

How do I put the 94 Calls to Action into practice in my own classrooms? (ie. How do apply them to the different subjects I teach).

I teach in a school with a significant Indigenous population. Their graduation rates are unacceptably low. The 94 Calls to Action clearly state that achievement goals between Indigenous and non-Indigenous students must be closed within one generation. This is no easy task.

One paradigm shift that has helped me to become a more effective educator in this light has been to adopt Shelley Moore's mindset: <https://fivemooreminutes.com/about/>

The goal in teaching is to not merely target the average student, but to create course material that is enjoyable and challenging for all students, regardless of their ability in the traditional academic sense.

In my Social Justice 12 class, I know that for some students this will be the last Social Studies course they ever take. Yet, they are expected to be informed and involved global citizens. Others will take university courses in the Social Sciences and some will even go on to do groundbreaking research.

I have had success in reaching all students, but I also had A LOT of help in learning to adopt Shelley Moore's principles. I volunteered to be part of a pilot project of the BC Provincial Outreach Program for FASD in 2017. Here I reflect on what I learned:

<https://www.fasdoutreach.ca/resources/all/e/enhancing-inclusion>

To implement the 94 Calls to Action, we need to practice inclusion. This does not mean we hand out meaningless grades. My students do well in Social Justice class, but they also challenge themselves and work hard.

The other point about implementing the 94 Calls to Action into our classrooms is integrating it into our curricula, regardless of what we teach. This includes adopting Indigenous ways of teaching and learning, and it involves embracing a larger world-view.

In Social Justice class, I teach about the residential schools and their impact. Students find this very eye-opening, and that is good. They see the link between historical discrimination and current social problems in our own community. They also understand how they are each part of the solution.

I love how local drummers end their songs by saying, "All my relations." That is the key. The way forward is shared by all of us, all over the world.

The concept thus applies when I teach German and French. French is a language of the Metis, but it's also important to remember that French and German, like English, are languages of colonization. European colonizers, regardless of what language they spoke, impacted Indigenous populations.

In addition, by coming to terms with the impact of Nazism, Germans have laid a groundwork for what truth and reconciliation mean. (I reflect further on this idea here:

<https://troymedia.com/politicslaw/what-the-germans-can-teach-us-about-reconciliation/#.YOyqkehKiUk>)

Implementing the 94 Calls to Action in our classrooms requires professional educators in Canada to not only expand what we teach, but how we teach it.

Embracing these challenges does not only make us better teachers, it makes us better and more compassionate human beings.