

Diverse & Inclusive Classrooms – Where do I start as a teacher?

What is EDI work?

An Equity, Diversity, and Inclusion lens, along with **Anti-Racism** can also be called **Anti-Oppression** lens.

Anti-Oppression is a way to see, notice, name, and dismantle oppression in our society. This is an umbrella term that includes all expressions of societal oppression – pointing to the fact that all are connected and work together to reinforce each other.

Anti-Oppression or EDI work is both expansive and specific, and everything else in between.

Guiding Principles to help on your learning journey:

Looking at the fine details

much like working at your classrooms, EDI work has a lot of moving parts and is full of fine details.

Know Where your Power & Privilege lie

Sometimes our learning is at the expense of someone else's lived experience. Be mindful of your surroundings and of your inherited power & privilege.

Lean into the discomfort

Learning stems from discomfort. For some, these are hard lessons to learn.

Managing Expectations

we may not be able to get to everything today and there may not be resolutions when it comes to EDI work. There may be more questions that come up than answers.

Check-in with yourself

listen to your body, take a break when you need it, and pass if it's what will help you learn. Stretch but don't tear – meaning – when you are stretching your body, you can be uncomfortable. But that moment will pass. You don't want to tear the muscle that will cause trauma & injury. Learning is the same!

Start the Change

a lot of EDI work involves dismantling or changing the systems that we have in place. Challenging the system will lead to change.
Staying in the Status Quo is comfortable, but when we only stay there, then there are no advancements or ability to change.

New-to-Some Terminology

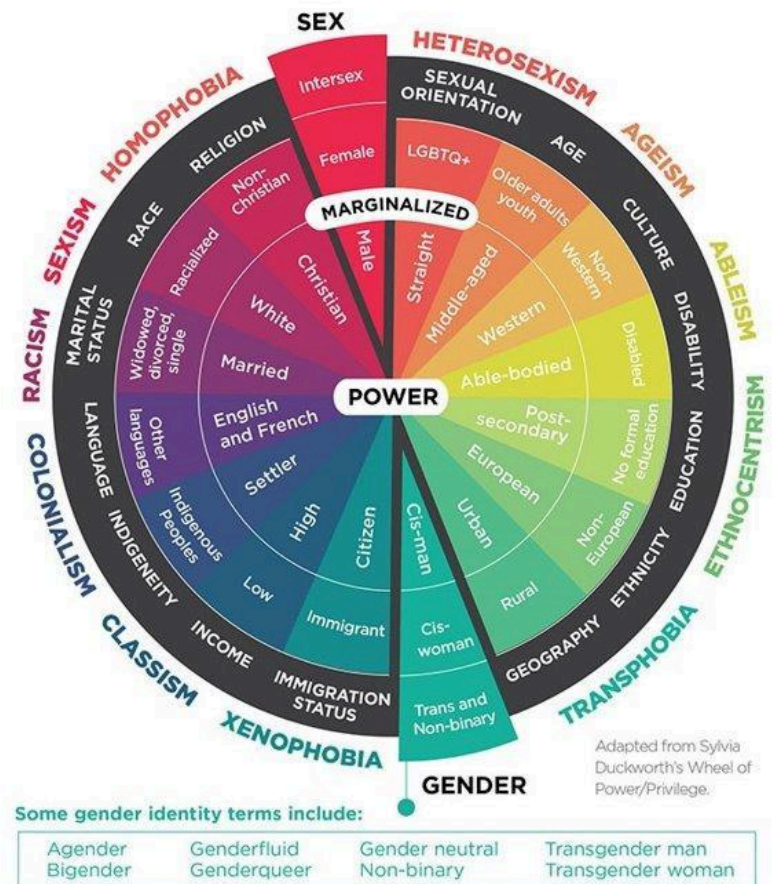
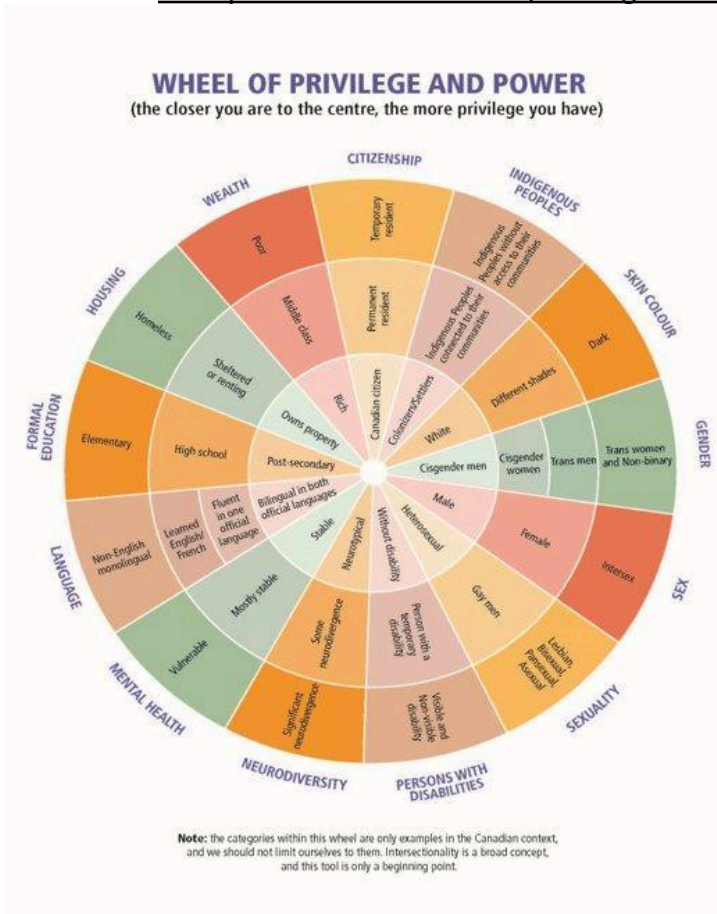
Intersectionality/Social Location/Positionality - the naming of the parts of your identity that have social power and/or social oppression.

Equity Deserving/Equity Seeking - Equity-seeking groups are communities that face significant collective challenges in participating in society. This marginalization could be created by attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation. - Canada Council for the Arts

Dominant Culture is described as "Refers to the most powerful, privileged and influential groups in a particular society or context, based on a variety of social identities including, but not limited to, race, ethnicity, gender, class, sexual orientation, ability/disability, and religion. Frequently, dominant groups are also the majority in the population (but not always)." - Anima Leadership.

On Turtle Island, the Dominant Culture is generally centered around white, cisgender, able-bodied, heteronormative, neurotypical, housed, and educated people.

Examples of Wheel of Power/Privilege or Intersectionality



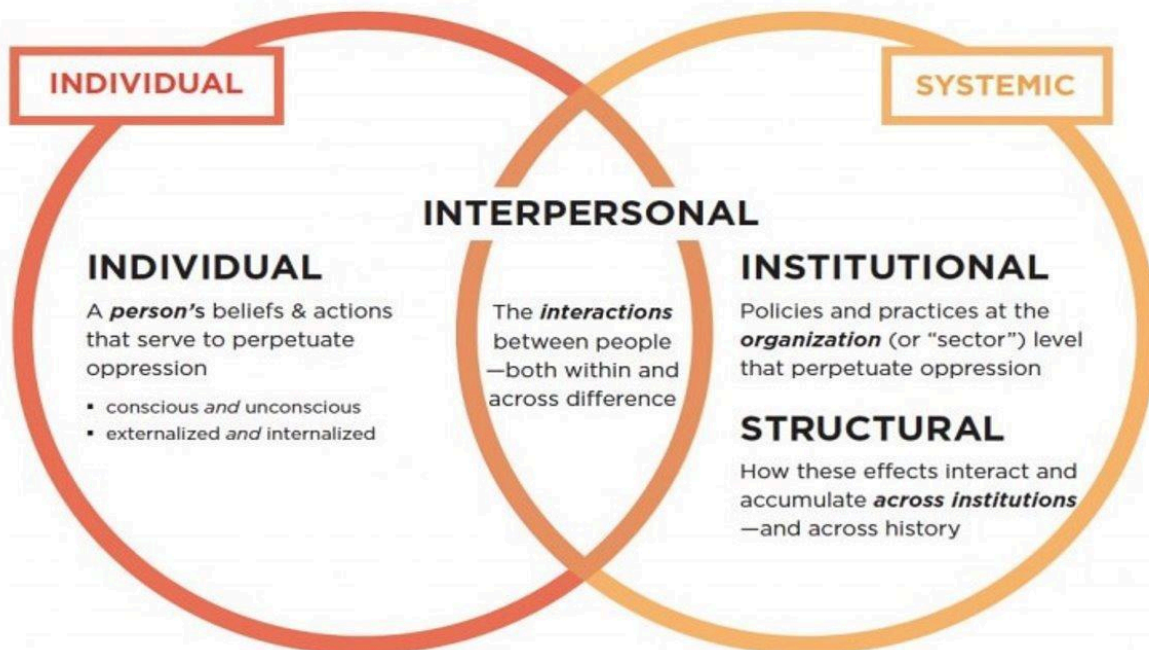
Confronting our Biases

When we start to dismantle the realms of oppression, we should start to ask;

- Whose voices are missing from the conversation?
- How can we create equity for those who need it?
- What policies and procedures need to change to allow for access?
- What barriers are in the way of achieving equity?
- Who has the power here?
- How safe is it here for different people to share their truth?
- How can I build into my practice as a leader & educator for equity starting with who I am and what I bring because of who I am?
- How can I use my power & privilege to raise the equity for others?
- What patterns of oppression do you notice?

According to the research of **Shakil Choudhury** in his book **Deep Diversity**, bias is wired into our brains starting from a young age. We have an *“Us vs Them racial dynamic that is our tendency to see a person as a symbol of a group, rather than as an individual. When we do this, our empathy is reduced and we may dehumanize the person in some small or big way.This tendency, called *infrahumanization or objectification*, shows itself whenever we make generalizations about a subset of people, especially so-called minority groups.”*

Confronting our own biases & prejudices requires us to learn about and to help dismantle the different realms of oppression: Personal, Interpersonal, Institutional, and Structural/Cultural.



(National Equity Project - 2023)

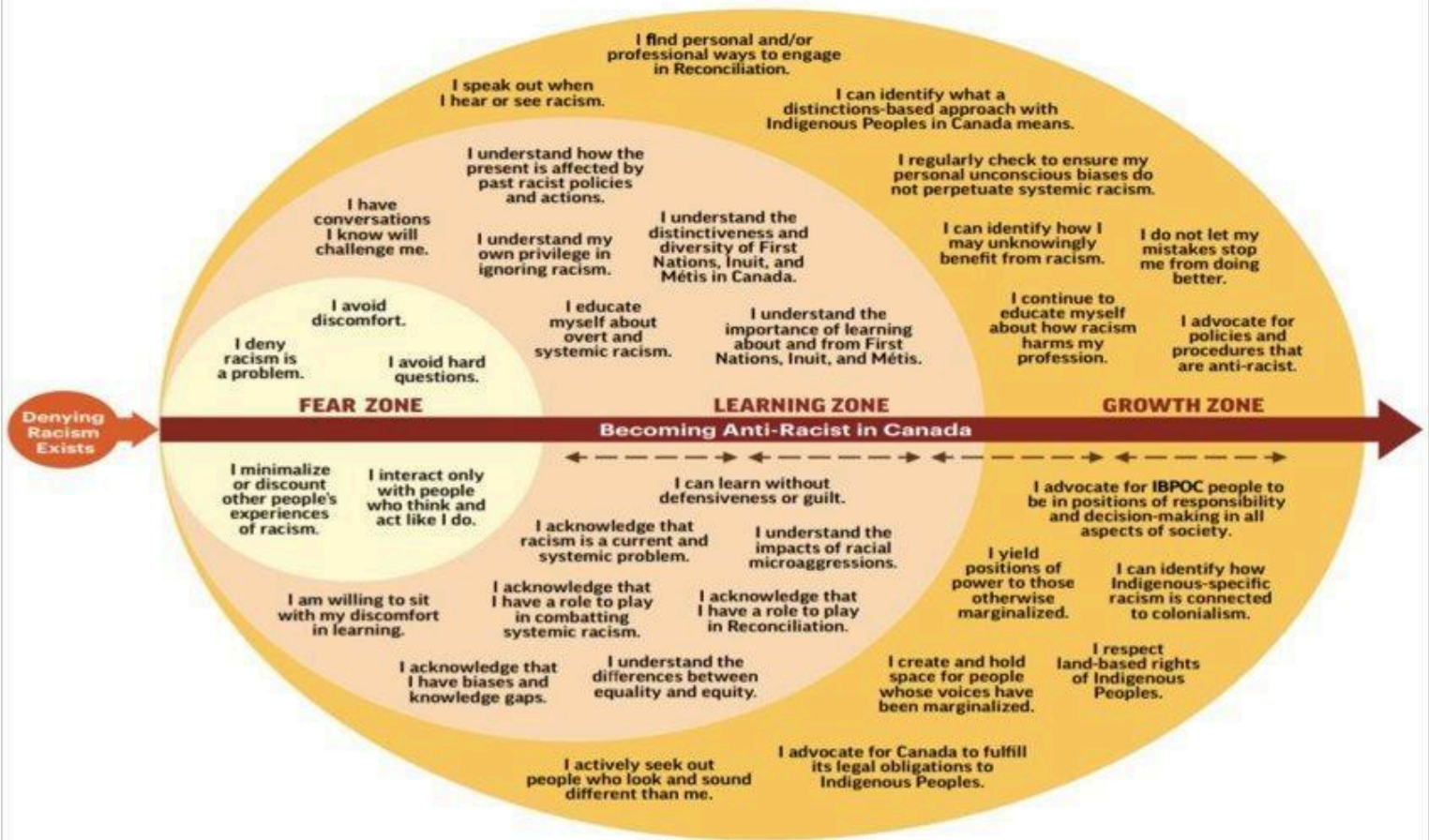


Figure 4.1: Becoming Anti-Racist in Canada

Content and graphic adapted from the work of Andrew M. Ibrahim, MD, MSc, to reflect a Canadian context.

(Chrona, Jo. 2022)

Resources for Ourselves

- **Wayi Wah!** Indigenous Pedagogies AN ACT FOR RECONCILIATION AND ANTI-RACIST EDUCATION (Jo Chrona) - <https://www.portageandmainpress.com/Books/W/Wayi-Wah!-Indigenous-Pedagogies>

- **Bones of Belonging:** Finding Wholeness in a White World (Annahid Dashtgard) - <https://annahiddashtgard.com/books/bones-of-belonging/>
- **Deep Diversity:** A Compassionate Scientific Approach to Achieving Racial Justice (Shakil Choudhury) - <https://shakilwrites.com/>
- **This Book is Anti-Racist (& Journal) and This Kid is Anti-Racist** (Tiffany M. Jewell) <https://www.tiffanymjewell.com/>
- **Lead with Diversity** (Dr. Rehman Abdulrehman) <https://leadwithdiversity.com/>
- **Test Bias** (Dr. Rehman Abdulrehman) <https://leadwithdiversity.com/testbias/>
- **Grading for Equity** - <https://gradingforequity.org/>
- **Read This to Get Smarter: about Race, Class, Gender, Disability & More** (Blair Imani) - https://books.google.ca/books/about/Read_This_to_Get_Smarter.html?id=PECREAAQBAJ&source=kp_book_description&redir_esc=y
- **Culturally Responsive Teaching for Multilingual Learners: Tools for Equity** - <https://shorturl.at/pvC45>
- **Invisible Knapsack** – https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf
- **White Privilege Check List** - <https://crc-global.org/wp-content/uploads/2012/06/white-privilege.pdf>
- **Racial Microaggressions in Everyday Life** - https://www.cpedv.org/sites/main/files/file-attachments/how_to_be_an_effective_ally-lessons_learned_microaggressions.pdf
- **Diversity and Education: Half of Canadian kids witness ethnic, racial bullying at their school** - <https://angusreid.org/canada-school-kids-racism-diversity/>
- **Anti-Racism Awareness Course** - UBC - <https://pdce.educ.ubc.ca/anti-racism-awareness/>
- **Calgary Anti-Racism Education** - <https://www.aclrc.com/cared>
- **Learning for Justice** - <https://www.learningforjustice.org/>
- **Let's Talk Guide** - <https://www.learningforjustice.org/sites/default/files/2022-09/LFJ-Lets-Talk-September-2022-09062022.pdf>
- **SOGI 123 - for Educators** - <https://www.sogieducation.org/all-educators>
- **GLAAD – Media Reference Guide** - <https://glaad.org/reference/transgender>
- **Terra incognita** – The Binary is a white colonist fiction - <https://www.terraincognitamedia.com/features/the-binary-is-a-white-colonialist-fiction-and-its-up-to-white-cishet-folks-to-disrupt-it2019>
- **Anti-Racism Tool Kit** - https://legacy.winnipeg.ca/cms/recreation/pdfs/antiracism_toolkit.pdf
- **Act2EndRacism Network** - Model Minority - <https://youtu.be/q9ilguyS0gM>
- **Culturally Responsive Music Education** - <https://www.thedomesticmusician.com/culturally-responsive-music-education/>
- **YouTube Playlist** - https://youtube.com/playlist?list=PL1hKxG0tzpJdgrS7Gi3T6KQJ_GMHsiEki

- **5Ds of Bystander Intervention** (AAJC) - <https://www.youtube.com/watch?v=ASKX2O9zB24&list=PLShboSEeEaPQ5JKO6L9DG78V8AcXyZiZh>
- **5Ds of Bystander Intervention** (Right to be) <https://righttobe.org/guides/bystander-intervention-training/>
- **Unconscious Bias Education** – University of Toronto - <https://www.toronto-tide.ca/education-modules/>
- **Diversity, Equity, Inclusion, Access, and Belonging: NAFME Equity Resource Center** – NafME <https://nafme.org/diversity-equity-inclusion-access-belonging-deiab/>
- **Gender, Diversity, Inclusion Statistics Hub** – Government of Canada - https://www.statcan.gc.ca/hub-carrefour/gdis-sgdi/index-eng.htm?utm_source=stakeholder&utm_medium=eml&utm_campaign=statcan-stacan-gdis-sgdi-23-24
- **Towards inclusive math education: insight from Black students** – Vanderbilt University - <https://news.vanderbilt.edu/2024/09/30/toward-inclusive-math-education-insights-from-black-students-may-support-more-effective-teaching-strategies/>
- **Bulletin of Applied Transgender Studies** – Northwestern University Libraries - <https://bulletin.appliedtransstudies.org/>
- **Teachers Trained to challenge “whiteness” in schools** – MSN News - <https://www.msn.com/en-us/news/world/teachers-will-be-trained-to-challenge-whiteness-in-schools/ar-AA1poFgp>
- **Grading for Equity** – Joe Feldman - <https://crescendoedgroup.org/grading-for-equity/>
- **What you need to know about culture and arts education** – UNESCO - <https://www.unesco.org/en/articles/what-you-need-know-about-culture-and-arts-education>
- **Framework for Cultural and Arts Education- UNESCO** (FR - https://www.unesco.org/sites/default/files/medias/fichiers/2024/04/WCCAE_UNESCO%20Framework_FR%20%281%29.pdf) (EN - https://www.unesco.org/sites/default/files/medias/fichiers/2024/04/WCCAE_UNESCO%20Framework_EN_CLT-EDWCCAE20241.pdf)
- **Learning Module: Anti-Racism, EDI and Positionality in Teaching and Learning** – University of Calgary - <https://taylorinstitute.ucalgary.ca/resources/module/anti-racism-edi-positionality>
- **Framework for Cultural and Arts Education- UNESCO** (fr - https://www.unesco.org/sites/default/files/medias/fichiers/2024/04/WCCAE_UNESCO%20Framework_FR%20%281%29.pdf) (en - https://www.unesco.org/sites/default/files/medias/fichiers/2024/04/WCCAE_UNESCO%20Framework_EN_CLT-EDWCCAE20241.pdf)

Possible Next Steps and Actionable Steps for your Classroom

- Creating your own **EDI Plan**
- **Self-Reflection** is Key
- **Listen, Learn, and Ask!**
- Start an **Equity Scan** of the materials in your classroom & school.
- Start an **EDI/Diversity Club** at your school and/or district.
- Question the Division hiring practices when it comes to **Inclusion, Diversity, & Equity**
- Volunteering & Advocacy **outside** of the classroom