

1. List of all Professional Development provided by the Ministry of Education to teachers across BC on “How to teach racialized issues and curriculums” since 2010.

Professional Development

- Professional Development for teachers is supported through the collective agreement with BCTF and coordinated with the school districts. The Ministry does not directly provide professional development to teachers.

B.C. Curriculum

- The Core Competencies are the foundation of B.C.'s curriculum. They are proficiencies that all B.C. students need to develop to engage in lifelong learning. These include Personal and Social Competencies of Positive Personal & Cultural Identity and Social Awareness & Responsibility.
 - Positive Personal & Cultural Identity includes factors that contribute to a healthy sense of oneself such as valuing our personal culture narratives, exhibiting a sense of self-worth and self-awareness, and understanding how our identities are shaped.
 - Social Awareness & Responsibility explores connections among people such as supporting welcoming and inclusive spaces, supporting a sense of belonging, and appreciating others' perspectives.
- Grade 5 Social Studies content includes:
 - Past discriminatory government policies and actions
 - Human rights and responses to discrimination in Canadian society
- Grade 6 Social Studies content includes:
 - Global poverty and inequality issues
- Grade 12 Social Studies includes:
 - Comparative Cultures and Social Justice.
- In addition to the required Social Studies curriculum, there are secondary school elective courses that touch on related topics such as diversity, multiculturalism, and minority rights in Canada, including Social Justice 12, 20th Century World History, and Law Studies 12. The Ministry of Education also encourages school districts to bring up and share the local history of various groups in their community and their considerable contributions to the history of Canada, British Columbia and local communities.
- Instructional Samples are available to educators to support the delivery of racism and race-related issues.
 - These samples provide examples of educators interpreting the B.C. curriculum and creating materials to implement into the learning environment.
- Indigenous Education Resources are available to educators to further incorporate Indigenous knowledge and perspectives into B.C. classrooms.

- The *erase* provincial strategy includes training for school district staff supporting safe, caring and inclusive spaces in the school and classroom environment.
 - This training includes ‘Ensuring Safe and Caring School Communities’ which focuses directly on the impact of culture and climate.
 - Over 358 *erase* training sessions were provided to the education sector since the inception of the *erase* program in 2012; 118 of these sessions were ‘Ensuring Safe and Caring Communities’.

- 2016 email to School Districts re: *Release of Aboriginal Worldviews and Perspectives (AWP)* training resources.
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf

- School Calendar Regulation
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_31412.pdf
 “BC Ministry of Education Governance and Legislation Branch D-54 September 20, 2019
 (2) In each of the 2019/2020, 2020/21, 2021/2022 and 2022/2023 school years, a board must schedule at least one non-instructional day for the purpose of providing teachers with an opportunity to participate in discussions and activities that focus on both of the following:
 - (a) enhancing Indigenous student achievement;
 - (b) integrating Indigenous world views and perspectives into learning environments.
 (4) For certainty, nothing in subsection (1) or (2) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional day or periods described in that subsection.”

- 22016 *BC Anti-racism Research* Final Report
<https://www2.gov.bc.ca/assets/gov/education/ways-to-learn/aboriginal-education/abed-antiracism-research.pdf>

- Equity in Action Project
 - The Equity in Action project is a response to the “racism of low expectations” outlined in the Auditor General’s report on Indigenous Education (2015). The project is an anti-racism strategy that uses data to identify and address obstacles to educational success for Indigenous learners. Participating school districts assemble an Equity Scanning team to conduct a review of policy and governance, student experiences at the school and classroom level, educator practice and effective use of data. Districts then build Equity Action Plans, including strategic goals and targets to address equity gaps and challenges experienced by Indigenous learners. Over 45,000 Indigenous students are represented in 31 participating Equity in Action districts, or 67% of the Indigenous student population in BC schools.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education/equity-in-action>

- **Reconciliation & Anti-Racism** resources linked on Indigenous Education's new website at <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education/reconciliation-anti-racism>
- Trauma Informed Practice Training Resources
 - focus of the training resources is on relationship and capacity building in compassionate learning communities which include Indigenous students and students from immigrant and refugee backgrounds.
<https://mytrainingbc.ca/traumainformedpractice/>

2. List of all records mandating the explicit safety and protections of minorities within BC's Education system since 2010.

- The Provincial Standards for Codes of Conduct Order, updated September 7, 2016, requires all boards of education and independent schools to develop codes of conduct. The Order requires boards to specifically reference each of the prohibited grounds of discrimination as set out in the BC Human Rights Code, including race, colour, ancestry, place of origin, religion, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

3. List of all "Anti-Racism" policies mandated across the province since 2010.

- The 9th Professional Standard for BC teachers.
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards_handout-85x11.pdf
- The Provincial Standards for Codes of Conduct Order, which requires all boards of education and independent schools to develop codes of conduct. The Order requires boards to specifically reference each of the prohibited grounds of discrimination as set out in the BC Human Rights Code, including race, colour, ancestry, place of origin, religion, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

4. List of all documented cases of threats towards students who belong to racial and ethnic minorities in the province since 2010.

- Correspondence relating to racism allegations – Family name s.22
EAPPS shows 46 email records in the Ministry from this one family.