The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

The Islands Trust council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.

The Islands Trust council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.
Student Voice
Student Self-Determination

Student Voice

Student Agency
**What is Student Agency?**

**Agency**: Where a person has the right to manage decisions and choices, to control positive outcomes in their life.

- Michael Wehmeyer,

**Student Agency**: Where a student has the right to manage decisions and choices, to control positive outcomes in their learning.
Why is Student Agency Important?

• **Student agency** is playing a central role in curricular reform movements worldwide for all students, and emphasizes putting students in control of their learning.

• Student agency is connected to skills needed for society today and tomorrow and focuses on supporting students to:
  • Make choices
  • Make decisions
  • Solve problems
  • Set goals
  • Self-regulate
  • Self advocate
  • Be self aware

- Ghobary, 2007
- Wehmeyer, 2006
What about **Students with Disabilities**?

- The **IEP** has become the **agent FOR a student**, instead of supporting a student to be their own agent.
- **IEPS** have become documents that communicate how **adults** have:
  - Made choices for students
  - Made decisions for students
  - Solved problems about students
  - Set goals for students
  - Regulated students
  - Advocated for students
  - Othered students
What about Students with Disabilities?

• Many students with disabilities have been left out of IEP conversations, making IEPs that are written about them instead of with them.

• Many students do not even know they have an IEP.

• IEPs about students has led to, little or no ownership of learning.

• IEPs about students, effect their perception of self and their determination beyond school.
How do we support **Student Agency**?

All students need to:

- Know *who they are* as a person and a learner
- Know their strengths & interests
- Know their stretches & needs
- Be included in goal setting and/or understand why a goal is important to their learning and life
- Know and choose what supports and strategies they need to meet a goal
- Know when they have met a goal or how to adjust a goal if needed
- Be able to show how they have met a goal
- Know what a next step in learning could be
Student Agency & Voice

Student Agency
- Making Choices
- Making Decisions
- Solving Problems
- Goal Setting
- Self Advocating
- Self Regulating
- Self Awareness

I & CBIEPs Session 3
Shelley Moore, 2021
Student Agency & Voice

Making Choices

Self Awareness

Making Decisions

Self Regulating

Solving Problems

Self Advocating

Goal Setting

LIFE SKILLS

I & CBIEPs Session 3
Shelley Moore, 2021
I can plan for my students by getting to know the:

<table>
<thead>
<tr>
<th>Interests &amp; identities of the class</th>
<th>Classroom Strengths</th>
<th>Classroom Stretches</th>
</tr>
</thead>
</table>

Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:

The BIG goal I have for this class:

I can meet this goal(s) by making a plan:

<table>
<thead>
<tr>
<th>Decision: Something I want to try</th>
</tr>
</thead>
</table>

I can meet this goal(s) by reducing barriers in the classroom:

| Decision: Classroom commitments to reduce and/or eliminate Barriers to learning (UDL) |
| Decision: Classroom commitments to reduce and/or eliminate barriers to equity (Reconciliation, anti-racism, SOGI, etc.) |

We can meet this goal(s) by targeting core competencies chosen as a community:

| Decision: Core competencies to target for this class (Decided by the class) |
Who Am I?

Who am I? Profile

- Words that describe me:
- My favourite books/stories:
- Things I like to do when I'm alone:
- Things I'm very good at or interested in:
- Things I like to do with my family:
- Things I like to do with my friends:
- Things I like (or need) you to know about me:
- My hopes and dreams for myself are:
- The easiest way for me to show what I know is:
- Things I would like to get better at in this class are:

THIS IS ME!
## Help us get to know ________________!

<table>
<thead>
<tr>
<th>Person</th>
<th>Identities</th>
<th>Interests</th>
<th>Strengths</th>
<th>Stretches</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name</td>
<td>Who is ________?</td>
<td>What is ________ interested in?</td>
<td>What is ________ good at?</td>
<td>What is hard for ________ but they can still do?</td>
<td>What does ________ need a lot of support with?</td>
</tr>
<tr>
<td>How do you know ________?</td>
<td>What words would you use to describe ________?</td>
<td>What does ________ like to do on their own, with their family and friends?</td>
<td>What could ________ teach others?</td>
<td>What do you think ________ wants to get better at?</td>
<td>What is something that ________ might not be able to do on their own yet?</td>
</tr>
</tbody>
</table>

Person 1: ________

Person 1: ________

Person 1: ________

Person 1: ________
<table>
<thead>
<tr>
<th>Person</th>
<th>Identities</th>
<th>Interests</th>
<th>Strengths</th>
<th>Stretches</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you know?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person 1: Rita</td>
<td>Kind, Strong, Smart</td>
<td>Watching me sew, taking pictures with my phone</td>
<td>Patience, she notices everything, she’s so observant</td>
<td>Waking up! Trying new foods</td>
<td>Calming down when she is upset or frustrated, sleeping, eating enough</td>
</tr>
<tr>
<td>Mom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person 2: Frank</td>
<td>An athlete, she’s happy, but don’t get her mad, we are Ukrainian!</td>
<td>Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake</td>
<td>A great listener, being present</td>
<td>Independence, connecting</td>
<td>She worries I think, I wonder if her worrying gets her upset</td>
</tr>
<tr>
<td>Dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person 3: Kiran</td>
<td>Nice, funny</td>
<td>BC Lions, playing with water, we go to the movies, we watched Star Wars</td>
<td>I dunno, we hangout and just talk and stuff</td>
<td>Maybe Juni wants to get better at football</td>
<td>I think Juni would love to talk more, but I think maybe she needs an iPad and that’s ok to talk with too</td>
</tr>
<tr>
<td>Friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person 4: Matty</td>
<td>We play, funny</td>
<td>Whale Sharks, camping, swimming</td>
<td>She plays with me</td>
<td>Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me</td>
<td>Maybe talking more</td>
</tr>
<tr>
<td>Younger cousin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person</td>
<td>Identities</td>
<td>Interests</td>
<td>Strengths</td>
<td>Stretches</td>
<td>Needs</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Your name</td>
<td>Who is Juni? What words would you use to describe Juni?</td>
<td>What is Juni interested in? What does Juni like to do on her own, with her friends?</td>
<td>What is Juni good at? What could Juni teach others?</td>
<td>What is hard for Juni, but she can still do?</td>
<td>What does Juni need a lot of support with?</td>
</tr>
<tr>
<td>Person 1: Mr. Lopez Teacher</td>
<td>Strong willed, smart, keen, a learner</td>
<td>Reading with her classmates, science topics</td>
<td>Being with her peers, she notices everything, asking for help</td>
<td>Communicating with her peers</td>
<td>Reading (decoding)</td>
</tr>
<tr>
<td>Person 1: Benny EA</td>
<td>Funny, a learner</td>
<td>Taking naps/resting, fashion – always well dressed</td>
<td>She knows what she likes, communicating when she’s frustrated</td>
<td>Making friends</td>
<td>Fatigue</td>
</tr>
<tr>
<td>Person 3: Ms. Turner SLP</td>
<td>So joyful!</td>
<td>Sights and sounds around her</td>
<td>Making choices, using picture symbols</td>
<td>Using the iPad for augmentative communication</td>
<td>Support for her communication e.g. wants and needs, asking questions</td>
</tr>
<tr>
<td>Person 1: Jennifer Classmate</td>
<td>Happy, friendly</td>
<td>Dancing, playing tennis, camping</td>
<td>She’s good at playing, and singing, she has great style-love her hair</td>
<td>talking</td>
<td>I’m not sure</td>
</tr>
<tr>
<td>Person 1: Bilal Classmate</td>
<td>Funny, sometimes she’s mad and makes a lot of noise</td>
<td>Reading, laughing, video games</td>
<td>She’s a good friend, She is special to me</td>
<td>Video games</td>
<td>Talking</td>
</tr>
</tbody>
</table>

Helping to Build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011
Building my Student profile: What are my INTERESTS?
Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:

INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to: