

Responding to Student Voice

How do we encourage and support student voice?

How do we draw on the voices and realities of our students to make responsive programming decisions?

How do we ensure that the curriculum is inclusive and includes a variety of worldviews/knowledge as the basis for instruction?

How do we ensure students have input into decisions?

Designing the Instructional Program

How can we ensure that programming is authentic and reflects the lived experiences and abilities of students?

What are we teaching?

Whose voices are missing and how do we change that?

How do we ensure students acquire the skills and knowledge that enable them to challenge unjust practices and build positive and healthy human relationships among their fellow students and members of society?

Engaging Parent, Family, and Community

How do our classrooms and schools honour the voices and lived realities of parents, families and community members in local and global contexts?

How do we ensure families have input into codes, decisions and directions?

How do we ensure that the school environment is welcoming for all?

Reflecting on Inclusive Design

Use these reflective questions to identify how Inclusive Design as an approach and a process for planning can support you in your work in your schools.

Consider your School Well-Being Goal; school climate; student engagement; parent engagement etc.

Environment as Third Teacher

What does the environment of our school say about how we value our learners, communities and the process of learning?

What are the physical barriers to access?

Are there social barriers to access?

How do we support student engagement opportunities?

Do students see diversity and equity represented widely?

Analysis of Data

How well do we know who our students are and how they are experiencing school? Do we know the patterns of success? Who and where are students being underserved? What questions are we not/asking? How do we ensure that we have included all our students in our data?

How do we engage in conversations about bias and who is achieving /not achieving?

Do we employ a variety of assessment strategies as well as instruments used to inform short and long-term planning to reduce gaps in student achievement and improve student learning and well-being?

Building Leadership and Capacity

How are we planning in our classrooms and schools in a way that builds the collective capacity and leadership of our students, staff and community?

Who are the leaders in our schools?