



Anti-racism, Reconciliation and Equity Action Plan

Year Three Update

December 2025



EDMONTON PUBLIC SCHOOLS

Introduction

This report reflects on actions taken during the 2023–24 school year to support the Division’s work in anti-racism, reconciliation and equity. It highlights the impact of our collective efforts across schools and workplaces, providing insights into where we’ve made progress and where further work is required. These reflections reinforce that meaningful progress requires ongoing listening, learning, effort and action.

Since its introduction in 2021, the [Anti-racism and Equity Action Plan](#) has been at the forefront of this work. In year three, we remain committed to the action plan’s key areas of focus: support for schools and enhancing school capacity, human resource practices, and leveraging data to inform our work.

As we look back on our progress over the past year, we recognize that change happens through steady, collective action. The work of advancing anti-racism, reconciliation and equity is driven by the efforts of staff, students, families and community members who work to challenge barriers and create spaces of belonging and safety across the Division. This report shares those efforts and reaffirms our commitment to making equity and inclusion the foundation of how we learn and work.

Land acknowledgement Page 3

Working toward reconciliation Page 4

Support for schools and enhancing school capacity Page 8

Human resource practices—supporting Division staff Page 12

Data across the Division Page 16

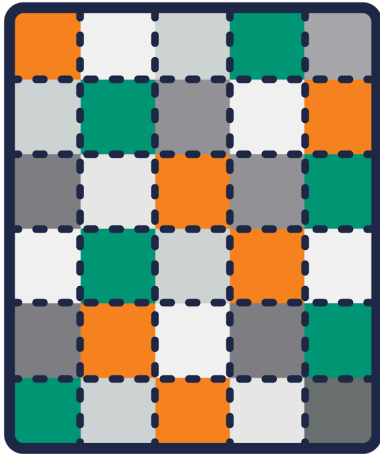
Envisioning the future—what comes next Page 22

Working toward reconciliation

Reconciliation is a foundational part of the Division’s commitment to the [Anti-racism and Equity Action Plan](#) and Priority 2 of the [2022–26 Division Strategic Plan](#). This work calls us to learn the histories of the land we live and learn on, build meaningful relationships with First Nations, Métis, and Inuit communities, and take actions that honour the spirit of reconciliation. It is also critical that as a Division, we acknowledge where gaps remain—and keep growing in our efforts as we work toward reconciliation.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis, and Inuit perspectives and experiences that are grounded in experiential truth, including residential schools and treaties. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

Board Policy HAA.BP First Nations, Métis, and Inuit Education



344 Number of requests for support answered by First Nations, Métis, and Inuit consultants from **Curriculum and Specialized Learning Supports**. These consultants supported students and staff through consultations and Indigenous learning opportunities including **Blanket Exercises, Land Acknowledgement teachings, River Walks, Seven Grandfather Teachings, Smudge teachings, and connections with community Elders and Knowledge Keepers.**

SPOTLIGHT

Understanding truth—tapwewin CV·Δ³

As a Division, we work to deepen our commitment to reconciliation by engaging with tapwewin CV·Δ³ (truth), building on our understanding of Indigenous histories, cultures, experiences and perspectives. By weaving Indigenous perspectives, knowledge and community into school experiences, we continue to honour our responsibilities as people of Treaty 6.

Schools are encouraged to build intentional, respectful relationships with Elders and Knowledge Keepers, learning from their lived experiences and intergenerational knowledge. Through these relationships, students and staff gain a richer, more holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories and present-day realities.

Staff can deepen their learning through professional development opportunities, while students and staff take part in experiences like river walks and blanket exercises to explore Canada's histories and the responsibilities we all share under Treaty 6. These experiences help strengthen our connection to the land, to treaty, and to Indigenous ways of knowing and being.

As a Division, we also gather on days of significance—such as the National Day for Truth and Reconciliation (Orange Shirt Day)—to honour residential school survivors and recognize our shared responsibility in reconciliation. These moments of reflection and connection, with each other and Indigenous communities, reinforce that reconciliation is an ongoing, year-round commitment.

The work does not end here. Reconciliation begins with truth, and we must continue to uplift Indigenous voices and storytelling, while being honest about the histories and ongoing realities of Indigenous Peoples in Edmonton, across Alberta and throughout Canada. This work is not a destination, but a continuous journey of unlearning, learning and taking action.

Moving beyond foundational knowledge opens the door to deeper personal connection, greater responsibility and meaningful change.

Invitation to reflect: What stories or histories have reminded you to learn more about your own connection to the land on which you live and learn?

Learning more about First Nations, Métis, and Inuit perspectives

More than 20 professional development courses are available to deepen understanding of First Nations, Métis, and Inuit perspectives. Courses include:

- Reconciliation Begins with Truth
- *The Indian Act*
- Creating a Welcoming Environment Through Indigenous Teachings
- Land Acknowledgements: Making Personal Connections
- Inuit and Northern Experience with Residential Schools
- The Sixties Scoop: Understanding the Implications in Schools Today
- Métis Teaching and Learning Resources
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Truth and Reconciliation Travelling Book Clubs
- Working with Indigenous Communities

These courses are just one way the Division supports professional development. Staff also build on their learning through central unit support, catchment initiatives, school collaborations and community connections with Elders, Knowledge Keepers and agencies.

SPOTLIGHT

Building a culture of action

Building a culture of reconciliation grounded in action begins with intentional, everyday practices that shape how we learn, set meaningful goals and share responsibility across the Division.

Some of the cultural shifts that strengthen our connection to the land and its peoples are reflected in how we reimagine everyday activities. Circle practices, for example, transform how we gather, listen and share diverse perspectives in schools and workplaces. The Seven Grandfather Teachings guide our actions and teach us how to show up for each other —shaping our values through an Indigenous lens, both inside and outside the classroom. Collaborative projects with Indigenous artists-in-residence bring these values to life and demonstrate meaningful engagement and respectful relationships with Indigenous communities.

Schools may create spaces that incorporate smudging practices and Indigenous art and artifacts that tell authentic stories and invite reflection. Opportunities to connect with Elders, Diversity consultants and other staff supporting First Nations, Métis, and Inuit education help school communities strengthen their relationships and understanding.

We recognize that learning, teaching and acting on reconciliation takes many forms. Growth can be uncomfortable—and it looks different for everyone—but it is a shared responsibility. By continuing to learn together, we open up new pathways for connection, understanding and healing with First Nations, Métis, and Inuit students, families and communities.

Invitation to reflect: What meaningful steps can you or your school community take to honour Indigenous histories, perspectives and relationships in your daily practice?

As we continue learning from First Nations, Métis, and Inuit the histories, stories, and perspectives, we recognize that we have more work to do. It is our shared responsibility to create the time, space, and intentional connections needed to move forward together. There is important work ahead as we deepen our understanding of truth and continue our collective journey toward reconciliation through meaningful action.



“At Homesteader we have students and staff that are very dedicated to reconciliation. Through professional learning from the First Nation, Métis, and Inuit support team, we have been able to move from general "tokenism" to a better understanding of what reconciliation is and how to build it in our school. We have taken the land acknowledgements and have moved them to actionable events that the students share in monthly assemblies. As an example, sharing how they honour being a steward of the land—cleaning the school yard without teacher prompts, our student-led recycle program, using spaces respectfully by not pulling branches off of trees.

We have had school-specific professional learning for staff that focuses on the outdoor spaces that we can access as a school, and how to use these spaces to build connection and teaching moments for the students. Staff have reached out and have spoken to consultants, Elders and have sought literature to support their knowledge and understanding of how to improve reconciliation within our school.”

— Division Principal

Support for schools and enhancing school capacity

At Edmonton Public Schools, we recognize the importance of listening to and learning from our students, staff, families and school communities. This collaborative approach shapes our work and ensures that our efforts reflect the needs and experiences of the students we serve. In classrooms and beyond, schools play a vital role helping students navigate complex issues and build deeper connections—to themselves, to others, and to the world around them. The Division supports this work by providing resources and professional learning that help schools address the complexities of anti-racism, reconciliation and equity within their diverse communities.

In this year's update, we highlight the positive impact of these efforts and look ahead to how we can strengthen the Division's vision and practices of equity and inclusivity.



SPOTLIGHT

Building capacity through collaboration: Diversity Education initiatives

Diversity Education is at the heart of our work to provide welcoming, safe and inclusive spaces for learning. Behind this work is a team of passionate consultants—teachers, cultural experts, intercultural consultants and sexual orientation, gender identity and expression (SOGIE) consultants—who partner with schools and families to drive meaningful change.

This team walks alongside schools, providing culturally responsive learning opportunities and resources, leading professional development courses, and offering cultural bridging support, interpretation services and more. They offer restorative practices that support healing and understanding and provide proactive strategies to address discrimination through anti-racism and equity-based practices.

To support this work, Diversity Education offers tools and resources for staff, including the

Anti-racism, Reconciliation and Equity Toolkit, professional learning videos, and the Division's Multi-faith Calendar which encourages awareness and respect for diverse perspectives, days of significance and celebrations.

With every conversation, training session and initiative, this team is helping create school environments where everyone can experience a true sense of belonging.

For students, the impact is profound. Inclusive schools create spaces where all students feel valued and respected. When diversity is embraced in classrooms, students develop empathy, build meaningful relationships and gain the confidence to use their voices. By equipping staff with the tools to champion equity, Diversity Education helps shape school communities where every student has the opportunity to thrive.

SPOTLIGHT

Capturing student voice

Capturing the depths of student voice in an authentic manner is an important part of the Division's shift toward an organizational culture that is actively anti-racist, embraces the responsibility of reconciliation, and creates equitable opportunities for all. Initiatives like *Creating Schools that Listen* and student-led activities like social innovation labs and student summits have introduced tools and approaches that empower schools to centre student voice.










These exemplars have helped develop strong supports for students and staff, and encourage deeper conversations and connections about the many ways people experience identity. By intentionally inviting students into these conversations, the Division empowers youth to be agents of change, shaping the cultural and operational dynamics of their schools. This culture shift extends beyond individual schools to the Division as a whole, with an intentional focus on prioritizing student voice as a driver for anti-racism, reconciliation and equity work.

We understand that in order to make space for student voice, Division staff must continually strengthen their abilities to facilitate safe, meaningful dialogue while diving deep into the challenges students face. This shift demands that our learning environments align with these principles of safety, authenticity and inclusivity. The impact of these shifts can be seen in how staff and community members, including success coaches and Knowledge Keepers, collaborate to best support students.

The growing impact of student voice, evident in student-driven initiatives and the tangible changes they inspire, reflects a shift toward a more engaged and responsive school culture. By embracing a collaborative and authentic approach to listening, we move closer to our shared goal of improving student belonging and success.

As a staff, we developed practices to recognize the diversity in the school and community. We had a Sacred Teachings bulletin board where students learned about Indigenous teachings. Reflections on this and the Division's Multi-faith Calendar led students to create a "diversity board" where each class used the Multi-faith Calendar to learn about and create a display that was shared in our library. As we are introduced to new resources that help us grow our understanding, we are learning alongside students.

— Division Principal

Our work in action: Support for schools and enhancing school capacity		
Action Item	Growth	Status
Anti-racism Critical Support Team (ARCS)	<ul style="list-style-type: none"> Staff are increasingly seeking proactive support, leading to greater confidence and preparedness when engaging with students, families and community– the team responded to 19 requests from schools in the 2023–24 school year. 	 In progress
Multi-faith Calendar	<ul style="list-style-type: none"> Additional dates and more detailed descriptors added to days of significance on the Multi-faith Calendar to deepen awareness and understanding. 	 In progress
Professional learning opportunities	<ul style="list-style-type: none"> More than 80 Division-led courses offered by Curriculum Learning Supports, Diversity Education including First Nations, Métis, and Inuit consultants as well as SOGIE consultants. <i>Integrative Anti-Racism: Culturally Responsive Practices</i> now being offered for first-year principals; series on anti-racism, equity and mental health in partnership with wellness coaches. 	 In progress
Policy updates		
Approval of the School Year Calendar policy	<ul style="list-style-type: none"> Board Policy GCA.BP Approval of the School Year Calendar passed in May 2024. Reflects the Board of Trustees' commitment to prioritizing days of significance in the calendar when possible. 	 Completed
Sexual Orientation, Gender Identity and Gender Expression policy	<ul style="list-style-type: none"> Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression was updated in 2024 to align with language in the <i>Alberta Human Rights Act</i>, support inclusivity and reflect current Division practices. 	 Completed
Policy and process for renaming schools	<ul style="list-style-type: none"> Ongoing work to assess and respond to recommendations from the School Renaming Criteria Advisory Committee, with direction from the Board of Trustees and administration. In 2023–24, two schools underwent renaming: Wìkhwèntòwin School (formerly Oliver School) and awàsis waciston School (formerly Prince Charles School). 	 In progress
Resources and guides		
Diversity Hub on Connect	<ul style="list-style-type: none"> A centralized online resource featuring videos, toolkits and service contacts to support Division staff in accessing Diversity Education initiatives. 	 Completed
Guide to navigating difficult conversations	<ul style="list-style-type: none"> Development of a resource for staff to support conversations on complex topics including social justice, experiences related to race, culture, gender and identity. 	 In progress
Guide to inclusive language	<ul style="list-style-type: none"> Development of a resource for staff to support use of language that is respectful, accurate, equitable and reflective of the diverse identities of those we serve. 	 In progress

It has become even more important that I am the lead learner in the building as a result of the Anti-racism, Reconciliation and Equity priority. If a family raises a concern or informs me of something, it is an opportunity for me to learn and understand that family's experience and share that learning with my teachers and staff. This shared learning then helps us in our work to become anti-racist.

This priority and work has helped us to be vulnerable and seek to understand others' perspectives rather than freeze up because we don't want to offend. Instead we can approach with curiosity and learn in a genuine way that will have an impact beyond me as a leader.

— Division Principal

445 Number of responses to school requests by **anti-racism consultants and SOGIE consultants**

1,770 Number of staff registrations to participate in professional learning sessions offered by **Diversity Education, Curriculum Learning Supports and First Nations, Métis, and Inuit consultants**

42 Number of distinct days of significance found on the **Multi-faith Calendar that are observed by staff, students and families**



Human resource practices— supporting Division staff

As part of our commitment to building an inclusive and equitable organizational culture, we prioritize reflecting the voices and lived experiences of staff in this work. Division staff play a pivotal role in supporting students' experiences and success throughout their educational journey. Through intentional engagement, expanded professional development opportunities, and human resources initiatives rooted in principles of anti-racism, reconciliation and equity, we create meaningful pathways for growth across all departments and leadership levels.

We're committed to building an inclusive organization where equity and belonging thrive, by ensuring our staff reflect the diversity of the students we serve—in every role and at every level of leadership.

SPOTLIGHT

Capturing staff voice

Meaningful engagement with staff is foundational to the Division's work in anti-racism, reconciliation and equity. Students are able to thrive when the individuals who educate, support and collaborate with them can share their lived experiences and advocate for their needs in an environment where their voices are valued.

During the 2023–24 school year, the Anti-racism, Reconciliation and Equity team worked closely with members of the Division's four advisory committees, including the Staff Advisory Committee, which began meeting in 2024. These groups bring together diverse voices to guide and shape progress on the [Anti-racism and Equity Action Plan](#), providing valuable perspectives on existing processes and areas for growth. By contributing their insights and guiding the Division's work through an anti-racist and equity-focused lens, staff help foster meaningful and lasting change.

As we build stronger relationships with staff and the community, we continue to find new ways to work together, using methods that prioritize community, creativity and future-focused thinking.

By clearly defining the purpose of gathering, turning challenges into opportunities through focused dialogue, and refining existing processes, these committees have contributed valuable insights and recommendations on topics including:

- Exploring consistent ways to hold both leadership and staff accountable
- Supporting transparency and equity in hiring practices
- Strengthening relationships with internal and external stakeholders
- Supporting inclusive and responsive workplace cultures for students and staff
- Expanding the Division's professional learning and development through an anti-racism, reconciliation and equity lens
- Examining how the potential collection of staff demographic data could be used to improve Division processes

By listening to the voices of staff and the community, we create meaningful opportunities to grow as a Division. Their input helps us build a shared vision for the future—one that reflects and responds to those who are shaping it.

SPOTLIGHT

Using staff voice to create a more inclusive and equitable workplace

Real change can happen when people come together to challenge the status quo. In February 2022, the Division hosted collaborative conversations with a group of staff who identify with a diverse identity or community (for example, an underrepresented race, gender, language, ethnicity, etc.) in leadership and aspiring leadership roles. The conversations highlighted challenges faced by aspiring leaders, including systemic barriers and gaps in equity, particularly in our human resource practices, including hiring and staffing. The resulting report, [Increasing Diversity in Leadership](#), highlighted key issues and actions. We're continuing to listen and take steps to address the challenges and opportunities staff have identified.

In 2023, one of those steps was the introduction of a new leadership competency focused on anti-racism, reconciliation and equity. Integrated into the Leadership Development Framework, this competency reflects the insights shared during staff conversations, highlighting the importance of deepening understanding and building capacity related to anti-racism and equity practices.

It offers support not only to current and future Division leaders, but all staff as leaders in their own work. Each staff member has the responsibility to help cultivate an inclusive, respectful workplace and strive to grow their leadership skills in line with our shared values.









Staff played an important role in shaping the anti-racism, reconciliation and equity competency at every step of the way. By working with principal committees, leadership groups, the Superintendent's Community of Practice, and the Anti-racism, Reconciliation and Equity Staff Advisory Committee, the Division ensured the competency reflected many different perspectives and experiences to meet the needs of staff.

The result is a leadership focus that reflects staff voices and empowers leaders to prioritize anti-racism, reconciliation and equity, ensuring that we continue to learn and grow as individuals, in schools and workplaces, and across the organization.

The professional learning I have gained in this position has left me feeling both empowered and reflective—empowered by the impactful work being done, yet reflective about the ongoing challenges. While progress may sometimes feel slow, I remain hopeful that each step forward brings us closer to meaningful, lasting change.

— Diversity Consultant, Specialized Learning Supports



Our work in action: Human resource practices—supporting Division staff		
Action Item	Growth	Status
<i>Engagement</i>		
Anti-racism, Reconciliation and Equity competency Leadership Development Framework	<ul style="list-style-type: none"> Engagement with staff helped to shape development and release of a new leadership competency: <i>Works toward anti-racism, reconciliation and equity.</i> Engagement included various Anti-racism, Reconciliation and Equity advisory committees and the Increasing Diversity in Leadership focus group. Features a supporting document with learning outcomes, sample activities, example indicators and professional development opportunities. 	 Completed
Staff demographic data collection	<ul style="list-style-type: none"> Engagement with staff explored the potential for collecting staff demographic data, identified opportunities and challenges to inform next steps. Engagement included all Anti-racism, Reconciliation and Equity Advisory committees. 	 In progress
Mentorship pilot program	<ul style="list-style-type: none"> Feedback from follow-up engagement with the Increasing Diversity in Leadership focus group highlighted the need to revisit the proposed mentorship initiative to ensure it meaningfully reflects staff perspectives, needs and desired outcomes. 	 On pause
Advisory committees	<ul style="list-style-type: none"> Engagement with Anti-racism, Reconciliation and Equity Staff, Principal, Steering and Equity Advisory committees on relevant processes, initiatives and discussions related to key projects. 	 Ongoing
<i>Professional development</i>		
Equity-based Hiring Practices	<ul style="list-style-type: none"> Series of learning sessions that are now an integrated offering for all leadership staff, including first year principals, at courses offered prior to monthly Division leadership meetings. Sessions focus on understanding how unconscious bias impacts hiring practices. 	 Ongoing
<i>Policies, guides and resources</i>		
Equitable and Inclusive Hiring Practices resource	<ul style="list-style-type: none"> Development of a resource for staff to ensure a consistent, equitable and inclusive approach to hiring practices across the Division, including applicant screening, interviewing, selection and post-interview follow-up. 	 In progress
Human Resources Framework policy	<ul style="list-style-type: none"> Policy Review Committee of the Board of Trustees initiated the work to review and update Board Policy FA.BP Human Resources Framework through an anti-racism and equity lens. 	 In progress
Safe reporting for staff on incidents of racism and discrimination	<ul style="list-style-type: none"> Initiated work to review reporting structures, existing policies, administrative regulations and processes. 	 In progress

Engaging in Anti-racism, Reconciliation and Equity professional learning has been a transformative experience. It has challenged my assumptions, expanded my understanding of systemic racism and its impact, and equipped me with the knowledge and tools to create a more equitable workplace.

I have become more aware of my own biases and how they can influence decision-making. This awareness has been crucial in ensuring that my leadership practices are fair and inclusive.

— Division Principal



113 Number of participants who attended **Leadership Development Framework courses** that are available to all staff, in all staff groups, at all career stages:

- **Anti-racism: Examining Bias and Microaggressions**
- **Anti-racism: Responding to Racialized Situations**
- **Anti-racism: The Guide to Allyship**
- **Bias in Leadership: Types and Techniques**

70 Number of participants in the **Aspiring Principal Development Program**, the **First Year Principal Development Program** and the **Second Year Principal Development Program** that participated in the following professional learning sessions:

- **Anti-racism for Leaders**
- **Building Foundational Knowledge of First Nations, Métis, and Inuit: The Pass System**
- **SOGIE for School Leaders**

Data across the Division

Edmonton Public Schools is committed to using data-informed approaches to guide strategy, foster meaningful engagement, and create opportunities for growth. Quantitative data—such as survey results—combined with qualitative insights from focus groups, stories and lived experiences of students, staff and community members provides a powerful foundation to understand and address racism and inequities within our schools and communities.

Our approach is guided by the *Community Charter for the Collection of Race-Based Data*, developed by the Edmonton Race-Based Data Table. Drawing on Indigenous teachings, the community charter compares data to medicine—medicine of any kind can be bitter at times, but ultimately is what allows for healing to occur. This perspective challenges us to confront difficult truths while using data to drive meaningful action. As we collect and analyze data, the charter’s principles ensure student and community dignity remain at the heart of this work.



Why data driven projects matter at Edmonton Public Schools

Data serves as a powerful tool for advancing anti-racism, reconciliation and equity by:

- highlighting and celebrating diversity within our schools and communities.
- uncovering hidden disparities, bringing what is often overlooked into focus.
- informing decision-making and policy development, leading to more impactful action.
- demonstrating our commitment to transparency and accountability in creating safe, welcoming and respectful learning environments where no group is left behind.

From commitment to action: Advancing anti-racism with student data

Following a motion by the Board of Trustees in September 2020, the Division developed a model for collecting student demographic data, leading to the launch of the [Student Demographic Survey](#) in 2022. Alongside other data sources, such as the [Division Feedback Survey](#) and the [Youth Resilience Survey](#), this data source helps us better understand factors affecting student success. These insights guide our efforts to strengthen belonging, advance anti-racism, support reconciliation, and centre equity in our schools.

Building a framework for ethical data use

Our data governance practices are guided by the principles outlined in [Good Practice Principles for Data Ethics in the Public Sector](#), developed by the Organisation for Economic Co-operation and Development (OECD):

- Manage data with integrity.
- Be specific about the purpose of data use, especially in the case of personal data.
- Be clear, inclusive and open.
- Incorporate ethical considerations around data into organizational decision-making processes.
- Define boundaries for data collection, access, sharing and use.
- Broaden individuals' and collectives' control over their data.
- Be accountable and proactive in managing risks.



Principles of data collection

The Division's approach to demographic data collection is rooted in the principles of data disaggregation, literacy and governance:

Disaggregated data separates information by categories such as race, gender or socioeconomic status. This approach helps identify inequities that summary statistics often conceal, and can provide insights to evaluate the impact of policies and initiatives. The Division uses disaggregated data in order to discover and highlight key narratives from staff and student experiences.

Understanding disaggregated data

Disaggregated data is instrumental in identifying and understanding the disparities and inequities among different groups, offering deeper insights than overall population statistics. Efforts toward equity and inclusion can be strengthened through disaggregated data.

Data literacy is the ability to explore, understand, and use data to make meaningful observations. As the Division continues to use data-informed approaches, we must ensure that the Division cultivates a culture of data literacy.

Data governance is a system of decision, rights and accountabilities applicable to data-related processes that help to capture the value of data while minimizing risks and harm. Data governance details the entire data lifecycle through the collection, use, disclosure and removal of data.

SPOTLIGHT

Student Demographic Data project

The Student Demographic Data project is a key initiative that is guiding how the Division can use data to inform positive change.

To ensure a thoughtful and informed approach to data analysis, the Division emphasizes strong data governance, aligning with the principle from the OECD's *Good Practice Principles for Data Ethics in the Public Sector*: "Be specific about the purpose of data use, especially in the case of personal data." This focus is echoed in the report *Disaggregated demographic data collection in British Columbia: The grandmother perspective* by British Columbia's Office of the Human Rights Commissioner, which highlights the importance of establishing clear purpose and process to prevent disaggregated data from causing unintended harm.

Establishing a meaningful purpose

Developing a purposeful and ethical approach to analyzing student demographic data required extensive research and engagement. Through this process, the Division developed seven thematic research questions that guide how the data is applied

responsibly, aligning with the Anti-racism, Reconciliation and Equity Action Plan while avoiding any out-of-scope or potentially harmful analyses (see [appendix](#)).

Identifying shared priorities

By engaging with staff, Division leadership and community members, the Division identified three shared priorities that reflect our commitment to creating welcoming, caring, respectful and safe learning environments:

- Sense of welcome
- Belonging and inclusion
- Feelings of safety

Leveraging existing data sources

A review of existing student information identified the Youth Resilience Survey as a valuable source of data. This ongoing initiative explores key themes such as students' feelings of safety, belonging and relationships in schools. By linking these insights to demographic data, we can deepen our understanding of students' experiences and refine our approaches to cultivating safe and inclusive learning environments.

Ethical data interpretation and reflecting through anti-bias prompts

Even with thorough analysis, demographic data can be a challenge to interpret. Historical data extraction methods reveal that often, certain groups of participating individuals do not truly benefit from data collection. When used unethically, improperly or without careful consideration, race-based data can lead to inaccurate, harmful or otherwise stigmatizing effects on these groups. Recognizing this, Division staff engaged in extensive research and consultation to develop reflective anti-bias prompts to support the experience of a reader exploring the data. These prompts encourage readers to critically examine their own biases and engage more deeply with the narratives within the data.

- What might the data suggest about the experiences of students and their families?
- How does your bias influence how you interpret the data?
- What other information is required to understand perspectives about educational experiences?
- What questions remain unanswered by the data?
- How does seeing this data shift your perspective on the work and responsibilities of the Division?

SPOTLIGHT

Expanding our work: Staff Demographic Data project

To advance our data-driven approach to equity, the Division is building on the foundation established through the collection of student demographic data. We recognize the importance of understanding and reflecting the diverse identities and needs of our staff. With this in mind, the Division initiated exploring how staff demographic data may help to support a work environment rooted in anti-racism, reconciliation and equity.

In 2023, we brought together staff from across the Division to form a committee and begin shaping this work. Their goal, to explore:

- is the collection of staff demographic data essential in order for the Division's to fulfill progress towards equity of opportunity for all staff
- how to potentially collect staff demographic data in a thoughtful, ethical and meaningful way

While we've learned much from our student data efforts, this project brings new considerations and opportunities.

Building a foundation for change

The committee worked collaboratively to develop a process to support the exploration of the potential collection of staff demographic data. Throughout the process, the committee was guided by principles that are deeply embedded in Division values, including:



- Anti-discrimination
- Continuous learning
- Intersectionality and inclusivity
- Privacy protection
- Reconciliation
- Harm reduction and safety
- Transparency and accountability
- Staff engagement

We know meaningful change has to start with the voices of those most impacted. Through focused discussions with staff and leadership, the Division explored possible reasons behind collecting demographic data and how it could be used to support both individual and organizational needs. These insights, in the form of thematic research questions, are now guiding the path forward (see [appendix](#)).

Moving forward with purpose

This work focuses on ensuring that staff feel seen, valued and respected. The Division will continue to work with staff to explore whether or not staff demographic data is critical to achieving this outcome.

We're committed to moving forward with purpose—and a shared vision for an inclusive environment for all.

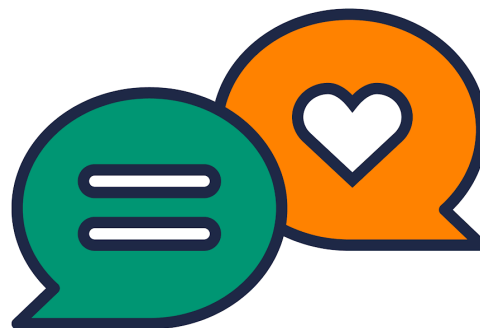
Our work in action: Data across the Division		
Action Item	Growth	Status
Student demographic data project	<ul style="list-style-type: none"> • Prepared data set for analysis. • Research and engagement to focus and prioritize where the available data and analyses could have impact, leading to belonging and safety as first priority for analysis. • Initiated development of a report and accompanying resources scheduled for release in the 2025–26 school year. 	 <p>In progress</p>
Staff demographic data project	<ul style="list-style-type: none"> • Formed a project committee and developed a project charter. • Conducted internal and external scans to assess the current context, identify challenges and uncover opportunities. • Analyzed Division accountabilities and commitments, including legislation, board policy, administrative regulations, the Division Strategic Plan and the Anti-racism, Reconciliation and Equity Action Plan. Reviewed insights from previous staff engagement. • Researched best practices and completed First Nations principles of ownership, control, access and possession (OCAP) training to inform a responsible and ethical data governance model. • Engaged staff to explore the feasibility of collecting demographic data and its potential to inform policies and initiatives. 	 <p>In progress</p>

The collection and analysis of staff demographic data excites me the most. We cannot confront systemic problems in our Division if we cannot even see them. As a Division that prides itself on evidence-based decision making, staff demographic data collection will allow us to make informed decisions to help create more equitable and safe workplaces.

— Committee member, Staff Advisory Committee

It's a humbling responsibility to care for the information students have shared so courageously. The small team that works with this data holds a deep awareness that it represents more than numbers—it is a powerful reflection of the personal stories of children and youth. When we keep that perspective at the centre, respecting its confidentiality and applying it ethically becomes the top priority.

— Division Data Analyst



Envisioning the future— what comes next

Together, we've taken important steps forward in this work. As we look ahead, our focus is on strengthening the systems, relationships and practices that support lasting change across our workplaces and schools.

Support for schools and enhancing school capacity

Success for every student begins with school cultures rooted in anti-racism, reconciliation and equity. Our goal is to strengthen the foundational supports that help schools create inclusive spaces where all students feel a sense of safety, belonging and respect.

Together, we are shaping a future where:

- Educators are equipped with the tools, knowledge and space to challenge racism, promote equity and create more inclusive and supportive learning environments.
- Students develop the skills, confidence and voice to lead change—strengthening their individual growth and sense of belonging and safety in their school communities.
- Schools are supported as they engage in meaningful collaboration with students, families, colleagues and community partners to advance efforts in anti-racism, reconciliation and equity across school communities.

Human resource practices

When equity and inclusion are pursued with purpose, our workplaces grow stronger, more connected and more reflective of the communities we serve. Our goal is to build a workplace where these values shape how we recruit, develop, support and retain staff at every level.

Together, we are shaping a future where:

- Staff actively learn, model and reinforce principles of anti-racism, reconciliation and equity in their daily work.
- Advisory committees and other staff groups are engaged in meaningful collaboration that strengthens and advances this work.
- Division practices are fair, transparent and applied consistently across all staff and leadership groups.



Data across the Division

Rooting our data practices in anti-racism, reconciliation and equity is an ongoing commitment—one that helps us better understand the evolving experiences and needs within our schools and communities. Our goal is to use data not only to recognize the diversity within our school communities, but to identify disparities and inform practices and interventions that more effectively support students, staff and the broader community.

Together, we are shaping a future where:

- The diverse experiences and stories reflected in our data are treated with care—and followed by meaningful action.
- The Division continues to build trust through ongoing engagement with students, staff, families and communities around how data is collected, used and shared.
- Staff are equipped to understand data, engage others in meaningful dialogue and take informed action based on what the data reveals.
- The Division continues to use data as a key tool to deepen relationships and guide responsive, equity-centred initiatives that support safety and belonging for all.

Anti-racism, reconciliation and equity: Division policies and reports

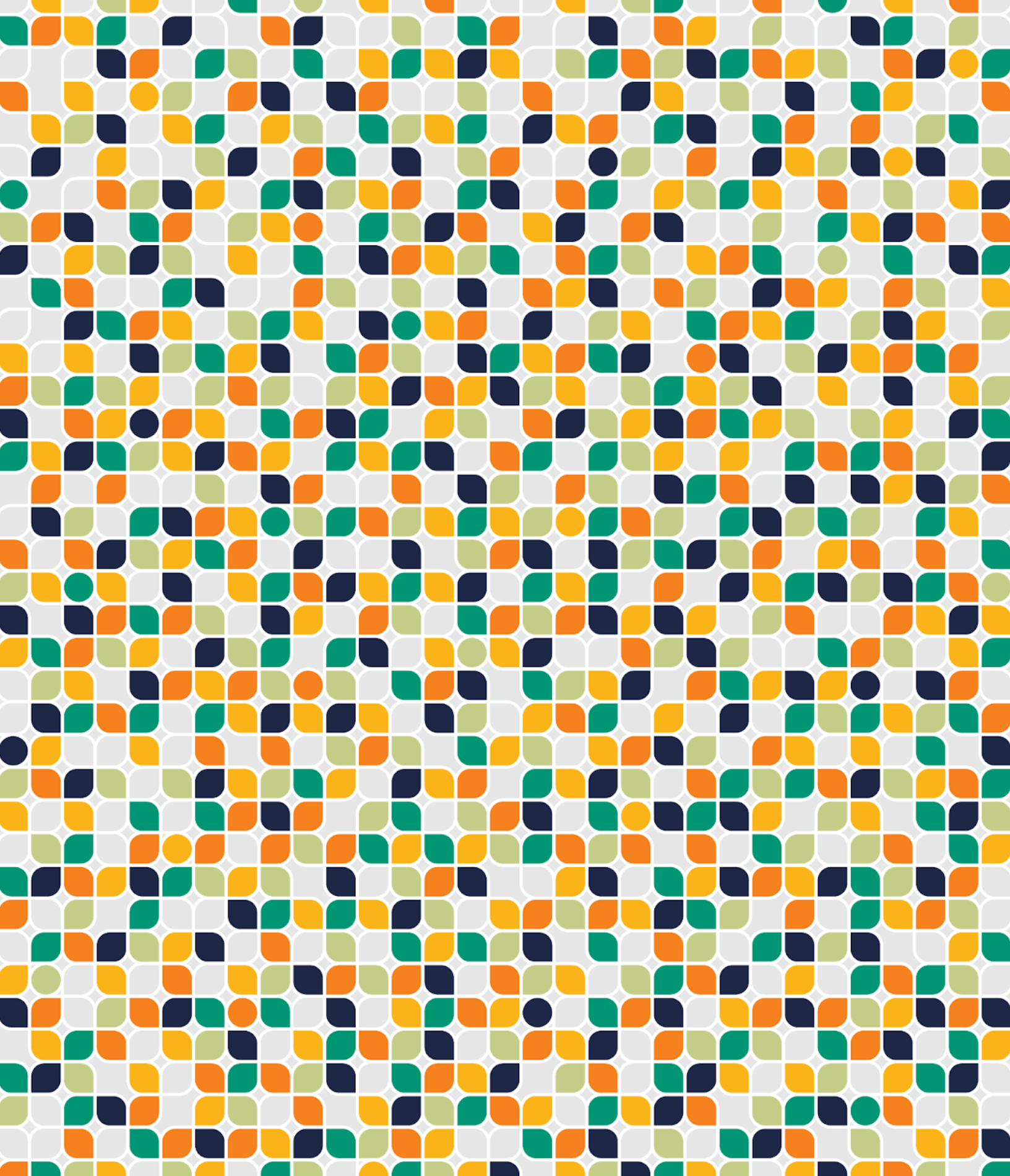
The action plan is supported by policies and reports that guide the Division's collective efforts in this work.

- [Anti-racism, Reconciliation and Equity Action Plan Year 2 Update](#) (March 2024)
- [Anti-racism and Equity Action Plan Year 1 Update](#) (March 2023)
- [Anti-racism and Equity Action Plan](#) (2021–22)
- [Anti-racism and Equity policy](#)
- [First Nations, Métis, and Inuit Education policy](#)

Appendix

Student Demographic Data: Thematic Research Questions





EDMONTON PUBLIC SCHOOLS