDocuments/ATA/ Publications/Professional- Development/Common%20T hreads/PD-170- 3%20Learning%20Disabilitie s-Common%20Threads- web.pdf</p> <p><i>Diverse Learning Needs.</i> Alberta Education webpage.</p>	<p>E.3.3 Diverse Learning Needs</p> <p>Purpose: To develop an awareness of the Alberta Education resources available to develop IPPs for students with diverse learning needs.</p> <p>Preparation: Print 1 copy of <i>E.3.3 Common Threads—Autism Spectrum Disorder</i> and <i>Learning Disabilities</i> for each participant. Ensure online access to Alberta Education webpage for each participant.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Alberta Education has developed a number of resources to support programming for students with diverse learning needs. These resources focus on specific learning needs and provide teachers with medical information about the condition, implication for classroom instruction and strategies/supports that can be incorporated into the student’s learning plan. 2. Choose one diverse learning need that is of interest to you and review the resources provided. Please note that some topics have both an Essential Components resource and a Programming Resource. Each participant should prepare notes for a Pair and Share. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Pair and Share Debrief: After 20 minutes, meet with someone who reviewed a different topic. Share with that person: <ul style="list-style-type: none"> - A description of the learning need - Three instructional strategies that were suggested - Something that surprised you or that you have would like to learn more about. 2. Distribute <i>Common Threads—Autism Spectrum Disorder</i> and <i>Learning Disabilities</i>. The Common Threads resources have been developed by the Alberta Teachers’ Association to support teachers to meet the Teaching Quality Standard

<p>https://www.alberta.ca/diverse-learning-needs.aspx</p> <p>Diverse Learning Needs</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder • Blind or Visually Impaired • Deaf or Hard of Hearing • Attention Deficit / Hyperactivity • Fetal Alcohol Spectrum Disorder • Learning Disabilities • Gifted • Positive Behaviour Supports <p>Pair and Share</p> <ul style="list-style-type: none"> • Definition of the learning need • Three instructional strategies • Something that surprised you or that you would like learn more about <p>Council for Inclusive Education</p>  <p>https://www.cieducation.ca/</p>	<p>requirements for Inclusive Learning Environments. These two publications are the first in the Common Threads series to be published. Teachers can access additional Common Threads as they are published by visiting the ATA website, www.teachers.ab.ca under My ATA > Professional Development > Inclusive Education. https://www.teachers.ab.ca/For%20Members/Professional%20Development/Inclusive-Education/Pages/Building-Professional-Capacity.aspx</p> <p>3. The Inclusive Education Council of the ATA has developed a webpage to support inclusive education. <i>Strategies to Support Inclusive Education</i>. Padlet. Council for Inclusive Education of the Alberta Teachers' Association https://padlet.com/khuck/3q3okn8vflb5</p>
<p>E.3.4 Diversity in Canada Quiz</p> <p>E.3.4 Diversity in Canada Quiz Answer Key</p> <p>E.3.4 <i>What Administrators Need to Know About ELL Programming</i></p> <p>E.3.4 ELL Gold Nuggets Treasure Hunt</p> <p>E.3.4 <i>Stages of Cultural Adjustment</i></p>	<p>E.3.4 English Language Learners (ELL)</p> <p>Purpose: To respond to specific learning needs of individuals or small groups of students and, when needed, collaborate with service providers and other specialists to design and provide specialized supports to enable achievement of learning outcomes.</p> <p>Preparation: Print one copy of E.3.4 Diversity in Canada Quiz; <i>What Administrators Need to Know About ELL Programming</i>; ELL Gold Nuggets Treasure Hunt and <i>Stages of Cultural Adjustment</i> for each participant. Print 1 copy of Diversity in Canada Answer Key for Facilitator. Ensure that each participant has internet access for individual research.</p> <p><i>a) Diversity in Canada</i></p> <p>Purpose: To foster equality and respect with regard to rights provided under the Canadian and Alberta <i>Human Rights Act</i>.</p>

Instructions:

1. Distribute the Diversity in Canada Quiz. Participants complete the quiz individually.
2. Facilitator shares the answers to the quiz and leads any discussion. Note: this quiz uses data from the last available national census.

Debrief:

1. Lead a whole group discussion:
 - Did any of these facts or statistics surprise you?
 - What are some of the challenges diversity brings to our school community?
 - What are some of the advantages that diversity brings to our school?

Conclude with:

“Canada is a very diverse country and this diversity brings both challenges and advantages. It is important to recognize that in our schools, diversity is a reality and not everyone feels respected and valued. The *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act* require teachers to ensure that all students are respected and valued members of the school community.”

b) English Language Learners (ELL)

Purpose: To respond to student’s specific learning needs and, when needed, collaborate with specialists to design and provide specialized supports to enable achievement of learning outcomes.

Instructions:

1. Hand out the *What Administrators Need to Know About ELL Programming*. Review the definition of English Language Learners (ELL/ESL)

“English language learners (ESL students):

- come from a range of cultural backgrounds and bring with them a variety of educational, social and personal experiences;
- first learned to speak, read and/or write a language other than English;
- require English language instruction and supports to participate fully in the learning experiences provided in Alberta schools; and
- may have recently immigrated to Canada or they may have been born in Canada and live in homes in which the primary spoken language is not English.”

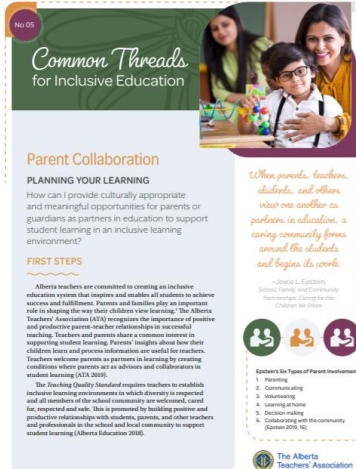
2. “In 2018 Canada accepted 321,000 new permanent residents. This increase is needed to ensure the economy continues to grow and there is a diverse and skilled supply of labour. Of the total number of new permanent residents, 8% or 28,000 were classified as refugees.



<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament/immigration-2019.html>

	<p>(2019 Annual Report to Parliament on Immigration. https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2019.html)</p> <p>Many of the new residents to Canada will be English Language Learners and their children will be enrolled in schools across Canada. Some of these ELL students will also have limited formal schooling and may be suffering from physical and emotional trauma.”</p> <p>3. “As a classroom teacher you may not have had the opportunity to welcome ELL students into your class. But, it is possible that you will in the future. The inclusive education Competency requires that teachers understand how to program for ESL/ELL learners. The professional learning activity will give you the foundational knowledge to program for these students.”</p> <p>4. “This learning activity is designed as a treasure hunt where you will be hunting for information to help you design an instructional program for an ESL/ELL learner. The scenario is that you will receive a new immigrant student, from Morocco in your classroom next Monday. This student has been in a refugee camp for three years and has very little working knowledge of English.”</p> <p>5. “The handout you have received, <i>What School Administrators Need to Know About English Language Learners</i> is your treasure map. It provides the basic information about welcoming an ELL student into your classroom.”</p> <p>6. Distribute ELL Gold Nuggets Treasure Hunt. “Your task is to collect the pedagogical information to complete your treasure hunt. You must gather information that will apply to your teaching context (for example: Grade 6, junior high PE, CTS or high school English). In addition to the information you have received in print, there are two Alberta websites provided on the Treasure Hunt handout. Please use these websites to complete your Treasure Hunt”</p> <p>7. “You have 30 minutes to complete your Treasure Hunt”.</p> <p>Debrief</p> <p>1. Ask participants to pair with a colleague who has a similar teaching assignment to share their Treasure Hunt Gold Nuggets.</p> <p>2. Distribute <i>Stages of Cultural Adjustment</i> and allow time for partners to review this information.</p> <p>3. Lead a whole group discussion: What did you learn that confirmed what you would do? What did you learn that surprised you? What do you still want to learn or learn more about?</p>
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E.4.1 Excerpts from *Standards for Special Education, Parent Involvement*



<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Common%20Threads/PD-170-5%20CT-Parent%20Collaboration.pdf>
 Chart paper and felt pens

Education Act (2020)

Section 32: Parent responsibilities

A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

- (a) act as the primary guide and decision-maker with respect to the child's education
- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child

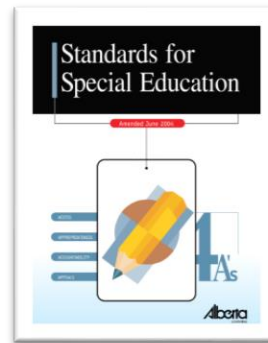


E.4 Inclusive Learning Teams

E.4.1 Parent Involvement

Purpose: To act in accordance with Alberta regulations for parent involvement to support student learning.
Preparation: Print one copy of E.4.1 Excerpts from *Standards for Special Education, Parent Involvement* for each participant.


Reference: *Standards for Special Education (Amended June 2004)*. Alberta Education. 2004.

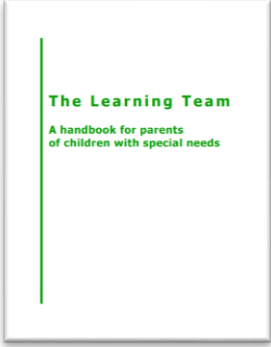
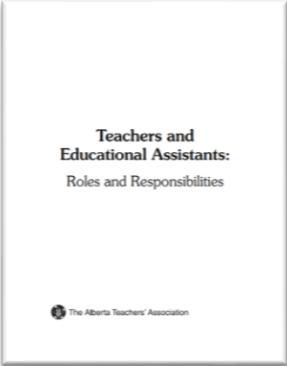


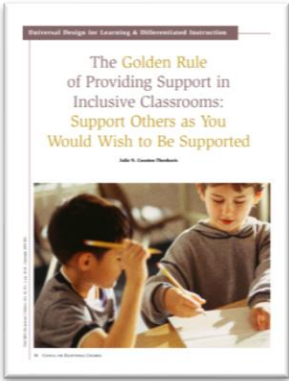
<https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>

Instructions:

1. Form groups of 6. Provide 1 piece of chart paper and some felt pens to each group.
2. "Alberta Education recognizes the rights of parents to be involved in educational decisions that affect their child as outlined in Section 32 of the *Education Act, 2020*. In addition to provincial legislation, Alberta Education has created school regulations and processes that require parent involvement. From a teacher's experience, parent involvement in education is varied and takes many different forms. Some parents you may never meet because they are supporting their child's education at home and for various reasons don't contact teachers or the school. Other parents you will know because they come to parent teacher interviews or volunteer in the school or are on School Council. And, some parents you will know very well because they are members of a student's learning team and they are involved in programming decisions for their child."
3. This activity is a K, W, L about the rights and regulations that support parents to be involved in their child's education. The first step is for your group to list all the things you know about regulations for parent involvement. The second step is to list the questions you have about parent involvement. Please divide the chart paper into three sections and complete the first and second steps.

	<p>4. Distribute excerpts from <i>Standards for Special Education Parent Involvement</i> and <i>Common Threads—Collaboration with Parents</i>.</p> <p>5. “The Excerpts from <i>Standards for Special Education</i> relates to development and implementation of a students’ individualized program plan/instruction support plan (IPP/ISP). The <i>Common Threads—Collaboration with Parents</i> includes information about parent involvement in regular and special education. Please read this information”.</p> <p>6. “In your group please list in the Learned column on the chart paper, what you have learned about parent involvement from these two publications. Now look at the Want to Know column, have all your questions been answered?”</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Lead a debrief activity with whole group. Ask participants who have school age children to raise their hands and to take the role of parents in this debrief. The rest of the participants will represent the teachers’ perspective. The parents should stand together to form a group and the teachers should stand together to form a group. Give each group a piece of chart paper. One person will act as the scribe. 2. Ask the following questions to each group: <ul style="list-style-type: none"> - Parents: What are your <i>fears</i> when a teacher has requested you meet at the school to talk about your child’s learning? - Teachers: What are your <i>fears</i> when you pick up the phone to request a meeting with parents? - Parents: What are your <i>hopes</i> when you walk into a meeting about your child at the school? - Teachers: What are your <i>hopes</i> when you walk into a meeting with parents? - Parents: What are your <i>goals</i> when you attend a meeting about your child at the school? - Teachers: What are your <i>goals</i> when you attend a meeting with parents about a student? 2. Ask participants to take their seats. Ask one person from each of the groups to share their answers to the questions. 3. Reflect on what you have just heard from parents and teachers. What conclusions have you drawn from their responses? <p>For More Information:</p> <p><i>Individual Program Planning</i>. Chapter 2: Encouraging Parent Involvement. Alberta Education. 2007. https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf (See E.3.1 pdf)</p> <p><i>The Learning Team: A handbook for parents of children with special needs</i>. Alberta Education. 2003.</p>
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	<p>https://education.alberta.ca/media/3531893/learning-team-handbook-for-parents.pdf</p> 
<p>E.4.2 <i>Rethinking the role of Education Assistants</i> video conversation guide.</p> <p>E.4.2 Excerpts from <i>Teachers and Educational Assistants</i>, ATA</p> <p><i>Rethinking the Role of Education Assistants</i>, Alberta Education video (5:26). https://www.youtube.com/watch?v=UIH7Dz3wMpQ</p>	<p>E.4.2 Educational Assistants</p> <p>Purpose: To understand the role of service providers to provide specialized supports to small groups or individual students with diverse learning needs.</p> <p>Preparation: Print 1 copy of E.4.2 <i>Rethinking the Role of Educational Assistants</i> video conversation guide and Excerpts from <i>Teachers and Educational Assistants</i> for each participant. Ensure internet access to show the video. Speak to the school principal about being prepared to respond to participant’s questions about educational assistants during the session.</p> <p>Reference: <i>Teacher and Educational Assistants</i>. Alberta Teachers’ Association. 2016.</p>  <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute the video conversation guide and show <i>Rethinking the Role of Educational Assistants</i>, Alberta Education video (5:26) 2. Distribute excerpts from <i>Teachers and Educational Assistants</i>, ATA. Allow 5 minutes to review this information. Refer to the full publication <i>Teacher and Educational Assistants</i>, Alberta Teachers’ Association (2016), as required. 3. Form groups of 4. Ask groups to refer to the video

	<p>conversation guide and discuss the four Questions for Discussion on the second page.</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask if there are any comments or questions arising from the group discussions. Refer to the school principal when questions are asked about educational assistants' role/duties in the school. 2. For more information about current research on educational assistants and students with diverse learning needs, refer teachers to the article: <i>The Golden Rule Providing Support in Inclusive Classrooms: Support Others as You Would Wish to be Supported</i>. Julie N Causton-Theoharris (2009) http://www.inclusion-ny.org/files/GoldenRule-1.pdf 
	<h2>F. Valuing Student's Personal and Cultural Strengths</h2>
	<h3>F.1 Intercultural Education</h3>
<p>F.1.1 Human Diversity Bingo</p> <p>F.1.1 Intercultural Education</p> <p>“Diversity Equity and Human Rights” Alberta Teachers’ Association. https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Resources/Pages/Resources.aspx</p>	<p>F.1.1 Intercultural Education</p> <p>Purpose: To foster equality and respect for human rights in the classroom and to incorporate student’s personal and cultural strengths into teaching and learning.</p> <p>Preparation: Print 1 copy Human Diversity Bingo and Intercultural Education for each participant. Ensure that each participant has access to the internet for individual research. Consider offering prizes for the Diversity Bingo step 2.</p> <p>a) <i>Human Diversity Bingo</i> Purpose: Team building and to enhance awareness of different elements of human diversity/identity.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute the Human Diversity Bingo scorecards.

Key concepts about diversity

- We all have diverse talents, skills and experiences.
- Canada is a diverse country. This diversity brings numerous challenges and assets to our society.
- Diversity is a fact. Inclusion is a choice/action.
- We all have complex identities, consisting of visible and invisible components.



Diversity, Equity and Human Rights



Diversity, Equity and Human Rights



2. Set a time limit or the type of bingo that wins. (ie 2 lines)
3. Instruct participants to “move around the room introducing themselves to their colleagues by sharing one diversity item that relates to them on the bingo scorecard. The other person shares their diversity item. You each initial the square that applies to you.

Note: You can only initial one square on each participant’s card, and you may not initial on behalf of someone else.

Debrief:

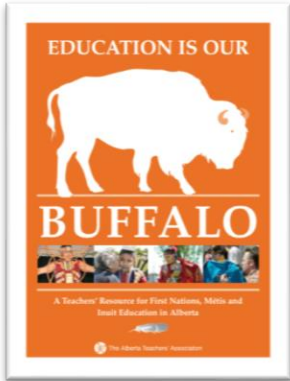
1. Declare “the winner”. Ask the group to take their seats. Use the following questions to debrief the bingo activity.
 - Reflect on how you felt sharing these elements of diversity with your colleagues? What elements did you not feel comfortable sharing?
 - Why do people not publicly share some elements of their diversity?
 - How can teachers honour and respect diversity?
2. Close with Key Concepts About Diversity.

b) Intercultural Education

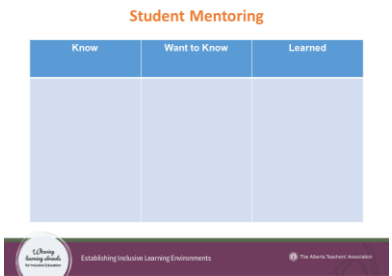
Purpose: To incorporate student’s personal and cultural strengths into teaching and learning

Instruction

1. This session is structured as an independent inquiry into the Alberta Teachers’ Association webpages for Diversity, Equity and Human Rights. Ensure that each participant has access to a computer to review the webpage. Determine the length of time available for the individual research.
2. Distribute Intercultural Education. “You have been directed to the Resources section of the Diversity, Equity and Human Rights webpages on the Alberta Teachers’ Association website. Please scroll down to the sections “Working with Immigrant Students and Families”. The resources listed here have been jointly produced by the ATA and Canadian Multicultural Education Foundation and are intended to support teachers working with students from immigrant families. In addition to *Supporting the Mental Health of Alberta’s Refugee Students*, to date there are eight titles dedicated to specific communities in this series: *Filipino*, *Indian*, *South Sudanese*, *Somali*, *Karen*, *Arab* (also in French), *Afrique Centrale* (in French only) and *Pakistani*. Scrolling down the page, the next section is “Working with Faith Communities”. The two resources in this section were written by Alberta teachers teaching in Hutterite colony schools and Low German Mennonite communities.”
3. “Please select one or two of these online publications to read to enhance your awareness of Alberta’s cultural diversity. As you read the publication, identify specifics about this culture

<p style="text-align: center;">Intercultural Education</p> <p style="text-align: center;">Incorporating student's personal and cultural strengths into teaching and learning</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What</th> <th style="width: 33%;">So What</th> <th style="width: 33%;">Now What</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><small>Liberty Learning Alberta Establishing Inclusive Learning Environments</small></p>	What	So What	Now What				<p>that may impact the classroom (What?); how will this impact the classroom (So what?); and then provide a teaching or learning strategy that you would use now that you understand this aspect of the culture (Now what?)". Meet with your elbow partner to review the information you learned.</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. Lead a whole group debrief. Ask participants to share information that they learned and how they will apply it to their teaching.
What	So What	Now What					
<p>Chart paper and felt pens</p>	<p>F.1.2 Indigenous Education</p> <p>Purpose: To incorporate students' personal and cultural strengths into teaching and learning.</p> <p>Preparation: Write the four key principles listed in Step 2 on four separate pieces of chart paper. Hang the chart papers on four walls of the room (one on each wall).</p> <p>Reference: <i>Education is Our Buffalo</i>. Alberta Teachers' Association. 2016. https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20%28PD-80-7%29.pdf</p> <div style="text-align: center;">  </div> <p>and</p> <p><i>Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners</i>. Alberta Education. 2005. http://www.engagingalllearners.ca/ip/supporting-fnmi-success/pdf/words.pdf</p>						

<p style="text-align: center;">Indigenous Education and Walking Together, ATA</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="font-size: small;">https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx</p> <hr/> <p style="text-align: center;">Our Words, Our Ways. Alberta Education (2005)</p> <div style="text-align: center;">  </div> <p style="font-size: small;">https://education.alberta.ca/media/3615876/our-words-our-ways.pdf</p>	<div style="text-align: center;">  </div> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “The focus of this professional development program is to support teachers with TQS Competency #4—establishing inclusive learning environments. Although Competency #5 is focused on First Nations, Métis and Inuit Foundational Knowledge, inclusion is addressed in Competency #4.” 2. “There are four key principles for establishing an inclusive learning environment that is welcoming, caring, respectful and safe. <ol style="list-style-type: none"> 1) Promoting equality and respect; 2) Valuing all students and supporting them to be successful learners; 3) Fostering emotional and mental well being; and 4) Celebrating student’s personal and cultural strengths.” 3. This activity is Carousel Brainstorming. Divide the participants into four groups. “Each group should move to one of the chart papers hanging on the walls. The group’s task is to brainstorm all the ways in which they can apply that principle specifically for First Nations, Métis and Inuit students. One person in the group writes all the ideas generated by the group on the chart paper. After 4–5 minutes, ring a bell and ask the groups to move clockwise to the next piece of chart paper. Someone in the group starts by reading aloud what is written on the chart paper. Then the group adds new ideas to this list”. After 4–5 minutes ask the groups rotate. Repeat the process for the third time. 4. “When your group returns to your original chart paper, read what has been added by all the groups. As a group, decide what are the five “best” ideas that you want to share from the list”. <p>Debrief:</p> <ol style="list-style-type: none"> 1. Ask participants to take their seats. Ask the groups to share the top five items from their list. 2. Inform participants that “The ATA has a dedicated professional development webpage for Competency #5: Applying foundational knowledge about First Nations, Métis
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	<p>and Inuit. The <i>Indigenous Education and Walking Together</i> webpage provides links to resources such as the Stepping Stones series of publications and <i>Education Is Our Buffalo</i>. All these publications support the development of foundational knowledge consistent with Competency #5.”</p> <p>3. “Alberta Education has also published <i>Our Words, Our Way: Teaching First Nations, Métis and Inuit Learners</i> to support professional development for Competency #4 and #5. These resources provide teachers with information about culture, worldview and current issues that will help you to understand and support your students”.</p> <p>2. Sharing Circle: Ask the participants to form a large circle. “In closing I invite you to share one of your best practices or a strategy you are committed to trying in your classroom to incorporate First Nations, Métis and Inuit students personal and cultural strengths”.</p>
<h2>F.2 Student Leadership</h2>	
<p>Chart paper and felt markers</p> <p>F.2.1 Excerpts from <i>Peer Leadership</i></p> <p>F.2.1 Mentoring video conversation guide</p> <p><i>Mentoring: An Introduction</i>, video (4.57) https://www.alberta.ca/student-mentoring.aspx OR https://www.youtube.com/watch?time_continue=1&v=fzrM5G9d0&feature=emb_logo</p> 	<p>F.2.1 Student Mentoring and Peer Leadership</p> <p>Purpose: To identify opportunities for student leadership within the classroom and school context.</p> <p>Preparation: Print 1 copy of F.2.1 Excerpts from Peer Leadership and Mentoring video conversation guide for each participant. Ensure internet access to the video.</p> <p>References: “Student Mentoring”, Alberta Education https://www.alberta.ca/student-mentoring.aspx and Alberta Mentoring Partnership https://albertamentors.ca/</p> <p><i>a) Student Mentoring</i></p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Form groups of 4–6. Provide one sheet of chart paper and felt markers to each group. 2. This activity is K, W, L. Instruct the group to divide the chart paper into three columns for Know, Want to Know and Learned. 3. “In your small groups, discuss what your group knows about student mentoring. List these points in the Know column”. 4. “Next, list items your group Wants to Know in the next column”. 5. Distribute Mentoring video conversation guide. Show <i>Mentoring: an Introduction</i>, video (4.57) available on the <i>Student Mentoring</i>, Alberta Education webpage. 6. Ask groups to discuss what they learned about student mentoring by watching the video and note these points in the third column.

7. Ask groups to identify what they see as the possible *benefits of student mentoring* for the students in your school, recognizing that more would need to be discussed and planned before mentoring could be implemented.

b) Peer Leadership

Instructions:

1. “Student mentoring shares a number of goals and attributes with Peer Leadership. Both provide targeted support to developing positive peer relationships skills and can both serve as a bullying prevention strategy.”

2. “Alberta Health is recommending peer leadership as a strategy to enhance school climate and promote healthy decisions. Students involved in peer leadership programs help their peers by taking an active role in the school to make it a better place. These students are dedicated to creating and supporting healthy, safe and welcoming schools. Peer leadership increases the protective factors for both those directly involved in peer leadership and the school population as a whole. Alberta Health has published a *Peer Leadership Guide*, a resource designed to provide junior and senior high school staff with important tools and information to implement a peer leadership program. The resource includes templates and activities to facilitate a peer leadership group.”

3. Distribute Excerpts from *Peer Leadership*. Working in the small groups ask the participants to read the first two pages of the Peer Leadership resource which provides an overview of peer leadership and its benefits.

4. Discuss with a partner whether peer leadership is a program that should be implemented in your school.

5. If you are interested in learning more about peer leadership, you can access the Peer Leadership Guide using the URL printed at the bottom of the handout.

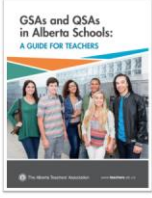


Debrief:

1. Reorganize as a whole group. Ask each group to share their thoughts about:

- the possible benefits of student mentoring and peer leadership in your school
- what forms of mentorship could be considered for the school.

2. For more information about Student Mentoring visit the *Alberta Mentoring Partnership* website at <https://albertamentors.ca/>. This website provides training materials and support resources to implement a mentoring program.

<p>F.2.2 GSA QSA Survey</p> <p>F.2.2 GSA Excerpts from the <i>Education Act</i></p> <p>F.2.2 <i>The Education Act GSA and Inclusion Groups Fact Sheet</i></p> <p>F.2.2 <i>Starting a GSA in Your School Student Tip Sheet</i></p> <p>F.2.2 GSA/QSA Focused Conversation</p> <p><i>GSAs and QSAs In Alberta Schools—A Guide for Teachers.</i> Alberta Teachers’ Association. https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Sexual%20Orientation/Gay-Straight%20Student%20Alliances/Pages/Index.aspx</p>	<p>F.2.2 Gay-Straight Alliance/Queer Straight Alliance (GSA/QSA)</p> <p>Purpose: To respond in accordance with Alberta regulations and to foster equality and respect for human rights in the school community.</p> <p>Preparation: print one copy of F.2.2 GSA/QSA Survey; GSA Excerpts from the <i>Education Act</i>; <i>The Education Act GSA and Inclusion Groups Fact Sheet</i>; <i>Starting a GSA in Your School Student Tip Sheet</i> handouts for each participant. Make one copy of GSA/QSA-Focused Conversation for the Facilitator. Ensure internet access for each participant.</p> <p>Reference: <i>Gay-Straight Alliances.</i> Alberta Education https://www.alberta.ca/gay-straight-alliances.aspx and <i>GSAs and QSAs In Alberta Schools—A Guide for Teachers.</i> Alberta Teachers’ Association. https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Sexual%20Orientation/Gay-Straight%20Student%20Alliances/Pages/Index.aspx</p> <div data-bbox="857 957 1159 1339" data-label="Image"> </div> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Distribute GSA/QSA Survey. Each participant will use this survey to gather a sample of responses from other participants in the room. 2. Ask participants to “stand up and survey as many people as they can the room. Place a small tick in the Yes or No column for each item so that you can add additional ticks as you survey more people. There should be no discussion nor debate during the survey activity” (The Facilitator should decide an appropriate time limit for this activity). 3. Once the survey timeline has been reached, ask participants to sit down and individually complete the survey adding their response. 4. Distribute GSA Excerpts from the <i>Education Act</i> and Alberta Education GSA Fact Sheet. Ask the participants to read these
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<p style="text-align: center;">Jigsaw Assignments</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>① Pages 12 – 15</p> <p>② Pages 17 – 20</p> <p>③ Pages 30 – 35</p> <p>④ Pages 42 – 45</p> </div>  </div> <p style="font-size: small; margin-top: 10px;">  Establishing Inclusive Learning Environments  </p>	<p>two documents to find the correct response to the survey questions. After participants have finished reading the handouts, ask if there are any questions. Allow for time discussion, as required.</p> <p>5. Distribute <i>Starting a GSA in Your School Student Tip Sheet</i>. “This document is posted on the Alberta Education website and is intended for students who want to establish a GSA/QSA. Please partner with the person sitting next to you and review this document”.</p> <p>6. Form groups of 4. Ask participants to number off in their group to jigsaw <i>GSAs and QSAs In Alberta Schools—A Guide for Teachers</i>. Alberta Teachers Association (2018). This resource is available online on the ATA Diversity, Human Rights and Equity webpage.</p> <p><u>Jigsaw Assignments:</u></p> <ol style="list-style-type: none"> 1) pages 12-15; 2) pages 17-20; 3) pages 30-35; 4) pages 42-45. <p>(allow 20-25 minutes for jigsaw)</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. This debrief is structured as a whole group Focused Conversation using the questions written on GSA/QSA Focused Conversation. There are four questions in a focused conversation and the questions are to be discussed in order. Ensure that participant comments are focused on the question at hand. Allow 5–7 minutes for each question. 2. Refer participants to the additional resources that are listed on the GSA/QSA Survey handout for more information.
F.3 Service Learning	
<p>F.3.1 Service Learning Interview</p> <p>F.3.1 <i>Service Learning</i>, Alberta Education</p>	<p>F.3.1 Service Learning</p> <p>Purpose: To investigate and consider opportunities for student leadership</p> <p>Preparation: Print one copy of the F.3.1 Service Learning Interview and <i>Service Learning</i>, Alberta Education for each participant. Ask the school principal to be prepared to provide information on the protocol/policy for implementing a school or classroom service learning project.</p> <p>Reference: <i>Service Learning</i>, Alberta Education. https://www.alberta.ca/service-learning.aspx and <i>Heart of the Matter: Character and Citizenship Education in Alberta Schools</i>. Alberta Education, 2005. https://open.alberta.ca/dataset/7ce67821-e0f4-4ff6-b1af-5b4b60aa1273/resource/f4e3fe98-b92a-41bd-b689-</p>

<p style="text-align: center;">Service Learning</p> <p>Service learning refers to learning that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum.</p> <hr/> <p style="text-align: center;">"Never doubt that a small group of thoughtful committed people can change the world. Indeed it is the only thing that ever has." —Margaret Mead</p>	<p>e2b342e8929f/download/2005-heart-matter-character-citizenship-education-alberta-schools.pdf</p> <div style="text-align: center;">  </div> <p>Instructions:</p> <ol style="list-style-type: none"> 1. “Service learning refers to learning that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum. (University of Washington, Center for Teaching and Learning). Service learning is not fundraising or selling raffle tickets to raise money for the school. These activities may be appropriate for an identified goal but students do not develop leadership skills from these activities.” 2. Distribute the <i>Service Learning Interview</i> handout and instruct participants to interview three different people in the room about their experiences with service learning as a teacher, participant or parent. The interview instructions and questions are provided on your handout. Then switch and the other person interviews you. Each interview is 3 minutes maximum. You have 18 minutes to complete this activity. 3. Ask participants to take their seats. Reflect on what you learned from the three interviews. Ask participants to share their observations about service learning with the whole group. 4. “Never doubt that a small group of thoughtful committed people can change the world. Indeed, it is the only thing that ever has.” —Margaret Mead. Ask participants to explain what this quote means to them and how it might apply to students. 5. Distribute <i>Service Learning</i>, Alberta Education. “This information is from the “Service Learning” Alberta Education webpage. Alberta Education obviously sees the value of students being involved in service learning. Service learning does not need to be a large community project. It could be a smaller project that happens within the school such as writing get well or thank you notes to a student or teacher. Service learning projects that connect with classroom curriculum
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	<p>provides an opportunity for real-life experiences. For more information, please go to the <i>Service Learning</i> webpage on the Alberta Education website.”</p> <p>6. Ask the school principal to talk about the policy/procedures for implementing a new service learning project.</p> <p>Debrief:</p> <p>1. In closing, lead a whole group discussion using the following questions:</p> <ul style="list-style-type: none">- What are the drawbacks of service learning projects?- What are the benefits? <p>For More Information:</p> <p>Chapter 11. <i>Heart of the Matter: Character and Citizenship Education in Alberta Schools</i>. Alberta Education. 2005. https://open.alberta.ca/dataset/7ce67821-e0f4-4ff6-b1af-5b4b60aa1273/resource/f4e3fe98-b92a-41bd-b689-e2b342e8929f/download/2005-heart-matter-character-citizenship-education-alberta-schools.pdf (See F.3.1 pdf)</p> <p>Kid World Citizen https://kidworldcitizen.org/35-service-projects-for-kids/</p>
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Appendix A—Activities

A.2 Professional Growth Resources Common Threads

Download the latest version [here](#).

A.3 Professional Growth Needs Assessment

This professional growth needs assessment will be used to determine the most relevant concepts and topics for the professional learning sessions. All Alberta teachers are expected to meet the Teaching Quality Standard throughout their careers. Please reflect on your teaching practice using the statements below based on competency #4 Establishing Inclusive Learning Environment from the *Teaching Quality Standard* (2017). Using the following scale, indicate how important the topics are to your ongoing professional learning.

1 = not important

2 = somewhat important

3 = important

4 = very important

- _____ 1. Adhering to Canadian and Alberta legal frameworks that foster equality and human rights
- _____ 2. Understanding Alberta's Inclusive Education policy and principles of inclusion
- _____ 3. Fostering respect and inclusion for human diversity in an inclusive school
- _____ 4. Adhering to local policy for Welcoming, Caring, Respectful and Safe Learning Environments
- _____ 5. Recognizing bullying and applying bullying prevention strategies
- _____ 6. Recognizing and responding to students' emotional and mental health
- _____ 7. Understanding trauma and responding with Trauma-Informed Practice
- _____ 8. Respecting and supporting diverse sexual orientation and gender identities
- _____ 9. Welcoming and supporting immigrant and refugee students
- _____ 10. Promoting positive behaviour and social participation in an inclusive classroom
- _____ 11. Applying the Response to Intervention (RTI) framework
- _____ 12. Applying the Universal Design for Learning (UDL) curriculum design framework
- _____ 13. Applying the differentiated instruction curriculum design framework
- _____ 14. Utilizing assistive and learning technologies for teaching and learning
- _____ 15. Responding to Alberta legal frameworks related to inclusive education and individualized programming
- _____ 16. Understanding medical conditions and disabilities implications on teaching and learning
- _____ 17. Programming for students who are gifted and talented
- _____ 18. Programming for ESL learners
- _____ 19. Programming for individual diverse learning needs
- _____ 20. Collaborating with parents to support student learning
- _____ 21. Working with teacher assistants in an inclusive classroom
- _____ 22. Celebrating the cultural strengths of immigrant students
- _____ 23. Celebrating the cultural strengths of Indigenous students
- _____ 24. Providing opportunities for student leadership
- _____ 25. Supporting student Gay-Straight Alliances / Queer-Straight Alliances

A.3 Professional Learning Activities Index

All Alberta teachers are expected to meet the Teaching Quality Standard throughout their careers. Establishing Inclusive Learning Environments, Competency #4 requires teachers establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. The topics listed below align with professional practice indicators or actions likely to lead to the achievement of this competency. This table lists the professional learning activities that support each topic.

	Establishing Inclusive Learning Environments Professional Practice Indicators / Actions	Professional Learning Activities
1.	Adhering to Canadian and Alberta legal frameworks that foster human rights	B.1.1
2.	Understanding Alberta's Inclusive Education policy and principles of inclusion	B.2.1 and B.2.2
3.	Fostering respect and inclusion for human diversity in an inclusive school	B.3.1 and B.3.2 and B.3.3
4.	Adhering to local policy for Welcoming, Caring, Respectful and Safe Learning Environments	C.1.1
5.	Recognizing bullying and applying bullying prevention strategies	C.2.1
6.	Recognizing and responding to students' emotional and mental health	C.3.1 and C.4.1
7.	Understanding trauma and responding with Trauma-Informed Practice	C.3.2
8.	Respecting and supporting diverse sexual orientation and gender identities	C.5.1
9.	Welcoming and supporting immigrant and refugee students	C.6.1
10.	Promoting positive behaviour and social participation in an inclusive classroom	D.1.1 and D.2.1
11.	Applying the Response to Intervention (RTI) framework	D.3.1
12.	Applying the Universal Design for Learning (UDL) curriculum design framework	D.3.2 and D.3.4
13.	Applying the differentiated instruction curriculum design framework	D.3.3 and D.3.4
14.	Utilizing assistive and learning technologies for teaching and learning	D.3.5 and D.3.6
15.	Responding to Alberta legal frameworks related to inclusive education and individualized programming	C.1.1 and E.3.1
16.	Understanding medical conditions and disabilities implications on teaching and learning	E.2.1

17.	Programming for students who are gifted and talented	E.3.2
18.	Programming for ESL learners	E.3.3
19.	Programming for individual diverse learning needs	E.3.1
20.	Collaborating with parents to support student learning	E.4.1
21.	Working with teacher assistants in an inclusive classroom	E.4.2
22.	Celebrating the cultural strengths of immigrant students	F.1.1
23.	Celebrating the cultural strengths of Indigenous students	F.1.2
24.	Providing opportunities for student leadership	F.2.1 and F.3.1
25.	Supporting student Gay-Straight Alliances / Queer-Straight Alliances	F.2.2

B.1.1 Excerpts from the Province of Alberta *Education Act* (2020)

Preamble

WHEREAS the following visions, principles and values are the foundation of the education system in Alberta;

WHEREAS education is the foundation of a democratic and civil society;

WHEREAS education inspires students to discover and pursue their aspirations and interests and cultivates a love of learning and the desire to be lifelong learners;

WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self;

WHEREAS the educational best interest of the child is the paramount consideration in making decisions about a child's education;

WHEREAS the Government of Alberta recognizes the importance of an inclusive education system that provides each student with the relevant learning opportunities and supports necessary to achieve success;

WHEREAS the Government of Alberta is committed to encouraging the collaboration of all partners in the education system to ensure the educational success of Alberta's First Nations, Métis and Inuit students;

Section 31 Student Responsibilities

31 A student, as a partner in education, has the responsibility to

(c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

(d) respect the rights of others in the school, (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,

Section 32 Parent Responsibilities

32 A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

(b) take an active role in the child's educational success, including assisting the child in complying with section 31,

(d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,

Section 33 Board Responsibilities

33(1) A board, as a partner in education, has the responsibility to

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

(3) A code of conduct established under subsection (2) must

(d) contain the following elements: (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments; (ii) one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*;

Section 197 Principals

197 A principal of a school must

(a.1) provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

B.1.1 Excerpts from the *Alberta Human Rights Act*

http://www.qp.alberta.ca/1266.cfm?page=A25P5.cfm&leg_type=Acts&isbncln=9780779811137

Preamble

WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world;

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;

WHEREAS multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy;

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity; and

WHEREAS it is fitting that these principles be affirmed by the Legislature of Alberta in an enactment whereby those equality rights and that diversity may be protected:

Section 1 Effect of Act on provincial laws

1(1) Unless it is expressly declared by an Act of the Legislature that it operates notwithstanding this Act, every law of Alberta is inoperative to the extent that it authorizes or requires the doing of anything prohibited by this Act.

(2) In this Act, “law of Alberta” means an Act of the Legislature of Alberta enacted before or after the commencement of this Act, any order, rule or regulation made under an Act of the Legislature of Alberta, and any law in force in Alberta on January 1, 1973 that is subject to be repealed, abolished or altered by the Legislature of Alberta.

RSA 1980 cI-2 s1

Section 4 Discrimination re goods, services, accommodation, facilities

4 No person shall

(a) deny to any person or class of persons any goods, services, accommodation or facilities that are customarily available to the public, or

(b) discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons or of any other person or class of persons.

RSA 2000 cH-14 s4;2009 c26 s4;2015 c18 s3;2017 c17 s2

B.1.1 Excerpts from the Alberta Teachers' Association Code of Professional Conduct

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

In relation to pupils

- 1** The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.
- 4** The teacher treats pupils with dignity and respect and is considerate of their circumstances.

In relation to the profession

- 18** The teacher acts in a manner which maintains the honour and dignity of the profession.

B.1.1 Excerpts from the Canadian Charter of Rights and Freedoms Act

An Act to extend the laws in Canada that proscribe discrimination

Section 1 Short title

1 This Act may be cited as the Canadian Human Rights Act.

Section 2 Purpose

2 The purpose of this Act is to extend the laws in Canada to give effect, within the purview of matters coming within the legislative authority of Parliament, to the principle that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

Section 3 Prohibited grounds of discrimination

3 (1) For all purposes of this Act, the prohibited grounds of discrimination are race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

Discriminatory Practices

Section 5 Denial of goods, services, facilities or accommodation

5 It is a discriminatory practice in the provision of goods, services, facilities or accommodation customarily available to the general public (a) to deny, or to deny access to, any such good, service, facility or accommodation to any individual, or (b) to differentiate adversely in relation to any individual, on a prohibited ground of discrimination.

B.1.1 Teaching Quality Standard

Download the latest version [here](#).

B.1.1 Teaching Quality Standard Scavenger Hunt

1. What is the definition of “inclusive learning environment”?
2. How many Whereas statements reflect a philosophy of inclusion?
3. How does the Teaching Quality Standard reflect a philosophy of inclusion?
4. In Demonstrating a Professional Body of Knowledge, what are the student variables that teachers need to consider when planning learning activities?
5. How do the Alberta *Human Rights Act* and *Canadian Charter of Rights and Freedoms* apply to school communities?
6. What element is required in every teacher’s philosophy of learning?

7. Teachers use _____, _____ and _____ strategies and supports to address students' strengths, learning challenges and areas of growth.

8. What is the purpose of classroom management?

9. What elements of student diversity are specifically named in Competency #4?

10. To whom does the Teaching Quality Standard apply?

B.1.1 TQS Scavenger Hunt Answer Key

1. What is the definition of “inclusive learning environment”?

“means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners.”

2. How many Whereas statements reflect a philosophy of inclusion?

Four: #1 All students, #2 Inclusive learning environment where diversity is respected”, #3 Specifically names First Nations, Métis and Inuit students, #4 helping all students succeed in diverse learning environment

3. How does the Teaching Quality Standard reflect a philosophy of inclusion?

“results in optimum learning for ALL students”

4. In Demonstrating a Professional Body of Knowledge, what are the student variables that teachers need to consider when planning learning activities?

Student variables include: demographics; social and economic factors; maturity; relationships amongst students; prior knowledge and learning; health and well-being; emotional and mental health; and physical, social and cognitive ability.

5. How do the Alberta *Human Rights Act* and *Canadian Charter of Rights and Freedoms* apply to school communities?

“foster equality and respect with regard to Canadian rights”

6. What element is required in every teacher’s philosophy of learning?

“every student can learn and be successful”

7. Teachers use _____, _____, and _____ strategies and supports to address students’ strengths, learning challenges and areas of growth.

Universal, targeted and individualized

8. What is the purpose of classroom management?

To promote positive, engaging learning environments.

9. What elements of student diversity are specifically named in Competency #4?

Intellectual (strengths and learning needs), emotional, mental, cultural

10. To whom does the Teaching Quality Standard apply?

Every certificated teacher in Alberta practicing in a public, private or charter schools.

B.2.1 Inclusive Classroom Self-Assessment

This self-assessment tool is based on the Alberta Education Indicators of Inclusive Schools. Please complete the self-assessment reflecting on the inclusiveness of your professional practice. Responses to this self-assessment are completely anonymous and you will not be asked to share the results with anyone else.

Indicate your level of agreement with the statements below based on your professional practice and behaviours over the past year.

In my professional practice I...	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Share a commitment with students, and their families, to create inclusive learning experiences.					
2. Take responsibility for the success of all students in my classes.					
3. Have high expectations for all my students.					
4. Take action to counter all forms of racism and discrimination.					
5. Recognize, respect and value the cultural diversity in my classroom, school and community.					
6. Created a learning environment where students, and their families, have a sense of belonging to the community.					
7. Treat students respectfully and students treat me respectfully.					
8. Ensure that students demonstrate respect and caring for others.					
9. Ensure the learning environment is physically accessible to all people.					
10. Use differentiated instruction to meet the diverse learning needs of all students.					
11. Use ongoing assessments to identify where students need additional supports, interventions and services.					
12. Seek consultation and support from jurisdiction specialists that will help me meet the diverse needs of all students.					
13. Use assistive technologies, including communication devices, to support individual students as required.					
14. Ensure supports and interventions are in place to reduce problem behaviours, including bullying.					

15. Design learning experiences to tap into the strengths and interests of all students.					
16. Implement targeted and individualized strategies and supports to address student's strengths and learning needs.					
17. Provide students with opportunities to interact with a variety of peers and benefit from multiple perspectives.					
18. Provide students with multiple ways to demonstrate their learning and growth.					
19. Use culturally appropriate opportunities to encourage parent engagement in their child's learning.					
20. Collaborate with community members and service professionals to enhance student learning.					

B.2.1 Inclusive Education Card Sorting Activity Answer Key

<p>Inclusion</p>	<p>Not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p>
<p>Inclusive Learning Environment</p>	<p>A classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners.</p> <p>https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf</p>
<p>Universal Strategies and Supports</p>	<p>Strategies and supports that will benefit and meet the educational needs of the majority of students.</p> <p>https://www.alberta.ca/response-to-intervention.aspx</p>
<p>Targeted Supports and Interventions</p>	<p>For learners who need more specialized learning opportunities or access to more specialized expertise.</p> <p>https://www.alberta.ca/response-to-intervention.aspx</p>
<p>Individualized Supports and Interventions</p>	<p>For learners with learning and behavioural needs who require a high level of intensive and individualized supports.</p> <p>https://www.alberta.ca/response-to-intervention.aspx</p>
<p>Differentiated Instruction</p>	<p>A philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted flexible instruction.</p> <p>https://education.alberta.ca/media/384968/makingadifference_2010.pdf</p>

<p>Equity</p>	<p>Individuals' needs are met in ways that ensure they can achieve the same learning goals.</p> <ul style="list-style-type: none"> All students study the same curriculum but take different routes to achieve success. For example, some students will read a book by listening to an audio version while others may decode text in a paper version.
<p>Equality</p>	<p>Everyone is treated in the same way.</p> <p>Assumes that everyone can meet the same goals in the same manner and that everyone starts their learning from the same place. For example, all students are given a paper-and-pencil task independent of ability to read or write text.</p>
<p>Anticipate, value and support diversity and learner differences*</p>	<p>Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p> <p><i>*Principle of Inclusive Education</i></p>
<p>High expectations for all learners*</p>	<p>Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p> <p><i>*Principle of Inclusive Education</i></p>
<p>Understand learners' strengths and needs*</p>	<p>Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p> <p><i>*Principle of Inclusive Education</i></p>
<p>Remove barriers within learning environments*</p>	<p>All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p> <p><i>*Principle of Inclusive Education</i></p>

<p>Build capacity*</p>	<p>Government, school and system leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p> <p><i>*Principle of Inclusive Education</i></p>
<p>Collaborate for success*</p>	<p>All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners.</p> <p>https://www.alberta.ca/inclusive-education.aspx</p> <p><i>*Principle of Inclusive Education</i></p>

B.2.2 Valuing All Students Discussion Guide

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education> ©2018 Government of Alberta | Published: July 2018

Inclusive Education

Conversation Guide for the video: *Valuing All Students*
Building a Shared Understanding

“We need to be clear that diversity is an essential part of the human condition and needs to be anticipated and celebrated.”

—Dr. Dave Edyburn, Associate Professor University of Wisconsin, Milwaukee

Alberta's vision for an inclusive education system is that each and every student has the relevant learning opportunities and supports necessary to become an engaged and successful learner.

Key Understandings

- The *Ministerial Order on Student Learning* describes the fundamental goal of education in Alberta as inspiring “all students to achieve success and fulfillment, and reach their full potential.”
- Inclusion is not about rules or eligibility criteria. It is about making educational decisions based on the best interest of the student and is rooted in six core values:
 1. Anticipate, value and support diversity and learner differences
 2. Higher expectations for all learners
 3. Understand learners’ strengths and needs
 4. Reduce barriers within learning environments
 5. Capacity building
 6. Shared responsibility
- All students can learn and achieve, given the opportunity, time and support for rich learning experiences and the investment of all partners in education.
- Every learner should experience fairness and reasonable access to educational opportunities, regardless of their situation. Some will need additional specialized supports, as found in evidence-based special education research and practice.
- Inclusion is not just about students with exceptionalities. It is part of a global movement in how we view citizenship, belonging and learning for all students.
- Inclusive education is an approach, not a place, which values choice in programming and placement that best meet students’ learning needs. It focuses on student strengths.
- Inclusion affirms that diversity is an essential part of the human condition and needs to be respected and valued.
- Inclusive education is about excellence in teaching and learning through the creation of a culture of high expectations, a commitment to help all students build on their strength and a focus on literacy, numeracy and competency development.

Questions for Discussion

- What did you hear or observe in the video that reflects your school or school authority's practices?
- How has your understanding of "an inclusive education system" changed (or stretched) as a result of watching this video?
- Which ideas in the video illustrate "working differently to meet the learning needs of all students"?
- What are some ways that parents, as partners in education, can invest in the success of their children?

Taking the Pulse at the School and Authority Level

- How does your current professional development model help school leaders and staff to build their vision and action plans for inclusive education?

- What other ideas for professional development did you get from the video?

To support children and students attaining the goals as stated in the *Ministerial Order on Student Learning* (#001/2013), school authorities must ensure that all students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disabilities, mental disabilities, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that includes appropriate instructional support.

More Information

- [A Guide to Support Implementation: Essential Conditions](#)
- [Supporting Every Student](#) - Alberta Education provides information and resources on "supporting every student."
- [Indicators of Inclusive Schools](#) - This Alberta Education resource offers information and tools that leaders and school staffs can use to reflect on how their schools are demonstrating a commitment to inclusive education, and to develop strategies and action plans to strengthen equitable access for all learners.
- [School Leadership and Inclusion](#) - This PD resource is intended to support administrators and school leaders with creating inclusive environments
- [Making a Difference](#) - Chapter 7 of this Alberta Education resource describes approaches to building and sustaining school-wide responses to student differences.

Alberta Examples

The following Alberta school authorities are among those who have developed staff resources on valuing all students:

- Edmonton Public Schools - This document, part of the *Inclusive Learning: Everyone's In* video series, gives an overview of eight schools and their inclusionary focus. [The companion Learning Guide](#) has video discussion questions (p. 6).
- Rockyview Schools - This link contains a [summary of information](#) dedicated to the development of inclusive practice for all students.

B.3.1 Changing How We Talk About Disabilities

Discussion Guide

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education> ©2018 Government of Alberta | Published: July 2018

Inclusive Education

Conversation Guide for the video: *Changing How We Talk About Disabilities*

“People with disabilities are not their diagnoses or disabilities; they are people, first.”

—Kathie Snow
Disability is Natural

Building a Shared Understanding

This video addresses the importance of using respectful and positive language when talking about students with disabilities.

Key Understandings

- Words can shape our ideas, perceptions and attitudes about ourselves and others.
- When we see a diagnosis or disability as the defining characteristic of an individual student, we devalue that person as an individual.
- Using language that puts people first (such as ‘a student with a disability’ rather than ‘a disabled student’) acknowledges that individuals with disabilities are first and foremost people.
- When discussing specialized supports and services, it may be more helpful to describe what the student needs (based on their strengths, challenges, interests and experiences) instead of focusing on their disability.

“Using people first language—putting the person before the disability—and eliminating old, prejudicial and hurtful descriptors, can move us in a new direction.”

—Kathie Snow
Disability is Natural

Questions for Discussion

- What was your reaction to the statement "just like gender, ethnicity, and other traits, a disability is simply one of the many natural parts of being human"?
 - Thinking about your own experiences, can you recall a time when the use of language about students with disabilities created inadvertent barriers?
 - How would you respond to individuals who use stereotypical references such as 'those behaviour kids' in conversations about students with disabilities?
 - How could the information in this video be helpful to your work in the future?
- Taking the Pulse at the School and Authority Level
- Do programming and services for students with disabilities in your school authority model respectful and positive language?

“Until we learn to appreciate the power of language and the importance of using it responsibly, we will continue to produce negative social consequences for those victimized by dangerous language habits.”

—J. Dan Rothwell

Telling it Like It Isn't: Language Misuse and Malpractice/What We Can Do About It

More Information

- [*Disability is Natural*](#) - The focus of this web site is to encourage new ways of thinking about developmental disabilities, in the belief that our attitudes drive our actions. Kathie Snow challenges conventional wisdom and promotes new attitudes, new actions, and common sense about disabilities.
- [*The Opportunity of Adversity*](#) - In this 2009 TED Talk, Aimee Mullins, 1996 Paralympics Games record breaker, model and actor shares how powerful and empowering language can be for people with disabilities.
- [*Using Words with Dignity*](#): Terms and Guidelines to Accurately Portray People with Disabilities
The Saskatchewan Ministry of Education developed a tip sheet of terms and guidelines to accurately portray people with disabilities.

“...like gender, ethnicity, and other traits, disability is one of many natural characteristics of being human.”

—Kathie Snow
Disability is Natural

Alberta Examples

The following website offers information on talking about disabilities:

- [*Alberta Health Services*](#) - Alberta Health Services' guide to inclusive language for health care workers is also helpful for staff in schools.

B.3.1 Equality vs Equity Scenarios

The following scenarios are examples of how the actions of decision makers can impact different members of a community. Similar situations exist in our schools.

Instructions: Review the examples below. Does the situation seem fair? How is it unjust? If it doesn't seem fair, what are some things that could be done to make it more just (equitable)?

Note: there may be many solutions to reach an equitable solution.

Example	Fair? If not what could be done to make it more just (equitable)?
Access to computers and to the internet is not the same in all libraries in the city.	
A city is having financial problems and has made a decision to cut the budget for its 25 community centres. The city cuts the budget by reducing operational hours the same amount for all centres.	



<p>A city has three times more accessible playground equipment per resident in its north areas than in the south areas.</p>	
<p>A meeting is planned to discuss the environmental cleanup of a contaminated industrial site in a community. The meeting will be held in English. Approximately 25% of the people in the community do not speak English as their first language.</p>	

Adapted from: www.justhealthaction.org

B.3.1 Equality vs Equity Scenarios Answer Key

Example	Fair? If not what could be done to make it more just (equitable)?
Access to computers and to the internet is not the same in all libraries in the city.	No Give more money to libraries where there is less access to computers and the internet.
A city is having financial problems and has made a decision to cut the budget for its 25 community centres. The city cuts the budget by reducing operational hours the same amount for all centres.	No This is equal treatment but it assumes that all community centers need the same hours. Determine how communities are using the centres and adjust the hours based on usage.
A city has three times the amount of accessible playground equipment per resident in its north areas than in the south areas.	No Provide more accessible playground equipment in the south areas of the city to enhance inclusion for all children in all playgrounds.
A meeting is planned to discuss the environmental cleanup of a contaminated industrial site in a community. The meeting will be held in English. Approximately 25% of the people in the community do not speak English as their first language.	No Hire translators Have one meeting in the predominant second language.

B.3.2 LGBTQ Conversation-Guide

Supporting Every Student Learning Series

Sexual and Gender Identity in Canadian Schools

Part 1: Introduction

(with Dr. Kristopher Wells, Faculty Director, University of Alberta)

Anticipating and embracing diversity in the learning environment is key to ensuring LGBTQ students feel safe, cared for and valued and makes it less likely that they will experience bullying and discrimination.

Key understandings:

- Diverse sexual orientations and gender identities may include lesbian, gay, bi-sexual, trans-gender, two-spirit, intersex, queer, questioning, asexual, ally, or pan-sexual.
- The acronym LGBTQ (or a variant of this) represents all sexual and gender minorities.
- Members of this sexual and gender minority community disproportionately experience bullying, ridicule, rejection and discrimination.
- Individuals typically have an awareness of their gender identity around the age of five and the first awareness of their own sexual orientation around the age of ten.
- Youth are ‘coming out’ (self-disclosing their sexual orientation) at a younger age, often around 15 or 16—making this an important issue in schools.
- Research identifies that individuals can experience a number of negative mental health effects from hiding their identity and not having supportive social networks.
- This is the first generation of LGBTQ students who are ‘out’ at school, often have the support of their families, and are more likely to advocate for themselves.
- A national survey of 3,700 students (average age: 17) in 2009 showed that:
 - 73 per cent identified as heterosexual
 - 26 per cent identified as lesbian, gay, bisexual or questioning
 - 3 per cent identified as trans-gender
 - over 60 per cent of students with LGBTQ parents reported feeling unsafe at school
- Research also tells us that homophobic language is the most prevalent form of derogatory language in the school environment, and is the least responded to.
- A 2014 Toronto District School Board student census showed that:
 - 10 per cent fewer LGBTQ students completed high school
 - 54 per cent of LGBTQ students applied to a post-secondary institution, compared to 68 per cent of heterosexual students
 - 27 per cent of LGBTQ students were threatened with violence, compared to 13 per cent of heterosexual students

Supporting Every Student Learning Series

Sexual and Gender Identify in Canadian Schools, Part 1. (cont.)

Key understandings (cont.):

- 19 per cent of LGBTQ students experienced cyberbullying compared to 8 per cent of heterosexual students
- 41 per cent of LGBTQ students did not feel supported by teachers compared to 31 per cent of heterosexual students
- 34 per cent of LGBTQ students did not feel safe at school, compared to 22 per cent of heterosexual students
- A 2015 UBC survey of over 500 transgender youth showed that:
 - two-thirds experienced incidents of discrimination because of their gender identity
 - more than 70 per cent experienced sexual harassment
 - nearly half of older trans youth reported cyber bullying
 - nearly two thirds engaged in self-harming
 - more than 30 per cent attempted suicide
 - 70 per cent reported their families did not understand them.
- The number one thing school leaders can do to address these issues is to think about ways to bring difference and diversity into schools and classrooms.
- The more students are comfortable with difference and diversity, the less likely they are to ridicule, reject or attack it.
- The four key factors that make a positive difference in schools include:
 - an inclusive curriculum
 - supportive teachers
 - comprehensive policies that support welcoming, caring and inclusive learning environment
 - visibility and inclusion.

Questions for reflection and discussion:

- Are staff at your school aware of key issues facing LGBTQ students? If not, how might this awareness be improved?
- What is currently being done to ensure LGBTQ students and staff at your school feel safe and are treated with dignity and respect? What more needs to be done?
- How can schools bring diversity and difference into schools and classrooms?

For more information:

- The Alberta Government [infographic on supporting the LGBTQ community](#).
- Alberta Human Services' information on [LGBTQ supports](#).
- Alberta Education's [Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions](#).

B.3.3 Understanding ESL Learners Moving Toward Cultural Responsiveness—A Guide for Teachers

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English as a Second Language Council of the Alberta Teachers' Association

Understanding ESL Learners: Moving Toward Cultural Responsiveness—A Guide for Teachers

“Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.”

—Education Alliance, Brown University, 2006

The creation of culturally responsive schools and classrooms is of the utmost importance to the learning, development and overall health of newcomer students and their families. Moreover, it is an essential element in the strong and healthy growth of an increasingly diverse community.

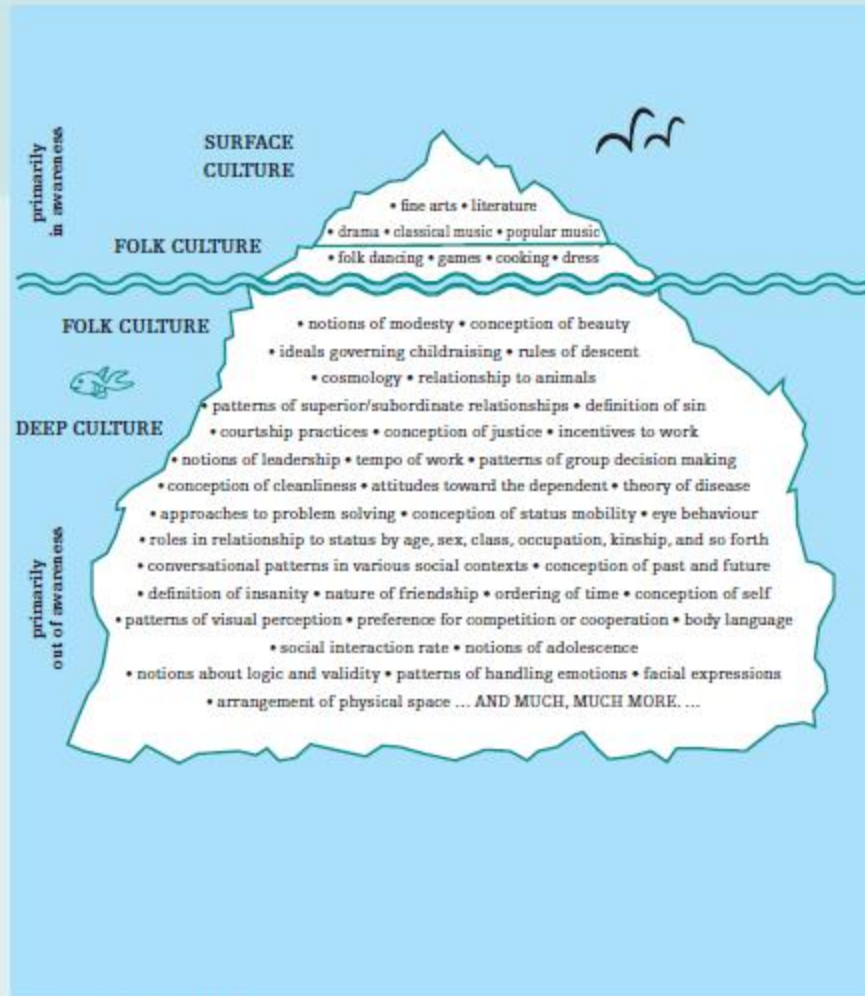
Factors of motivation, interpersonal acceptance and self-esteem can enhance or limit the speed and depth of learning. When students experience a positive and culturally responsive learning environment, they are more likely to be relaxed, receptive to learning and more confident to take risks.

What Is Culture?

“The unique system of beliefs, attitudes, customs and behaviours that identify a particular group. Cultural norms guide behaviour and determine thoughts and actions. Culture contributes to social and physical survival.”

—Safe and Caring Schools for Newcomer Students, ATA 2003, 9

Culture manifests in many ways...



Source: Hanley 1999

The iceberg metaphor of culture distinguishes between surface and deep culture. Deep culture is mostly hidden and comprises the aspects of identity that most powerfully affect our self-concept, perceptions and interactions with others. It is the many subtleties of deep culture that we must respond to with acceptance and sensitivity in our classrooms and hallways.



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Considering Deep Culture: Understanding Cultural Differences in Student Behaviour

Perceived Behaviour	Possible Cultural Source
Student avoids eye contact.	Casting the eyes down may be a demonstration of respect.
Student smiles at seemingly inappropriate times.	A smile may be a gesture of respect, meant to avoid offence in difficult situations.
Student shrinks from physical contact or interacts at an inappropriately close distance to others.	There are significant differences among cultures with respect to personal space. There may also be taboos associated with certain parts of the body (top of the head, soles of the feet, etc).
Student does not eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
Student does not participate actively in group work.	Cooperative group work is not used by teachers in all cultures. Students may be unaccustomed to collaboration.
Student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures, and the expectations for males and females are quite different.
Student seems reluctant to engage in debate, speculation, argument or other classroom processes.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's.
Student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.

(Alberta Education 2007)



What can I do in the classroom?

1. Model respect.
2. Reflect on your own cultural biases.
3. Select culturally relevant classroom resources.
4. Provide opportunities for students to share their own cultural traditions and beliefs.
5. Understand the importance of promoting equity, rather than equality. (ATA 2003)
6. Establish a routine for welcoming newcomers.
7. Know how to pronounce their names, and ensure that the students do as well.
8. Have students seated with first-language peers initially.
9. Make personal contact with new students at least once each lesson.
10. Design classroom learning activities that encourage students to get to know one another.
11. Ensure that classroom displays are inclusive of all classroom cultures.
12. Learn some expressions in the students' first languages. (Coehlo 1998)
13. Inform yourself about the student's culture.
14. When interacting with students, be aware of deep culture and how it may play a role in student behaviour.

What can the school do?

1. Hire teachers from diverse backgrounds.
2. Involve members of newcomer communities in the school as staff, volunteers, translators or cultural brokers.
3. Conduct staff training in cultural awareness and cultural competency. (ATA 2003)
4. Have a planned reception and orientation program for newcomer students and parents.
5. Ensure that orientation materials, school or district publications, and written communication with parents are available in the first languages of newcomer groups.
6. Hold parent meetings with specific linguistic and cultural groups.
7. Post school signs and notices in multiple languages.
8. Use interpreters and translators for intake, orientation and routine communication with parents.
9. Support student maintenance and use of heritage languages.
10. View students' first languages as linguistic, academic and cultural assets.
11. Give equal treatment to important festivals and special days of all cultures in the school. (Coehlo 1998)



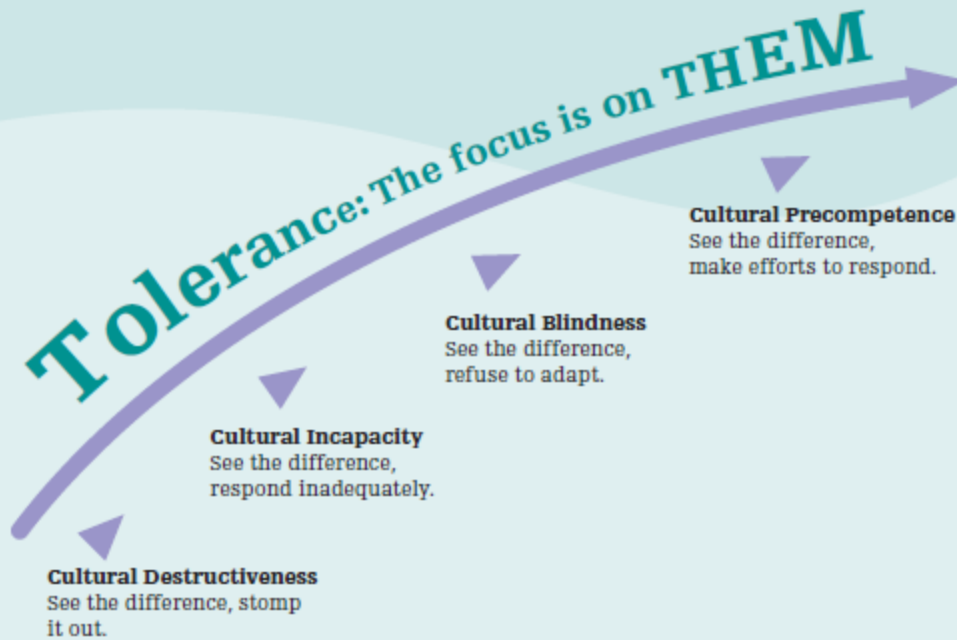
Does your school have high expectations for all students?

- ✓ Are examples of the achievements and ideas of diverse authors, thinkers and historical figures woven into—not separated from—the curriculum?
- ✓ Are texts, lessons and discussion topics chosen with thought about how to provide a safe environment for discussion of controversial issues?
- ✓ Do all students feel safe in the classrooms, hallways and lunchroom?
- ✓ Does the school challenge anyone making generalizations about racial and ethnic groups?
- ✓ Is evidence of diverse cultures displayed in hallways, in the library, in classroom examples, and in the racial and cultural backgrounds of adults working in the building?
- ✓ Does the school take students' and parents' discomfort, frustration or anger seriously?
- ✓ Are issues worked out through mediation and discussion?
- ✓ Do teachers expect all students to complete and turn in work, know the answers to different levels of questions, work in class, follow class guidelines and respond to structure?
- ✓ Do parents of colour feel welcome at conferences, parent advisory group meetings and school events?
- ✓ Do students of all ethnicities represented in the school participate in all academic courses and programs?
- ✓ Are students of colour counselled to consider high-level academic programs and college?
- ✓ Are administrators and teachers willing to counter racist comments?
- ✓ Do teachers value inclusive curriculum even when the school is primarily populated by white students?
- ✓ Do teachers and staff members feel they can openly discuss issues of race, class and gender without feeling defensive or ashamed? (Landsman 2004)



Toward Cultural Proficiency

Becoming culturally proficient is an ongoing process.



Cultural Competence

Culturally competent agencies and individuals accept and respect cultural differences, continue self-assessment of cultural awareness, pay careful attention to the dynamics of cultural differences, continually expand their cultural knowledge and resources, and adopt culturally relevant service models in order to better meet the needs of minority populations. (Hanley 1999)

Level 1

- Remember our policy is no hats in school, which includes any form of head covering.
- We don't have that name in Canada. We're going to call you Sam from now on.

Level 2

- The rules are the same for everyone. I'm not going to give you more time to do the test.
- Praying is a religious practice that we can't accommodate during school hours.



Cultural Competence
See and accept the difference. Expand understanding. Continue to adapt and reflect on practices.

Cultural Proficiency
Accept and respect differences. Continue self-assessment.

Transformation:
The focus is on our practices

Adapted from Hanley (1999).

Level 3

- We don't discriminate in our school; everyone is treated equally.
- All students in the swimming program must wear proper bathing suits. No shorts or T-shirts.

Level 4

- Let's have each family bring a traditional meal and wear traditional dress for the school's heritage fair.
- Tell us what your name means in your language.

Level 5

- Our staff have agreed to provide classroom space for the Heritage Language Association to teach the national language of Eritrea on Saturdays. (Holloway and Maheu 2007)

Moving Toward Cultural Responsiveness—A Guide for Teachers • 7 

Further Reading and Resources

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- www.naarr.org—Northern Alberta Alliance on Race Relations
- www.calgarycentreforculture.org
- www.canada.metropolis.net—Metropolis is an international network for comparative research and public policy development on migration, diversity, and immigrant integration in cities in Canada and around the world.
- www.ucalgary.ca/cdi—The Cultural Diversity Institute
- www.catholicsocialservices.ab.ca—Offers a directory of newcomer programs and services in selected communities in Alberta
- www.emcn.ab.ca—Edmonton Mennonite Centre for Newcomers
- http://eisa-edmonton.org/—Edmonton Immigrant Services Association
- www.immigrantservicescalgary.ca/—Immigrant Services Calgary
- www.cp-pc.ca/english/index.html—Cultural Profiles Project—Brief summaries of the cultures and traditions of many different newcomer groups

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ESL-3-6 2010 09

B.3.3 Cultural Proficiency Framework

Cultural Proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one’s work and one’s relationships. The four tools of cultural proficiency are the Elements, the Continuum, the Barriers and the Principles.

THE ESSENTIAL ELEMENTS -- Standards for Planning and Evaluating					
<ul style="list-style-type: none"> • Assess Culture: Identify the cultural groups present in the system • Value Diversity: Develop an appreciation for the differences among and between groups • Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment • Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion • Institutionalize Cultural Knowledge: Drive the changes into the systems of the organization 					
CULTURAL PROFICIENCY CONTINUUM					
Change Mandated for Tolerance			Change Chosen for Transformation		
DESTRUCTION	INCAPACITY	BLINDNESS	PRECOMPETENCE	COMPETENCE	PROFICIENCY
<p><i>Eliminate differences</i> The elimination of other people's cultures</p>	<p><i>Demean differences</i> Belief in the superiority of one's culture and behavior that disempowers another's culture</p>	<p><i>Dismiss differences</i> Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures</p>	<p><i>Respond inadequately to the dynamics of difference</i> Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups</p>	<p><i>Engage with differences using the essential elements as standards</i> Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices</p>	<p><i>Esteem and learn from differences as a lifelong practice</i> Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.</p>
Reactive Behaviors, Shaped by the BARRIERS			Proactive Behaviors, Shaped by the PRINCIPLES		
<ul style="list-style-type: none"> • Unawareness of the need to adapt • Resistance to change • Systems of oppression and privilege • A sense of entitlement 			<ul style="list-style-type: none"> • Culture is a predominant force • People are served in varying degrees by the dominant culture • There is diversity within and between cultures • Every group has unique culturally-defined needs • People have personal identities and group identities. • Marginalized populations have to be at least bicultural • Families, as defined by culture, are the primary systems of support • The diverse thought patterns of cultural groups influence how problems are defined and solved. • The absence of cultural competence anywhere is a threat to competent services everywhere 		

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012
www.TheRobinsGroup.org

B.3.3 Understanding Cultural Responsiveness

Discussion Guide

Cultural proficiency is a critical component to creating an inclusive learning environment where all students feel welcomed, cared for, respected and safe. Teachers who are culturally proficient respect and celebrate cultural differences and, continue to develop their knowledge and skills to better meet the needs of minority populations. Becoming a culturally proficient individual is a journey of self-reflection and openness to understanding how culture differences impact the learning environment.

Please read *Understanding ESL Learners: Moving Toward Cultural Responsiveness – A Guide for Teachers*. This teacher guide was developed by the English as a Second Language Council of the Alberta Teachers' Association to support teachers to welcome students from diverse cultures into the classroom. Although this publication is focused on newcomer students the information is also applicable to many Canadian born students from immigrant families.

1. Review the culture iceberg graphic on page 2. What additional items could be included in the deep culture portion of the iceberg?
2. The student's family culture can influence their behavior in the classroom. Review the table on page 3. Consider when a student's behavior may have been influenced by their family culture. How did you respond?
3. The continuum toward cultural proficiency is explained on pages 6 and 7. Identify where the activities below fall on the continuum of cultural proficiency and explain why.
 - a) Everyone in our school is equal; we don't see colour differences.
 - b) We celebrate culture in our school with a Heritage Fair in May each year. That's good enough.
 - c) Canada is a Christian country and we should be able to say Merry Christmas.
 - d) Our school newsletter is translated into three different languages.
 - e) We have guidelines to allow smudging on school property.
 - f) The daily opening exercises at our school includes saying the Lord's Prayer.

More information about cultural proficiency is available at:

Delores Lindsey & Randell Lindsey. "Build Cultural Proficiency to Ensure Equity." *Journal of Staff Development*. February 2016. Vol 37. No.1. Learningforward.org.

<https://learningforward.org/wp-content/uploads/2016/02/build-cultural-proficiency-to-ensure-equity-feb16.pdf>

B.3.3 Cultural Responsiveness-Answers to Question 3

3. The continuum toward cultural proficiency is explained on pages 6 and 7. Identify where the activities below fall on the continuum of cultural proficiency and explain why.
- a) Everyone in our school is equal and we don't see colour differences. (Level 2: Cultural Incapacity)
 - b) We recognize and celebrate culture in our school with a Heritage Fair in May each year. (Level 4: Cultural Precompetence)
 - c) Canada is a Christian country and we should be able to celebrate Christmas at a Christmas Concert. (Level 1: Cultural Destructiveness)
 - d) Our school newsletter is translated into three different languages. (Level 5: Cultural Competence)
 - e) We have guidelines to allow smudging on school property. (Level 5: Cultural Competence)
 - f) The daily opening exercises at our school include saying the Lord's Prayer. (Level 1: Cultural Destructiveness)

For more information about cultural proficiency is available at:

Delores Lindsey & Randell Lindsey. "Build Cultural Proficiency to Ensure Equity." Journal of Staff Development. February 2016. Vol 37. No.1. Learningforward.org.

<https://learningforward.org/wp-content/uploads/2016/02/build-cultural-proficiency-to-ensure-equity-feb16.pdf>

C.1.1 Safe Schools Discussion Guide

“Welcoming, Caring, Respectful and Safe Schools”

Alberta Education website

<https://www.alberta.ca/safe-and-caring-schools.aspx>

Students, parents and school authorities have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

When students feel like they belong, it encourages them to stay in school to learn and succeed. These are environments where:

- healthy and respectful relationships are built and fostered
- students feel that adults care for them as a group and as individuals
- positive mental health is promoted
- values, rights, and responsibilities are respected
- support is demonstrated through collaboration, high expectations, mutual trust and caring
- diversity is respected, celebrated and understood as a strength
- expectations are clear, consistent, and regularly communicated
- consequences of unacceptable behaviour take into account the students age, maturity, and individual circumstances
- support is provided for those impacted by inappropriate behaviour as well as for those who engage in inappropriate behaviours
- children, youth and adults model positive social-emotional skills, including empathy and compassion

Students whose school supports social emotional development have a stronger sense of connection to those around them and are more likely to be hopeful about their futures. A sense of belonging gives students feelings of security, identity and community, which, in turn, supports their academic, psychological and social development. Students with strong and rewarding social ties at school are less likely to struggle with chronic absenteeism and to leave school before completion.

Questions for discussion and reflection

What strategies are in place in the school to support students feeling of belonging?

What strategies do you provide in your classroom?

How do you know students feel like they belong in your school and classroom?

How can you ensure that students who may be marginalized feel like they belong?

C.2.1 Respecting Aboriginal People



Respecting Aboriginal Peoples

Bullying for First Nations, Métis and Inuit Canadians is a diverse and complex issue. Sometimes bullying is perpetrated by those outside the Aboriginal community on members of the community, such as Aboriginal children and youth being victimized by non-Aboriginal children and youth for looking Aboriginal.

Sometimes bullying can be perpetrated by someone inside the community on a member of their own group. Some examples of this type of bullying are:

- Family (band) differences, mutual resentments and grudges
- Bullying people for not looking Aboriginal, or for having a lighter or darker skin tone
- New people coming into the community
- Name calling.

Bullies who hide behind racially motivated beliefs and attitudes are still bullies.

Who experiences racial bullying?

This type of bullying can affect anyone and may be targeted at people who:

- Self-identify as First Nations, Métis or Inuit
- Are perceived to be Aboriginal
- Are teachers, parents, coaches and community members that are Aboriginal.

Bullying directed at someone because of their race may include:

- Malicious name-calling
- Obscene gestures
- Racially motivated teasing, taunting, frothing, or threats
- Spreading rumours or gossip about a person's cultural identity
- Physical aggression such as hitting, pushing, kicking, punching, choking, and stalking
- Isolating someone from his or her friends or peer group
- Using the Internet, instant messaging, and social networking sites to intimidate, put down, spread rumours, make fun of, threaten, or exclude someone because of their actual or perceived cultural identity.

Law enforcement could consider racially motivated bullying to be a hate crime that may be prosecuted.

Need to talk to someone about bullying?
Call 1-888-456-2323 (24 hours, toll-free in Alberta).
b-free.ca

Government of Alberta

Children and Youth Services and Education are proud to lead Alberta's Cross-Ministry Prevention of Bullying Strategy.



If you find yourself the target of racial bullying, you may feel:

- Alone
- Embarrassed or ashamed
- Depressed and uncertain about yourself or your future
- Angry and want to turn the tables and become a bully yourself
- Unsafe at school or in your community
- Stressed and often think about skipping school or activities to avoid the bullies
- Set apart from your cultural community, and as though you no longer want to acknowledge your heritage
- Isolated and wanting to withdraw from social activities and hide away.

These are all normal and natural feelings, but remember you can always reach out for help.

If you, or someone you know is, the target of racial bullying:

1. **Tell someone you trust** – Talk to a trusted adult or friend who respects your confidentiality. This may be a teacher, parent, relative, youth worker, counsellor, coach, elder or faith leader. Remember, you don't have to suffer in silence. Keep speaking up until someone helps you. No one deserves to be bullied!
2. **Stay safe** – Don't fight back. Bullies want attention and fighting back gives them what they want. If you fight back, you may get hurt or make the situation worse. If

you are a bystander, go for help and provide moral and emotional support to the person being bullied.

3. **Write down everything** – Keep a record about the incident, including the date, time, location, and what was said or done. If you are being bullied online, don't delete the message. You don't have to read it, but keep it. It's your evidence. The police, your Internet service provider, or your school authorities can use this information to help protect you from further abuse.

4. **Get help** - Caring and trusted adults and friends are available to help and support you. Look for resources in your community that can offer traditional approaches to healing. Another option is to have members of your community work with the bully (or the target) and make a community healing circle.

5. **Find support in your community** – Check to see if there is a local group in your community where you can meet others who have had similar experiences. Consider starting support groups or other types of resources in your community if they do not exist. It is important to ensure that any support is culturally appropriate and includes Elders and well-respected community members.

For more information on bullying, visit www.bullyfreealberta.ca.

Need to talk to someone about bullying?
Call 1-888-456-2323 (24 hours, toll-free in Alberta).

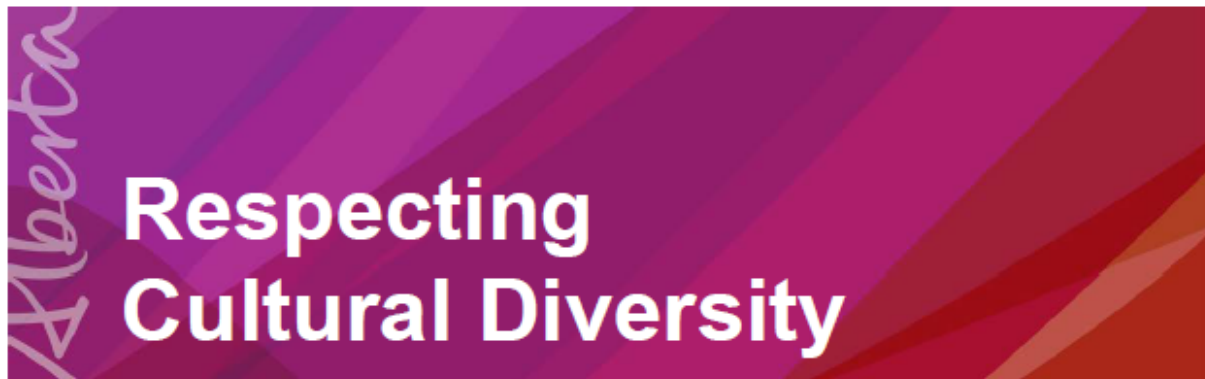
b-free.ca

PFVB 3987

Children and Youth Services and Education are proud to lead Alberta's Cross-Ministry Prevention of Bullying Strategy.

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C.2.1 Respecting Cultural Diversity Fact Sheet



Bullying is any repeated, hostile or demeaning behaviour intended to cause harm, fear or distress, including physical or psychological harm.

For an action to be considered bullying it needs to involve:

- Intent: the actions happens on purpose
- Harm: the recipient hurts is hurt by the action
- Repetition: the recipient is repeatedly targeted

Bullying can be:

- Verbal: name calling, put downs, threats
- Social/ relational: exclusion, gossiping, ganging up
- Physical: hitting, pushing, slapping

Bullying creates fear and threatens the safety and well-being of individuals, families and society as a whole. To end bullying, we need to work together to promote healthy relationships by demonstrating trust, empathy, honesty and respect.

Bullying someone for their ethnicity, heritage, culture or beliefs is unacceptable and is a serious issue. It may be considered a hate crime under Canada's Criminal Code.

Fourteen per cent of elementary school children report they have been bullied because of their ethnicity, heritage, culture or beliefs.¹ Additionally, high school students who were not born in Canada experienced significantly more bullying, racism and bigotry related to their ethnic background than

those born in Canada.² A survey conducted for Alberta Education revealed that some children and youth in Alberta have experienced exclusion from play or social activities because of their ethnicity.³

Who experiences ethnic bullying?

This type of bullying can affect anyone, including those who:

- Self-identify as part of an immigrant or ethnic community
- Are perceived to be part of an immigrant or ethnic community
- Are teachers, parents, coaches and community members that are not a part of the ethnic majority but are sensitive to this issue

Bullying directed at someone because of their ethnicity, heritage, culture or beliefs may include:

- Malicious name-calling
- Obscene gestures
- Racially motivated teasing, taunting, froshing or threats
- Spreading rumours or gossip about a person's cultural identity
- Physical aggression such as hitting, pushing, kicking, punching, choking and stalking
- Isolating someone from his or her friends or peer group
- Using the Internet, instant messaging and social networking sites to intimidate, put

alberta.ca

Call the Bullying Helpline 1-888-456-2323 (24 hours, toll-free in Alberta).



down, spread rumours, make fun of, threaten or exclude someone because of their actual or perceived cultural identity

People who have been bullied for their ethnicity, heritage, culture or beliefs may feel:

- Alone
- Embarrassed or ashamed
- Depressed and uncertain about yourself or your future
- Angry and want to turn the tables and become a bully yourself
- Stressed (you may think about skipping school or activities to avoid bullies)
- Set apart from your cultural community, and as though you no longer want to acknowledge your heritage
- Isolated (you may want to withdraw from social activities and hide away)

These are all normal and natural feelings. But remember – you can always reach out for help.

If you are being bullied:

Tell someone you trust – Talk to a friend or trusted adult who respects your confidentiality. This may be a teacher, parent, relative, youth worker, counsellor, coach or faith leader. Remember, you don't have to suffer in silence. Keep telling until someone helps you. No one deserves to be bullied.

Stay safe – Don't fight back. Bullies want attention and fighting back gives them what they want. If you fight back, you may get hurt or make the situation worse. If you are a

bystander or witness, become an ally. Go for help and provide moral and emotional support to the person being bullied.

Write down everything – Keep a record about the incident including the date, time, location, and what was said or done. If you are being bullied online or in a text, don't delete this message. You don't have to read it, but keep it. It's your evidence. The police, your parents/guardians, or school authorities can use this information to help protect you from further abuse.

Get help – Caring and trusted adults and friends are available to help and support you. Look for resources in your community that can offer culturally appropriate approaches to healing. While it is not usually recommended to try to resolve issues with the bully and the target together, some cultures may feel this is an appropriate way to deal with bullying behaviours.

Find support in your community – Check to see if there is a local group in your community where you can meet others who have had similar experiences. Consider starting support groups or other types of resources in your community if they do not exist. It is important to ensure that any support is culturally appropriate and includes Elders and well-respected community members.

For more information on bullying, visit bullyfreealberta.ca.

1. Pepler D, Connolly J, Craig W. Bullying and Harassment: Experiences of Minority and Immigrant Youth. CERIS Report. www.metropolis.net
2. McKenny K, Pepler D, Craig W, Connolly J. Peer victimization and psychosocial adjustment: The experiences of Canadian immigrant youth. *Electronic Journal of Research in Educational Psychology*, No. 9 Vol 4(2), 2006, pp: 239-264.
3. Focus Alberta Survey, September 2007, Alberta Education

alberta.ca

Call the Bullying Helpline 1-888-456-2323 (24 hours, toll-free in Alberta).

Alberta
Government

C.2.1 What Adults Can Do to Prevent and Stop Bullying



What **Adults Can Do** to **Prevent** and **Stop Bullying**

Thousands of kids live in fear of bullying, suffering humiliation, poor grades and crushed spirits. And if you think it's just something kids have to go through, you're wrong. There is a lot you can do to bully-proof the children in your life.

If you think about it, most people have been a target of bullying at some point in their lives. They may have also been the person who was doing the bullying or, most certainly, seen someone being bullied.

Bullying happens once every seven minutes on the playground and once every 25 minutes in the classroom.
(Pepler et al., 1997)

Bullying can take different forms, including:

Verbal: taunts, name-calling and put-downs, threats and intimidation

Social: exclusion from peer groups, ganging up, or group teasing.

Physical: assault

Cyber: using the computer or other technology to harass or threaten

What is bullying?

Bullying is defined as a conscious, willful, deliberate and repeated hostile activity marked by an imbalance of power, intent to harm, and/or a threat of aggression. When bullying goes from bad to worse, it may lead to a feeling of terror on the part of the person being bullied. Often there are contrasting feelings between the child who bullies and the target as a result of the bullying. The person who bullies may feel excited, powerful, or amused while the target feels afraid, embarrassed, or hurt.

Bullying is hurtful and harmful and is NOT a normal part of growing up.

How to tell if a child is being bullied

Children don't always speak up when they're being bullied because they're embarrassed or afraid the person who is bullying will get back at them. Children sometimes believe they must remain silent in order to belong. The child's behaviour may be a clue to bullying even before they are willing to talk about it.

Bullying is not a discipline problem, it's a relationship problem.

Need to talk to someone about bullying?
Call 1-888-456-2323.

Children's Services and Education are proud to lead Alberta's Strategy for the Prevention of Bullying.



Warning signs

- Being afraid to go to school or complaining about feeling ill in the mornings.
- Skipping school or starting to do poorly in school.
- "Losing" belongings or coming home with clothes or books destroyed.
- Coming home, or to school, with unexplained bruises or cuts.
- Having nightmares, becoming withdrawn or beginning to bully other children.
- Attempting or talking about suicide.

Everyone has a role to play in making our communities, homes and schools hopeful and happy places to be.

What you can do

If you suspect a child is being bullied, ask them directly. If the answer is yes - here are seven ways you can help immediately:

1. **Offer comfort.** Let the child know you are there to support them and that you will do all you can to help them feel safe. Let the child know that the bullying is not his/her fault. Encourage the child to ask for help and not to stop until they get it!
2. **Work together.** Schools and parents should work together to prevent and stop the bullying. Parents should contact the school immediately to make sure the situation will be monitored so their child will be safe. Schools should develop a plan for supervision and intervention during recess and noon hour and foster a
3. **Make arrangements for safety.** If the bullying happens on the way to school, parents can arrange for their child to go with older, supportive children, or personally take them to school until the threat of bullying is gone. Talk to the child in your life about making sure they are part of a group and are not isolated.
4. **Help develop confidence.** Children who bully tend to pick on children who are isolated, so helping children develop confidence in their social skills can make a big difference. Encourage them to participate in clubs or social groups that share similar interests.
5. **Practice effective responses.** Work with a child in your life to practice what to say to someone who is bullying them. For example, a child could say, "Stop it. I don't like it" firmly and walk away.
6. **Build self-esteem.** Create opportunities for a child in your life to do something well – a task, a sport or hobby – and praise him/her for it to help build self-esteem.
7. **Communicate** – Encourage a child in your life to talk with you about their feelings and ideas. This may take numerous attempts before he or she is able to break free from the fear of tattling.

For more information about bullying, visit www.bullyfreealberta.ca.

**Need to talk to someone about bullying?
Call 1-888-456-2323.**

Children's Services and Education are proud to lead Alberta's Strategy for the Prevention of Bullying.

Alberta

C.3.1 Creating a Compassionate Classroom

Download the latest version [here](#).

C.3.1 Mental Health in Schools

Teachers have the power to make a difference

Leigh Meldrum, David Venn and Stan Kutcher

The following article is reprinted with permission from Health and Learning, May 2009, published by the Canadian Teachers' Federation. The article has been edited to conform to Association style.

Working in education is exciting yet highly demanding, especially when teenagers are in the picture. The impact that a teacher may have on a teen's development and well-being is profound, and as a result the role of the teacher often extends beyond the traditional classroom. This can be challenging for some teachers, particularly when faced with mental health problems that youth may be experiencing.

The mental health of students in schools is an often overlooked, yet extremely relevant issue for today's educator. In Canada, between 15 and 20 per cent of youth suffer from a mental disorder that would benefit from professional care, and 6 to 8 per cent of young people suffer from depression. By learning how to recognize and address adolescent mental health problems, as well as how to appropriately refer those young people suffering from mental health problems to health professionals for treatment, educators have a unique opportunity to play an important role in the health and well-being of Canadian youth. It is imperative, therefore, that teachers be equipped with the practical tools and knowledge required to recognize and intervene appropriately in situations where mental illness may be a concern.

According to the World Health Organization, mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." Although it is often overlooked, mental health is as important to a person's well-being as their physical health, particularly during the turbulent years of adolescence.

During adolescence, the brain undergoes a significant period of growth and development, which continues into the twenties. This means that during secondary school, students are passing through a vulnerable time of neurodevelopment that can have a serious effect on all aspects of their life. Indeed, adolescence is a time when much new behaviour begins to emerge, including changes in attention, motivation and risk-taking behaviour.

When the brain (or part of the brain) is not working well or is working in the wrong way, a person may experience many different kinds of problems, such as difficulty thinking or focusing, extreme emotional highs and lows, or sleep problems. When these symptoms significantly disrupt a person's life, we say that the person has a mental disorder or a mental illness, the causes of which are extremely complicated and may be the result of a complex interaction of

genetics, environment and neurodevelopment.

How does mental health affect students?

The statistics regarding youth mental health problems are staggering. At any given time in Canada, approximately 20 per cent of young people may be suffering from some form of mental disorder, which translates to one in five students in the average classroom. Mental disorders include depression, schizophrenia, anorexia nervosa, bipolar disorder, panic disorder and so on. These problems can seriously influence the day-to-day functioning of youth in the classroom. Mental disorders represent the most common and disabling condition affecting young people and therefore have major implications for students and for schools.

1. Mental disorders affect a student's emotional well-being

If ignored, mental health problems can impede social development, leaving young people feeling socially isolated, stigmatized and unhappy. In an attempt to cope with or overcome the symptoms of these disorders, some young people acquire socially or personally inappropriate behaviours, such as dropping out of school or becoming heavily involved in the illicit use of drugs. Mental disorders may also impact the young person's ability to make and retain a strong and supportive peer network or appropriate relationships with adults. Teachers represent a prominent and positive adult role model in the student's life. It is part of their role to be supportive and aware of student difficulties and direct them to the appropriate resources for help if needed.

2. Mental disorders affect a student's ability to learn

Mental health problems may pose a significant and unnecessary obstacle for students to overcome in the classroom. Studies show that students with emotional disturbance and poor social-emotional functioning have difficulty meeting academic standards. Some mental disorders such as learning disabilities and Attention Deficit Hyperactivity Disorder present unique and specific challenges to optimizing learning outcomes. By being aware of these factors, teachers can better meet the specific needs of students to help them learn most effectively.

3. Mental disorders are a factor in why some students drop out of school

About 15 per cent of youth attending postsecondary education drop out before finishing their programs, often for reasons related to their mental health. Therefore, addressing students' mental health concerns before they become a serious disruption and lead to negative behaviours, including dropping out of school, is an important step.

Addressing mental health problems at school: The three-pronged approach

Schools can be an important location for mental health promotion, early identification and intervention, combating stigma associated with mental illness and possibly providing interventions and ongoing care. What can teachers do to make a difference in the mental well-being of students? The answer is not always easy, and requires cooperation at all levels of the education system and a positive collaboration with health care providers.

1. Reducing stigma

One of the largest obstacles facing youth with mental illness is the associated social stigma against people living with a mental disorder. While the scientific understanding and treatment of mental disorders, as well as the awareness of the importance of mental health in all aspects of life, has advanced considerably in the past decade, the public's perception about people with mental illness has been much slower to change.

In the classroom, stigma associated with mental illness can affect how teachers, classmates and peers treat the student living with a mental disorder. School-based antistigma activities present an opportunity to enhance understanding of mental illness and improve attitudes towards people living with mental illness. Furthermore, school-based antistigma activities reach people on all social levels, from teachers, principals and administrators to parents and community members to most important, the students themselves.

2. Identify and intervene

Early identification and effective intervention for youth with mental disorders are critical. If left untreated, the symptoms of a mental illness may increase in severity, and its effects may become more serious and potentially life threatening. Educators and school personnel are in an ideal position to recognize behavioural or emotional changes that may be symptomatic of the onset of mental illness.

By providing training related to youth mental health and mental disorders in young people that is specific to educators, we will be better equipped to protect and promote the mental health of our youth. Educator-specific programs, such as Understanding Adolescent Depression and Suicide Education Training Program (www.teenmentalhealth.org), address the signs and symptoms of depression, as well as risk factors for suicide, methods of identification and appropriate referral of high-risk youth. The basis of this innovative Canadian program is supported by documented evidence of effectiveness and has been demonstrated to improve mental health literacy in educators and health professionals.

3. School curriculum and mental health

A potential starting point for the integration of mental healthcare into existing school health systems is through the implementation of a gatekeeper model. A gatekeeper model provides training to teachers and student services personnel (social workers, guidance counselling and school psychologists) in identifying and supporting young people at risk for, or living with, a mental disorder. It also links education professionals with health providers to allow for more detailed assessment and intervention when needed.

Schools can also address students' mental health by implementing mental health promotion strategies through innovative curriculum initiatives. Improving mental health literacy through curriculum development and application could enhance knowledge and change attitudes in students and teachers alike, and embedding mental health as a component of health promoting

activities could enhance mental health while decreasing stigma associated with mental disorders. Two examples of recently developed Canadian mental health curriculum for schools are

Healthy Minds, Healthy Bodies (Nova Scotia) and the Secondary School Mental Health Curriculum (Canadian Mental Health Association).

What role can teachers have in advancing mental health in schools?

Teachers are in a unique position to make a difference when it comes to promoting and addressing student mental health concerns in and out of the classroom. Here are four suggestions to consider.

Policy reform—Support the development of policies and plans that recognize the importance of integration of mental health into educational institutions.

Curriculum—Support the application of a mental health curriculum, which in turn provides health promotion and addresses stigma through scientific knowledge.

Support System—Implement infrastructures and support systems within your school, for example, establish a mental health task force that can pioneer a program including gatekeepers, student services expertise and community links.

Teacher Training—Support the development and implementation of appropriate professional mental health training programs for teachers and other educators. Mental disorders in young people are now being increasingly recognized, and educators are being asked to address those needs in and out of the classroom. Understanding what these issues are and the many different avenues available to effectively deal with them is an important challenge in today's educational environment.

Dr. Stan Kutcher is the Sun Life Financial Chair in Adolescent Mental Health at Dalhousie University, Halifax. The Chair is dedicated to improving the mental health of youth by the effective translation and transfer of scientific knowledge. For more information, visit www.teenmentalhealth.org.

Leigh Meldrum is a graduate in anatomy and cell biology at McGill University and is a member of Dr. Kutcher's team.

David Venn is an advisor with the Sun Life Financial Chair in Adolescent Mental Health's Knowledge Translation Team.

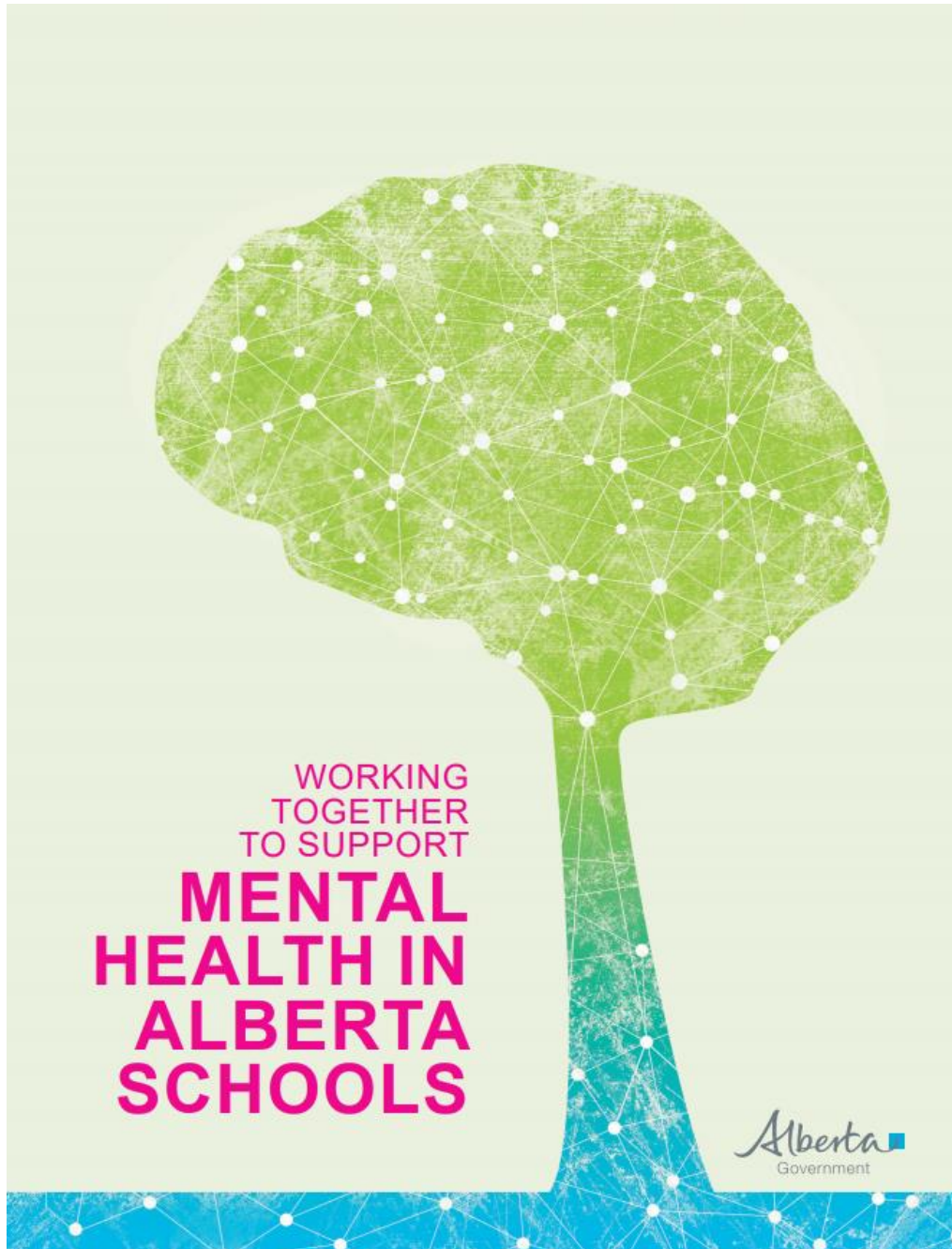
Source: Alberta Teachers' Association

<https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume%2090/Number%201/Articles/Pages/MentalHealthinSchools.aspx>

C.3.3 Excerpts from Working Together to Support Mental Health in Schools

Government of Alberta. 2017.

<https://open.alberta.ca/dataset/e403b1b4-4232-4a3d-a9d4-f01098218f9d/resource/91d0b431-5a3f-4192-af68-b35a427c817e/download/working-together-to-support-mental-health.pdf>



Developing a shared language

Clarity regarding the words we use when we talk about mental health and mental illness is important. A [common language](#) will help build a shared understanding and facilitate collaborative conversations and planning with partners.

The terms *mental health* and *mental illness* are often used interchangeably; this can lead to confusion and misunderstanding. They are two separate but inter-related concepts.



Mental health, as defined by the World Health Organization, is “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to contribute to his or her community.”⁴

The Public Health Agency of Canada offers a similar definition: “Mental health is the capacity of

4 World Health Organization http://www.who.int/features/factfiles/mental_health/en/

each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face.”⁵

Mental health is not fixed. It is influenced by a range of factors, including life experiences, learning and work environments and the social and economic conditions that shape our life.

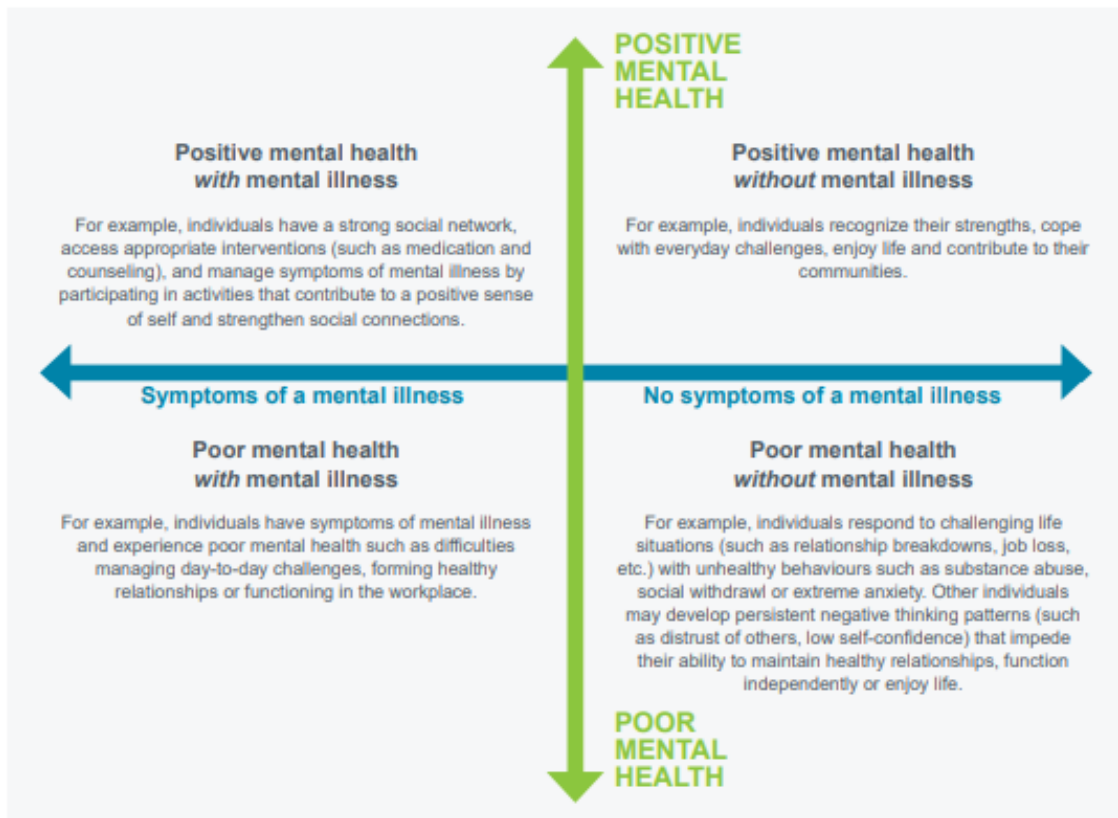
Mental illness is alterations in thinking, mood or behaviour associated with significant distress and impaired functioning in one or more areas such as school, work, social or family interactions or the ability to live independently.⁶

It is estimated that 10-to-20 per cent of children and youth in Canada experience mental illness and that only one in five children and youth who need mental health services receives them.⁷ Seventy-five per cent of mental illnesses have their origin in childhood.⁷ Mental illnesses can be treated effectively, and early diagnosis and treatment are the best ways to help in recovery.

5 Public Health Agency of Canada <http://www.phac-aspc.gc.ca/mh-sm/mhp-psm/index-eng.php>

6 Public Health Agency of Canada <http://www.phac-aspc.gc.ca/od-mc/mi-mm/index-eng.php>

7 Canadian Mental Health Association <http://www.cmha.ca/media/fast-facts-about-mental-illness/#.WioRkrYrLZs>



Mental health is not the absence of or the opposite of mental illness. For example, a person could have a mental illness, but because they have the support of family and a strong social network, coupled with effective interventions such as medication and counseling, they could experience positive mental health and be able to handle day-to-day challenges, maintain relationships and enjoy life.

On the other hand, an individual may not have a diagnosed mental illness but may experience poor mental health as a response to stressful life events (such as relationship breakdowns or academic failure) without the benefit of a supportive social network. Over time, these individuals may also

develop negative thinking patterns that impede their problem-solving abilities. Evidence of poor mental health might include difficulties maintaining healthy relationships, coping with daily stress and managing feelings of fear or anxiety.

Consider the graphic above, illustrating how an individual may experience different combinations of mental health and mental illness. The four quadrants are representational only and the two arrows suggest two continuums of possibilities; dependent on an individual's strengths, resources and life context.

10 WORKING TOGETHER TO SUPPORT MENTAL HEALTH IN ALBERTA SCHOOLS

Mental health issues or problems

Some students will experience mental health difficulties that are not necessarily symptoms of a mental illness. Mental health issues or problems are reactions to life circumstances or events that have an impact on an individual but are insufficient symptoms for a formal diagnosis of a specific illness or disorder.

For example, an individual may respond to common struggles and difficulties by feeling stressed, upset, confused or overwhelmed. These feelings can have a real impact on the student's mental health and his or her ability to learn, maintain relationships and enjoy life. Students experiencing mental health issues or problems will benefit from the help, support and understanding of a caring adult. These students may not always require professional mental health services, but it may be useful.

Reducing stigma around mental health

It is important to reduce the stigma associated with mental illness and mental health issues. Stigma (or negative stereotypes) can make experiences and situations even more challenging. For people with mental health difficulties, other peoples' reactions to their appearance, behaviour, and/or their need for services and treatment may result in discrimination, prejudice and even social exclusion.

While symptoms can usually be mitigated by a number of strategies and interventions, the inherent stigma and discrimination associated with mental illness may persist for a lifetime and can manifest in a number of subtle and not-so-subtle ways. Typically, stigma takes the form of stereotyping, distrust, fear or avoidance and can negatively impact students' feelings of self-worth. The stigma of mental illness can also discourage students and their families from reaching out for help and pursuing needed services and treatment. Along with the stigma faced by the individual, associative stigma can impact the family and friends of that individual.

Much stereotyping is due to the negative depiction of mental illness and mental health issues prevalent in the media. Television, movies, literature and news articles often reinforce negative stereotypes.

Increasing understanding of mental health and mental illness is one of the most effective strategies for reducing stigma. It is important to provide opportunities for students, school staff and community partners to talk about mental health and build an understanding of biases. Being more aware of your own attitudes and behaviours can help individuals see beyond labels and stereotypes and recognize that people with mental illness

have many other personal attributes that do not disappear just because they have a mental illness. This increased awareness encourages people to focus on the positive and recognize the strengths and contributions of individuals.

Students, school staff and community partners can also counter stigma through education that challenges myths and stereotypes. For example, learning that mental illness is a biological condition that affects behaviour, versus a result of an individual "choosing to act out," can lay the groundwork for creating more effective supports within school environments and the community.

Research also shows that increasing levels of contact with people who experience mental health issues or mental illness can improve understanding and increase positive attitudes of acceptance, empathy and respect.

Building social-emotional competency will also ensure that people experiencing mental health problems are treated with dignity and respect. Developing empathy allows others to consider how they would like to be treated if they were in the same situation.

Using respectful and positive language

Words are powerful and they can shape ideas, perceptions and attitudes. It's especially important to keep this in mind when talking about students' mental illness or mental health issues.

When we see a diagnosis or condition as the defining characteristic of a student we devalue that person as an individual. It is important to use respectful and positive language when talking about mental health and mental illness with school staff, families, other students, and especially with the students themselves.

What we need to remember is that individuals with mental illness or mental health problems are first and foremost people. They have a range of strengths, needs, interests and experiences, just like everyone else. Use "people-first language" that puts the individual first, as in "a student experiencing mental illness," rather than "a mentally ill student" or a "disabled student."

It is also important to acknowledge the diversity of experiences individuals will have with mental illness or mental health problems and not assume that students with similar types of conditions will have similar personalities, abilities and needs. Just like gender, ethnicity, and other traits, mental health and mental illness are simply among the many parts of being human.

Depending on the circumstance, it may be necessary to talk about a student's specific mental health issue or mental illness when discussing specialized supports and services or when working with specialists. However, most of the time at school, in the community and with families, it may be unnecessary to label the illness or condition

12 WORKING TOGETHER TO SUPPORT MENTAL HEALTH IN ALBERTA SCHOOLS

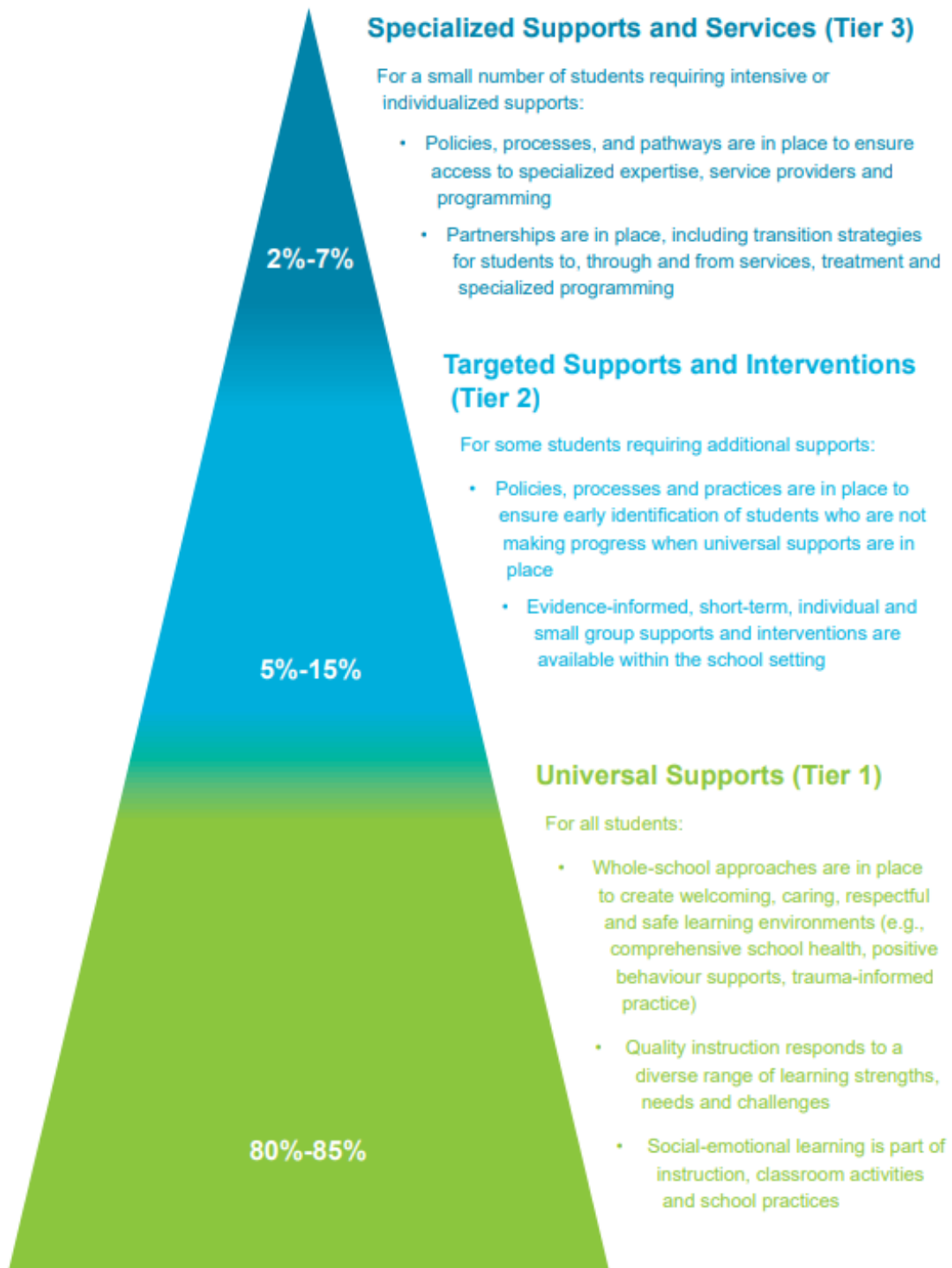
at all. It is often more helpful to describe what the student needs with the same language you would use for any student. (For example, "a student requiring additional behavioural supports" or "a student requiring support to manage anxiety.")

Avoid language that encourages stereotypes or puts people into categories, such as "the mentally ill" or "the emotionally disturbed." Also avoid words or phrases that evoke pity or guilt such as "afflicted with," "plagued with" or "suffers from." As much as possible, use everyday language rather than medical terminology.

For example, rather than "disease" or "impairment," use more neutral words such as "conditions," "traits" or "difficulties with." Intervene when someone is using hurtful or derogatory language that reinforces negative stereotypes.

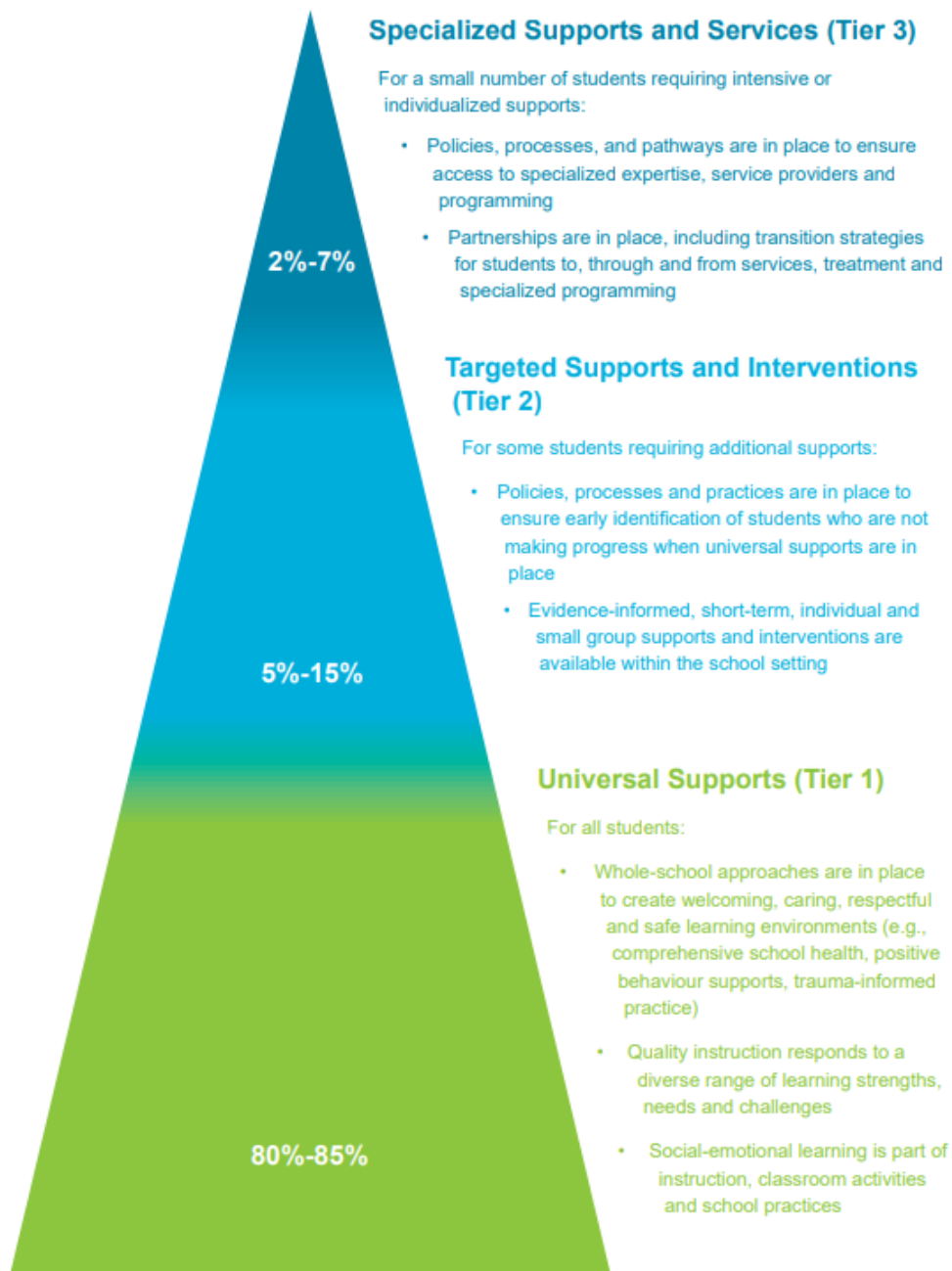
[Respectful and positive language](#) can make a world of difference in the attitudes of [school staff working with students](#) experiencing mental illness or mental health problems, and in the lives of those students (and their families), today and for years to come. Respectful and positive language can also go a long way to reducing stigma and building feelings of hope and optimism.

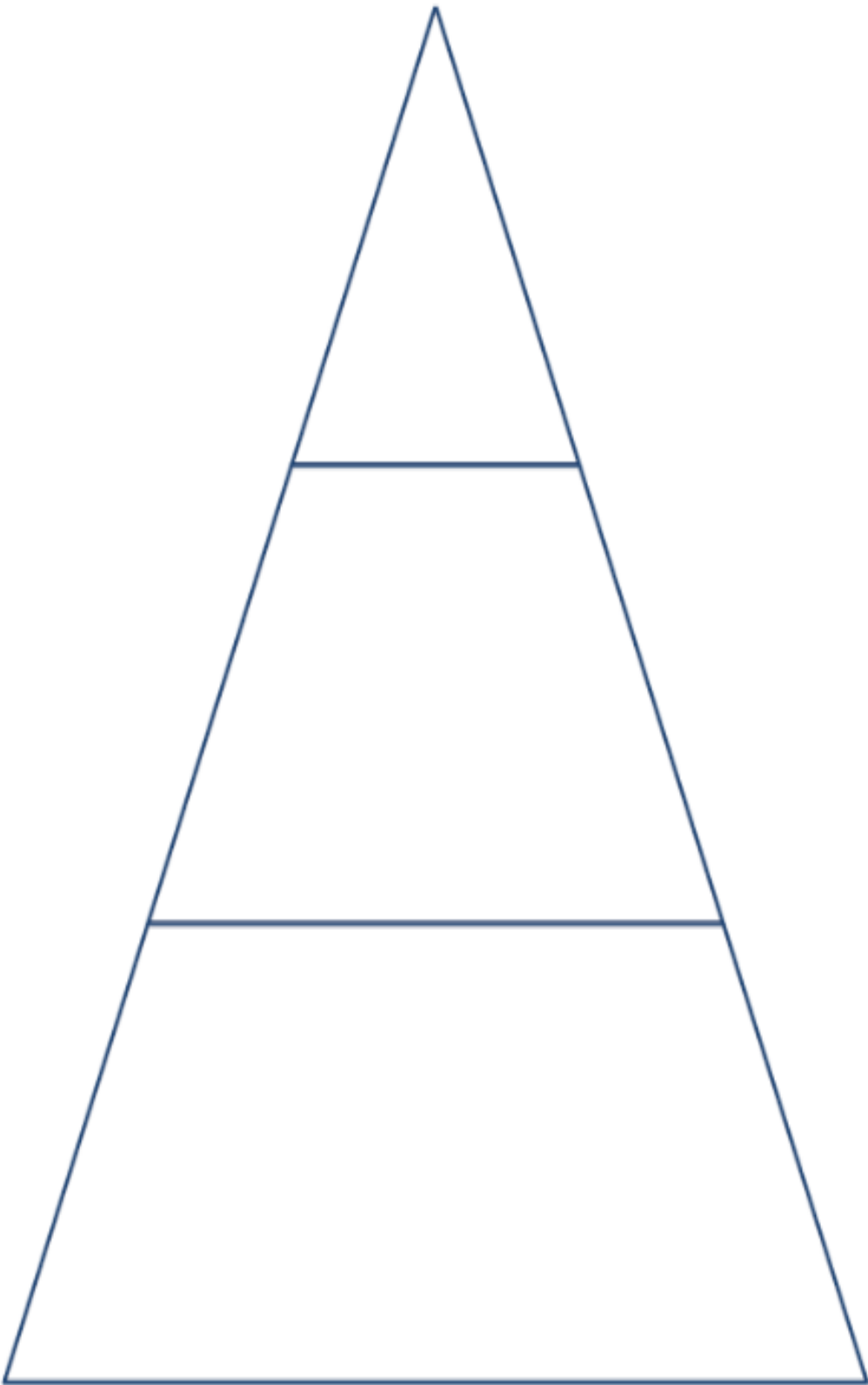




C.3.3 Strategies and Supports for Mental Health

<https://open.alberta.ca/dataset/e403b1b4-4232-4a3d-a9d4-f01098218f9d/resource/91d0b431-5a3f-4192-af68-b35a427c817e/download/working-together-to-support-mental-health.pdf>





C.3.3 Trauma-Informed Practice Conversation Guide

Creating Welcoming, Caring, Respectful and Safe Learning Environments: A Conversation Guide for the video...

Building
A Shared
Understanding

Trauma-informed Practice

The goal of trauma-informed practice is to develop positive relationships and learning environments where all students feel safe and supported, including students who have experienced trauma.



Key understandings

- Traumatic experiences occur in students' lives more frequently than many of us realize.
- When a student experiences frequent or prolonged adversity such as physical, sexual or emotional abuse, chronic neglect, or exposure to violence, substance abuse or poverty, the stress experience can become intolerable and toxic.
- Toxic stress can derail healthy development and can result in trauma. This is especially true when a student has no caring adult to act as a buffer.
- Students who have been exposed to danger that is unpredictable and uncontrollable live much of their lives in survival mode. They respond to the world as a place of constant danger, even if the events happened months or years earlier.
- Trauma impacts brain development, and as a result, can affect students' ability to learn and to recognize emotions and regulate their attention and behaviour. This may result in impulsive or aggressive behaviour or the opposite, extreme withdrawal and inattentiveness.
- When educators understand trauma, they are less likely to view trauma-related behaviours as intentional or as stemming from a lack of motivation or laziness. This understanding will reduce punitive types of responses that can re-traumatize students.
- Creating safe, supportive learning environments and developing positive relationships with students who have experienced trauma plays a key role in mitigating its effects.

“

So often, trauma happens in relationships, but it is also in relationships that healing occurs.

*Dr. Bruce Perry,
Child Trauma Academy*

”

Questions for discussion

- How would you describe your staff's current understanding of the effects of trauma on learning? Is this a topic of conversation and interest for your school? Why or why not?
- What are you already doing in your school that supports trauma-informed practice?
- Are there current activities or practices in your school that might not feel safe for some students and could cause harm to students who have experienced trauma? How could these practices be improved?
- How could using trauma-informed practice change relationships between students, students and school staff, school staff and community partners, and school staff and families?
- What school-wide approaches are currently being implemented that could be leveraged to better support social-emotional learning?

Taking the Pulse 

at the school and authority level...

Assessing system readiness

- How is data being used to help inform planning and implementing safe and supportive learning environments that consider the effects of trauma on students' development?
- What expertise and resources are available at the school or jurisdictional level to support implementation of trauma-informed practices? What expertise and resources are available in the community?
- How is your school authority supporting professional development related to understanding the effects of trauma on learning and behaviour?

(Adapted from *A Guide to Support Implementation: Essential Conditions*, www.essentialconditions.ca)

For more information

- *Helping Traumatized Children Learn, Volume 2: Creating and Advocating for Trauma-Sensitive Schools*—Developed by the Trauma and Learning Policy Initiative, this 2013 resource offers a process for creating trauma-sensitive schools. <http://traumasensitiveschools.org/tlpi-publications/>

“When we talk about how important it is to create safe and caring environments, we are talking about creating the kind of environment, emotional as well as physical, that turns off a child's alarm. This produces a shift from what neuroscientists call the 'survival brain' to the 'learning brain.'”
Dr. Stuart Shanker, York University

Research

The Trauma and Learning Policy Initiative, a collaboration between Massachusetts Advocates for Children and Harvard Law School, offers comprehensive research on how trauma impacts the development and learning of children and youth. <http://traumasensitiveschools.org/get-involved/creating-trauma-sensitive-schools/>

Alberta Example

The Alberta Family Wellness Initiative website offers a four-minute video, *How Brains are Built: The Core Story of Brain Development* (2013), that presents the science of toxic stress and brain development in an engaging, easy-to-understand style. <http://www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-brain-development>

[Web location]



C.3.3 Trauma-Informed Practice and My Classroom

What?	So What?	Now What?

C.4.1 Social Emotional Learning and Bullying, Policy Wise Conversation Guide

Supporting Every Student Learning Series

Social-Emotional Learning and Bullying Behaviour

(Dr. Deinera Exner-Cortens, University of Calgary)

Social-emotional learning can reduce bullying behaviour, which in turn can contribute to the creation of welcoming, caring, respectful and safe learning environments.

Key understandings:

- CASEL (Collaborative for Academic, Social and Emotional Learning) defines social –emotional learning as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:
 - understand and manage emotions,
 - set and achieve positive goals,
 - feel and show empathy for others,
 - establish and maintain positive relationships, and
 - make responsible decisions.
- Five inter-related competencies that make up social-emotional learning, include:
 - Self-awareness—the ability to recognize emotions and thoughts.
 - Self-management—the ability to regulate emotions, thoughts and behaviour in different settings, including impulse control and setting goals.
 - Social awareness—the ability to take the perspective of others, to show empathy, and to respect diversity.
 - Relationship skills—the ability to establish and maintain healthy relationships, built on clear communication, active listening, cooperation, negotiating conflict, and the ability to seek and offer help.
 - Responsible decision-making—the ability to make constructive and respectful decisions, including weighing alternatives and thinking through consequences.
- Characteristics of welcoming, caring, respectful and safe learning environments include:
 - feeling safe,
 - learning the importance of caring for others,
 - being treated fairly,
 - fostering healthy and respectful relationships,
 - promoting positive mental health,
 - respecting, celebrating and understanding diversity as a strength.
- Social-emotional skills provide a foundation for a welcoming, caring, respectful and safe learning environment.

Key understandings (cont.):

- Bullying behaviour in the learning environment:
 - compromises students' feeling of safety,
 - undermines healthy relationships,
 - negatively impacts mental health,
 - violates students' rights,
 - undermines efforts to respect diversity.
- Students are more likely to bully others if they lack self-control or emotion regulation skills; gaining self-awareness and self-management skills reduces bullying behaviour
- Empathy is foundational for developing socially-responsible behaviour. Students who are empathetic are more likely to stand up for someone who is experiencing bullying behaviour.
- Relationship skills contribute to students' ability to make and sustain friendships; high-quality friendships help protect individuals from bullying behaviour.
- Relationship skills also enhance the ability of students to intervene actively or seek out an adult when they witness bullying behaviour.
- Responsible decision-making fosters students' ability to think through and solve problems, including how to shut down or avoid bullying behaviour.

Questions for reflection and discussion:

- What strategies could be used to assess the current social-emotional competencies of students in your school?
- What are some of the untapped opportunities throughout the school day that could be used to promote social-emotional learning?
- What school-wide approaches are currently being implemented in your school that could be leveraged to support social-emotional learning?

For more information :

- PolicyWise. "Social Emotional Learning" <https://policywise.com/initiatives/ses/social-emotional-learning/>

C.4.1 Social Emotional Learning, Alberta Education video conversation guide

Creating Welcoming, Caring, Respectful and Safe Learning Environments: A Conversation Guide for the video...

Building
A Shared
Understanding

Social-Emotional Learning

Social-emotional learning is a process for learning life skills, including how to manage emotions, develop healthy relationships and make wise decisions.



Key understandings

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), students gain vital skills through social-emotional learning, including the ability to:

- set and achieve goals
- recognize and manage emotions
- form and maintain relationships
- show concern and care for others
- make responsible decisions
- prepare for, handle and recover from challenging situations.

Social-emotional learning:

- enhances academic performance
- strengthens healthy relationships
- can help schools address important challenges, such as reducing bullying behaviour, social isolation and peer aggression
- can build protective factors and enhance the mental health of all students.

Research

The CASEL website (www.casel.org) highlights current social-emotional learning research and offers an online library of related resources.



Developing the capacity for healthy relationships is essential to healthy development. Building this capacity depends upon positive relationship experiences which create positive expectations, and in turn, skills, competencies and abilities.

Dr. Danielle Quigley, PREVNet



Questions for discussion

- What do you consider the most important skills needed to form healthy relationships?
- How can school staff create a common language for talking about and teaching social-emotional skills? Why is this important?
- What opportunities are there for explicitly teaching social-emotional competencies in the program of studies at your grade level?
- What are some untapped opportunities throughout the school day that could be used to promote social-emotional learning?
- What school-wide approaches are currently being implemented that could be leveraged to better support social-emotional learning?



Taking the Pulse *at the school and authority level...***Assessing system readiness**

- How is data being used to help inform planning for social-emotional learning at the classroom, school and jurisdictional level?
- What expertise and resources are available to support implementation of social-emotional learning at the school and jurisdictional level? What expertise and resources are available in the community?
- How is your school authority supporting professional development related to social-emotional learning?

*(Adapted from A Guide to Support Implementation: Essential Conditions, www.essentialconditions.ca)***Curriculum Links**

The current K-9 Health and Life Skills and senior high Career and Life Management (CALM) programs of study directly address many aspects of social-emotional learning.

For more information

- *Issue Brief: Social and Emotional Learning in Canada*— Commissioned by two Canadian non-profit foundations, this 2013 monograph provides an overview of social-emotional learning and issues related to school-based programming. <http://www.maxbell.org/sites/default/files/SELIssueBrief.pdf>
- *Broader Measures of Success: Social/Emotional Learning*— This 2014 monograph by Dr. Stuart Shanker of York University focuses on the importance of and methods for measuring social-emotional learning. <http://www.peopleforeducation.ca/measuring-what-matters/wp-content/uploads/2014/11/People-for-Education-MWM-Social-Emotional-Learning.pdf>

“

Learning how to get along with others and maintain healthy relationships is as critical as learning how to read and do math. It is only through strong, healthy relationships that children and youth will be prepared to be the partners, parents, employees, and leaders of tomorrow.

Dr. Debra Peplar, Scientific Director, PREVNet

”

Alberta Examples

The Society for Safe and Caring Schools & Communities is a centre for knowledge that fosters effective networks and partnerships to improve the quality of life for all Alberta children. This non-profit society has developed a *Toolkit for Social-Emotional Learning* that includes information on:

- Choosing Literature to Support Social-Emotional Learning
- Choosing Student Materials to Support Social-Emotional Learning
- Choosing School-based Programming Intervention.

Also, check out the Blog tab (<http://safeandcaring.ca/blog/>) on The Society for Safe and Caring Schools & Communities' website (<http://safeandcaring.ca/>) for a number of informative posts on different aspects of social-emotional learning.

[web location]

C.5.1 Guidelines for Best Practices—Creating Learning Environments that Respect SOGI

Download the latest version [here](#).

C.5.1 LGBTQ Frequently Asked Questions, ATA

Sexual Orientation and Gender Identity
Frequently Asked Questions for Teachers
Alberta Teachers' Association website

1. Will people think that I am a lesbian, gay, bisexual or transgendered (LGBT) person if I attempt to address LGBT issues in my school or community?

Yes, some people might think that only LGBT persons would have an interest in preventing homophobia and heterosexism. This is a common fallacy. Were African-Americans and African-Canadians the only persons involved in the civil rights movement? Did women work for equality without the support of men? LGBT issues and concerns are foremost a civil and human rights issue and, as such, need to be addressed by all teachers.

2. What do I do if teachers feel strongly that we should not be discussing this information in our school?

Remind teachers about the professional, ethical and legal responsibilities of Alberta teachers to ensure that all classrooms and schools are safe, caring and inclusive environments for all students regardless of differences. For more information, see the section of this website entitled. "[How Can One Create Safe, Caring and Inclusive Educational Environments for LGBT Students and Teachers?](#)"

3. I teach in a religious-based school. Can I address LGBT issues in my school?

Yes, these issues are about the safety and health concerns of LGBT students in schools. Work with your school administration to demonstrate that these are important issues that the whole school community ought to address.

The largest misconception that prevents faith-based schools (and educators) from addressing issues related to sexual orientation and gender identity is the conflation of sexuality and sexual practice as synonymous terms of identity expression. Because a student is an LGBT person does not automatically mean that they are or will be sexually active. Fundamentally, when schools address the concerns and issues of LGBT students, they should do so within the context of student health, safety and human rights. Sexual orientation and gender identity concerns can be addressed respectfully within all faith-based contexts. Many community groups work to integrate both spirituality and sexuality. Teachers should take note of such organizations as important sources for guidance and referral.

4. What if teachers think that these issues are too controversial?

In some communities, these issues may indeed be viewed as controversial. Again, remind teachers that these are educational issues; they are not about religious beliefs, moral views or sexual practice. The real issue for any school to address is the creation of an educational environment that is free from prejudice, discrimination, homophobia and heterosexism. Check with your school districts policies on confronting controversial issues.

5. What if people say that I am advocating a homosexual agenda?

Schools and teachers who address LGBT educational issues are not advocating or promoting a homosexual agenda; they are creating a safe, caring and inclusive environment in which all students and their families can expect to be treated with dignity and respect.

6. What if teachers tell me that no LGBT students exist in their schools or classrooms?

It has been commonly accepted that one in 10 people is non-heterosexual (Heron 1993; Jennings 1994a; Lipkin 1999; Ryan and Futterman 1998). As a result, in a classroom of 30 students, on average three students will be lesbian, gay, bisexual or transgendered. In a staff of 40 teachers, on average four teachers will be non-heterosexual. This is an issue that affects the entire school community.

7. What if teachers tell me that LGBT issues are not a part of the Alberta curriculum?

While not specifically addressed as a discrete topic in the Alberta Program of Studies, attitudinal objectives found in most curriculum generally support the inclusion of LGBT issues into classroom discussions and units of study. For example, LGBT novels, short stories, poetry or characters can be included in language arts classes. Teachers can use gender neutral language and names such as Terri and Sam when creating math problems. In science class, students can explore the various nature vs nurture debates that surround homosexuality and heterosexuality. In elementary grades, LGBT families can be included when teachers discuss family backgrounds, structures and relationships.

8. What do I say to teachers who fear losing their jobs because they address LGBT issues in their classrooms?

All teachers who are (or are perceived as) LGBT persons are protected by the Alberta Teachers' Association's Declaration of Rights and Responsibilities for Teachers, the Canadian Charter of Rights and Freedoms and the *Alberta Human Rights, Citizenship and Multiculturalism Act*. You cannot lose your job by discussing these issues in an age-appropriate manner. By discussing LGBT issues, you are modeling the basic principles of equity, inclusion and respect for all persons. If you have questions regarding the impact of addressing LGBT issues in your classroom on your employment contact ATA Member Services at 1-800-232-8208.

9. What do I do if parents complain about these issues?

As professionals, teachers have an obligation to meet the needs of their students. These needs include the concerns of LGBT students and their parents. Consider asking your school administrators to hold an information session for parents to explain why it is important for the entire school community to create safe, caring and inclusive classrooms for LGBT students.

10. I am an elementary school teacher. I don't think that we need to address LGBT issues in elementary schools.

Research shows that sexual identity is established in early childhood (Ryan and Futterman 1998). Many students have a sense of their sexual orientation and gender identity as early as grade 1. As a result, it is important that elementary teachers become aware of this developmental factor and provide the necessary resources and support to ensure that LGBT students develop a positive self-identity. Furthermore, many students come from LGBT families or have LGBT siblings. It is important for these students to feel that their families and identities are a valued and visible part of the school and classroom community.

11. I want to be a supportive ally. How can I help to build safe, caring and inclusive schools for LGBT students, teachers and families?

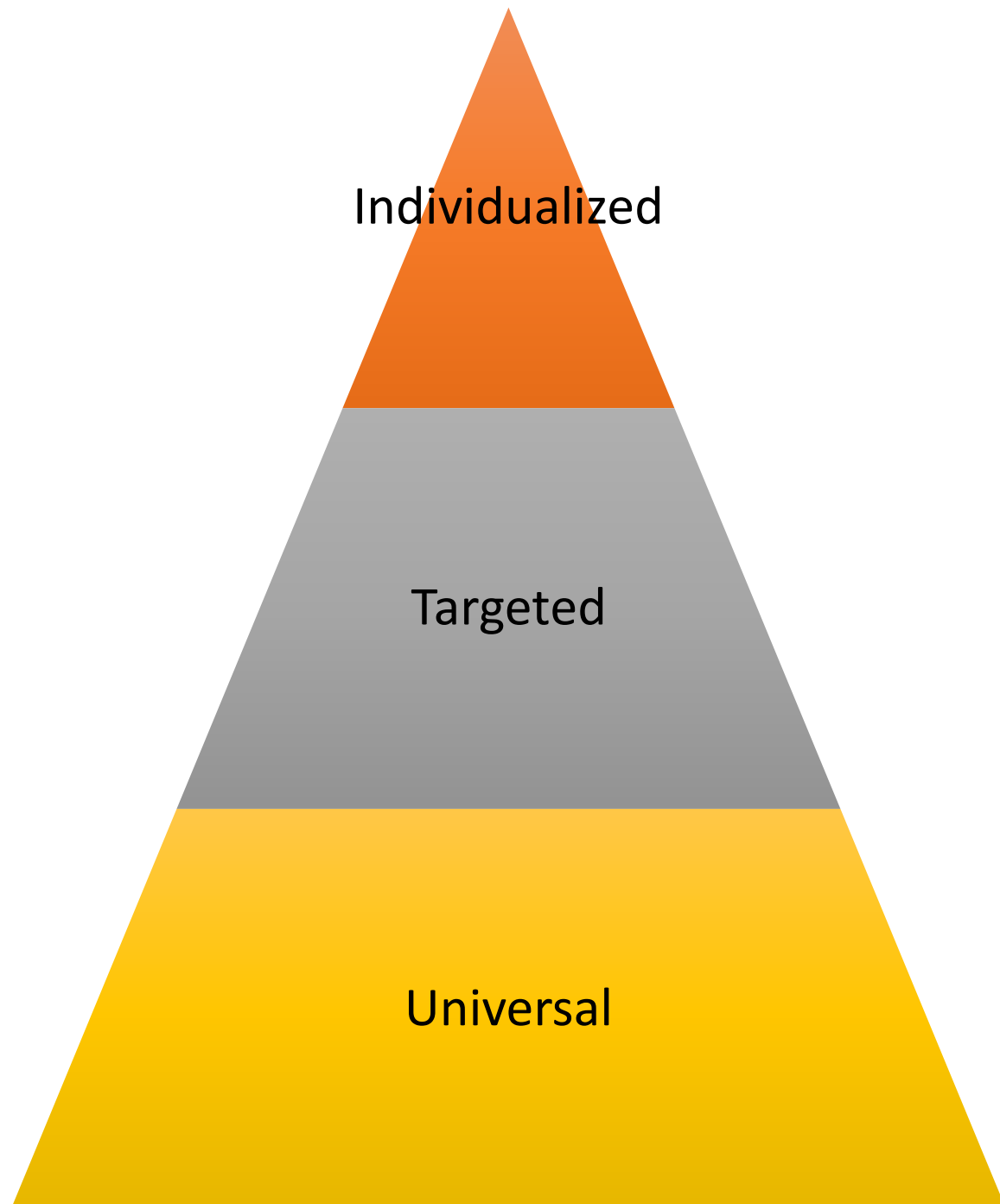
The information found on this website can be an important first step in learning more about LGBT issues. Building safe, caring and inclusive schools that actively include LGBT students, teachers and families takes courage. As the poet Audre Lorde (1984) reminds us, "when I dare to be powerful—to use my strength in the service of my vision—then it becomes less and less important whether I am afraid." All human rights movements have needed allies to achieve equality (Lamme and Lamme 2001). Next to the family, educators play perhaps the most critical role in the lives of students. Ask yourself, how can I be there for every student in my school?

D.1.1 My Challenging Student

Positive Behavioural Supports: An Individualized Approach

Description of My Challenging Student
What worked well....
What I would change....
What I would like to have tried....

D.1.1 Positive Behaviour Classroom Supports



D.1.1 Positive Behaviour Supports Conversation Guide

Inclusive Education

Conversation Guide for the video: *Using a Positive Behaviour Approach to Support Learning*

A school-wide positive behaviour support approach creates learning environments where all students have the opportunity to develop the skills and attitudes they need to be engaged and successful learners.



Key understandings

- Schools report that when they use a school-wide approach to positive behaviour supports, a safe and caring learning environment flourishes.
- At the core of a positive behaviour support approach are positive relationships, school-wide behavioural expectations, positive reinforcement, fair and predictable consequences and direct and differentiated feedback to students about their behaviour.
- Most students (80 to 85 per cent) demonstrate positive behaviour when they have universal supports such as positive relationships, clear expectations and differentiated instruction.
- There will be a small number of students (5 to 15 per cent) who have difficulty meeting basic behaviour expectations. These students will benefit from targeted supports like goal setting, mentoring and social skills instruction.
- A few students (1 to 7 per cent) have behaviour difficulties that significantly interfere with their learning and relationships with others, or have medical conditions or disabilities that affect their behaviour. These students will need intensive and individualized supports for the long-term, such as individual behavior support plans.
- To implement a positive behaviour approach, schools need to collect relevant data to clarify what, where and when problem behaviours are occurring, as well as who is involved. This will inform planning, as well as monitoring and measuring success over time.

"A positive behaviour support approach supports inclusion by creating environments where all students have the skills and attitudes they need to be engaged and successful learners."

Creating Supportive Classroom Environments, Alberta Education

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

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Questions for Discussion

- How does this video affirm or challenge what you believe and understand about supporting positive student behaviour?
- Discuss the statement “a positive behaviour approach supports inclusion by creating environments where all students have the skills and attitudes they need to be engaged and successful learners.”
- How does the pyramid of intervention model support understanding of school-wide approaches to positive behaviour? In your experience, how have you seen schools and authorities use the pyramid of intervention concept to support positive behaviour?
- How could the information in this video be helpful to your work in the future?

Taking the Pulse at the School and Authority Level



- How is data being used to inform planning around behaviour supports at the classroom and school level?
- What plans are in place to continue and sustain positive behaviour efforts?
- How are stakeholders in the community identified, selected and involved to support positive behaviour initiatives?

Adapted from *A Guide to Support Implementation: Essential Conditions*, www.essentialconditions.ca

“...a behavioural support plan is a document that is designed to change the behaviour of adults with the expectation that if adult behaviour changes, the behaviour of the student will change.”

Homer, R.H., & Sugai, G. Developing positive behavioral support systems. In G. Sugai & T.J. Lewis. (1999). *Developing Positive Behavioral Support for Students with Challenging Behaviors* (Reston, VA: Council for Children with Behavioral Disorders, a Division of the Council for Exceptional Children) 15-23.

More Information

- [Supporting Positive Behaviour in Alberta Schools](#) - This Alberta Education resource, the first of a three-part resource is designed to provide school staff with effective strategies to implement a school-wide behavioural supports approach (must be logged in to Learn Alberta for access).
- [Behaviour and Social Participation](#) - This Alberta Education resource provides strategies and information to increase students’ participation in learning and academic success.
- [Indicators of Inclusive Schools](#) - This Alberta Education resource offers information and tools that leaders can use to support schools and school systems to reflect on how their schools are demonstrating a commitment to inclusive education.
- [Positive Behaviour Supports for Children](#) - This online learning resource, developed collaboratively by Family Support for Children with Disabilities, Alberta Education and Mount Royal University, provides positive behaviour support tools, techniques and tips for families and school staff supporting children with disabilities.

Alberta Examples

The following Alberta school authorities are among those who have developed staff resources on positive behaviour supports:

- Red Deer Public Schools—École Oriole Park School outlines strategies for [structuring the school environment](#) to foster positive behavior.
- Rocky View Schools—This webpage outlines a process for determining the level of [support for students](#) with social and emotional learning needs.

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

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D.2.1 Classroom Management Strategies Treasure Hunt

Resource reviewed: _____

1. Edutopia “Classroom Management Strategies”.

<https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley>

2. Indiana University Bloomington Center for Innovative Teaching and Learning. “Effective Classroom Management”

<https://citl.indiana.edu/teaching-resources/teaching-strategies/classroom-management/>

3. *Supporting Positive Behaviour in Alberta Schools: A classroom approach*. Alberta Education

https://education.alberta.ca/media/464617/supporting_positive_behaviour_classroom.pdf

5 Key Points

D.2.1 Classroom Management Tips



Classroom Management: Creating a Positive Environment

The teacher makes the difference in the classroom. Effective teachers manage; ineffective teachers discipline.



The three characteristics of an effective teacher:

- 1. Has positive expectations for student success**
- 2. Is an extremely good classroom manager**
- 3. Knows how to design lessons effectively**



The challenge in classroom management is maintaining a positive environment with minimal disruptions. Trying to achieve this fine balance causes more anxiety for beginning teachers than any other aspect of their new career. Classroom management focuses on prevention and problem solving rather than punishment. A secure, inviting classroom, a respect for students' dignity and well-organized, purposeful activities prevent most discipline problems.

The role of the teacher is crucial in establishing an effective learning environment. Set the tone of your classroom from the start by being firm and fair; friendly, yet professional. When you are confident in your ability to manage the classroom, you will be relaxed, and students will perceive you as a person who really cares.

Positive behaviour is learned. Guide your students to know what to do in all situations rather than punishing misdeeds. Help them understand that with rights come responsibilities. Encourage them to be responsible for their own learning and behaviour. When students make choices, they learn new skills and gain social awareness from the outcome of those decisions.



What Works

Classroom management is a teaching process. For best results, develop rules with your students, provide a model for good behaviour, check for understanding and allow for practice and follow-up. Don't assume students know how to act appropriately—they need to be taught and positive behaviour reinforced.

Create a classroom environment that provides structure and support and reinforces positive behaviour. Set your standards high; be clear and realistic in your expectations. Classroom conflict is more likely to be reduced if you

- ✓ arrive in the classroom before students;
- ✓ greet students as they arrive;
- ✓ organize and prepare before each lesson;
- ✓ insist that everyone be treated with respect;
- ✓ listen to students' opinions and consider their feelings;
- ✓ maintain a sense of humour and positive attitude;
- ✓ help students make appropriate choices;
- ✓ teach students decision-making skills;
- ✓ help students live with mistakes and take them in stride;
- ✓ show faith in students and build on their strengths;
- ✓ help increase students' self-esteem;
- ✓ believe that all students are capable and lovable;
- ✓ have a low-key, consistent and matter-of-fact manner; and
- ✓ use realistic, logical consequences and enforce them.

Your classroom management skills and personality will determine the classroom climate—how your classroom feels.

Characteristics of a well-managed classroom:

- **Students are deeply involved with their work.**
- **Students know what is expected of them.**
- **The climate is work-oriented, but relaxed and pleasant.**





What Does Not Work

Even with the most thoughtful and careful preparation, students will test you. Let students know that you still value them, even if you disapprove of their actions. If you are going to show anger, do so because you have decided it is appropriate, not because you are out of control. Be aware of the legal rights and responsibilities of both teachers and students.

Teachers who have discipline problems often

- ✓ preach, nag, criticize or shout;
- ✓ use excessive praise instead of encouragement;
- ✓ teach appropriate behaviour through punishment;
- ✓ accept excuses, bargain or blame;
- ✓ rescue children rather than teaching them problem-solving skills;
- ✓ act hastily without knowing the implications of their actions;
- ✓ punish the whole class for the misdeeds of a few; and
- ✓ are inconsistent in determining consequences for negative behaviour.

Dealing with power struggles can be difficult. When this happens to you, try to

- ✓ ignore the student's attempt to engage you in a power struggle;
- ✓ insist that the teaching and learning needs be met;
- ✓ describe to the student, in objective and explicit terms, the behaviour that you cannot accept;
- ✓ give a warning, stress the consequence and follow through;
- ✓ seek intervention from appropriate school personnel;
- ✓ arrange for quiet areas out of the classroom or school; and
- ✓ communicate with parents/guardians to draw up further action plans.

A successful teacher is ready when

- **the work is ready,**
- **the room is ready,**
and
- **they are ready.**





Classroom Routines/Procedures Checklist

Consider establishing procedures for

- ✓ entering the classroom;
- ✓ behaviour during announcements;
- ✓ getting student attention (cues or signals);
- ✓ dismissing the class and for the end of the period;
- ✓ distributing supplies and materials;
- ✓ fire drills and emergency procedures;
- ✓ working on assignments;
- ✓ the use of the water fountain, sink and bathroom
- ✓ hall movement;
- ✓ lining up;
- ✓ lunch;
- ✓ playground behaviour;
- ✓ putting away supplies and equipment;
- ✓ roll call, absentees and students who leave early;
- ✓ student movement within the room;
- ✓ what students should do when they are late;
- ✓ what students should do when they are finished;
- ✓ changing groups;
- ✓ what students should do when they do not understand;
- ✓ participation in class discussions; and
- ✓ student behaviour with a substitute teacher.





Expectations

Equally important to planning lessons for the curricular areas you teach is taking time to think about what sort of behaviour you expect from students in your class. It's important that you and your students are equally clear about what your expectations are. You want to set firm limits in advance and clearly communicate them to students.

For the First Day of Class

- ✓ Develop a list of your expectations that describe how you will conduct your classroom.
- ✓ Limit this list to “enforceable statements”; expectations that describe what you will do or what you will allow. If your list of expectations describes only what you expect students to do, it's a wish list.
- ✓ Keep the list of expectations short, precise and succinct to focus on a specific desired outcome.
- ✓ Expectations should be stated in positive terms (whenever possible) and should be written in language that is age-appropriate for your students.
- ✓ Post the expectations in your class and send a copy home for parents.

The number one problem in the classroom is not discipline, it is the lack of procedures and routines.

Sample Expectations

- ✓ I welcome students to my class.
- ✓ I will teach when everyone is seated and there are no distractions.
- ✓ I listen to students who raise their hands.
- ✓ I talk to one person at a time.
- ✓ I thank students who participate and who try their best.
- ✓ I dismiss students when their work area is clean and their supplies are neatly put away.



Consequences

The sample expectations clearly say what you will do. When presenting these to students, ask them to brainstorm some of the potential consequences if each expectation is not met. Students who run in the halls, for example, might be asked to go back and retrace their steps by walking. Students who are upset or yelling might need to go to an in-class or out-of-class quiet area until they are calm.

Tips for Consequencing

- ✓ When a student causes a problem, hand it back to them in a caring way. Hold the student accountable for solving their own problem in a way that does not make it a problem for others.
- ✓ Point out the problem while empathizing with the student. Tell them that you feel sorry that they have gotten themselves into this situation, but tell them that you're willing to help them figure a way out of it.
- ✓ Offer the student choices with limits. Give the student the 'response-ability' to solve the problem they make by asking them what they think they should do to solve it.
- ✓ If there is an obvious natural consequence to a problem (eg the student has made a mess and needs to clean it up), ask the student to identify it and identify a length of time it would take to complete it.
- ✓ If a student "doesn't know" how to correct the problem, ask them if they'd like you to suggest some ideas.
- ✓ If the student is not doing anything with all the choices and prompting you're providing, tell them you're sorry that they can't figure out a solution and tell them they'll just have to go with what you think is best this time.
- ✓ No matter what, when the problem is resolved, thank the student for helping to solve it. If there's a chance that this problem could happen again, have a conversation with the student about how to prevent a reoccurrence in the future.



Guidelines for Effective Management

a) Three Basics to Remember

- ✓ Monitor student behaviour.

Use an “active eye.” Watch what is going on. Don’t become preoccupied with someone or something and ignore the rest of the class. It’s said that one teacher on his or her feet is worth two in the seat. Actively watching benefits your discipline program and is an effective teaching strategy.

Simply looking a student in the eye for a prolonged period while you continue your lesson sends a nonverbal message that says, “I saw what you did and I want it stopped.”

- ✓ Be consistent.

Have the same behavioural expectations for all students. Your students should know that you will enforce rules consistently and determine an appropriate consequence. Your goal is to be fair, but that might mean differing consequences for individual students. If one student frequently fails to return homework, you may choose a different consequence than you would for a student who forgets his or her homework for the first time. Your students should understand that *being fair does not always mean being equal*. In order to be consistent, be certain that the consequences for student behaviour are reasonable and appropriate.

- ✓ Promptly manage inappropriate behaviour.

Effective classroom teachers know that if misbehaviour is not handled immediately, there is the risk of a snowball effect—instead of one or two students involved, there may soon be several. In order to provide maximum time for learning and to reduce minor behavioural problems, there are some strategies you can employ that deal with behaviour in the least amount of time and with little disruption or negative feelings.



b) Strategies

✓ Proximity

Continuing your lesson as you move about the room or pausing near trouble spots can let the students know that even though they aren't near the teacher's desk, they are still expected to demonstrate appropriate behaviour.

✓ Pause

The continuous sound of a teacher talking can provide students with a noise screen for their own conversations. An occasional pause—just a few seconds of silence—can bring an off-task student back into the lesson.

✓ Gesture

A look or headshake helps to stress your message to the student.

✓ Active Participation

Having a student respond to a question or become involved in an activity can eliminate off task behaviour. Asking for a show of hands or having students perform a physical activity or write a quick answer to a question can make all students accountable for an immediate response.

✓ Rewards and Reinforcement

Rewarding students with an enjoyable, relevant activity that is contingent on appropriate behaviour can be effective in motivating them to complete a task. For example:

"If we can finish this task by 9:45, we'll have time to play a cooperative game."

Basic structure for a discipline plan:

- **Rules—What are the expected behaviours?**
- **Consequences—What happens if a rule is broken?**
- **Positive Reinforcement—What will students receive for appropriate behaviour?**





Building Student Self-Esteem

Self-esteem is a combination of self-respect and self-confidence. Stanley Coopersmith suggests in *The Antecedents of Self-Esteem* that to have a positive self-image people need to feel the following:

- ✓ Capable—Possessing skills and abilities
- ✓ Significant—What they say, think and do matters
- ✓ Powerful—Able to influence the world around them
- ✓ Worthy—Believing they are unique and have special gifts, regardless of what they accomplish.

Teachers play a critical role in developing student self-esteem. The most important thing teachers can do is hold appropriately high expectations for all students. Low expectations are likely to instill a sense of failure. Share appropriate and relevant stories from your own life with your students.

There is a correlation between academic achievement and self-esteem—teachers can make a difference. In the words of Lilian Katz, Director of the ERIC Clearinghouse on Elementary and Early Childhood Education:

Even though self-esteem has been studied for more than 100 years, specialists and educators continue to debate its precise nature and development. Nevertheless, they generally agree that parents and other adults who are important to children play a major role in laying a solid foundation for a child's development.

Tips for Fostering Self-Esteem

Teachers can build students' self-esteem by

- ✓ adopting teaching techniques that help students develop a sense of achievement;
- ✓ creating opportunities for students to make choices, take the initiative and practice autonomy;
- ✓ encouraging students to work together;
- ✓ ensuring that student dignity is preserved;
- ✓ helping students desire success;
- ✓ praising specific behaviours;
- ✓ promoting and valuing diversity;
- ✓ rotating displays of students' best work;
- ✓ teaching students how to set and achieve goals; and
- ✓ using positive reinforcement, but refraining from use of rewards.



Praise and Students

Not every student reacts to praise the same way. Your objective in using praise is to get students to develop an internal locus of control to improve behaviour and academic achievement. Here are some suggested uses of praise:

- ✓ Give specific praise for desired behaviour and to define the behaviour: “Thank you for picking up the paper. You really helped keep the classroom organized”
- ✓ Vary your praise and be creative. Avoid trite words such as *great*, *fine* and *wonderful*.
- ✓ Use praise genuinely and match it with your body language.
- ✓ Draw the student’s attention to his or her effort and ability: “You certainly learned those high frequency words quickly. You must have spent a lot of time practising.”
- ✓ Be careful not to compare students to each other: “Gee, you have almost caught up to Karen.”
- ✓ Don’t minimize a student’s success: “You finished that math assignment so quickly—it must have been easy.”
- ✓ Use praise judiciously—it must feel genuine.
- ✓ Aspire to teach so that an observer would see that you treat students equally.





Using Humour in the Classroom

If there's one thing that unites all humans, it is laughter, which many see as an expression of our humanity. In the classroom, laughter can bring students and the teacher closer together.

Beginning teachers, however, need to be careful with the use of humour. An important rule is to avoid sarcasm. The great Canadian humourist Stephen Leacock referred to sarcasm as “scarcasm,” suggesting that it had no redeeming value because it scraped the human heart with a hoe. There is some evidence in brain research that children and teens can misinterpret sarcasm, which can result in misunderstandings. Using sarcasm with students advances neither teaching nor one's relationship with students.

There are four different types of humour that often find their way into the classroom.

1. Verbal humour involves the use of phrases or words in a funny way. Sometimes the wrong word can be really funny.
2. Intellectual humour is more complex than verbal humor and involves parodies or simulations that provoke laughter.
3. The most frequent type of humour in the classroom is situational humour. Many things happen every day in a classroom: a desk breaks, a brush falls on the teacher's shoe or a screen won't stay down. The situation makes these things funny, and laughter results.
4. Personal humour is also found in the classroom. Students and teachers are characters and things that certain people do can be funny.

The judicious use of humour in the classroom can make a teacher's class an inviting place to be. Laughter is a reciprocal gift between students and teachers. It relays the message that all is well, and this is an important message. When students and teachers laugh, they are united in an important quality of being human.



D.3.1 Response to Intervention video conversation guide

Inclusive Education

Conversation Guide for the video: *Making Sense of RTI in the Alberta Context*

A Response to Intervention approach (RTI) can give schools different ways of thinking about classroom instruction, assessment and resource allocation to ensure all students are successful learners.



Key understandings

- RTI is a problem-solving approach based on the Pyramid Model of Interventions. It offers schools a structure for thinking about what evidence-based strategies and supports will make the most difference for students.
- RTI's basic premise is that more students will be successful learners when schools create positive learning environments, provide high-quality instruction, hold high expectations for all and gather meaningful data about student progress.
- Alberta schools are using RTI in flexible ways. For example, RTI pyramids may show how many students might require interventions at each level of intensity, how intense the support is at each level or where the supports at each level might originate.
- In a RTI approach, differentiated instruction and access to flexible learning resources and technologies are available for all students at any grade level and in all subject areas and learning environments.
- Data is continuously gathered about all students, both school-wide and for individual students working below expectations. This informs progress monitoring, identification of students who need more intensive interventions and areas in which professional development can enhance staff capacity.
- Students identified as requiring more intensive interventions might benefit from changes in the size of instructional groupings, amount of scaffolding provided and/or how long or how often direct instruction and guided practice occurs.

"Differential instruction and access to flexible learning resources and technologies are essential elements of a Response to Intervention approach."

From the video: Making Sense of Response to Intervention, Alberta Education

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

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Questions for discussion

- What did you see or hear in the video that reflects your own experience with RTI? What surprised you?
- What strengths of an RTI approach were described in the video?
- Describe connections you see between RTI and other problem-solving approaches such as Universal Design for Learning or Positive Behaviour Supports.
- How did your understanding of RTI change as a result of viewing and discussing this video?
- What can we do through professional development learning initiatives and resources to build staff capacity in the RTI approach? What will be our indicators of success?

Taking the Pulse at the School and Authority Level



- What is the current capacity to support this change in organizing and delivering supports and services?
- How are current information sources (research, evidence and lessons learned) informing professional growth activities in regards to a Response to Intervention approach?

Adapted from A Guide to Support Implementation: Essential Conditions, www.essentialconditions.ca

"Data-informed decision making is key to a Reponse to Intervention approach."

Adapted from A Guide to Support Implementation: Essential Conditions

For more information

- [Supporting Every Student](#)—Alberta Education provides information and resources on "supporting every student".
- The Edmonton Regional Learning Consortium (ERLC) offers [Response to Intervention professional development](#) resources for educators and district leadership teams.
- For more information on RTI, please visit, [What is a Response to Intervention Approach?](#)

Alberta Examples

The following Alberta school authorities are among those who have developed staff resources on Response to Intervention:

- Canadian Rockies Regional Division—The [Inclusive Education Procedures](#) resource details primary, secondary and tertiary supports in its Assessment and Programming Model for Students with Special Needs pyramid (pp. 7–9).
- Lloydminster Public School Division—This resource on [tiered intervention](#) outlines the RTI philosophy, processes, roles and resources.
- Palliser School Division—This webpage presents the [Multi-Tiered Response to Intervention](#) model.

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

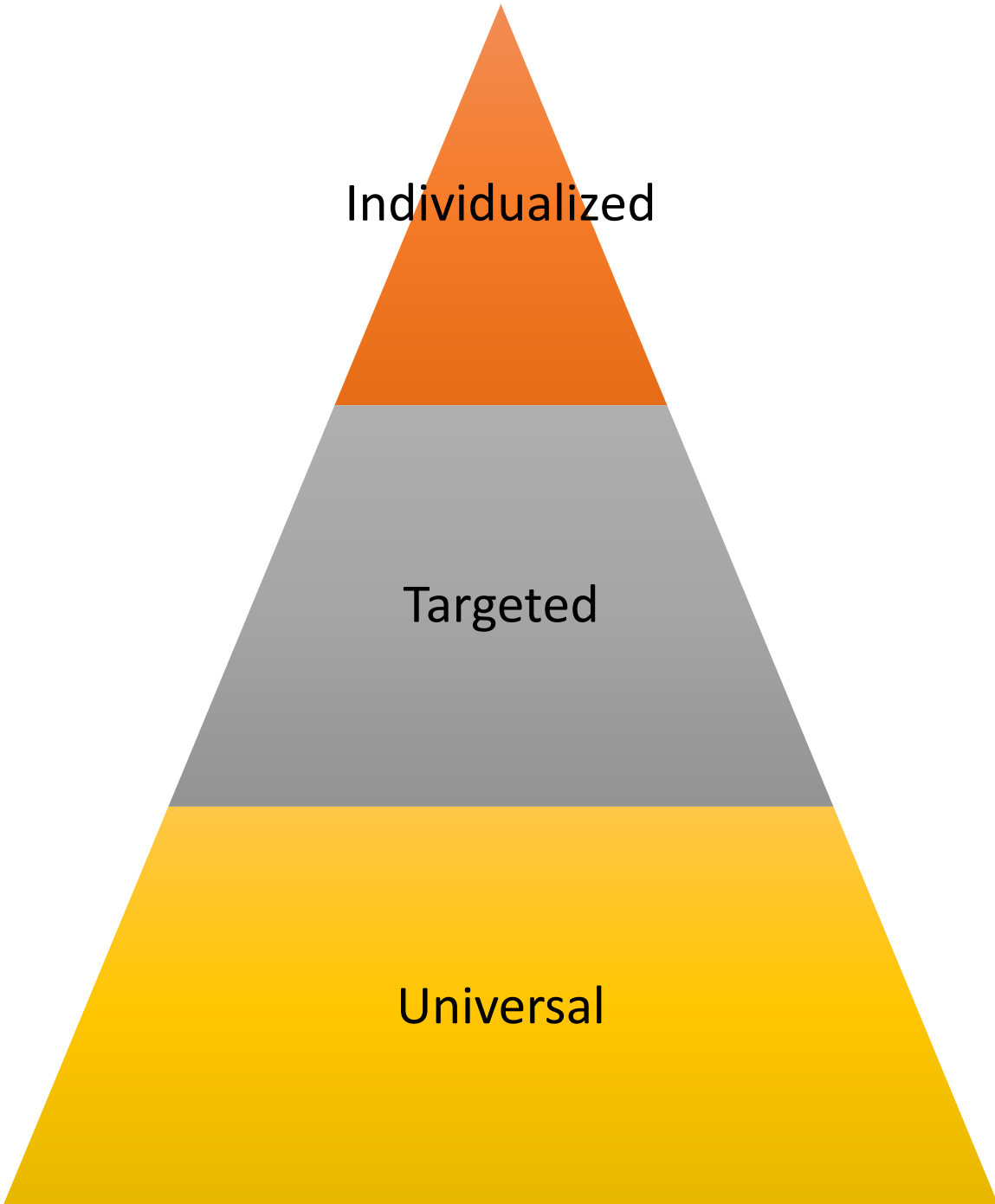
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D.3.1 RTI Classroom Approach

Data

Strategies and Supports



D.3.2 Designing a Great UDL Lesson

Making a Good Lesson into a Great UDL Lesson

Using the Universal Design for Learning (UDL) curriculum design framework, take a favorite lesson and redesign it to include the principles of UDL. Visit The Centre for Teaching and Learning, Red Deer College webpage on UDL for more information and suggested strategies to apply the UDL principles. (<http://ctrlrdc.ca/curriculum-design-pedagogy/universal-design-for-learning/>)

<p>Curriculum Goal and Learner Outcomes</p>	
<p>“The What of Learning” Present information and content in different ways. Multiple means of representing</p>	
<p>“The How of Learning” Differentiate the ways that students can express what they know. Provide Multiple means of expression.</p>	
<p>“The Why of Learning” Stimulate interest and motivation for learning. Provide Multiple means of engagement.</p>	

D.3.5 Using Technologies to Support Diverse Learning Needs, Learning Guide

Learning Guide 1 Introduction – Using technologies to support diverse learning needs /1

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to enhance and support teacher practice in learning more about how learning technologies can support student success.

Learning Technologies: *Information for Teachers*

This guide is intended to facilitate conversation after viewing the video, *Using technologies to support diverse learning needs*.



General synopsis

Students and school staff in an Alberta K-6 school discuss the importance of providing students with the technology tools they need in order to be successful learners.

Key understandings


- In today's learning environments, a wide range of technologies are creating new options for differentiating instruction and supporting the participation of all students, including students with disabilities.
- For some students, using technology allows them to reach their learning goals with greater ease, higher engagement, and more independence.
- Making learning technologies available to all students removes the stigma for individual students who might otherwise deny themselves the support they need.
- When all students are encouraged to explore available learning technologies, individual students who may not be identified with a specific learning need may discover that the technology provides them with useful support.
- To maximize student success, use of learning technologies to support the reading and writing process must be combined and aligned with effective instruction.

Questions for discussion

- Do you agree with the statement that using technology can "level the playing field" for students? Why or why not?
- A teacher in the video declares, "When you are assessing a student's understanding in science, it is not fair to penalize them for their reading ability." Do you agree or disagree with this statement?
- What does "we would give someone with bad eyesight glasses..." mean in this context? Do you agree or disagree with this analogy? Why or why not?
- What is something you want to find out more about? What is one question you still have?
- How can we ensure that students have continued access to the learning technologies and supports they need as they move from classroom to classroom or from school to school?



Acknowledgement:

This guide was developed through a collaboration between Edmonton Regional Learning Consortium and Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons licence. 




Learning Guide 1 Introduction – Using technologies to support diverse learning needs /2

For more information

- Edyburn, Dave L.
Assistive Technology and Mild Disabilities
[https://googledrive.com/host/0BxFAYVOZ453RTEQyX1hqX2xmV1k/Day%2006%20\(weekend%20reading!\)/ATMildDisabilities.pdf](https://googledrive.com/host/0BxFAYVOZ453RTEQyX1hqX2xmV1k/Day%2006%20(weekend%20reading!)/ATMildDisabilities.pdf)
- Kumar, Kari
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- Rose, David H., & Meyer, Anne
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D.3.5 Learning Technologies Self-Reflection Guide

Learning / Assistive Technologies—Self-Reflection Guide

What did you hear that reaffirms your views and understandings about learning / assistive technologies?	What new understandings do you have now?
What surprised you?	What do you want more information about?

D.3.6 Learning Technologies Focused Conversation

Focused conversation is a guided conversation technique based on specific levels of questioning. It helps people process information and reach their own thoughtful conclusions. Focused conversation involves discussing a series of questions on four levels of thinking:

Objective – dealing with facts, data and sensory observation

Reflective – related to personal reactions and associations

Interpretive – making meaning, identifying significance and implications

Decisional – determining future action

1. Objective: What key points were presented about using these technologies?

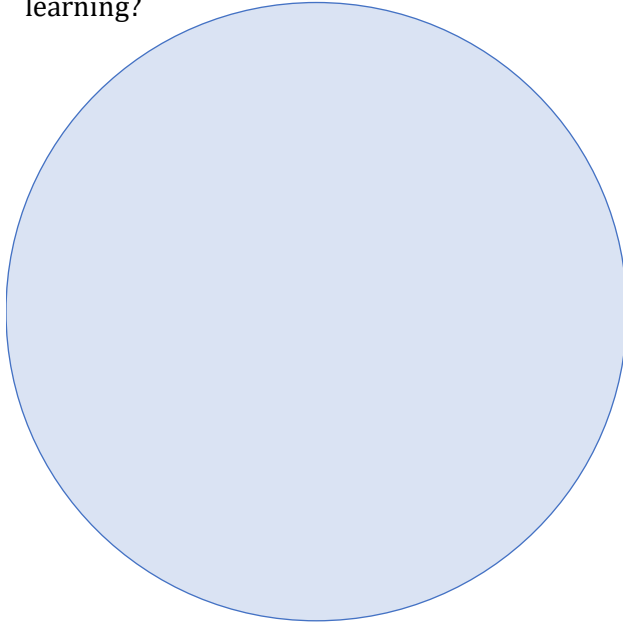
2. Reactive: How do I feel about students using assistive technology in the classroom or school?

3. Interpretive: How could the four types of assistive technologies apply to my classroom? Are there other assistive technologies that may apply to my classroom?

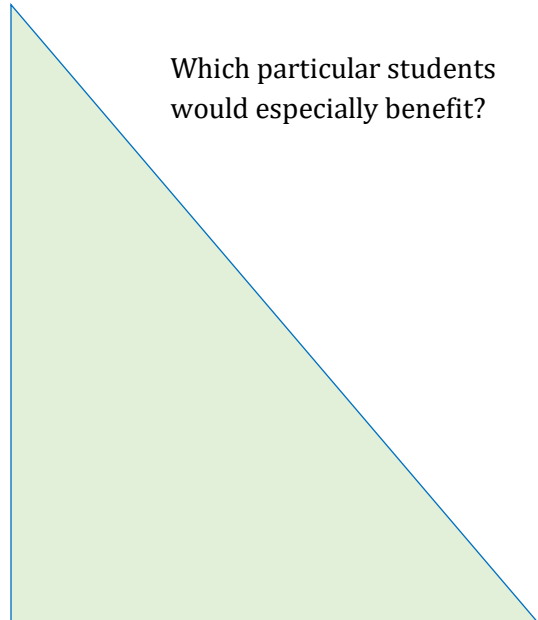
4. Decisional: Would I use assistive technologies to support student learning in my classroom? Why or why not?

D.3.6 Learning Technologies Graphic Organizer

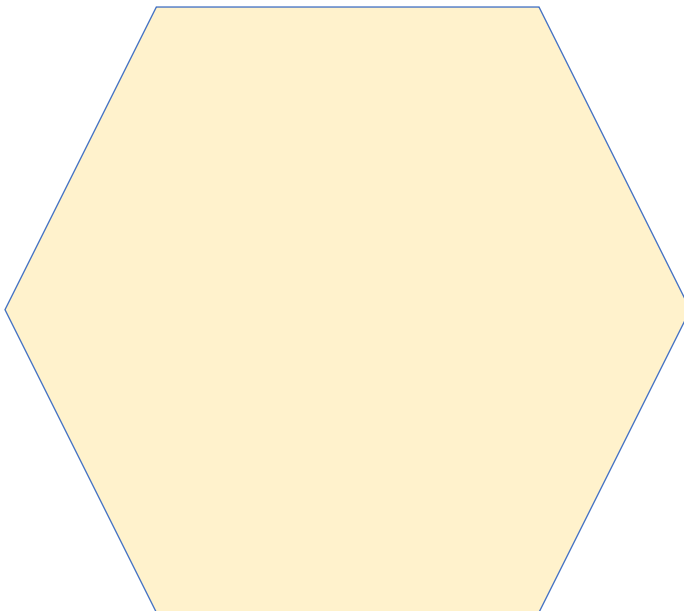
How does this technology support student learning?



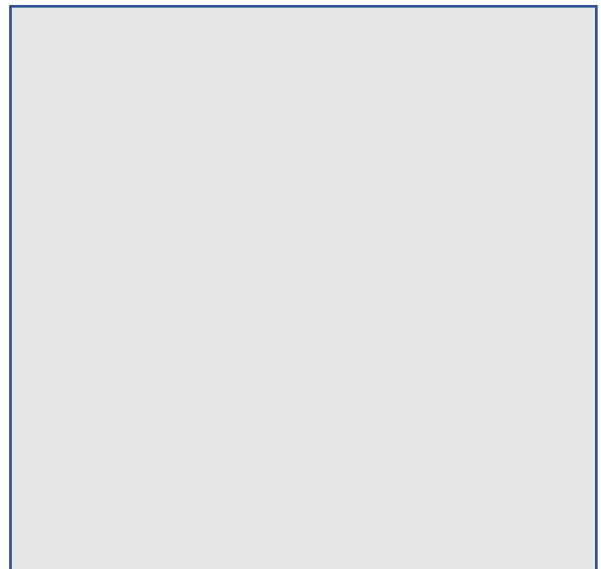
Which particular students would especially benefit?



What does the research say about this technology?



What do I need to consider in my instructional planning?



E.3.2 Teaching Students Who Are Gifted and Talented, True or False Quiz

Read the statement below and indicate your agreement or disagreement by writing True or False and then adding a comment that explains your answer.

	T / F	Comment
1. Gifted and talented students are high achievers.		
2. All children are gifted and talented.		
3. Gifted students will do fine with or without special programming.		
4. Gifted and talented students come from advantaged homes.		
5. Cooperative learning or other forms of group work are an effective way to meet the needs of gifted and talented students.		
6. Gifted and talented students have trouble getting along with their peers.		
7. Gifted education is elitist.		

Adapted from: Teaching Students Who Are Gifted and Talented: A Handbook for Teachers. Newfoundland and Labrador Department of Education. 2013

https://www.gov.nl.ca/eecd/files/k12_studentsupportservices_publications_teachingstudentsgiftedtalented.pdf

E.3.2 Teaching Students Who are Gifted and Talented, True or False Quiz Answers

All of the True or False Quiz questions are False. The questions represent common myths in the community and among educators about students who are gifted and talented. Some of the more common myths are discussed here.

1. Gifted and talented students are high achievers.

Many students who are gifted and talented are high achievers. However, there are many students who have very high potential but who are underachieving. The reasons for this are complex and may result from causes both inside and outside of school. However, the school has significant power in trying to address these situations. Conversely, not all high achieving students are gifted and talented.

Many students are making full use of their abilities and work ethic to strive for fine results. Some of these students may be reaching their full potential. While this is commendable and to be encouraged, this is not an indication that the student is necessarily gifted and talented.

2. All children/people are gifted and talented.

All students are unique individuals with areas of strengths. Each has a valuable contribution to make and deserves an education that helps him or her reach his or her potential, but not all students are gifted and talented.

3. Gifted students will do fine with or without special programming.

Some very able students will succeed despite less than challenging programming. Some students receive their challenges and enrichment through activities provided outside of school. However, some students who are not challenged will not learn work habits and motivation, and may not achieve according to their abilities. We would think it unreasonable to demand that a star athlete train for the Olympics without a coach. Similarly, we cannot expect the “raw talent” of our students who are gifted and talented to develop to their potential without guidance from well trained, challenging teachers. If these students do not experience challenge and rigour, they never learn to equate achievement with effort and it makes it very difficult to develop a growth mindset. This may also lead to self-esteem issues and underachievement. They may appear to do fine on their own, but without proper challenge, some students who are gifted and talented:

- become bored and unruly
- learn to slow down to avoid “more of the same”
- underachieve
- act out and become disruptive
- become non-compliant
- learn to blend in with their peers
- drop out – either physically or mentally

When and if work finally does present a challenge, it also presents a threat. Students who are gifted and talented may lack learning skills and may refuse to tackle something at which they cannot immediately be perfect. This may compromise the development of some of our most able students – a loss for the child and for society.

4. Gifted and talented students come from advantaged homes.

Some gifted and talented students do come from advantaged homes and the education system has often been able to identify and serve many of these children. However, many gifted and talented students come from less advantaged backgrounds and may not be as readily identified. Being familiar with characteristics of giftedness - even those characteristics such as challenging behaviours which may present in a more negative light - may help give better indication as to what is going on in these cases and how we might help develop their strengths.

5. Co-operative learning or other forms of group work are an effective way to meet the needs of gifted and talented students.

It is important for all students to learn to work with others of differing abilities. However, the research regarding gifted and talented students in traditionally structured cooperative learning groups is less positive than for many other segments of the student population. Students who are gifted and talented should sometimes be afforded the opportunity to form a group together in order to delve deeper into a topic or to challenge each other to higher level discussion and thinking. There are many grouping options which may be better suited to addressing the needs of students who are gifted and talented.

6. Gifted and talented students have trouble getting along with peers.

Very often students who are gifted and talented get along well with others and are leaders both in and out of school. Occasionally, a student who is “profoundly gifted” may not share interests typical of others of his or her own age and finds it difficult to relate to age peers. However, even within this population the statement is not always true.

7. Gifted education is elitist.

Inclusive education aims to provide educational opportunities that will enable each student to develop fully according to his or her potential. Meeting a child’s need by adding more challenge is no more elitist than giving another student large print handouts or extra time for task completion if these are required. We must be responsive to the student’s needs. Fair is not always equal. Equal is not always fair.

E.3.3 Autism Spectrum Disorder Common Threads

Download the latest version [here](#).

E.3.3 Learning Disabilities Common Threads

Download the latest version [here](#).

E.3.4 Diversity in Canada Quiz

Purpose: To highlight contemporary challenges and assets of demographic diversity in Canada.

NOTE: These questions use the most current Canadian statistical data available.

1. According to the 2011 census, 1 in 5 of Canada's population is foreign-born.

- A. True
- B. False

2. Between 2006-2011, this area was Canada's largest source of immigrants:

- A. Europe
- B. Africa
- C. Central and South America
- D. Asia (including Middle East)

3. Low income neighborhoods have a higher proportion of immigrants.

- A. True
- B. False

4. _____ of Canada's population identify as Christian.

- A. Two thirds
- B. One third
- C. One Half
- D. One fifth

5. According to 2012 StatsCan data, the majority of individuals accused of hate crime were how old?

- A. Under 25
- B. Between 25 and 45
- C. Were over 45
- D. Ages of the accused are not recorded in hate crime investigations.

6. This demographic is the most common target of racially-motivated hate crime:

- A. Aboriginal population
- B. Black population
- C. South Asian population
- D. Arabs/West Asian population

7. The rate of bullying experienced among students who identify as Lesbian, Gay, Bisexual, Trans-identified, Two-spirited, Queer or Questioning (LGBTQ+) is _____ times higher than heterosexual youth.

- A. Two times
- B. Three times
- C. Four times
- D. Five times

8. Research demonstrates that diversity in the workplace drives innovation.

- A. True
- B. False

9. Maryam Monsef is a member of Trudeau’s cabinet. Which of the following information is true?

A .She is the oldest woman to ever serve on a cabinet.

B. She came to Canada as a refugee.

C. She holds dual American-Canadian citizenship.

D. She completed high school only 6 years ago.

10. What percentage of Alberta’s population identify as Aboriginal (First Nations, Métis or Inuit)?

A. 6.5%

B. 8 %

C. 10%

D. 13%

E.3.4 Diversity in Canada Answer Key

Purpose: To highlight contemporary challenges and assets of demographic diversity in Canada.

NOTE: These questions use the most current Canadian statistical data available.

1. According to the 2011 census, 1 in 5 of Canada's population is foreign-born.

- A. **True**
- B. False

Source: <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>

Speaking Notes: Among the G8 countries, Canada has the highest proportion of foreign-born population (20.6%), well above Germany and the U.S. Outside of the G8, Canada was behind Australia (26.8%).

2. Between 2006-2011, this area was Canada's largest source of immigrants:

- A. Europe
- B. Africa
- C. Central and South America
- D. **Asia (including Middle East)**

Source: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>

3. Low income neighborhoods have a higher proportion of immigrants.

- A. **True**
- B. False

Source: http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-014-x/99-014-x2011003_3-eng.cfm

Speaking Notes: Low-income for a single person was calculated to be \$19,460; for a household with two members – \$27,521; four members was \$38,920. Low-income neighbourhood is defined where 30% or more of its residents have low income. (Stats Can 2012)

There are multiple systemic barriers in explaining why low-income neighbourhoods have a higher proportion of immigrants (e.g. lack of recognition of foreign credentials, ongoing workplace discrimination, etc.). See this article for discussion reference:

<http://canadaboundimmigrant.com/breakingnews/article.php?id=1065>

4. _____ of Canada's population identify as Christian.

- A. **Two thirds**
- B. One third
- C. One Half
- D. One fifth

Source: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>

Speaking Notes: According to the 2011 national census, the largest religion in Canada was Christianity. Of the roughly 32,852,300 people represented two-thirds (67.3%), reported that they were affiliated with a Christian religion. Consistent with changing immigration patterns, there were growing proportions of the population who reported religious affiliations other than Christian. These religions included Muslim, Hindu, Sikh and Buddhist. In 2011, about 2,373,700 people, or 7.2% of Canada's population, reported affiliation with one of these religions.

5. According to 2012 StatsCan data, the majority of individuals accused of hate crime were how old?

- A. Under 25**
- B. Between 25 and 45
- C. Were over 45
- D. Ages of the accused are not recorded in hate crime investigations.

Source: <http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14028-eng.htm>

Speaking Notes: In 2012, 57% of persons accused of hate crimes were aged 12 to 24. The vast majority of those accused of hate crimes (84%) were male. Young males under age 18 made up 31% of hate crime accused.

6. This demographic is the most common target of racially-motivated hate crime:

- A. Aboriginal population
- B. Black population**
- C. South Asian population
- D. Arabs/West Asian population

Source: <http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14028-eng.htm>

Speaking Notes: Hate crime targeting Black individuals comprise 42% of racial hate crimes or 21% of all hate crimes.

7. The rate of bullying experienced among students who identify as Lesbian, Gay, Bisexual, Trans-identified, Two-spirited, Queer or Questioning (LGBTQ+) is _____ times higher than heterosexual youth.

- A. Two times
- B. Three times**
- C. Four times
- D. Five times

Source: <http://www.cihr-irsc.gc.ca/e/45838.html>

Definition of two-spirit: <http://lgbtqhealth.ca/community/two-spirit.php>

Speaking Notes: A least one in 1 in 3 adolescents in Canada have reported being bullied recently. Canada has the 9th highest rate of bullying in the 13-year-old category on a scale of 35 countries.

The rate of bullying experienced among students who identify as LGBTQ+ is three times higher than heterosexual youth.

8. Research demonstrates that diversity in the workplace drives innovation.

- A. True
- B. False

Source: <http://www.talentinnovation.org/assets/IDMG-ExecSummFINAL-CTI.pdf>

Speaking Notes: Research shows that when leadership lacks diversity, fewer ideas with market potential make it to market. Ideas from women, people of colour, LGBTQs, and Gen-Ys are less likely to win the endorsement they need to go forward because leaders don't value ideas they don't personally see a need for—a veritable chokehold when an organization's leaders are predominantly Caucasian, male, and heterosexual, and come from similar educational and socioeconomic backgrounds. In short, the data strongly suggest that homogeneity stifles innovation.

9. Maryam Monsef is a member of Trudeau's cabinet. Which of the following information is true?

- A. She is the oldest woman to ever serve on a cabinet.
- B. She came to Canada as a refugee.**
- C. She holds dual American-Canadian citizenship.
- D. She completed high school only 6 years ago.

Source: <http://www.theglobeandmail.com/news/politics/from-refugee-to-cabinet-minister-maryam-monsefnow-guiding-electoral-reform/article27985950/>

Speaking Notes: Maryam Monsef came to Canada as a child refugee from Afghanistan, at the age of 11, with a widowed mother and two sisters. She and her family resettled in Peterborough, Ontario before she was elected to the House of Commons. Her presence in our federal government is an international exemplar of refugees' contributions to their new countries.

10. What percentage of Alberta's population identify as Aboriginal (First Nations, Metis or Inuit)?

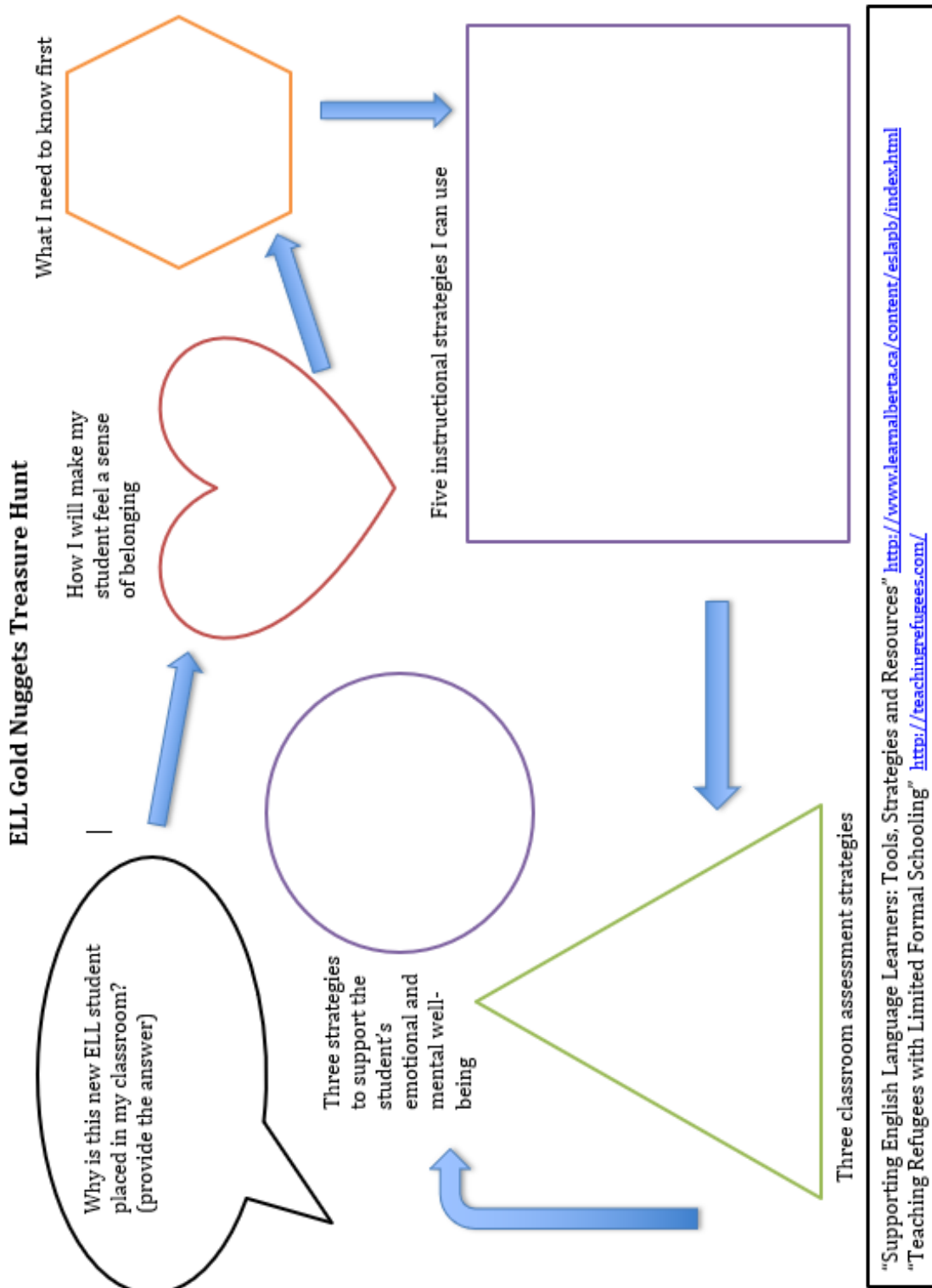
- A. 6.5%
- B. 8 %
- C. 10%
- D. 13%

Source: <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=48>

Speaking Notes: In 2016 Canadian Census there were 256,640 Aboriginal people in Alberta, making up 6.5% of the population. Of the Aboriginal population in Alberta, 52.8% had registered or Treaty status as defined under the *Indian Act*. The other 18% of self-identifies First Nations do not have registered or Treaty status. 44.2% (114,375) were Metis, and 1.0% (2,500) were Inuit.

Adapted from: *See Different. Toolkit 1: Getting Started*. Canadian Centre for Diversity and Inclusion. 2017. <https://ccdi.ca/media/1587/toolkit-1-getting-started-diversity-and-identity.pdf>

E.3.4 ELL Gold Nuggets Treasure Hunt



E.3.4 What School Administrators Need To Know About ELL Programming



What School Administrators Need to Know about English Language Learners and ESL Programming

Who are English language learners?

English language learners (ESL students):

- come from a range of cultural backgrounds and bring with them a variety of educational, social and personal experiences
- first learned to speak, read and/or write a language other than English
- require English language instruction and supports to participate fully in the learning experiences provided in Alberta schools
- may have recently immigrated to Canada or they may have been born in Canada and live in homes in which the primary spoken language is not English.



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Literacy is ...

“acquiring, creating, connecting and communicating meaning in a wide variety of contexts.”

Literacy First: A Plan for Action, 2010. (Edmonton, AB: Alberta Education, 2010), p. 3.

How is ESL programming and support delivered to students?

The way to organize the school to support English language learners depends on the nature of the school's programs and the number of English language learners and their proficiency levels and needs. English language learners in elementary and junior high schools are generally placed in age-appropriate classrooms with their peers and also receive additional language and content instruction within the classroom context.

The needs of English language learners are best met when teachers work collaboratively to **differentiate** or **adapt instruction**, provide **explicit language instruction** and create an **environment that values cultural diversity**. Additional support may include ESL consultants, educational assistants, community volunteers and peer tutors.

Factors to consider in program delivery:

- English language proficiency level and learning needs of the students
- number of English language learners in the school
- expertise and professional learning opportunities for teachers

In teaching students who are learning English as another language, the big picture is the same as it is for all students. Teach every student based on his or her developmental and language proficiency level and identify and address the needs of each student.

Making a Difference: Meeting diverse learning needs with differentiated instruction. (Edmonton, AB: Alberta Education, 2010), p. 144.

How is the English language proficiency of students measured?

Alberta Education has developed the *Alberta K–12 ESL Proficiency Benchmarks* to assist teachers in determining the language proficiency of their English language learners. The benchmarks provide descriptions of the English language abilities that students typically demonstrate at each of five proficiency levels in Kindergarten, grades 1–3, grades 4–6, grades 7–9 and grades 10–12.

The Benchmarks are used:

- when English language learners enter the school system in order to establish baseline proficiency
- to identify the level and types of instructional supports these learners require to be successful
- at each reporting period to assess students' current English language proficiency
- on an ongoing basis to monitor language proficiency growth and to inform instructional planning
- at transitions between grades, schools and/or programs.

What teaching strategies work well for English language learners?

Integrating language and content

The key objective of teaching language through content is to help students comprehend and demonstrate understanding across a variety of topics, tasks and situations in all subject areas. When teachers integrate explicit language instruction in their content lessons, English language learners gain academic knowledge and cognitive academic language proficiency simultaneously.

Organizing structured cooperative learning

Structured cooperative learning helps English language learners:

- develop positive interdependence, learning from the language models and group skills of their peer group
- demonstrate knowledge of their culture and their own areas of expertise
- benefit from the natural recycling of language and content that is created by asking and answering questions and by working together to solve problems.

Creating a supportive language learning environment

A supportive language learning environment includes:

- visuals such as: pictures, charts, graphs, word walls, anchor charts of lessons and completed graphic organizers
- language mini-lessons with clear objectives directly related to content, with guided practice opportunities
- regularly scheduled routines and events, marked by changes in location and visuals
- clear lesson formats across subjects, from day to day.

Differentiating content, process and products

Differentiating **content** involves modifying the language level, adjusting the scope and delivering content of informational resources in different ways for English language learners at various proficiency levels.

Differentiating **process** involves providing alternative ways for students to access, or work through, the content. Examples include scaffolding learning tasks, providing models or templates, giving guided instruction on using graphic organizers or demonstrating collaborative strategies for English language learners working with a partner or in a small group.

Differentiating **products** involves establishing assignment options that vary in complexity and language requirements, such as options to produce a poster or multimedia presentation or a piece of written work that aligns with content objectives and the student's level of language proficiency.



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Communicative Competence is ...

... the ability to understand and use language to communicate effectively in authentic social and school environments.

How are English language learners assessed?

When English language learners arrive at school, information is gathered about English language proficiency, academic achievement and recent experiences that can affect schooling. This information is used to make decisions about what type of ESL support and programming is needed. English language learners are typically placed in their age-appropriate grade.

The classroom teacher assesses the students' achievement and growth using the *Alberta K-12 ESL Proficiency Benchmarks*, provides feedback to students and their parents or sponsors, evaluates student achievement for report card purposes, and adjusts English language instruction and supports as required.

Tips for Fair Assessment of English Language Learners

- Focus on the English language that the student is using to demonstrate understanding of content.
- Explain the assessment process to the student. Show examples of good work, using rubrics with clear criteria. Involve the student in determining assessment criteria and provide opportunities for self-assessment and reflection.
- Assess the student by engaging in a variety of learning processes.
- Assess a variety of product options such as: projects, portfolios, oral explanations and written work.
- Provide extra time for assignments and assessments.
- Construct assessment tasks appropriate to the content and language proficiency.

“Culture is ... the integrated pattern of human behavior that includes thoughts, communication, action, customs, beliefs, values, and instructions of a racial, ethnic, religious, or social group.” “Cultural competence [is] the ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served.”

Jerome H. Hanley, “Beyond the Tip of the Iceberg: Five Stages Toward Cultural Competence,” *Reaching Today’s Youth* 3, 2 (Winter 1999), pp. 9–10.

How can schools support English language learners and families?

Welcome parents and children and answer any questions they have.

Provide a school tour for parents and their children.

Invite parents to visit the school to watch a class in action or volunteer.

Find out if there are cultural holidays or customs that the school should be aware of.

Use plain English when writing information letters regarding school meetings or upcoming events, or have the information translated.

Contact Citizenship and Immigration Canada and/or local settlement organizations to learn about various cultures and community supports.

Encourage families to maintain their home language, as it has been proven to enhance English language acquisition and student success.

E.4.1 Excerpts from Standards for Special Education (Amended June 2004)

Alberta Education

<https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>

Forward

Special education refers to the education of students with mild, moderate, or severe disabilities and those who are gifted and talented. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.

Instruction, rather than setting, is the key to success and decisions related to the placement of students are best made on an individual basis in a manner that maximizes their opportunity to participate fully in the experience of schooling.

In Alberta, educating students with special education needs in inclusive settings is the first placement option to be considered by school boards in consultation with parents and, when appropriate, students. Inclusion, by definition, refers not merely to setting but to specially designed instruction and support for students with special education needs in regular classrooms and neighbourhood schools.

Rights and responsibilities related to special education are included in the *School Act*. School boards are required to provide each resident and enrolled student with identified special education needs with access to a special education program. Parents have a right and responsibility to work with boards to ensure their children's special education needs are met, subject to limitations based on reasonableness in each circumstance. In every case, the best educational interest of the student is the paramount consideration for decision-making and programming. (p.1)

EXCERPTS RELATED TO PARENT INVOLVEMENT

ACCESS

Students with special education needs are entitled to have access in a school year to an education program in accordance with the *School Act*. Students with special education needs receive adapted or modified programming that enables and improves learning. (p. 6)

Informed Consent

1. School boards must:
 - a. obtain parents' informed written consent for specialized assessments or referral
 - b. in cases when parents refuse consent, document and place in the student record the reasons for refusal and/or actions undertaken by the school board to obtain consent. (p. 6)

APPROPRIATENESS

Parent Involvement in Decision-making

Whereas, in accordance with the Preamble of the School Act, parents have a right and responsibility to make decisions respecting the education of their children;

8. School boards must:

- a. ensure parents have the opportunity for participation in decisions that affect students' education
- b. ensure parents have information needed to make informed decisions
- c. invite meaningful involvement of parents in planning, problem-solving and decision-making relating to students' special education programming.

9. Parents should:

- a. work with boards to ensure their children's special education needs are met, subject to limitations based on reasonableness, in accordance with section 2 of the School Act. (p.9)

Placement**10. School boards must:**

- a. ensure that educating students with special education needs in inclusive settings in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with parents, school staff and, when appropriate, the student
- b. determine the most enabling placement in a manner consistent with provincial special education policies, in consultation with parents, and based on current assessment data. (p. 10)

ACCOUNTABILITY**Reporting to Parents****13. School boards must:**

- a. ensure that students' IPPs include information about students' current level of performance and academic achievement relative to identified learner outcomes included in the provincial curriculum
- b. inform parents of students' progress, at regularly scheduled reporting periods, throughout the year. (p.12)

APPEALS**Special Education Appeals****16. School boards must:**

- a. have written procedures for timely, fair and open dispute resolution and appeals
- b. establish written procedures to hear appeals from parents or, where applicable, students regarding decisions that significantly affect the education of students with special education needs
- c. make every reasonable effort at the school and jurisdiction level to resolve concerns collaboratively with parents
- d. advise parents of their right to make a formal appeal of decisions regarding the special education needs of their children, and inform them of the appeal procedures of the board
- e. advise parents of their right to request that the Minister of Learning review the board's decision if they are not satisfied with the decision. (p. 14)

E.4.2 Excerpts from Teachers and Educational Assistants ATA

Duties of Teachers and Education Assistants: A Summary

Duties of Teachers and Educational Assistants: A Summary			
	Duties of Teachers	Joint Activities	Duties of Educational Assistants and Advisory Personnel
Diagnosing	<ul style="list-style-type: none"> diagnose learning needs 	<ul style="list-style-type: none"> discuss student abilities, strengths and weaknesses attend program-planning meetings (if the teacher requests that educational assistants be present) 	<ul style="list-style-type: none"> observe student behaviour and provide information to teachers
Prescribing	<ul style="list-style-type: none"> prescribe solutions, choose from available alternatives prepare individual program plans (IPPs) maintain current student profiles and IPPs 	<ul style="list-style-type: none"> discuss desired outcomes for the student discuss educational, behavioural and emotional goals 	<ul style="list-style-type: none"> within the scope of their own professional qualifications, suggest possible courses of action for the teacher to follow and provide direct services such as speech therapy
Planning	<ul style="list-style-type: none"> plan lesson activities and choose resources choose appropriate modifications to meet IPP specifications establish priorities 	<ul style="list-style-type: none"> prepare materials, including modifications to the curriculum provide advice on available resources 	<ul style="list-style-type: none"> assist in preparing materials, creating displays and undertaking other supportive activities
Disciplining	<ul style="list-style-type: none"> establish a clearly understood classroom management structure, classroom rules and expectations for students 	<ul style="list-style-type: none"> meet regularly to discuss student progress discuss and clarify expectations for student discipline and classroom rules 	<ul style="list-style-type: none"> work within established structures, including classroom management structures, behavioural rules and IPP expectations
Teaching	<ul style="list-style-type: none"> implement lesson plans and direct teaching related to those lesson plans supervise and facilitate student learning model techniques and appropriate language provide resources for the assistants 	<ul style="list-style-type: none"> clarify and share outcomes and experiences discuss specific strategies, activities and outcomes discuss workplace location 	<ul style="list-style-type: none"> clarify elements of the lesson for students who are having trouble supervise reinforcement activities implement specific techniques, strategies and language as directed by the teacher document, monitor and report to the teacher
Evaluating	<ul style="list-style-type: none"> evaluate student progress ensure that students are adhering to the IPP 	<ul style="list-style-type: none"> discuss observations exchange information 	<ul style="list-style-type: none"> collect data for use in student evaluation mark objective tests for the teacher to review

	Duties of Teachers	Joint Activities	Duties of Educational Assistants and Advisory Personnel
Reporting	<ul style="list-style-type: none"> report to parents both formally and informally 	<ul style="list-style-type: none"> discuss student information as appropriate maintain confidentiality 	<ul style="list-style-type: none"> report to teachers on students' strengths, achievements and needs report to teachers on observed student behaviours and outcomes
Staying current	<ul style="list-style-type: none"> keep up to date on school, district and provincial policies keep up to date on professional matters 	<ul style="list-style-type: none"> follow policies and guidelines 	<ul style="list-style-type: none"> keep up to date on school, district and provincial policies
Evaluating assistants	<ul style="list-style-type: none"> evaluate professional and non-professional staff document and share concerns seek training for assistants as appropriate 	<ul style="list-style-type: none"> discuss strengths and concerns 	<ul style="list-style-type: none"> advise on training and other needs
Evaluating programs	<ul style="list-style-type: none"> evaluate programs document and share concerns 	<ul style="list-style-type: none"> clarify program needs 	<ul style="list-style-type: none"> advise teachers about the degree to which the program structure promotes or inhibits best use of the educational assistant's skills

Rights and Responsibilities of Teachers and Educational Assistants: A Summary

	Responsible to	Responsible for	Right to
Teachers	<ul style="list-style-type: none"> • employer • profession • public 	<ul style="list-style-type: none"> • diagnosing learning needs • prescribing remedies • planning lessons • implementing lessons • evaluating students • reporting to parents 	<ul style="list-style-type: none"> • be treated with courtesy and fairness • have professional expertise recognized • enjoy access to all relevant provisions of the collective agreement
Other professionals providing support	<ul style="list-style-type: none"> • employer • profession • public • supervising teacher 	<ul style="list-style-type: none"> • advising teachers • providing services and recommendations to the teacher that are consistent with professional qualifications and expertise 	<ul style="list-style-type: none"> • be treated with courtesy and fairness • have a clear job description • enjoy access to all relevant provisions of the collective agreement (if one exists)
Classroom-based educational assistants	<ul style="list-style-type: none"> • employer • supervising teacher 	<ul style="list-style-type: none"> • reporting to teachers • providing service under direct supervision of a teacher 	<ul style="list-style-type: none"> • be treated with courtesy and fairness • have a clear job description • enjoy access to all relevant provisions of the collective agreement (if one exists)
Volunteers	<ul style="list-style-type: none"> • teacher 	<ul style="list-style-type: none"> • undertaking activities as directed by teachers • maintaining confidentiality, privacy and security of the class and program 	<ul style="list-style-type: none"> • be treated with courtesy and fairness • have expectations clearly outlined

Source: *Teachers and Educational Assistants*. Alberta Teachers' Association. 2016.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/MON-5%20Teachers%20and%20Educational%20Assistants.pdf>

E.4.2 Rethinking the Role of Educational Assistants video conversation guide

Inclusive Education

Conversation Guide for the video: *Rethinking the Role of Educational Assistants*

Under the direction of a teacher, an educational assistant can fulfill a variety of valued roles that support teacher effectiveness and student success.



Key understandings

- Over the past decade, the number of educational assistants working in Alberta schools has increased dramatically.
- New research shows that there is limited evidence on the effectiveness of one-to-one educational assistants as the primary support for students with disabilities.
- Unintentional effects of one-to-one support can include unnecessary adult dependency, isolation from classmates, inhibition of opportunities for choice and creativity and decreased engagement of the teacher and student.
- One-to-one support should be among the last choices after other options have been considered.
- Finding more natural ways for educational assistants to support students can reduce unnecessary dependence on adults. This could include working with the whole class or checking in periodically with individual students rather than sitting beside them.
- Working as a team, teachers and educational assistants can look for opportunities to step back and deliberately fade one-to-one adult support to promote independence, facilitate peer relationships and maximize student opportunities to learn and grow.

"Support that encourages independence or interdependence during school best prepares students for life outside school."

Causton-Theoharris, J. (2009). *The Paraprofessional's handbook for effective support in inclusive classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co.

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

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Questions for discussion

- How does this video affirm or challenge your own understanding and experience in working with educational assistants?
- From your experience, give some examples of situations where educational assistants' roles in the classroom effectively supported teacher effectiveness and student success. What were the factors that helped these work well?
- How would you respond to an educator, staff member or parent who believes that a particular student's unique learning needs can only be met with the assignment of a one-to-one educational assistant?
- How can we support educators and educational assistants in building their understanding and confidence around more natural supports for students with disabilities?

Taking the Pulse at the School and Authority Level



- How are staff members and educational assistants collaborating to build their capacity in the classroom?
- How are the learning needs of the educational assistants being addressed through systematic professional development?

Adapted from *A Guide to Support Implementation: Essential Conditions*, www.essentialconditions.ca

Research

- [*The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to be Supported*](#) - In this article, Julie Causton-Theoharis encourages educators to consider the golden rule of support in inclusive classrooms: support others as you would wish to be supported.

More Information

- [*Peer Mentoring to Support Students with Disabilities*](#) - This Edmonton Regional Learning Consortium (ERLC) video resource provides information on using natural supports and peer mentors to support students with disabilities.
- [*Learning Technologies: Information for Teachers*](#) - This Edmonton Regional Learning Consortium (ERLC) resource provides information on using technology to support students with disabilities.
- [*Learning for All*](#) - This resource offers information, strategies and references for working with and strengthening educational assistants' practice.

Alberta Examples

The following Alberta school authorities are among those who have developed staff resources on the role of educational assistants:

- Canadian Rockies Public Schools—The [*Inclusive Education Procedures*](#) resource details the role and responsibilities of an education assistant (pp. 37–38).
- Clearview Public Schools—[*Teacher assistant position descriptions*](#) included for “Educational Assistant” (pp. 96-98).

Learn more about inclusive education: <https://education.alberta.ca/inclusive-education>

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F.1.1 Human Diversity Bingo

Find someone who:

B	I	N	G	O
Has been to another country	Has been to a bar or bat mitzvah	Has a parent or grandparent from another country	Speaks another language	Can name at least three different world religions
Can name at least three elements in the Canadian Charter of Rights	Knows what the Quran is and can explain it	Has friends or relatives living in another country	Can play an instrument	Has had their name mispronounced (first or last)
Has straight hair	Has curly hair	Would categorize themselves as an extrovert	Knows an interracial family	Would categorize themselves as a perfectionist
Has worked with or knows someone with a disability	Knows about wedding customs in a culture other than your own	Has a friend of a different racial background	Has blue eyes	Has brown eyes
Knows someone from a sexual minority who lives openly	Can name a famous person who has/ had a learning disability	Knows a cultural greeting different from their own	Has attended a funeral service in a different religion or culture	Has a name from another culture

F.1.1 Intercultural Education

Incorporating student's personal and cultural strengths into teaching and learning.

What	So What	Now What

F.2.1 Excerpts from Peer Leadership: A guide to implementing school-based peer leadership programs

Introduction

This resource was created to provide junior and senior high school staff with a guide to implement a peer leadership program among students. Peer leadership helps students gain important skills to become role models within their schools and communities. It can be a part of a comprehensive approach to the prevention of substance abuse and gambling problems in your school.

This resource is available in two formats. The print format provides an overview of peer leadership program development. The expanded version, available online, goes more in depth into the details of peer leadership and the actual planning and implementing of a program. Here on the web, sample documents, such as letters, will be available in Microsoft Word document format so that you can go right in and adapt these forms for your personal program.

What is peer leadership?

Students can improve the quality of life at their own school through influencing, supporting and being role models to their peers. This is peer leadership. Students involved in peer leadership programs help their peers by taking an active role in the school to make it a better place. These students are dedicated to creating and supporting healthy, safe and welcoming schools.

A peer leadership program can help students, especially those who might not otherwise be in a leadership role, gain important skills to become role models within their schools and communities. In some cases, peer leadership can change the status quo around bullying and other school conflicts. Throughout this document, however, we will focus on the importance of peer leadership as part of a comprehensive approach to the prevention of substance abuse and gambling problems among students.

An effective peer leadership program strives to do the following:

- create a forum that provides students opportunities to develop, refine and practice leadership skills (Tiven, 2002)
- empower students to use their leadership skills to affect positive change in their school (Tiven, 2002)
- invest in future leaders (Tiven, 2002)
- increase awareness of substance use, substance abuse and gambling within the school setting

Peer leaders

A peer leadership team is a group of students who are committed to affecting positive change within their school environment. These students are dedicated to creating and supporting healthy, safe and welcoming schools. In a peer leadership program, students are given the opportunity to develop skills so they can make positive change and be better able to influence peer attitudes and behaviours.

Peer leaders will also develop skills that will help them to choose, implement and direct school-based projects, activities and initiatives that will focus on the prevention of substance abuse and gambling problems. Through this, these students will become leaders of the future.

Peer leaders will

- challenge the norms
- inspire a shared vision
- commit to be positive role models
- enable others to act

What the program will look like

Peer leadership will look different at every school. Every school will identify specific needs, and will develop specific approaches to meeting those needs. What will look the same, though, is that a peer leadership program will be part of each school's planning and commitment to create a safe and supportive environment that will provide students with opportunities to develop and practice leadership skills.

Within the program, your peer leadership team will create a number of projects, including activities and initiatives. These can range from informal interventions (students committed to being friendly and approachable in the hallways) to formal interventions (students creating a social-marketing campaign that provides accurate statistics about substance use and abuse). In this tool kit we will provide examples of and tips about the basics of peer leadership projects and how the projects can be used to help with the prevention of substance abuse and gambling problems.

The benefits of peer leadership in the prevention of substance abuse and gambling problems

Substance use and abuse and gambling problems impact all students. The Alberta Youth Experience Survey (TAYES) 2005 found that the majority of adolescents are not participating in these activities. However, a significant proportion are participating in behaviours that put them at risk for developing a problem.

According to research, these are the top factors that help protect youth from abusing substances and developing gambling problems (AADAC, 2002):

1. parental monitoring
2. social skills
3. availability of, and participation in, pro-social activities
4. good school grades
5. connection to school

By using peer leadership to affect the overall environment of your school, you are increasing protective factors not only for those directly involved in peer leadership, but for your school population as a whole.

Source: *Peer Leadership: A guide to implementing school-based peer leadership programs*. Alberta Health (2010). Pages 1-2

<https://www.albertahealthservices.ca/assets/healthinfo/AddictionsSubstanceAbuse/if-tch-peer-leadership-manual.pdf>

F.2.1 Mentoring Video Conversation Guide

Building a Shared Understanding

Creating welcoming, caring, respectful and safe learning environments

Mentoring Video Conversation Guide

Mentoring is the presence of a caring individual who provides another person with support, advice, friendship, reinforcement and constructive role modeling over time.



Key understandings

- Healthy relationships and social-emotional learning are critical for children and youth as they contribute to brain development. Mentoring enhances the development of both healthy relationship skills and social-emotional competencies.
- Mentoring builds students' sense of belonging and connectedness to school – both factors that contribute to success in school.
- Mentoring has been shown to decrease bullying and other hurtful behaviours.
- Mentoring in schools can take many forms from informal to formal.
- Research shows that children and youth in a mentoring relationship are more likely to:
 - attend school regularly;
 - achieve higher academic performance;
 - have positive relationships with adults and peers;
 - feel like they belong;
 - participate in extra-curricular activities; and
 - finish high school.

- Teen mentoring provides benefits for both the mentor and the mentee.
- The best results are gained when the mentoring relationship is planned and intentional.



Relationships are the soil in which children's SEL (social-emotional learning) skills grow.

Jones & Bouffard



Questions for discussion

- What are you already doing in your school that would be considered mentoring – either formal or informal?
- How could a mentoring initiative in your school support other work taking place?
- Who could be a source of volunteer mentors in your school?
- What support/resources would be required to start or enhance mentoring in your school?

Mentoring Video Conversation Guide

Taking the Pulse

at the school and authority level...

Assessing system readiness

- How is data being used to help inform planning around student connectedness and belonging as a contributing factor to student success and engagement in school?
- What expertise and resources are available at the school or jurisdiction level to support implementation of mentoring initiatives?
- How is your school authority supporting professional development related to mentoring?

(Adapted from A Guide to Support Implementation: Essential Conditions, www.essentialconditions.ca)

For more information

- Alberta Mentoring Partnership resources: <https://albertamentors.ca/for-schools-agencies/>
- Become a partner: <https://albertamentors.ca/for-schools-agencies/become-a-partner/>

Research

- http://www.camh.ca/en/hospital/about_camh/newsroom/news_releases_media_advisories_and_backgrounders/current_year/Pages/Big-Brothers-Big-Sisters-launches-100-Year-celebration-with-Largest-Mentoring-Study-Ever-in-Canada.aspx
- <https://albertamentors.ca/research-portal/teen-mentoring-boys-girls-clubs-big-brothers-big-sisters-edmonton-area-site-outcomes/>



All kids need a little help, a little hope and somebody who believes in them.

Erwin "Magic" Johnson



Positive relationships with adults are perhaps the single most important ingredient in promoting positive student development.

Pianta, Hamre, & Allen



Alberta Example

Building Mentoring Relationships in Schools – Alberta Teachers' Association workshop available to schools across the province

<https://albertamentors.ca/for-schools-agencies/alberta-teachers-association-building-mentoring-relationships-schools/>

Teen Mentoring Toolkit – a resource for schools interested in establishing or enhancing teen mentoring

<https://albertamentors.ca/peer-mentoring/introduction/>

F.2.2 GSA Excerpts from the Education Act

http://www.qp.alberta.ca/1266.cfm?page=E00P3.cfm&leg_type=Acts&isbncln=9780779814794

Section 35 Support for student organizations

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) permit the establishment of the student organization or the holding of the activity at the school, and

(b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queer straight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),

(a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and

(b) that staff member shall be deemed to be available to serve as the staff liaison.

F.2.2 GSA/QSA Focused Conversation

Focused conversation is a guided conversation technique based on specific levels of questioning. It helps people process information and reach their own thoughtful conclusions. Focused conversation involves discussing a series of questions on four levels of thinking:

Objective – dealing with facts, data and sensory observation

Reflective – related to personal reactions and associations

Interpretive – making meaning, identifying significance and implications

Decisional – determining future action

1. Objective: What key facts did you learned about GSA / QSA?

2. Reactive: How do I feel about students having access to a GSA / QSA at school?

3. Interpretive: What will be the immediate and long-term impacts of having GSA / QSA in Alberta schools?

4. Decisional: What do we, as a school staff, have to do or do differently as a result of this information published by Alberta Education?

F.2.2 GSA/QSA Survey

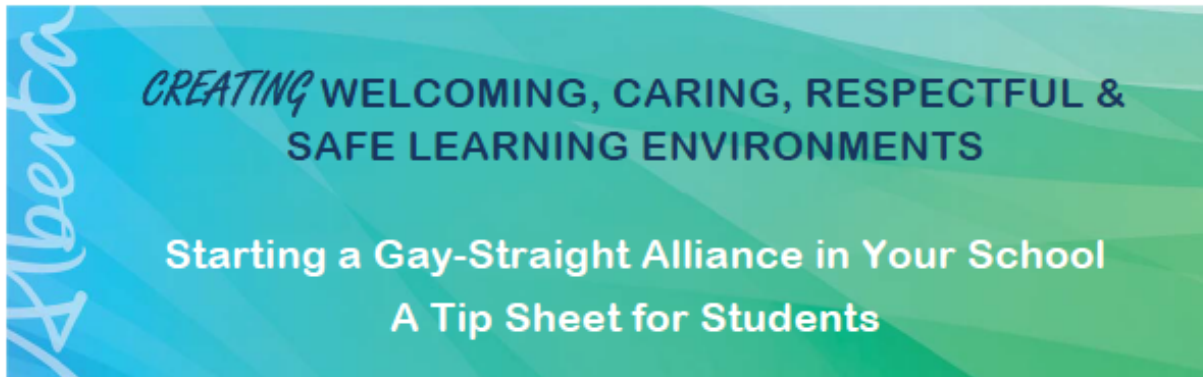
This survey is about the Gay-Straight Alliances (GSAs) and Queer-Straight Alliances (QSAs) legal regulations, establishment procedures and best practices published by Alberta Education.

Yes	No	Question
		Students in the school must ask the principal to form a GSA.
		The principal will decide the name of the club.
		If the principal cannot find a staff liaison for the club, the principal informs the board and the Minister of Education.
		Student participation in a GSA is not to be included in a student's record.
		At the request of the parent, the school must disclose whether the student is a member of the GSA.
		The principal can reject the students' request for a GSA.
		If none of the staff is willing to serve as GSA staff liaison, the club is not established.
		According to Alberta Education, all GSAs should be safe spaces for students to discuss issues like bullying, coming out and making the school more inclusive.
		GSAs are only for students who identify as being LGBTQ.
		GSAs can help to create a school that is safe, respectful, caring and welcoming space for everyone.

Additional Resources to Support GSA / QSA:

[Gay-Straight Student Alliances](#). Alberta Teachers' Association.
[GSAs and QSAs in Alberta Schools: A Guide for Teachers](#). Alberta Teachers' Association. 2018
[Sexual Orientation, Gender Identity & Gender Expression \(SOGIE\) Safer Places Toolkit](#). Alberta Health Services. 2019.

F.2.2 Starting A GSA in Your School Tip Sheet



Follow the regulations and policies for your school

A Gay-Straight Alliance (GSA) should be established in the same way as any other school group. Check your student handbook or the school regulations and policies to learn about the procedures for forming student groups. If you can, look for a diverse group of allies to help get you started. Allies are people who support and stand up for the human and civil rights of sexual and gender minorities. Allies could be students or staff.

Alberta's first GSA was established in 2000.

Find a GSA advisor

Find a staff member who is willing to serve as a supportive advisor for the GSA. If possible, look for more than one advisor and try to include both lesbian, gay, bisexual, transgender and queer (LGBTQ) and non-LGBTQ advisors—the group's diversity can be its greatest strength. GSA advisors add stability and continuity as the GSA grows and changes and are important in supporting and empowering GSA members.

Speak to your school administration

Encourage your school administration to be your ally. School administrators can work with the GSA to demonstrate that it is a valued and important part of a welcoming, caring, respectful, safe and inclusive school community. Administrators also serve as an important liaison between students, teachers, parents, school authority administration, and the larger community. Be sure to include them in your planning.

Educate parents and others in your school community

School community members, including parents and school authority members, may have unfounded concerns, stereotypical assumptions and misconceptions about the role and purpose of GSAs.

Work with your advisor(s) and school administration to inform members in your school community that the purpose of a GSA is to promote a welcoming, caring, respectful, safe and inclusive school environment for sexual and gender minority students and their allies.

Develop a mission or vision statement

A guiding statement of core beliefs can help focus your group. It can also demonstrate the importance of a GSA in a school community. Organize your GSA's vision and value statements to include principles related to diversity, equity, human rights and social justice. Find out what the educational priorities and goals are at your school and demonstrate how your GSA helps meet them.

Find a safe meeting place

Select a safe and comfortable location in your school that is relatively private. Remember that some students may feel uncomfortable and nervous when first attending meetings. Try to create an atmosphere that accommodates all individuals and comfort levels.

For more information on Creating Welcoming, Caring, Respectful and Safe Learning Environments, visit: <http://education.alberta.ca/caringchools>



November 2013

Starting a Gay-Straight Alliance in Your School

Advertise your group

Work with your GSA advisor(s) to discuss the best ways to advertise the GSA. Consider having a “poster party” to design flyers announcing your group’s meetings. Or place ads on your school’s TV or PA system. Remember to emphasize that all students are encouraged to attend your school’s GSA. After all, it is a gay and straight student alliance! The simple presence of the group’s posters and the words *lesbian, gay, bisexual, transgender, and queer* can send a powerful message of inclusion. Posters can help educate students and staff about the diversity in your school.

- Spread the word about your group by using a variety of communication tools. Sometimes just knowing your school has a GSA makes students feel safe and affirmed, even if they never attend a GSA meeting.
- Maintain a positive, inclusive tone in all communications. Be welcoming and respect each other’s confidentiality. Clearly communicate your meeting times and location across the school.
- Don’t get caught up on the name of the GSA. Some schools might want to call it a diversity group or social justice club. Determine if you want to stand your ground and call it a GSA or if the name is less important than the service you are providing to students in your school. Some schools call their groups a Straight and Gay Alliance (SAGA); Acceptance Club; or Queer-Straight Alliance (QSA).

Your first meeting: Tips!

- Facilitate icebreaker ‘Getting to Know You’ or ‘Teambuilding’ activities.
- Stick to a meeting place and schedule – this helps people find you!
- Use the GSA’s mission statement to guide meetings and activities.

Establish clear guidelines

Think about establishing specific ground rules for group discussions that reaffirm responsible and respectful behaviours:

- Ensure both student and advisor participation.
- Confidentiality and safety are paramount.

- Make sure gossip and labels have no place in your GSA.
- Encourage the group to collectively decide on GSA ground rules.
- Remember, you do not need to know all the answers at the beginning—you will learn as you go.

Reinforce the importance of straight allies in the group. Make an extra effort to ensure the GSA is welcoming to all LGBTQ students as well as students with differing abilities, languages, socioeconomic or cultural backgrounds. Your school’s GSA should be a safe, respectful, caring and welcoming space for everyone.

Plan for the future

Work with the GSA members to develop an action plan that will make the group an active and sustainable presence in your school. Your action plan might include long- and short-range goals and priorities. Possible activities could include:

- showing LGBTQ-themed movies
- hosting guest speakers
- holding joint meetings and events with other school groups
- writing articles for the school newspaper, yearbook or website
- networking with local LGBTQ community groups
- doing web searches and watching YouTube videos on LGBTQ issues
- suggesting potential LGBTQ student resources your school library could purchase or license
- creating displays about LGBTQ history
- starting an LGBTQ book club
- inviting LGBTQ school alumni to speak to your group or school
- planning activities to celebrate such events as
 - Pink Shirt Day (the last Wednesday in February)
 - Day of Silence (mid-April)
 - Day of Pink (second Wednesday in April)
 - International Day Against Homophobia and Transphobia (May 17)
 - National Coming Out Day (October 11)
 - Purple Spirit Day (mid-October)
 - Transgender Day of Remembrance (November 20)

The possibilities are endless. Be creative and have fun!

The information in this fact sheet has been adapted with permission from: Wells, K. (2006). Gay-straight student alliances in Alberta schools. Edmonton, AB: Alberta Teachers’ Association and The Society for Safe and Caring Schools & Communities.

F.2.2 The Education Act GSA and Inclusion Groups Fact Sheet

The Education Act GSAs and Inclusion Groups

Protections for students under the Education Act

- Alberta will have among the most comprehensive legal protections for GSAs in Canada.
- The Education Act specifically guarantees students are entitled to create inclusion groups, including GSAs and QSAs.
- Schools cannot disclose a student's membership in any inclusion group, as there are student privacy considerations that trump other legislation.
- All school authorities are required to follow the law: public schools must follow the *Freedom of Information and Protection of Privacy Act*, and private schools must adhere to the *Personal Information Protection Act*.
- Legislation needs to balance protecting children and their privacy with the rights of parents, so children are getting the supports they need.
- Under Alberta's privacy legislation, disclosure of GSA membership would only be justified if a student is at risk of harm.
- Educators will need to navigate these difficult situations to do what is in the best interest of kids.

Steps to create a GSA

1. Students ask a staff member at the school to start a GSA.
2. The principal permits the GSA.
3. The principal designates a staff liaison to support the GSA.
4. The students select a group name.
5. If the principal cannot find a staff liaison, the principal informs both the board and the Minister, and then the Minister will appoint a responsible adult.
6. As a student-led group, the students, with support from their staff liaison plan next steps such as meeting dates, times and activities.

Respect for the law

- School authorities are bound by privacy laws to protect personal information and may only disclose personal information if authorized under these laws.
- Any student participating in a GSA has the right to ask their school authority not to disclose their participation.
- While a student can and has the right to ask their school authority not to disclose such information, the school authority has an obligation to consider each student's unique circumstances and the law.

The Education Act

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- Though it would be rare, disclosure of GSA/QSA membership would be justified on the basis that the disclosure would avert or minimize a risk of harm.
- Some situations could occur that would justify disclosure to parents or others. These may include the following:
 - where a school received credible information that someone was threatening to harm GSA members;
 - if information came to the attention of a teacher as a result of a student disclosure made in the GSA setting (e.g. possibility of self-harm), disclosure may be justified in order to avert or minimize a risk of harm; or
 - if disclosure is required for the purposes of law enforcement.
- Schools routinely inform parents about student information that is included in the student record, such as grades and attendance.
- Participation in a GSA is not included in a student's record and is protected under privacy law, so it cannot be disclosed without careful consideration of privacy legislation.
- All school authorities are required to follow the law: public schools must adhere to the *Freedom of Information and Protection of Privacy Act*, and private schools must adhere to the *Personal Information Protection Act*.

F.3.1 Service Learning Alberta Education

Combine classroom instruction with meaningful community service.

The following has been copied from the Alberta Education webpage “Service Learning”.
<https://www.alberta.ca/service-learning.aspx>

Overview

Service learning contributes to welcoming, caring, respectful and safe learning environments by providing opportunities for students and staff to work together on common causes that have a positive impact on others.

Service learning emphasizes critical thinking and personal reflection and encourages a strong sense of community, civic engagement and personal responsibility.

It also creates opportunities for:

- strengthening academic knowledge and skills by applying them to real-life issues
- building positive relationships
- discovering new interests and abilities
- setting and achieving goals
- working together
- leadership
- learning the value of helping and caring for others
- creating a sense of belonging
- developing a positive sense of self

Service learning goes beyond service projects. It offers students opportunities to better understand the purpose and value of their efforts through the practical experience of serving in the community. It also offers opportunities for students to develop, practice and reflect on social competencies.

Foundational ideas

Service learning is based on the following foundational ideas:

- students learn through authentic experiences that connect their learning to the real world
- service learning benefits everyone involved

Well-designed service learning can have a positive impact on:

- teacher satisfaction
- school climate
- academic achievement
- student engagement

Teachers who use service-learning are also more likely to:

- use teaching strategies as cooperative learning, participate in projects integrating technology and requiring data collection
- make meaningful connections to the community

Evidence-based research

A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including:

- improved attendance
- higher grade point averages
- enhanced readiness for the workforce
- enhanced awareness and understanding of social issues
- greater motivation for learning
- increased positive behaviour

Key components

A number of key components are foundational to service learning activities. Activities:

- are purposeful and meaningful and involve real work in the actual settings where the need occurs
- are authentic and meet a need in the community or school
- link to the curriculum and have clear goals and objectives for the project experience
- involve home, school and community partnerships, each with clearly defined roles and expectations
- include instruction, including structure, long-term learning opportunities and a variety of flexible opportunities for participation
- involve shared leadership between students and teachers/adults

During service learning activities, students:

- make choices about how to implement a project
- learn to collaborate with others
- learn how to test new roles
- apply new skills and knowledge

During service learning activities, teachers/adults:

- provide guidance
- serve as facilitators of learning
- role model

F.3.1 Service Learning Interview

Service Learning: Three-Step Interview

You will interview three people. As the interviewer you are only able to ask questions of the person you are interviewing. Do not enter into dialogue. Just listen and ask questions for clarification. Take notes so that you can remember the interview details.

The interview questions are:

1. Please tell me about a service project that you are familiar with. What was it?
2. Who was involved?
3. How did it work?
4. When did it happen?
5. Why would you consider it successful or not successful?

Interview 1: Service Project _____

Interview 2: Service Project _____

Interview 1: Service Project _____



The Alberta Teachers' Association