

Our Time Together

The Evolution of ESLR

- District context
- o Indigenous learners
- Connection between strategies & impact
- o Representing the whole
- o From engagement to action



Surrey's Story

District Context

- Our territory and beyond
- Many voices, one vision
- Navigating growth



Indigenous Learners

Greater focus on targeted strategies to support Indigenous student success

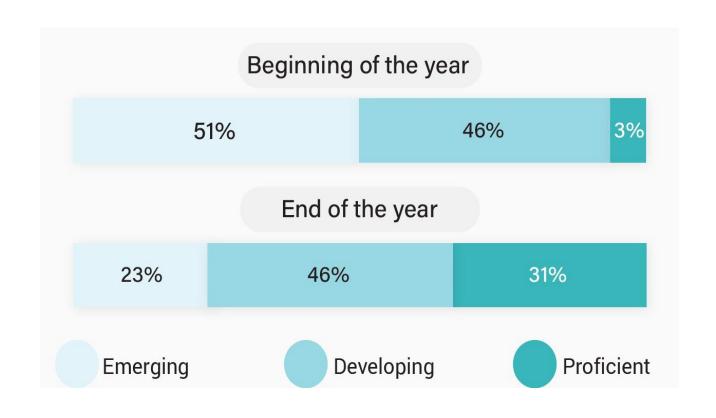
- Indigenous student forums
- o Indigenous student success and reconciliation Principal meetings
- Inclusive learning environments and safe spaces
- Professional learning opportunities
- Moving forward



Connection Between Strategies & Impact

Responding to Readers

- Understanding our readers through a lens that includes facets of their identity as learners and as individuals.
 - Academic
 - Linguistic
 - Cultural
 - Social-Emotional



Connection Between Strategies & Impact

Numeracy Initiatives	All Students	Indigenous Students	Students with Disabilities or Diverse Abilities	Children & Youth in Care
Numeracy-Focused Schools	821	39	105	5
Place Based Math	217	11	29	1
Teaching & Assessing Competencies	2507	85	305	8
TOTAL	3545	135	439	14



Representing the Whole

Continuous Learning

o Here4Peers

Student Support/Inclusive Learning

Secondary inclusive leadership working group

Racial Equity

- Student voice and agency forums
- Culturally responsive practices
- Student agency



From Engagement to Action *Indigenous Learners*

Meaningful collaboration and active listening translated into the following:

- Creating Indigenous student support teams in all secondary schools, assist with career and post-secondary planning, and foster a sense of belonging
- Opening a new elementary school Xw'epiteng rooted in Coast Salish culture and tradition
- Supporting out of catchment registration

From Engagement to Action

Racial & Educational Equity

Meaningful collaboration and active listening translated into the following:

- Interrupting inequitable practices that perpetuate inequity
- Fostering inclusive environments



