

# *Portage & Main Press*



FALL 2023—WINTER 2024  
CATALOGUE



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Cover art by Tiff Bartel, from *We Need Everyone*

## ABOUT US

Portage & Main Press publishes a wide range of innovative and practical educational resources. Independent, Canadian, and woman-owned since 1967, we support dynamic learning communities by bringing together authors, educators, and K–12 students.

Education shapes the future and social justice begins with students experiencing and learning from diverse, authentic perspectives. Our books inspire child-centred, inclusive learning while prioritizing Indigenous and marginalized voices. These materials include comprehensive teacher guides, hands-on and inquiry-based resources, and texts to support inclusive classrooms.

Our books are written by subject-area experts and are classroom tested. We listen to teachers' needs and support not only in-school learning but larger conversations that expand the possibilities of educational collaboration and pedagogical methods.

## ACKNOWLEDGMENTS

Portage & Main Press gratefully acknowledges the financial support of the Province of Manitoba through the Department of Sport, Culture and Heritage and the Manitoba Book Publishing Tax Credit, and the Government of Canada through the Canada Book Fund (CBF) for our publishing activities.

We acknowledge that our offices are located on Treaty 1 Territory, on the traditional and ancestral homelands of the Anishinaabeg, Inninewak (Cree), Oji-Cree, and Dakota, and the homeland of the Métis Nation.

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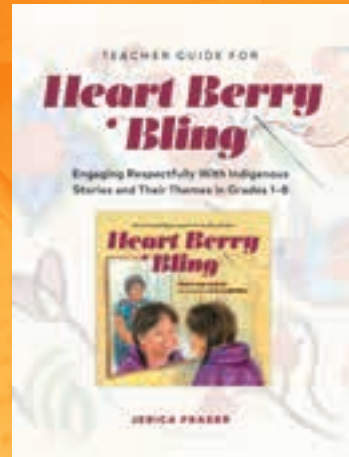
# ESSENTIAL RESOURCES FOR YOUR CLASSROOM



see pages 20–21

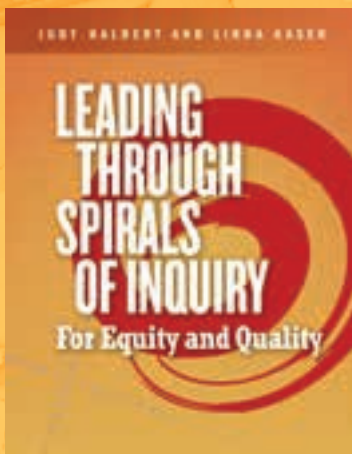


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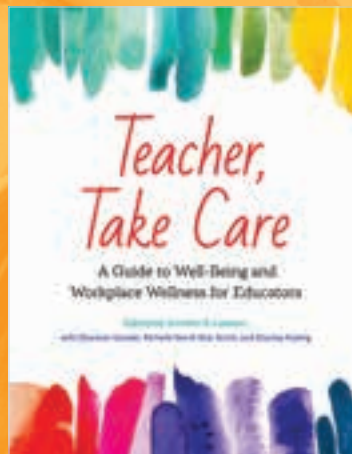


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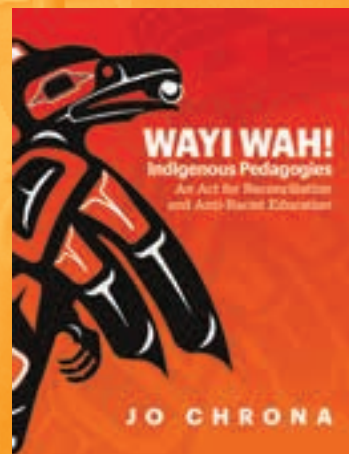
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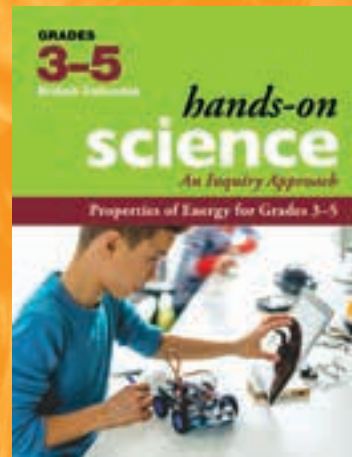


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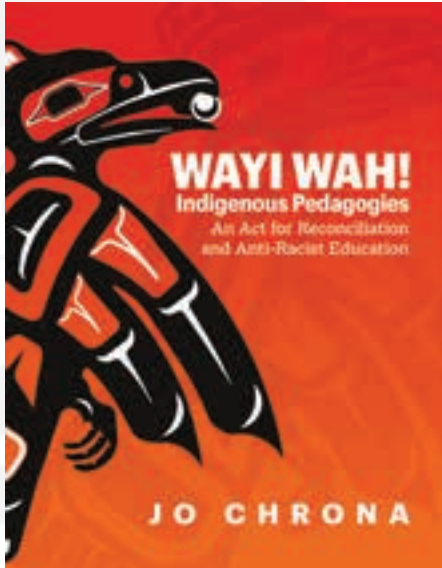
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Jo Chrona is of Ts'msyen (a member of Kitsumkalum First Nation) and European heritage, and is passionate about creating systemic change to build a truly inclusive,

strength-based education experience for all learners.

**Find Jo at:** @luudisk

*Jo Chrona has masterfully drawn from decades of “on the ground” insightful experience and influential work in the field to provide sage advice for educators, leaders and learners of all ages.*

—Joe Heslip, Project Lead, BC Ministry of Education and Child Care

*With immense expertise, humility, and care, Jo Chrona has created a path for each of us to examine the personal and systemic racism that is preventing Indigenous learners...from achieving...success in the education system. This is an essential read.*

—Teresa Downs, President, BC School Superintendents Association

*With a compassionate and plain-spoken voice, the author walks us through chapters on the role of educators in reconciliation and decolonization, Indigenous education and Indigenous-informed pedagogy, understanding systemic racism, and more.*

—Holly Bennett, Education Canada Magazine

## WAYI WAH! INDIGENOUS PEDAGOGIES

### AN ACT FOR RECONCILIATION AND ANTI-RACIST EDUCATION

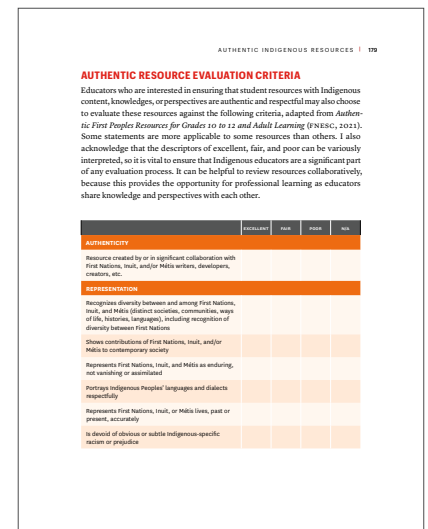
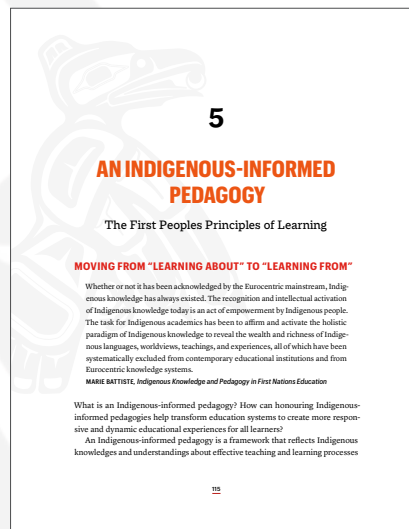
by Jo Chrona  
 for all educators

Extend your learning to explore how racism and bias are embedded in education systems, as well as our own perspectives—and how to create equitable education for all learners.

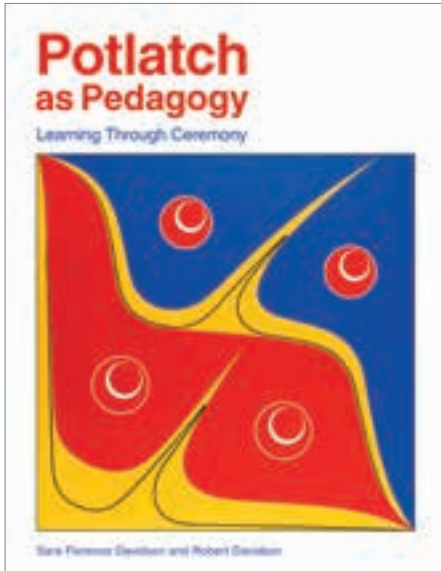
With over two decades in Indigenous education, author Jo Chrona encourages readers to acknowledge and challenge assumptions, reflect on their own experiences, and envision a more equitable education system for all. Each chapter includes:

- reflection questions to help process the ideas in each chapter
- suggestions for taking action in both personal and professional spheres of influence
- recommended resources to read, watch, or listen to for further learning
- personal reflections and anecdotes from the author on her own learning journey
- voices of non-Indigenous educators who share their learning and model how to move into, and sit, in places of unknowing and discomfort, so we can examine our own biases and engage in this work in a good way

Grounded in the First Peoples Principles of Learning, this comprehensive guide builds on Chrona's own experiences in British Columbia's education system to explore how to shape anti-racist and equitable education systems for all.





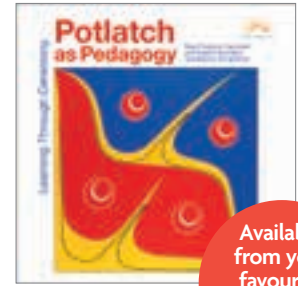


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 ebook (pdf) · 978-1-55379-774-6 · \$22  
 audiobook (mp3) · 978-1-77492-014-5

## POTLATCH AS PEDAGOGY LEARNING THROUGH CEREMONY

by Sara Florence Davidson and Robert Davidson  
 foreword by Jo-ann Archibald  
 for all teachers

Banned for 67 years by the Canadian government, the potlatch—the foundational ceremony of the Haida people—determined social structure, transmitted cultural knowledge, and redistributed wealth. When these public ceremonies were revived in 1969 by the Elders who collectively remembered the historical ways, the potlatch was embraced by a new generation, who reclaimed practices that had almost been lost forever. Educator Sara Florence Davidson saw how these traditions she'd learned from her father, renowned artist Robert Davidson, could be integrated into contemporary educational practices. In this book, father and daughter present a model for learning that is holistic, relational, practical, and continuous.



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Find Sara at:  
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 Find Robert at:  
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NEW! Discussion  
 Guide for Potlatch as  
 Pedagogy FREE download at  
 www.portageandmainpress.com

...time spent with Potlatch as Pedagogy will connect you with the Davidsons' stories and enrich your understanding of Haida knowledge, culture, and historical struggles; and stimulate thought for considering how Indigenous knowledge, storytelling, and pedagogies could be included in educational practices. Highly recommended.

—CM Association

Potlatch as Pedagogy is wonderfully wise, hopeful, heartfelt, eloquent, and loving! Every teacher candidate and teacher needs to read this book. The authors expertly evoke the history and culture of the Haida as they call forth the sadness as well as the hope and joy of generations of people who were misunderstood and mistreated. In this time of Truth and Reconciliation, we all need to attend to this book.

—Dr. Carl Leggo, Professor, Department of Language and Literacy Education,  
 University of British Columbia



## ALSO BY THE AUTHORS

## SK'AD'A STORIES SERIES

This four-book series for children brings the Sk'ad'a principles of learning to life.

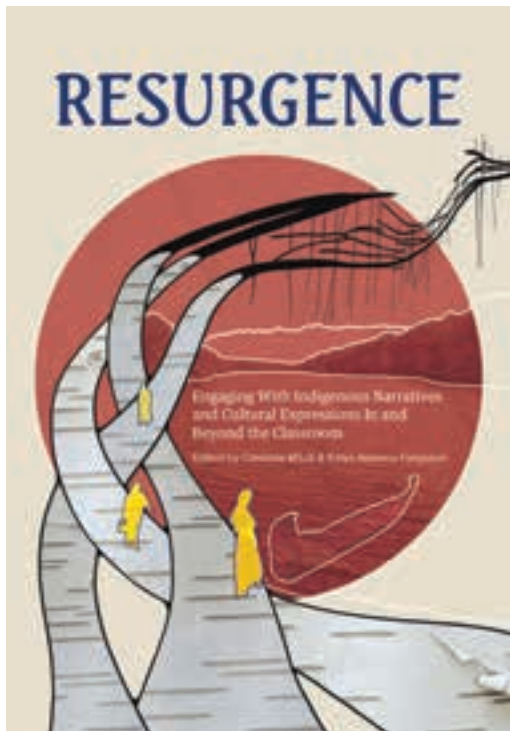


## THE FOOTBRIDGE SERIES

edited by Katya Adamov Ferguson and Christine M'Lot  
for all teachers

The Footbridge Series aims to bridge curricular outcomes with Indigenous-centred content and perspectives from a range of Nations and places. Like a footbridge, this series is intended to provide a path between Indigenous worldviews and the classroom, engaging differences, including tensions, and highlighting the importance of balance, all while helping teachers integrate Indigenous perspectives into multiple disciplines within the K–12 education system and beyond.

THE  
FOOTBRIDGE  
SERIES  
) ) ● ● ● ●



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### RESURGENCE

#### ENGAGING WITH INDIGENOUS NARRATIVES AND CULTURAL EXPRESSIONS IN AND BEYOND THE CLASSROOM

contributions by KC Adams, Sonya Ballantyne, Charlene Bearhead, Wilson Bearhead, Lisa Boivin, Rita Bouvier, Nicola I. Campbell, Sara Florence Davidson, Louise B. Halfe, Lucy Hemphill, Wanda John-Kehewin, Elizabeth LaPensee, Victoria McIntosh, Reanna Merasty, David A. Robertson, Christina Lavalley Ruddy, and Russell Wallace

*Resurgence* is an inspiring collection of contemporary Indigenous poetry, art, and narratives that guides teachers in bridging existing K–12 curricula with Indigenous voices and pedagogies. In this first book in The Footbridge Series, we invite you to walk with us as we seek to:

- connect peoples and places
- link truth and reconciliation as ongoing processes
- symbolize the risk and urgency of this work for both Indigenous and settler educators
- engage tensions
- highlight the importance of balance, both of ideas and within ourselves

Through critical engagement with the texts, experienced educators Christine M'Lot and Katya Adamov Ferguson support readers in connecting with Indigenous narratives and perspectives, bringing Indigenous works into their classrooms, and creating more equitable and sustainable teaching practices.

Use this book as a springboard for your own learning journey or as a lively prompt for dialogue within your professional learning community.

*Calls have come from across Canada for the inclusion of Indigenous worldviews and knowledge. Enter... Resurgence.*

—Toronto Star

*Monumentally important for educators to read.*

*Highly Recommended.*

—CM Association

*While it is primarily created to enrich K-12 curriculum, it will be a powerful gift for my adult centred curriculum. I am beyond grateful for this incredible gift.*

—shelf\_ishly\_lit



<p><b>Footbridge Framework</b></p> <p><b>EDUCATOR CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Preparing to Set Out</b></li> <li>• <b>Part Overviews:</b> Think about the part's ideas and themes in relation to "becoming story-ready."</li> <li>• <b>Contributor Biographies and Contributor Narratives and Expressions:</b> Focus on the contributor, their relationship to place, and their work.</li> <li>• <b>Personal Connections and Educator Inquiry and Actions:</b> Reflect on your personal and professional engagement with Indigenous voices and content.</li> </ul> <p><b>CLASSROOM CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Leaving Shore</b></li> <li>• <b>Connected Concepts:</b> Decide on your learning focus. Share the text and its themes with students.</li> <li>• <b>Crossing the Bridge</b></li> <li>• <b>Connecting to Self:</b> Encourage students to engage in personal reflection.</li> <li>• <b>Connecting to Community:</b> Initiate balanced conversations and deepen understanding through learning circles.</li> <li>• <b>Talking Back:</b> Promote critical literacy skills and expose tensions.</li> <li>• <b>Inquiry:</b> Guide students in investigating a question.</li> <li>• <b>Reaching the Shore</b></li> <li>• <b>Connections to Indigenous Resources:</b> Provide suggestions for additional resources or draw on these to support becoming story-ready.</li> <li>• <b>Beginning a New Journey</b></li> <li>• Encourage students to return to the text with a new lens or read a different text to initiate another journey.</li> </ul>  <p>13</p>	<p><b>We Are Inherently Mathematical</b></p> <p><b>CHRISTINA LAVALLEY RUDDY</b>, a member of Algonquins of Pikwakaganan First Nation, is an artist, researcher, mentor, and advocate. She has spent her career working to empower Indigenous youth through education, language, and capacity building, in settings such as friendship centres and post-secondary institutions. In 2018, Christina received Lakehead University's Indigenous Partnership Research Award, with Dr. Ruth Beatty, in recognition of her leadership in incorporating Indigenous knowledge into the Ontario mathematics curriculum.</p> <p>AS A FIRST Nations artist, I always considered art to be my hobby. It relaxes me, and it gives me peace and an extreme amount of pleasure to gift what I can to family and friends, and not just for special occasions. It is commonly known that if you come to my home and there is new beadwork or art that you see and like, it's yours.</p> <p>When I was very young, I was blessed with a step-grandmother from my First Nation who took me to small classes at a community member's kitchen table, where we made moccasins and purses and so many things. After that, life took off in a different direction and I struggled with my identity and where I fit in the world, as people tend to in their teens and early twenties.</p> <p>When I started working at a college as an event planner with the Indigenous Studies department, I had the opportunity to revisit crafting, beading, and leatherwork. I knew from that experience that working with leather was not something I enjoyed, although I feel privileged to have spent time with people who do. They taught me about the chrome side, the grain, and how</p> <p>203</p>	<p>to cut leather properly, and now I get to share that knowledge with others. When I discovered loom beading, I first taught myself by watching some videos; then, by sharing my enthusiasm for it, I discovered so many others who taught me their tricks and encouraged me to play more and create my own way of practicing the skill of looming. On top of looming, I found amazing students who would bring their beads to school and teach me and others multiple stitches and types of beading. There I was again, at a table surrounded by others who were sharing their gifts, telling stories, and sharing who they were as Indigenous people.</p>  <p>LEFT: An example of loom beading in progress. (Image courtesy of Christina Lavalley Ruddy)</p> <p>RIGHT: An example of a finished bracelet, created on a bead loom. (Image courtesy of Christina Lavalley Ruddy)</p> <p>205</p>
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pages 13, 203, 205 from *Resurgence*



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**INDIGENOUS WRITES**  
A GUIDE TO FIRST NATIONS,  
MÉTIS & INUIT ISSUES IN CANADA  
by Chelsea Vowel  
for all teachers

NATIONAL  
BESTSELLER

In *Indigenous Writes*, Chelsea Vowel opens an important dialogue about issues, concepts, and the wider social beliefs associated with the relationship between Indigenous Peoples and Canada. In 31 essays, Chelsea explores the Indigenous experience from the time of contact to the present, through five categories—Terminology of Relationships; Culture and Identity; Myth-Busting; State Violence; and Land, Learning, Law, and Treaties. Find answers to common questions and tools to continue the conversation at home, in the classroom, and in the larger community.

Find Chelsea at: @apihtawikosisan



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Excerpt

With facts, examples, patience, and sardonic humour, [Chelsea] takes us on a guided tour of the legal, political, and social wrangling that has torn at the founding relationships of this country. Through the passionate lens of her own Métis identity, she will make you laugh, make you cry, make you scream... leaving us all better informed, and better equipped, for the long, complex journey toward national reconciliation.

—Marie Wilson, Commissioner, Truth & Reconciliation Commission of Canada, 2009–2015

## POWERFUL VOICES, UNFORGETTABLE STORIES

The comprehensive resources on the following two pages are for teachers using authentic Indigenous stories from HighWater Press. These guides provide support for bringing Indigenous knowledge and perspectives into your classroom.



### TEACHER GUIDE FOR HEART BERRY BLING

by Jerica Fraser  
for grades 1–8

ebook (pdf) · 978-1-77492-079-4 · no charge



### TEACHER GUIDE FOR THE SK'AD'A STORIES

by Katya Adamov Ferguson and  
Sara Florence Davidson  
for grades 1–3

print · 978-1-77492-047-3 · \$23.95  
ebook (pdf) · 978-1-55379-990-0 · \$19.00



### TEACHER GUIDE FOR SUGAR FALLS

by Christine M'Lot  
for grades 9–12

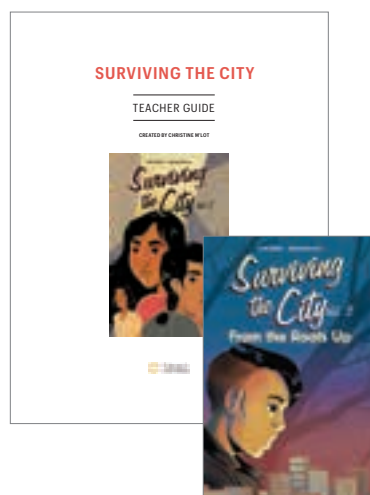
print · 978-1-77492-010-7 · \$19.99  
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### TEACHER GUIDE FOR A GIRL CALLED ECHO

by Reuben Boulette  
for grades 6–8

print · 978-1-77492-019-0 · \$25.95  
ebook (pdf) · 978-1-77492-006-0 · \$21.00



### SURVIVING THE CITY TEACHER GUIDE

by Christine M'Lot  
for grades 9–12

print · 978-1-55379-904-7 · \$15  
ebook (pdf) · 978-1-55379-858-3 · \$9.99



### TEACHER GUIDE FOR THIS PLACE: 150 YEARS RETOLD

by Christine M'Lot  
for grades 9–12

print · 978-1-77492-017-6 · \$26  
ebook (pdf) · 978-1-77492-018-3 · \$20





### SIHA TOOSKIN KNOWS EDUCATION GUIDE

by Charlene Bearhead  
for grades 3–6

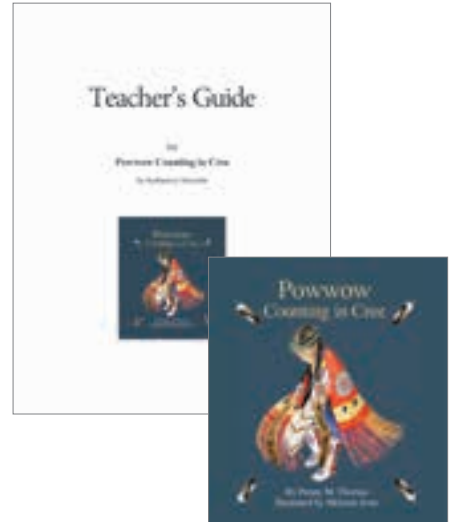
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### TEACHER GUIDE FOR IN SEARCH OF APRIL RAINTREE

Christine M'Lot with Dr. Karlee Fellner  
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### I WILL SEE YOU AGAIN READER'S GUIDE

by Allison Crawford with Lisa Boivin  
for grades 7–12

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### TEACHER'S GUIDE FOR THE SERIES TALES FROM BIG SPIRIT

by Katya Adamov Ferguson  
for grades 4–6

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ebook (pdf) · 978-1-55379-535-3 · \$23



### TEACHER'S GUIDE FOR PISIM FINDS HER MISKANAW

by Connie Wyatt Anderson and Renée Gillis  
with Margaret Dumas and Doris Wolf  
for grades 5–12

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## TRUTH AND RECONCILIATION IN CANADIAN SCHOOLS

by Pamela Rose Toulouse  
 for all teachers

In this book, author Pamela Rose Toulouse provides current information, personal insights, authentic resources, interactive strategies, and lesson plans that support Indigenous and non-Indigenous learners in the classroom. This book is for all teachers looking for ways to respectfully infuse residential school history, treaty education, Indigenous contributions, First Nations/Métis/Inuit perspectives, and sacred circle teachings into their subjects and courses.

■ *Highly Recommended.*

—CM Association

*Every educator in Canada needs to know what is in this book. In well-organized, clear language, Toulouse maps, scaffolds, and guides “beyond acknowledgements and apologies” to restorative education about, and with, Indigenous peoples.*

—Leah Fowler, EDCAN Network



## ALSO FROM PAMELA ROSE TOULOUSE



### ACHIEVING ABORIGINAL STUDENT SUCCESS A GUIDE FOR K TO 8 CLASSROOMS

by Pamela Rose Toulouse  
 for grades K–8

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 ebook (pdf) · 978-1-55379-335-9 · \$23



### ACHIEVING INDIGENOUS STUDENT SUCCESS A GUIDE FOR SECONDARY CLASSROOMS

by Pamela Rose Toulouse  
 for grades 9–12

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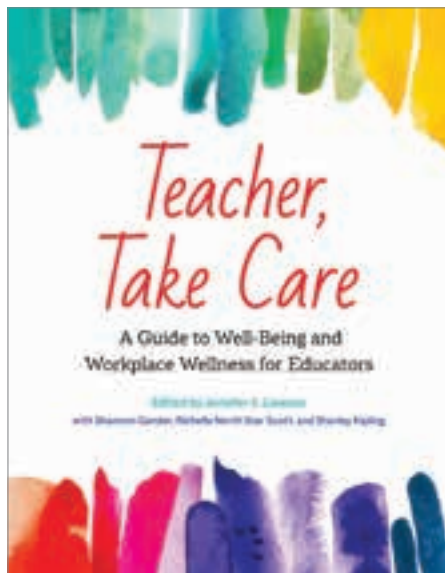


In *Achieving Aboriginal Student Success* and *Achieving Indigenous Student Success*, author Pamela Rose Toulouse provides strategies, lessons, and hands-on activities that support both Indigenous and non-Indigenous learners in the classroom. Using best practices and appropriate themes for curricular connections, the author presents a culturally relevant and holistic approach that helps to build bridges between cultures and fosters self-esteem, respect, appreciation, and understanding in all students. The books include culturally appropriate, adaptable, and subject-specific lessons, as well as reproducibles and maps.





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Find Jennifer at:  
[jenniferelawson.com](http://jenniferelawson.com)

## TEACHER, TAKE CARE A GUIDE TO WELL-BEING AND WORKPLACE WELLNESS FOR EDUCATORS

edited by Jennifer E. Lawson with Shannon Gander, Richelle North Star Scott,  
and Stanley Kipling

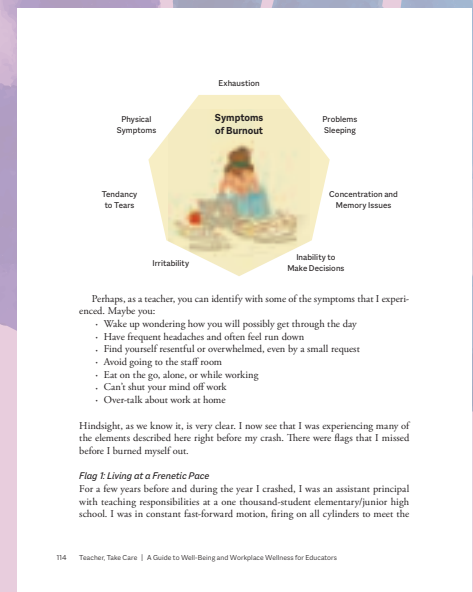
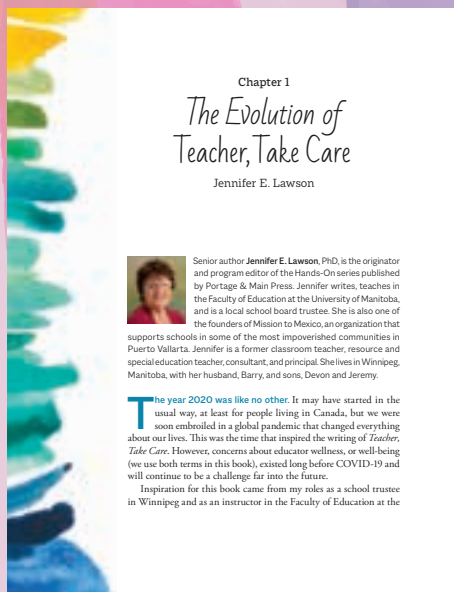
contributions by Cher Brasok, Monika Cichosz Rosney, Laura Doney, Dana Fulwiler Volk,  
Jackie Gagné, Megan Hunter, Kelsey McDonald, Keith Macpherson, Lisa Dumas Neufeld,  
Sandra Pacheco Melo, Richelle North Star Scott, and Joyce Sunada

Written by teachers for teachers, this comprehensive resource provides strategies to improve educator wellness and foster positive mental health in the workplace.

Teaching can be a highly satisfying profession, but it can also be overwhelming. Stress management. Self-care. Mental well-being. Mindfulness. These words have become all too familiar, but what do they actually mean for you? And how can they help without adding to your to-do list?

All teachers have different experiences and different needs. Through stories by diverse educators, this professional resource invites you to try different wellness strategies, explore varying perspectives, and consider new ideas of what it means to “be well.”

Grounded in servant leadership and a holistic model, each chapter connects to Indigenous perspectives of wellness through remarks from Elder Stanley Kipling and Knowledge Keeper Richelle North Star Scott.



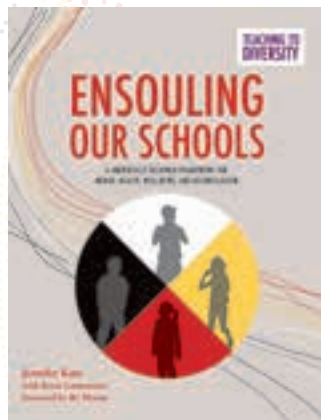
Easy to read and hard to put down! Thoughtful, engaging, diverse, and easy-to-use tool-kit...Teacher, Take Care...has quickly become a personal and professional mental health go-to resource!

—Sharon Blady, PhD, CEO of Speak Up: Mental Health & Neurodiversity, former Minister of Health in Manitoba

With compassion and clarity, this book provides both the insights and tools that will help to meaningfully improve teacher well-being. Always encouraging and grounded in a deep awareness of our connections to one another, this book's wisdom is valuable and important.

—Stephanie Harrison, well-being expert and founder of *The New Happy*

## TEACHING TO DIVERSITY SERIES



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 ebook (pdf) · 978-1-55379-744-9 · \$34



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## ENSOULING OUR SCHOOLS

A UNIVERSALLY DESIGNED FRAMEWORK FOR MENTAL HEALTH, WELL-BEING, AND RECONCILIATION

by Jennifer Katz with Kevin Lamoureux · foreword by Ry Moran  
 for all teachers

In an educational milieu in which standards and accountability hold sway, schools can become places of stress, marginalization, and isolation instead of learning communities that nurture a sense of meaning and purpose. *Ensouling Our Schools* weaves together methods for creating schools that engender mental, spiritual, and emotional health; include Indigenous approaches that benefit all students; and address the TRC Calls to Action. This proven framework will develop intellectual thought and critical analysis in your learning community.

*An important theoretical and practical book that deepens our understanding of the interconnectedness of SEL, UDL, Trauma-Informed Practice, Mental Health, and Inclusion under the umbrella of responding to the TRC. This is a tall order, but Katz and Lamoureux do it masterfully and leave the reader with incredible hope for education, youth, and the future of this Land and country.*

—Exceptionality Education International

*As you address the content in this book and apply it in your professional work, you help create education systems where we are given the opportunity to learn from one another in a spirit of mutual respect. This is a path to reconciliation.*

—Ry Moran, Director, National Centre for Truth and Reconciliation



### Chapter 5 Weaving the Threads

#### From Distress to Success

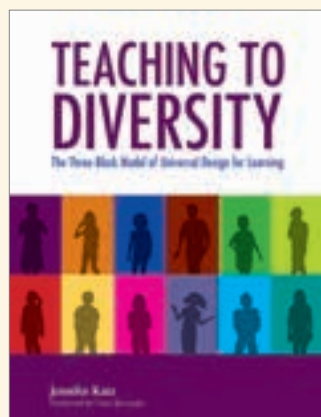
The greatest danger of the dialogues about reconciliation, inclusive education, and mental health is that they stay just that – dialogues. Without action, they become nothing more than talking points that breed further frustration, and, unfortunately, likely lead to beliefs that they are not possible. Many teachers support inclusive education, and understand the importance of reconciliation, but get tired of rhetoric and policy without an actual “how-to” plan for implementation. Healing generations of trauma and exclusion, whether one is thinking of the treatment of Indigenous peoples, the exclusion of students with disabilities and other differences, or institutionalization and the stigma of mental health, is a complex process and does not come with easy or instant answers.

So, how do we move from discussion to action? Aside from the obvious complexity of resolving centuries of trauma, discrimination, and exclusion, there is also the concern about the well-being of teachers. Just how much can we add to teachers’ plates? We have already discussed the concerns over teacher retention rates and burnout. How can we now ask teachers to become involved in such complex, and difficult, issues? The answer comes in what we know about connection. We know trauma and exclusion affect both the perpetrator and the victim. Our classrooms become happier places for teachers to teach when they are happier places for students to learn, and vice versa. There is no getting away from this interdependence. Students, teachers, families, and communities are all affected by the experiences of our youth in school. Students who feel unwelcome, unsafe, and alienated disengage from learning, and often become disruptive in the classroom. The cycle of unsafe classrooms moves from student stress/engagement, to challenging behaviour, to teacher stress, to suspension or punishment and further alienation of the student, to student fear and disengagement. And the cycle continues. So, the question is: Is there a way to create inclusive classrooms; address



Figure 5.1 A Tapestry of Mental Health Programming

## EQUITABLE AND INNOVATIVE LEARNING



### TEACHING TO DIVERSITY THE THREE-BLOCK MODEL OF UNIVERSAL DESIGN FOR LEARNING

by Jennifer Katz · foreword by Faye Brownlie  
 for all teachers

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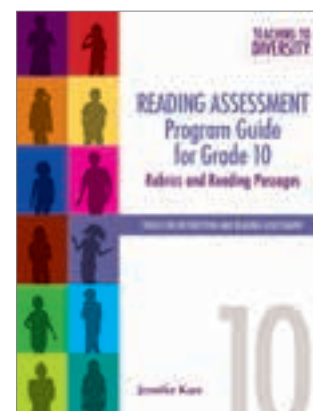
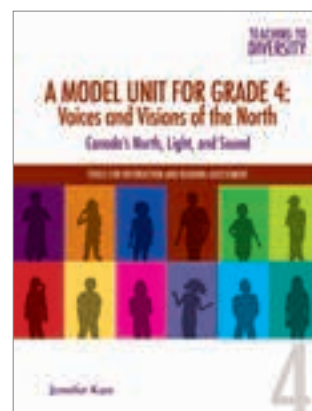
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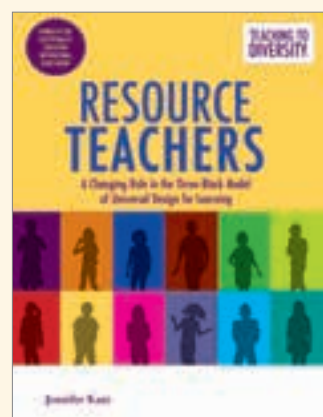
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In her second book, *Resource Teachers*, Dr. Jennifer Katz discusses practical and innovative ways resource teachers can partner with classroom teachers—by co-planning, co-teaching, and co-assessing instruction using the Three-Block Model of UDL.

The author offers:

- the Response to Intervention (RTI) model, a tiered system of intervention and collaboration that describes a process for resource teachers working alongside classroom teachers to guide programming for students
- case studies and actual student examples that model a new process for assessing student learning and behaviour, and for developing IEPs and interventions in universally designed, inclusive ways



## LEADING THROUGH SPIRALS OF INQUIRY FOR EQUITY AND QUALITY

by Judy Halbert and Linda Kaser  
for all educators

In this guide for school leaders, discover specific strategies, real-world examples, and a proven framework to help create and sustain innovative learning environments.

Experienced educators Judy Halbert and Linda Kaser expand on their previous work in this all-new book for school leadership teams. Written for teams ready to get started—or keen to go deeper—this book will provoke new thinking and provide specific strategies for accelerating meaningful change.

*Leading Through Spirals of Inquiry* walks the reader through the six stages of the Spiral of Inquiry, a proven framework to help you

- overcome inequality to create genuine equity and change outcomes for students
- transform learning environments at both the school and district level
- clarify the direction for new professional learning based on evidence from educational research as well as real-world examples of innovative practices from other schools
- challenge long-held biases and assumptions guided by clarity of purpose, a growth mindset, and a stance of curiosity
- effectively incorporate self-reflection and continuous improvement in your learning environments.

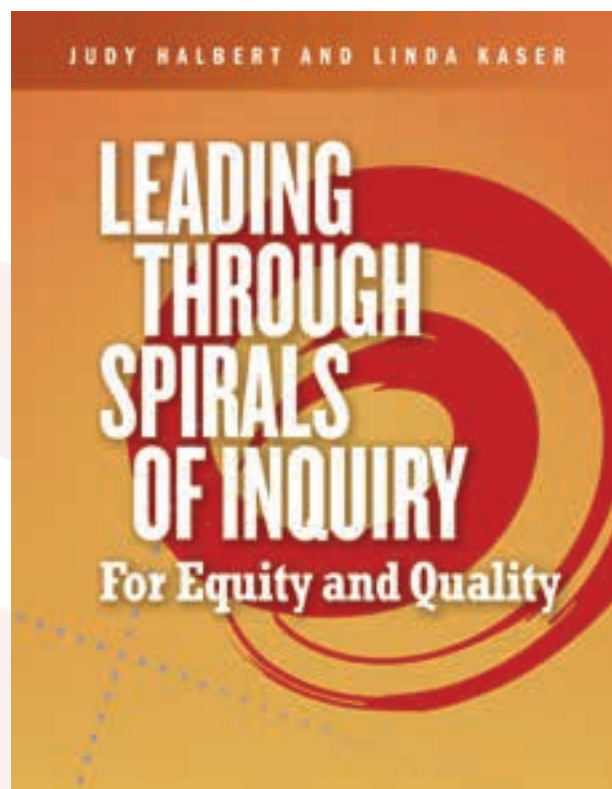
Building on the experiences and wisdom of inquiry leaders from around the world, this book provides support for the specific issues leaders face during the process of change, as well as ways to engage in and support inquiry networks across schools, districts, and other jurisdictions.



Dr. Judy Halbert and Dr. Linda Kaser lead the Transformative Educational Leadership Program at the University of British Columbia and are co-directors of the Networks of Inquiry and Indigenous Education (NOIIE). Over the course of their careers, both Judy and Linda have served in many roles in the education system, including teacher, principal, district leader, and policy advisor with British Columbia's Ministry of Education.

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*This book reveals what real learning transformation looks like.*

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*Simultaneously friendly and deeply challenging.... The profound link between the lifetime work of the authors and their deep integration with Indigenous ways of thinking and action greatly expands the agenda before us.*

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*...challenges us to move slowly through a process of curiosity and inquiry to create a culture of learning that continually asks us to consider what matters most to student learning, and more importantly, how we know.*

—Rosa Fazio, Principal, Sir Sandford Fleming Elementary School

*Every part of this book acknowledges the complexity of education, but cuts through it to offer practical ways to keep being and doing better.*

—Dr. Amelia Peterson, Associate Professor, London  
Interdisciplinary School, England

involved community members are gaining the confidence, the insights, and the mindsets required to design powerful new approaches to learning. This process is transforming their schools and their districts. Innovative learning environments are being created and sustained.

We believe that innovation floats on a sea of inquiry. We also believe that curiosity is a driver for change. Creating the conditions in schools and learning settings where curiosity is encouraged, developed, and sustained is essential to opening up thinking, changing practice, and creating dramatically more innovative approaches to learning and teaching. As educators, we all want to engage with ideas and practices that make the biggest possible difference.

### THE SPIRAL OF INQUIRY AND INDIGENOUS WAYS OF KNOWING

In our early days with NOHE, we asked schools to engage in a year-long cycle of inquiry and then to publicly share what differences they had made. When we discovered the research of Helen Timperley, a professor of education at the University of Auckland, we knew that we needed to combine our case study research from BC with her research on high-impact teacher professional learning. Lorna Earl, an assessment expert from the University of Toronto, brought us together for a think tank in Northern Colorado during mud season. Cooped up over three cold and damp days, we generated an exhaustive list of ideas we thought were essential for contemporary school leaders. We called this list the “theory of everything” or, more informally, the TOE job. We decided we had to narrow the focus just a bit and agreed to meet with our new friend from New Zealand in various parts of the world to see where our ideas converged.

Together we experienced an Antarctic front sweeping across Waiheke Island in New Zealand and a mould-infested condo in Honolulu. We debated every idea and every word, and we became good friends. The Spiral of Inquiry process is the result of this collaboration.

A number of publications emerged from our time together. In 2013, the two of us wrote *Spirals of Inquiry: For Equity and Quality* as a publication for principals and vice-principals in BC. In 2014, we published a monograph with Helen Timperley entitled *A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry*. In 2017, we were asked by C21 Canada to write a playbook version

INTRODUCTION | 7

### BIG IDEAS FROM CHAPTER 6

- Professional learning in strong systems is inquiry-based, collaborative, led by the profession, linked and coherent, and takes place over time.
- Symmetry in professional learning means that there is a direct link between the ways teachers learn and the way they are expected to teach.
- Adaptive expertise develops through collaborative inquiry and is required to address complex challenges for which there are no set answers.
- Emotions, risk, vulnerability, and uncertainty are all part of the change process.
- Educators may be at different stages of adult development, and this has implications for designing new learning.

### FREQUENTLY ASKED QUESTIONS ABOUT NEW LEARNING

#### What do we do with people who aren't interested in changing?

This is probably the question we get asked most often. You may have asked it yourself and heard an answer like “Go with the goers” or received advice about how to encourage the reluctant to move on, perhaps to a different school. Ignoring those who are reluctant is disrespectful. Shuffling a so-called problem to another school is unprofessional. Our stance is that everyone wants to feel competent and good about their work. Sometimes the experiences individuals have had or their current situation, personally or professionally, have led them to build a defensive armour.

Building trust takes time and a lot of listening. Our very short answer is not to give up on anyone until you have exhausted every bit of listening energy. Acknowledge fear and uncertainty. Be direct and clear about the vision for change. Come back repeatedly to the voices of learners and their experiences as the motivation for the new direction. Don't make anyone feel guilt or shame about their unwillingness to jump in right away. Provide as much support as you can for those who are on the move. Always find a way for people to engage when they are ready.



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The Spiral of Inquiry involves six key stages: Scanning, Focusing, Developing a Hunch, engaging in New Professional Learning, Taking Action, and Checking that a big enough difference has been made, then re-engaging to consider what is next.



Although the stages of the Spiral overlap, paying attention to each stage is critical in achieving the greatest benefit for all learners. At every phase, inquiry teams ask themselves three important questions: “What’s going on for our learners?” “How do we know?” “Why does this matter?”

The first two questions prompt inquiry teams to check constantly that learners are at the heart of what they do, and that all decisions are based on thoughtful evidence from direct observations in addition to formal evidence sources. The third question helps to ground teams in the importance of the direction they are pursuing.



Scanning  
What’s going on for our learners?

Just about everyone in a school community has opinions about what is going on for learners. Scanning is all about collecting a variety of rich evidence about what is really taking place. *This means we must listen to learners and be open to what they have to say.*

## ONE WITHOUT THE OTHER

### STORIES OF UNITY THROUGH DIVERSITY AND INCLUSION

by Shelley Moore

foreword by Leyton Schnellert

for all teachers

In this bestseller, Shelley Moore explores the changing landscape of inclusive education through real stories from her own classroom experiences. This passionate and creative educator tackles such things as inclusion as a philosophy and practice, the difference between integration and inclusion, and how inclusion can work with a variety of students and abilities.

*Her stories will bring you to a full stop to reconsider the impact of your words and your actions. One Without the Other challenges each of us to value diversity and move beyond inclusive platitudes to action.*

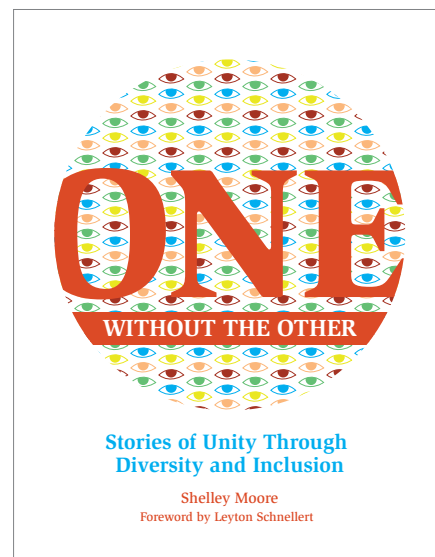
—Faye Brownlie, co-author of the  
It's All About Thinking series

*Shelley is passionate and inspirational—she will cause you to think, to cry, to laugh, and to dream.*

—Jennifer Katz, author of *Teaching to Diversity*



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Shelley Moore, PhD, is a passionate storyteller, dedicated inclusive educator, and sought-after speaker. She encourages all teachers to presume competence and give every student the opportunity to learn.

**Find Shelley at:**

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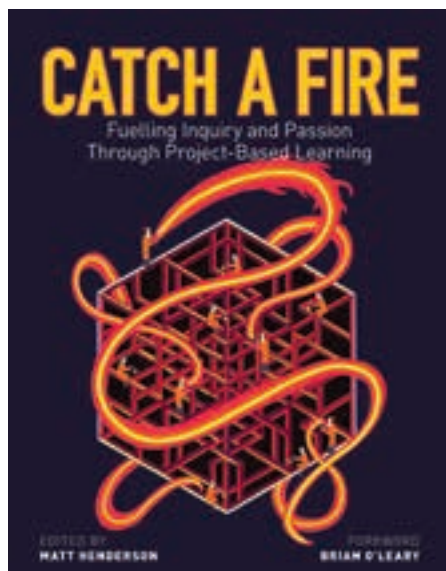
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Matt Henderson is the Assistant Superintendent of Seven Oaks School Division and a former principal (and teacher) at the Maples Met School, a Big Picture Learning school located within the Seven Oaks School Division. He loves working with kids on projects and is always blown away by how much he learns from students each and every day.

**Find Matt at:**  
 @Henderson204

## CATCH A FIRE

### FUELLING INQUIRY AND PASSION THROUGH PROJECT-BASED LEARNING

foreword by Brian O'Leary

edited by Matt Henderson

contributions by Theresa Armstrong, Dr. Eva Brown, Will Burton, Jonathan Dueck, Bonnie Ferguson-Baird, Keith Fulford, Tom Lake, Dave Law, Glenys MacLeod, Jacob Mans, Bonnie Powers, Laura Sims, Sid Williamson, and Alex Wilson  
 for all teachers

This book will inspire, challenge, and engage you—and transform your teaching and learning.

Each chapter is written by a different educator or team about their experiences with project-based learning, both in and out of the classroom. They reflect not only on the *how* of project-based learning, but also, more importantly, on the *what* and the *why*. They offer insight into how connecting with learners, honouring their experiences, and promoting deep and rich questioning can be the path to powerful projects and learning. Their writing and thinking is saturated with empathy, expertise, a desire to improve their practice, and an acknowledgment of the need to collaborate.

*Henderson has put together an incredible array of case studies, examples, and voices in the methodology that will prove both useful and thought-provoking to educators.... Read this book and get inspired.*

—Jay Roberts, Professor of Education at Earlham College,  
 author of *Beyond Learning By Doing*



## IT'S ALL ABOUT THINKING SERIES

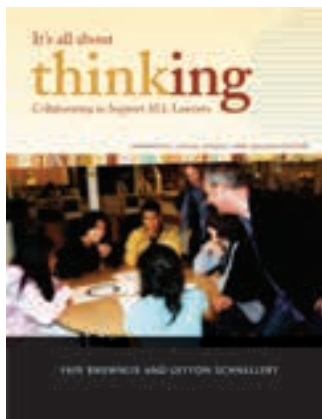
Use the It's All About Thinking series to:

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Written by experienced educators who offer a welcoming, can-do approach to the Big Ideas in education today, this series provides classroom examples to help busy teachers create classroom communities where all students learn. The authors are deeply committed to methods that appreciate, respond to, and support diverse learners. This series is a testament to the power of collaboration—together, teachers can figure out how various research-based practices fit together to make a difference for all students.

This series includes:

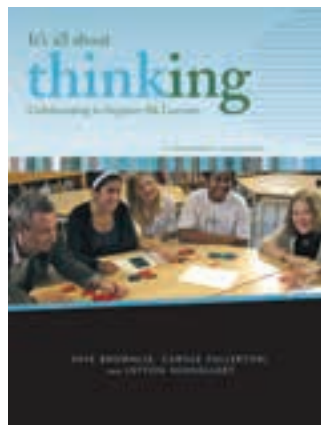
- insightful ways to teach diverse learners (information circles, open-ended strategies, new literacies/emerging technologies, and much more)
- lessons crafted using curriculum design frameworks (inquiry/backwards design, UDL)
- assessment *for*, *of*, and *as* learning
- fully fleshed-out lessons to help students develop deep learning and thinking
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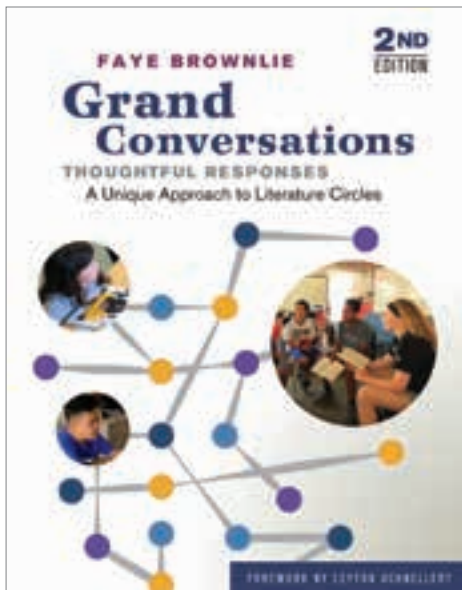
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*The professional resources in the It's All About Thinking series are always sitting by my desk close at hand. The pages are dog-eared, coffee stained, and covered with sticky notes. My thinking and my practice are truly better because of them.*

—Ben Paré, Literacy Program Consultant, Burnaby School District #41





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## GRAND CONVERSATIONS, THOUGHTFUL RESPONSES

A UNIQUE APPROACH TO LITERATURE CIRCLES

2nd Edition

by Faye Brownlie

foreword by Leyton Schnellert

for grades 3–8



Faye Brownlie's Say Something strategy will encourage your students to have not only grand conversations, but also thoughtful responses.

*Grand Conversations, Thoughtful Responses* is built upon the premise that all students can become active, independent, and thoughtful readers. The structures and strategies in this book are proven to help students develop confidence and competence in their reading. Student engagement with text soars through participation in grand conversations with peers and reflecting on reading with thoughtful written responses. This unique approach includes:

- student choice in books
- students reading at their own pace, thus creating flexible groups
- literature circles where students discuss the shared text they are reading
- strategies for teaching written response
- strategies for co-creating assessment criteria
- additional activities to develop and deepen comprehension
- book lists

1

### Getting Started: Learning the Say Something Strategy

The mural that mentor artist Lynn Beauregard created with a group of students in 2019 was designed to demonstrate that, as Beauregard points out in her artist's statement, "Words are powerful." This mural, which Beauregard "stitched" to bring attention to some of the social justice issues youth feel important today, is a graphic reminder of the power of our words and the need to hear and honor all voices. Acknowledging the power of our students' words and the need to hear and honor all voices in our classrooms is the fundamental principle of this book. The reading, the conversation, and the written responses create richer thought and understanding for each learner than for any learner working alone.

The heart of literature circles is the discussion group. In the past, it was standard practice for teachers to assign roles to students in literature circles in order to facilitate discussion and engage all students. However, my experience shows that this can lead to rather contrived conversations and can be an organizational challenge. I want my teaching time to focus on the discussions, not on monitoring and supporting students as they practice their discussion group rules. What inspires students toward more effective reading is the chance to talk with their classmates about what they are reading—in small groups where all voices are respected and heard and where all students are included. Furthermore, what makes these discussions in themselves effective is the involvement of the

FIGURE 1.1 Mural on the wall of Teachers Community School, Saanich, British Columbia. Created by mentor artist Lynn Beauregard, 2019, with a group of students.

7

3

### The Discussion Groups

Most students will tell you that the discussion group is their favorite aspect of literature circles. They just love to get together and talk about books! The discussions inevitably provide new insights into characters and events, spark questions that students haven't previously thought of, and provide a forum for in-depth thinking. The discussions bring forward parts of the books that have touched students' hearts, kindled their curiosity, or invited them into new worlds. Teachers and students alike love the discussions energized, having honed their thinking against the thinking of others. If you have been used to assigning roles to the students in your groups, you will be amazed at how effective these conversations are when you begin the discussion with a passage and use the Say Something strategy!

The discussion groups should not meet without teacher supervision, at least at first (Figure 3.1). You need to meet with each group regularly, and for this to happen only one group can meet at a time. Try and meet with each group at the elementary level twice a week (less often at the higher levels). You can increase the amount of group discussion time by enlisting the help of adult support people: librarians, resource teachers, ESL teachers, teaching assistants. These support people of course need to have read the title that they are discussing. (Each support person will need to have read only one book in preparation and can move to

FIGURE 3.1 Literature-circle group meeting.

21

8

### Assessment and Evaluation

Assessment is descriptive information about learning. Assessment informs learners about how they are doing and helps them make plans and set goals for what to do next. During the time they have spent in literature circles, students have had many assessment opportunities. In collaboration with their teachers, they have built the criteria for responding and used these criteria both to guide their writing and thinking and to set personal goals. From their teachers' modelling, they are aware of and have discussed the behaviors expected of them during literature-circle conversations. They have received descriptive feedback from their teachers, and sometimes from their peers, about their journals and their participation in the conversations. They have been advised of the minimum number of books that they need to read in the allotted time and encouraged to go beyond the minimum. They have been supported in making wise book choices: books that they can read and want to read. These ongoing assessment conversations (about what needs to be done and how they are doing with what needs to be done) serve to improve student learning for two reasons: they make the implicit explicit; they teach students to work with an end in mind.

Over several weeks, having received much feedback and worked with this in mind, the focus will begin to shift from assessment to evaluation. Evaluation

FIGURE 8.1 Student's reflection on choice of response, with teacher's response added.

123

With this unique approach to literature circles, our students are reading more, are writing more, and are excited about talking about their books! The enthusiasm in the class is contagious, with even our more reluctant readers wanting more time—and more books—to read. It is a pleasure to join a group and participate in the conversation. Our students' ability to make deep connections to one another and to their reading is amazing.

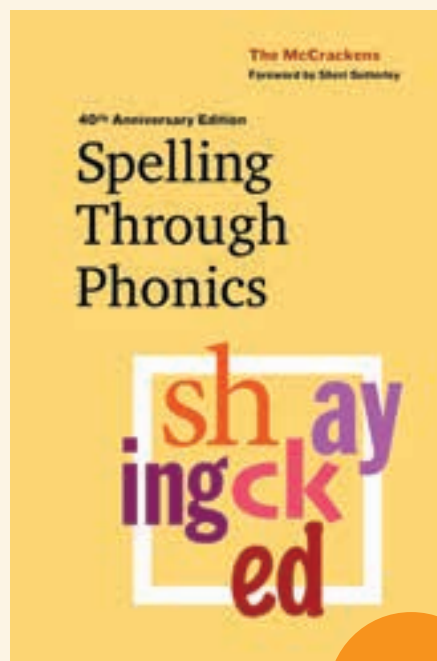
—Tanis Anderson, K–12 Literacy Programme Consultant, and a team of Burnaby teachers



Faye Brownlie is one of Canada's most sought-after literacy and learning experts. A long-time advocate of improved learning for all students in inclusive settings, she fervently believes in our collective ability to make a difference for every learner.

Find Faye at:  
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## SPELLING THROUGH PHONICS

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by Marlene McCracken and Robert McCracken

foreword by Sheri Sutterley

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## RETHINKING LETTER GRADES

A FIVE-STEP APPROACH FOR ALIGNING LETTER GRADES TO LEARNING STANDARDS

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by Caren Cameron and Kathleen Gregory

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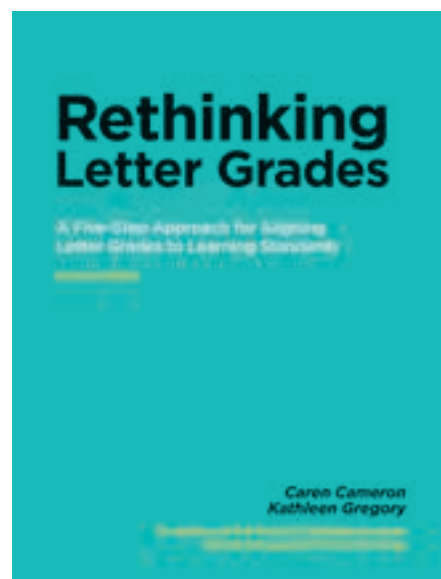
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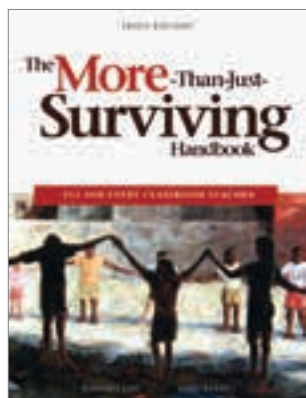
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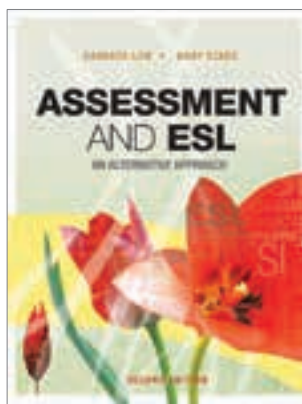
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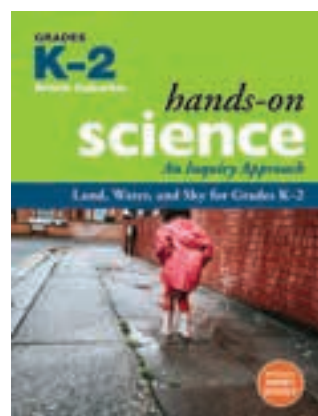
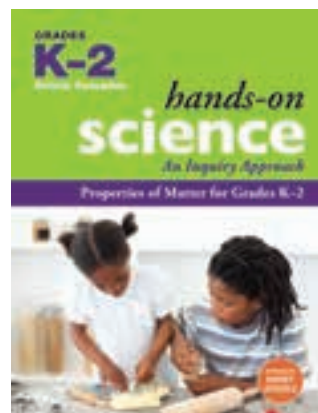


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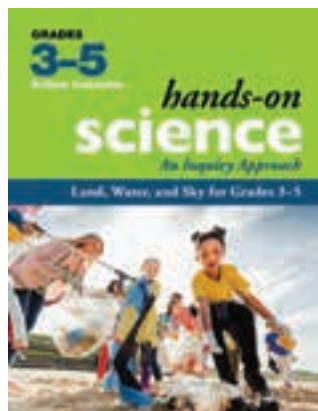
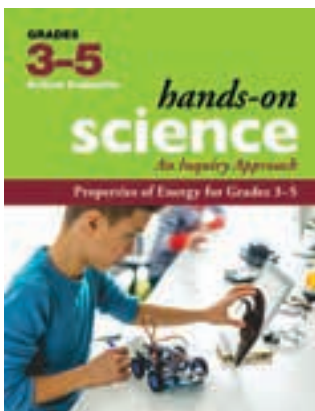
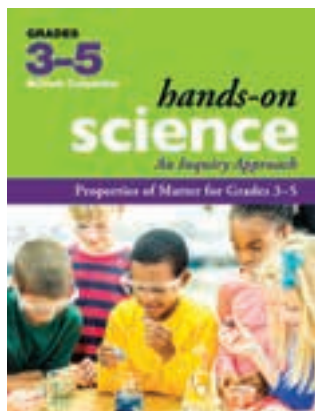


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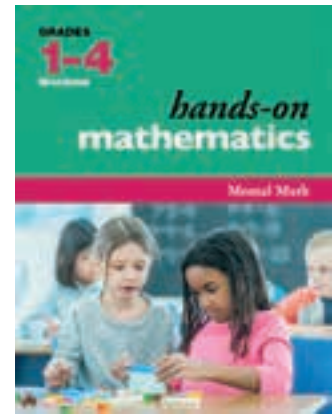
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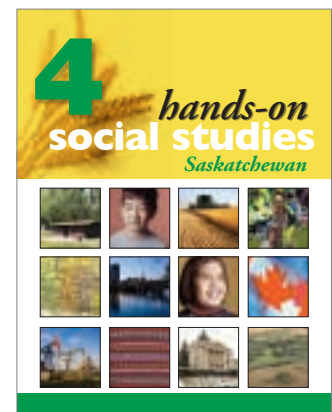
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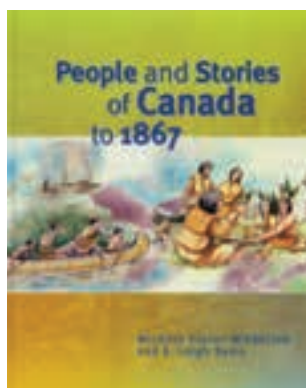
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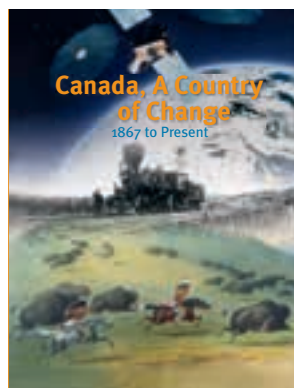
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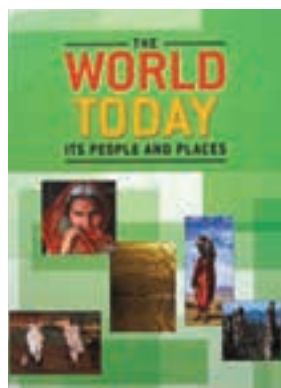
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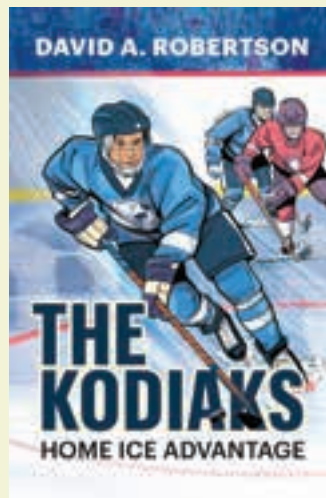
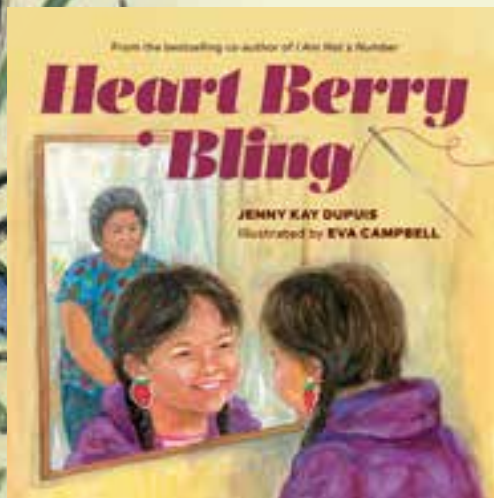




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