

Delegate responses to Lee Elliott-Major's keynote on *Levelling the Playing Field*

- There is a need to redefine achievement and recognize success beyond academic grades.
- The concept 'More than grades'.
- Concern about the influence of socio-economic background on children's life outcomes and inherent bias in school culture and systems.
- There is a need to change the language that we use to avoid a deficit approach.
- Concerns about possible legal issues and workload issues regarding home visits.

Reflective questions

- How can we redefine success in education to be more inclusive of non-academic achievements?
- What strategies can be implemented to reduce inherent bias in school culture and systems?
- How can we improve the training for teachers and school leaders to better support improvements in equity?
- Considering the influence of socio-economic background on life outcomes, what might be some unexplored ways schools could help level the playing field?
- What assumptions might we hold about the academic abilities of children from lower socio-economic statuses, and how might these assumptions affect our approach to teaching?"

Delegate ideas for addressing social mobility

- Personal academic tutoring (PAT) for new students.
- Honest conversations about service delivery expectations.
- The need for integrated service delivery, as seen in New Brunswick, and full integration at both policy level and within schools.
- The significance of parental engagement in education and home visits by qualified teachers, citing the Irish model as a good example.
- Building diversity within teaching professions to reflect community demographics.
- Forming coalitions across key government departments to support sustainable ways of promoting inclusion.
- Creating an apprenticeship pathway to teaching profession to enhance connection between schools and their communities.

What can we do to improve belonging in our schools?

Proposals from ARC Delegates

- Improve resources and support in classrooms.
- Engage more effectively with children and young people through research, evidence gathering, and direct interaction.
- Implement extracurricular activities at schools to provide equal opportunities for students to learn different things and socialize.
- Work strategically on translating core values into actions rather than constantly responding to the urgent.
- Focus on community engagement by cohering policy and interventions to enable schools to engage more meaningfully with their communities.
- Introduce targeted community-based intervention to address low attendance.
- Promote diversity in the teaching profession and increase decision-making power for first nations.
- Find dedicated time for collaborative planning at school level.
- Provide access to meaningful data for schools and policy makers.

Reflective questions

- How can we effectively incorporate the voices of children and young people in our research and data collection?
- What specific resources or support will most improve the classroom environment?
- How might extracurricular activities contribute to a sense of belonging among students?
- In what ways can we translate our core values into actionable steps rather than just responses?

ARC Delegate responses to Mary Gordon's keynote on *Reach to Teach*

Responses from ARC delegates

- The importance of incorporating emotional literacy into the school curriculum.
- Measuring what we value - in this case, emotional growth and empathy.
- The “not yet” approach (rather than “I can’t do it”) can be really positive.
- Need to consider carefully how to implement these strategies at scale in schools.
- Need for clarification on how the roots of empathy approach can fit within broader educational strategies without overwhelming educators and students.

Responses from ARC Delegates to the Challenge of Integrating Attendance, Belonging and Teaching Excellence into a coherent approach

Challenges

1. **Lack of Real Agreement on the Purpose of Education:** There seems to be no clear, unified vision or consensus about what education should aim to achieve, which can create fragmentation in policy and practice.
2. **Poverty and Deprivation:** Childcare access is limited. There is an absence of a universal state system to support children from disadvantaged backgrounds, exacerbating inequality.
3. **Time for Impactful Collaboration:** There is a need for meaningful, effective collaboration that follows through on plans. This requires adequate resources, willingness from stakeholders, and proper structures to ensure collaboration leads to tangible results.

Strategies

1. **Child-Centered Approach:** We need to keep the child at the center, surrounded by a community. A holistic view that emphasizes the child's well-being and success in learning.
2. **Leadership:** Both the teacher and other educational figures have crucial leadership roles, leading with empathy and emotional intelligence. Modelling the cultures that we hope to see.
3. **Managing the Ecosystem** Intentional changes within the educational ecosystem are needed to create sustainable improvements, whether through gradual evolution or significant reform.
4. Engage in **National Conversations and Reform Alignment.** Engage in large-scale, meaningful discussions at the national level to ensure alignment on educational reforms and follow-through on initiatives. Align policy and practice

5. **Cross-Government Collaboration.** Collaboration across various governmental departments is crucial to address external factors affecting education, such as social policy and financial support.

ARC Vision and Next Steps

ARC Revisioning Process

ARC is in the midst of a Multi-phase Revisioning Process (2023-2025). The final session at the 2024 Summit engaged delegates in a review of ARC outcomes and revisioning process as well as the introduction of a renewed vision for ARC.

Outcomes

Preliminary results of the ARC impact study have identified these key benefits and impacts.

Focus: Shared vision, sustained focus on equity, focus on leadership

Connections: Connections with experts and systems, opportunity to discuss theory to practice; thinking about pressing policy issues (inclusion, AI)

Relationships: International networking and problem solving, positive connections with system leaders and colleagues; inspiration of being part of a global community

A Renewed Vision for ARC

Based on the input thus far in the revisioning process, the Secretariat has created a revised vision for ARC, which builds on and extends the original vision statement. This vision was shared with summit delegates for feedback. The ARC Secretariat will draw up a strategic plan for implementation of the renewed vision in the next stage of the process.