

Diversity and Equity Education on the Instructional and Corporate Sides

Inclusive Boards-Inclusive Schools Symposium
June 17, 2010

Diversity Prayer

Creator God we bless and thank you for your wonderful creation. We have all been fashioned in your image and likeness and have been gifted with richness of cultural and human diversity.

As we look around our gathering space this day, let us take a moment to see the richness of diversity of your face in the faces of all our friends gathered here. We thank you for this richness and for the gifts we all possess!

Give us grace, courage and strength to work together to create communities that are open to cultural, social, religious and personal differences. May we recognize that each of us is “differently-abled” and infinitely loved by a God who cherishes all creation. Amen

Realizing the Promise of Diversity

An Equity and Inclusive Education Strategy for Ontario Schools

The Ministry of Education issued the Strategy in the Spring of 2009.

Based on three foundations necessary to realizing equity in Ontario schools:

1. Shared and committed leadership
2. Equity and inclusive education policies and practices
3. Accountability and transparency

Ontario's Equity and Inclusive Education Strategy will bring educators together, at every level of the education system, to identify and remove discriminatory barriers and provide supports so that every student has the opportunity to achieve to his or her highest potential.

The Vision: An Inclusive Education System

- All students, parents and other members of the school community are welcomed and respected;
- Every student is supported and inspired to succeed in a culture of high expectations for learning.

Guiding Principles for Equity and Inclusive Education:

- Is a foundation of excellence
- Meets individual needs
- Identifies and eliminates barriers
- Promotes a sense of belonging
- Involves the broad community
- Builds on and enhances previous and existing initiatives
- Is demonstrated throughout the system

Eight Area of Focus

1. Board policies, programs, guidelines, and practices
2. Shared and committed leadership
3. School – community relationships
4. Inclusive curriculum and assessment practices
5. Religious accommodation
6. School climate and the prevention of discrimination and harassment
7. Professional learning
8. Accountability and transparency

Equity and Inclusive Strategy Highlights

Ontario's Equity and Inclusive Education Strategy:

- establishes a framework to help Ontario's education community identify and remove discriminatory biases and systemic barriers to student achievement related to the prohibited grounds of discrimination set out in the *Ontario Human Rights Code*, and other related factors (e.g. socio-economic status)
- recognizes that the intersection of overlapping dimensions (e.g. race, sexual orientation and poverty) may create biases and barriers to student achievement
- supports the government's core education priorities, i.e. high levels of student achievement, reduced gaps in student achievement and increased public confidence in publicly-funded education
- builds on successful Ministry, school board and school policies and practices

Ontario Human Rights Code

- Takes primacy over Education Act and most legislation: quasi-constitutional

The Code

Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

- Two main areas of complaints: race
disability

The Code

- Allows freedom to practise or not to practise.
- Prevents discrimination and harassment.
- Imposes a duty to accommodate:

Accommodation is required under the *Code* to be considered on an individual basis “unless it would cause undue hardship because of cost, or health and safety reasons”.

Meeting Requests

- Accept request in good faith
- Only ask for information you need/don't be overly formal
- Take active role in examining solutions
- Attempt to work cooperatively
- Deal with requests in a timely manner
- Seek advice and consult with others

Undue Hardship

- Extremely high standard (very rare)
- Accommodation provider must prove
 - Serious decision binds organization
 - Director of Board to decide
- Objective and quantifiable evidence
- Only factors to consider:
 - Cost (including external resources)
 - Health and safety (risk)

Not an Excuse

- Unless they link to cost or health and safety, do not consider these factors:
 - That's not the way we do things...
 - It's inconvenient ...
 - People will be upset...
 - The collective agreement says "no"...
 - But that is just one student out of 20...
 - The other teachers all have to...

Organizational Responsibility

- Organizations are:
 - Obligated to provide an environment free from discrimination and harassment
 - Liable for actions or inactions of management or representatives
 - Obligated to accommodate and respond appropriately when discrimination or harrassment occurs

Human Resources Impact

- Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable boards to respond in a timely manner
- Implement equity and inclusive education policies
- Embed equity and inclusive education principles in board and school improvement plans
- Implement positive employment practices that support equitable hiring, mentoring, retention, promotion and succession planning
- Provide opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives
- Establish processes that include performance indicators to monitor progress and assess the effectiveness of policies, programs and procedures

The Question re: Equity and Inclusive Education

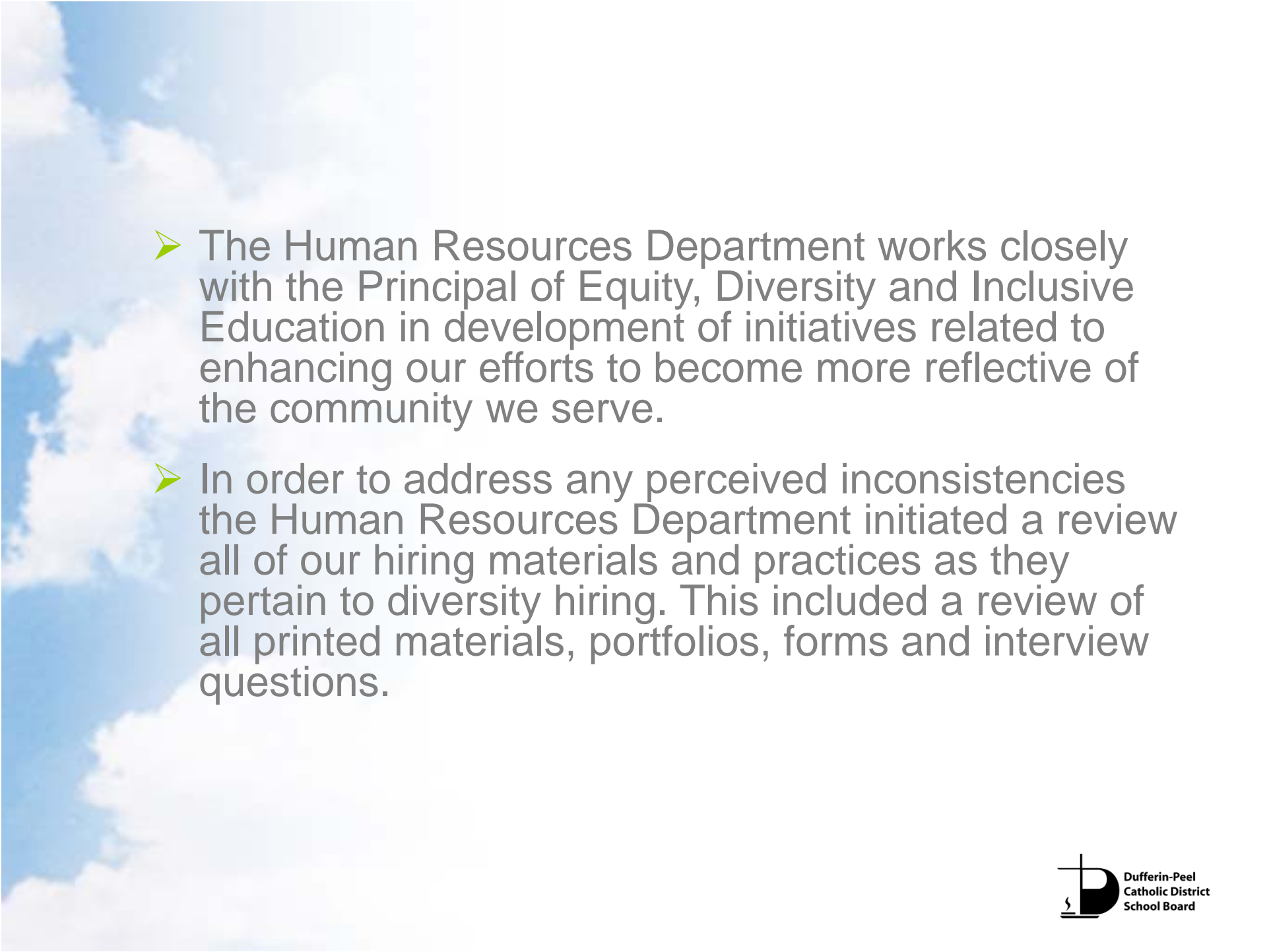
- “What are you willing to do, and how are you willing to change to create the best learning environment for all students in your classroom, school, system? We can’t be observers in the change process. We are the leaders.” The Culturally Proficient School (CPS) 107
- It is Lindsey et al’s belief and experience that too often educators stand on the sidelines rather than becoming personally involved in the change process. CPS 108
- ***Our moral purpose has always compelled educators to engage fully in this process. The STRATEGY now institutionalizes this engagement.***


Key historical events in DPCDSB

- Beginning the diversity conversation from an organizational perspective – Director Mike Bator
- OHRC Public Interest Remedies
- Administrator Training
- Clarifying expectations and moving forward
- Alternative Education – Archbishop Romero School


Role of the Principal of Equity and Diversity and Inclusive Education

- Implement the Ministry and Equity and Exclusive Education Strategy
- Review existing and upcoming policies/procedure to ensure they reflect the mandate of PPM 119 and the Human Rights Code
- Network with Human Resources/ Program/ Employee Relations departments
- Consult and be available to administrators on potential human rights issues
- Facilitate Accessibility Standards Customer Service Act- January 2010
- Mediate issues of diversity, equity within the board
- Conduct information sessions with school partners (i.e.- School Councils, Trustees etc)
- Liaise and support local community groups
- Develop and review appropriate resources
- Safe Schools
- Aboriginal Education
- New Teacher Induction Program (NTIP)
- Dialogue with and be aware of ELL/Special Education/Settlement Workers concerns/issues
- Conduct Diversity and Human Rights Workshops
- Mentor and support racialized groups

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- The Human Resources Department works closely with the Principal of Equity, Diversity and Inclusive Education in development of initiatives related to enhancing our efforts to become more reflective of the community we serve.
 - In order to address any perceived inconsistencies the Human Resources Department initiated a review all of our hiring materials and practices as they pertain to diversity hiring. This included a review of all printed materials, portfolios, forms and interview questions.

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- Developed a new recruitment CD that is more reflective of the community we serve. It will be revised annually to enhance our efforts in this area.
 - Makes a concerted effort to encourage applications from diverse candidates at a variety of teaching faculties.
 - Participation with Teach in Ontario and Intercultural Neighbourhood Social Services (providing Catholic Internationally Trained Teachers with experience in Canadian classrooms)

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- Conducts recruitment training for all participants including training on diversity hiring as well as other human rights issues.
 - In addition to the training of those hiring our new teachers, the Human Resources Department has actively encouraged diverse employees to join interview teams. This has sent a positive message to both prospective employees and those already in our Dufferin-Peel Community around our efforts to choose our future workforce.
 - Consultation with other boards such as the TDSB regarding the development of an employment equity policy.

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- Further collaboration with the Employment and Equity Officer has resulted in the development of the Employment Equity policy in June 2007. The policy formalized the Board's efforts to support diversity in the hiring, retention and promotion of teachers from racial minorities and ensure compliance with the HRC Public Interest Remedies.
 - A broader Employment Equity policy which includes Aboriginals, People with Disabilities and Women applicable to all employee groups was adopted in June '08.

- The Catholic Leadership Qualification Process further supports and affirms all members of our diverse communities by providing opportunities to highlight the Employment Equity Policy and provide leadership sessions and mentoring opportunities for our diverse teachers. (Spring 2009)
- All aspects of our leadership processes are being revised to reflect the *Ontario Catholic Leadership Framework* which promotes an agenda for equity throughout the document.
- Establish a mentoring program for racialized groups
- Explore the collection of statistical data

New Teacher Induction Program

NTIP sessions offered in DPCDSB which include matters of equity, diversity and inclusion:

- Religion Across the Curriculum
- Creating Safe Schools (Bullying Prevention)
- Effective Classroom Management
- Supporting Learners with Special Needs in the Inclusive Classroom
- Ministry of Education: Learning For All K - 12

The Catholic Consortium

- A consortium of Catholic School Boards has been meeting since last Spring 2009 to formulate templates to follow in relation to:
- An Equity and Inclusive Education Policy
- Religious Accommodation
- An Implementation Plan
- DPCDSB has been instrumental in sharing best practices with the consortium. While our journey in this area may have begun earlier than most boards there are wonderful things taking place around the province and the consortium will assist us and other boards in enhancing our efforts to best serve our students.

Resources and Allies

- Equity Summit Group
- AMENO (Anti-racist Multicultural Educators Network of Ontario)
- Peel Health
- Black Community Action Network
- Regional Diversity Roundtable
- Associated Youth Services of Peel
- Peel Committee Against Woman Abuse
- Friends of Simon Wiesenthal Center for Holocaust Studies
- Youth Can Move The World
- Peel Police
- Success by 6
- CAMH (Centre for Addiction and Mental Health)
- Peel Youth Violence Prevention Network
- Canadian Hate Prevention Network
- Share Life
- United Way
- Catholic Family Services

Friends of Simon Wiesenthal Center for Holocaust Studies

FRIENDS OF SIMON WIESENTHAL CENTER FOR HOLOCAUST STUDIES

Toronto, Los Angeles, New York, Miami, Paris, Buenos Aires, Jerusalem

225 Is the number of Law enforcement professionals that have attended Glassman Tools for Tolerance® Program

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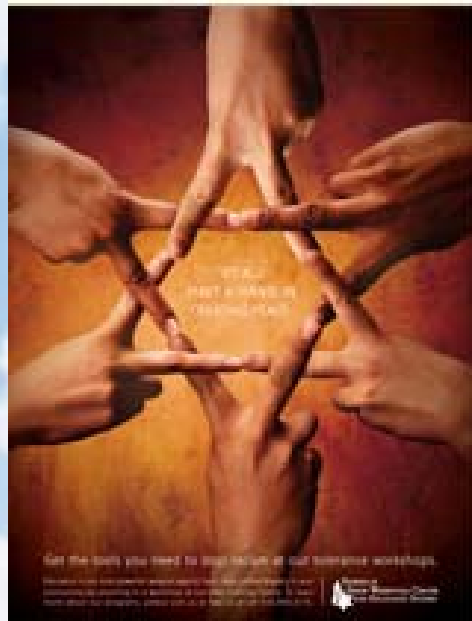
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register for upcoming courses & events

February 2009

Tue	Wed	Thu	Fri	Sat
27	28	29	30	31
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
3	4	5	6	7

Workshop on Bullying January 20: Rick Rotchild, CYW, CYC, presents a workshop on bullying to 61 students from Rose Avenue Public School, and Bakersfield Public School, grades 3, 4, and 5.



Equity Summit

- Dufferin-Peel Catholic District School Board
- District School Board of Niagara
- Peel District School Board
- Toronto District School Board
- Toronto Catholic District School Board
- Peterborough Victoria Northumberland and Clarington Catholic District School Board
- Ottawa-Carlton District School Board
- Durham District School Board
- Kawartha Pine Ridge District School Board
- Greater Essex County District School Board
- Waterloo Catholic District School Board
- Waterloo Region District School Board
- Centre Franco-Ontarien de Ressources Pédagogiques
- Thames Valley District School Board
- Hamilton-Wentworth District School Board
- Halton District School Board
- Centennial College
- Ministry of Education
- Canadian Race Relations Foundation

Foundations of Equity and Anti-Racism in Education: Toward an Inclusive School Community

The screenshot shows the website for the Canadian Race Relations Foundation (CRRF-FCRR). The header includes the organization's name in both English and French, a search bar, and a navigation menu with items like Home, In the NEWS, Initiatives, Search Engines, *Contact us, Disclaimers, Links, and Black History Month. The main content area features a breadcrumb trail: Home / ETCentre / Equity and Leadership Institute / Equity and Leadership Institute. The page title is "Equity and Leadership Institute" and the article title is "Integrating Anti-Racism with Emotional Intelligence and Conflict Resolution". The article begins with a list of questions for those who identify with certain experiences, followed by a paragraph describing a 2-day course called "Fierce Compassion" developed by the CRRF and Anima Leadership. A "Donate Now" button is visible in the left sidebar, and a "Login Form" is at the bottom left.

Home / ETCentre / Equity and Leadership Institute /

Equity and Leadership Institute

Integrating Anti-Racism with Emotional Intelligence and Conflict Resolution

Are you someone who:

- Who has ever felt that traditional approaches to equity education are useful but also limited? That we get stuck in familiar ruts as a result?
- Who has struggled in progressive, equity-focused organizations with dysfunctional or unhealthy work environments? Has been frustrated by the contradiction between the philosophy and practice?
- Who is interested in exploring new strategies that can help nurture inclusive environments and really work through difference? Is in need of teaching tools that instill hope and compassion in balance with a critical edge?

If you can relate to any of these statements, then this 2-day course is for you. The Canadian Race Relations Foundation and Anima Leadership have teamed up to present this unique, interactive workshop for managers, educators, and leaders of equity initiatives. Having already presented in Toronto and the Atlantic region to very strong reviews over the last year, this program is being offered on the West Coast for the first time. By integrating anti-racism with emotional intelligence and conflict resolution, a unique and very hopeful approach - called Fierce Compassion - has been developed to create inclusive organizations and environments.

The Equity & Leadership Institute balances intellect with emotions, and internal factors with structural forces. Self-awareness, empathy, compassion and truth-speaking are the foundations for this embodied, relational approach to equity. Using theory, practice and experiential activities that have been developed and tested in national and international settings, this cutting-edge program will both challenge and support your current equity strategies.

The Harmony Movement



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About Harmony



Harmony Movement, founded in 1994, is a non-profit organization.

Our mandate is to combat all forms of discrimination that prevent citizens from becoming equal and active members of the civil society. [\[more\]](#)

"The course was intense, challenging and full of fun! (Grade 12 student, Anderson CVI, Durham District School Board)"

Harmony L.I.N.K.S.

On September 25-28,

Harmony Diversity Leadership [\[Brochure\]](#)



Challenging youth to recognize and strengthen their leadership skills while positively affecting social and attitudinal change in schools and communities.

Overview

The *Diversity Leadership Certificate Program* (DLCP) is an extra-curricular leadership course that challenges youth to recognize and strengthen their leadership skills while positively affecting social and attitudinal change in their school and community. Our innovative programming is highly interactive and uses various multi-media resources to capture the attention of youth effectively.

The program is an opportunity for both teachers and students to gain respect for others from diverse backgrounds, understand the complexities surrounding issues of inclusive schooling, and critically analyze the stereotypical aspects of youth culture as presented

Wed, February 18, 2009

Harmony in the news

We have been busy here, there and everywhere. [\[more\]](#)

Conferences 2008

Check out our Conferences for 2008! [\[more\]](#)

Schools 2008

See what schools we have been visiting this year! [\[more\]](#)

Award Banquet

This year's Harmony Award Banquet will be held on November 6,

Steps taken in DPCDSB

- Diversity Workshop Certificate Series
- School presentations across grade levels
- Recruitment
- Family initiatives – film and speaker resources, diversity conferences, student diversity leadership certificate program, book studies and blogs
- Aboriginal project
- Mentoring
- Education advisors – OCT, community groups
- FSWC trips
- Curriculum projects
- Schools submit Diversity and Anti- Racism Action Plans as part of School/Board Improvement Plan
- Access DP
- Sexual Orientation Training Program

Ontario's Equity and Inclusive Education Strategy...

“In a truly equitable system, factors such as race, gender, and socio-economic status do not prevent students from achieving ambitious outcomes. Our experiences shows that barriers can be removed when all education partners create the conditions for success.” OEIES p. 15

Questions/Comments and...

Closing Prayer: **Close your Eyes**

Close your eyes and listen to the sound of the baby as it cries. Can you tell what nationality it is from the sound it makes?

Close your eyes and listen to the sound of the water as it laps onto the shore. Can you tell where it is -which body of water or which land mass?

Close your eyes and inhale the smell of the earth deep into your lungs. Can you tell where it came from- which country from which it was dug?

Close your eyes and feel the water as it trickles down your arm. Can you tell whose tears these may have been?

Now open your eyes and feast on the colours and sights that abound. The beauty in the difference of our cultures that is to be found.

Listen to the lilting sounds of the languages as they mix and match. So different and yet, like music your ear recognizes the sounds it does catch.

Taste the delicacies made from recipes passed down through generations. Discover the textures, tastes, smells of the foods and libations.

How wonderful that our world is so filled with such diversity. And just think – this world can be experienced here- all at once- in our very own school communities.

Every sense is alive- our hearing, our taste, our touch, our scent and our sight. Listen to that baby cry once again- does it really matter if she is brown, yellow or white?

Lidia Soldevila-Tombros