

Road to Equity, Inclusion & Equality: *Beyond Fluffs and Feathers*

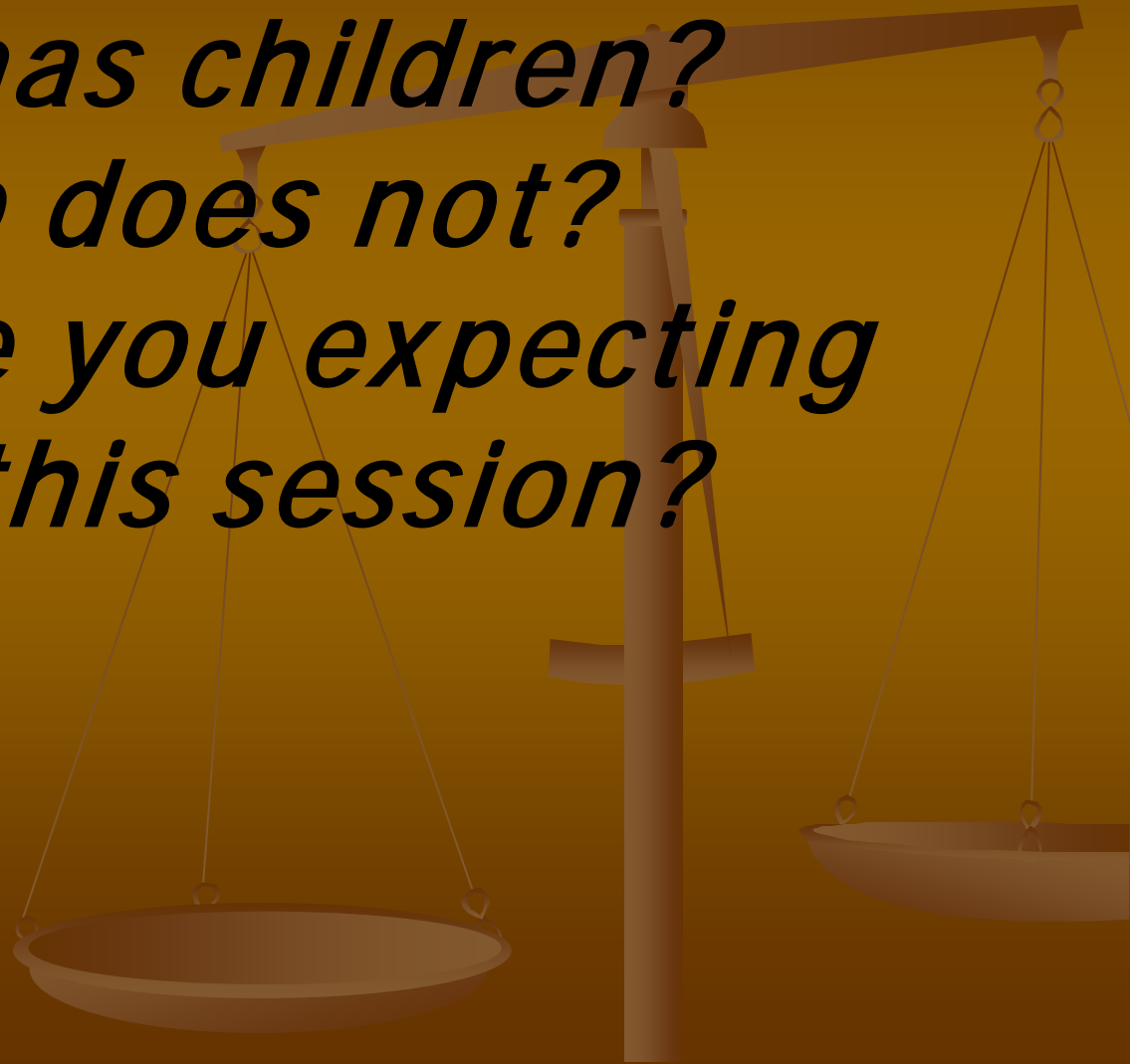
Eastern Ontario Staff Development Network Conference
April 9, 2013


Presenters: *Meri MacLeod*, Human Rights, Equity & Inclusive
Education Advisor
(Limestone District School Board)

Kevin Reed, Aboriginal Education Consultant
(Limestone, District School Board)



*WHO IS HERE?
Who has children?
Who does not?
What are you expecting
from this session?*





*Every person in Canada has
the right to live, learn, work &
play in a safe, caring,
welcoming, respectful
environment free from **FEAR**,
harassment, & discrimination.*

LDSB – AP 214

Ontario Human Rights Code

Canadian Charter of Rights & Freedoms

Education Act: Ministry of Education Equity & Inclusive Schools Policy 2009

Criminal Code

Your children, my children, our children, their children are worthy, deserve & have a right to expect respect as do you!

We all have role, a legal duty & the power to create safe caring welcoming school communities for everyone.



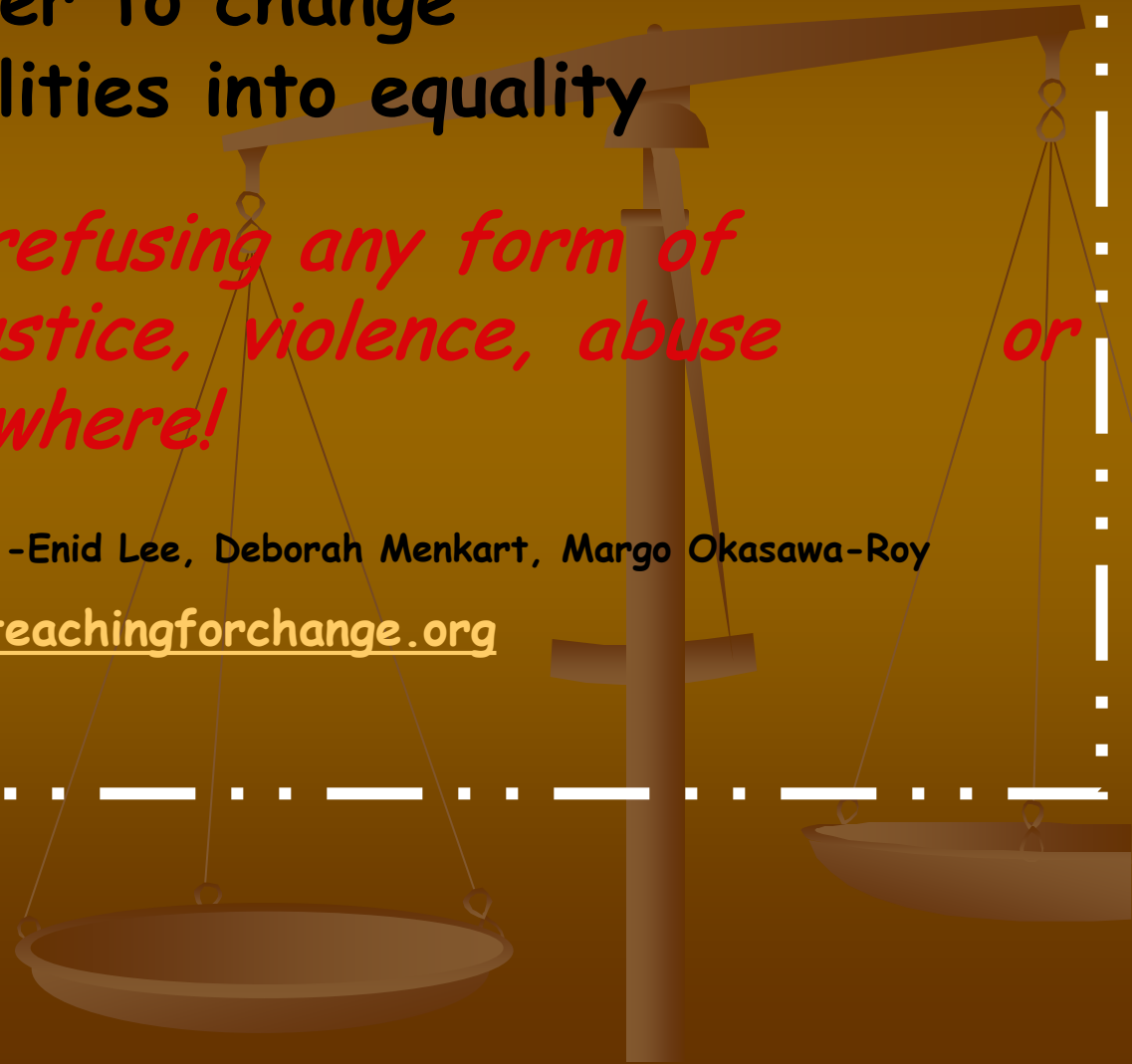
Human rights, equity, inclusive education means...

- ❖ respecting & valuing human diversity
- ❖ working together to change existing inequalities into equality

recognizing & refusing any form of inequality, injustice, violence, abuse or social cruelty everywhere!

Beyond Heroes & Holidays: Editors -Enid Lee, Deborah Menkart, Margo Okasawa-Roy

www.teachingforchange.org



Different
Individuals
Valuing
Each other
Regardless of
Skin
Intellect
Talents or
Years.

We are the diversity! We are the human family!





WE all SHOULD know That
DIVERSITY makes for a rich
tapestry, AND WE MUST
understand that all the
threads of the tapestry
are EQUAL in Value no
matter what their color.

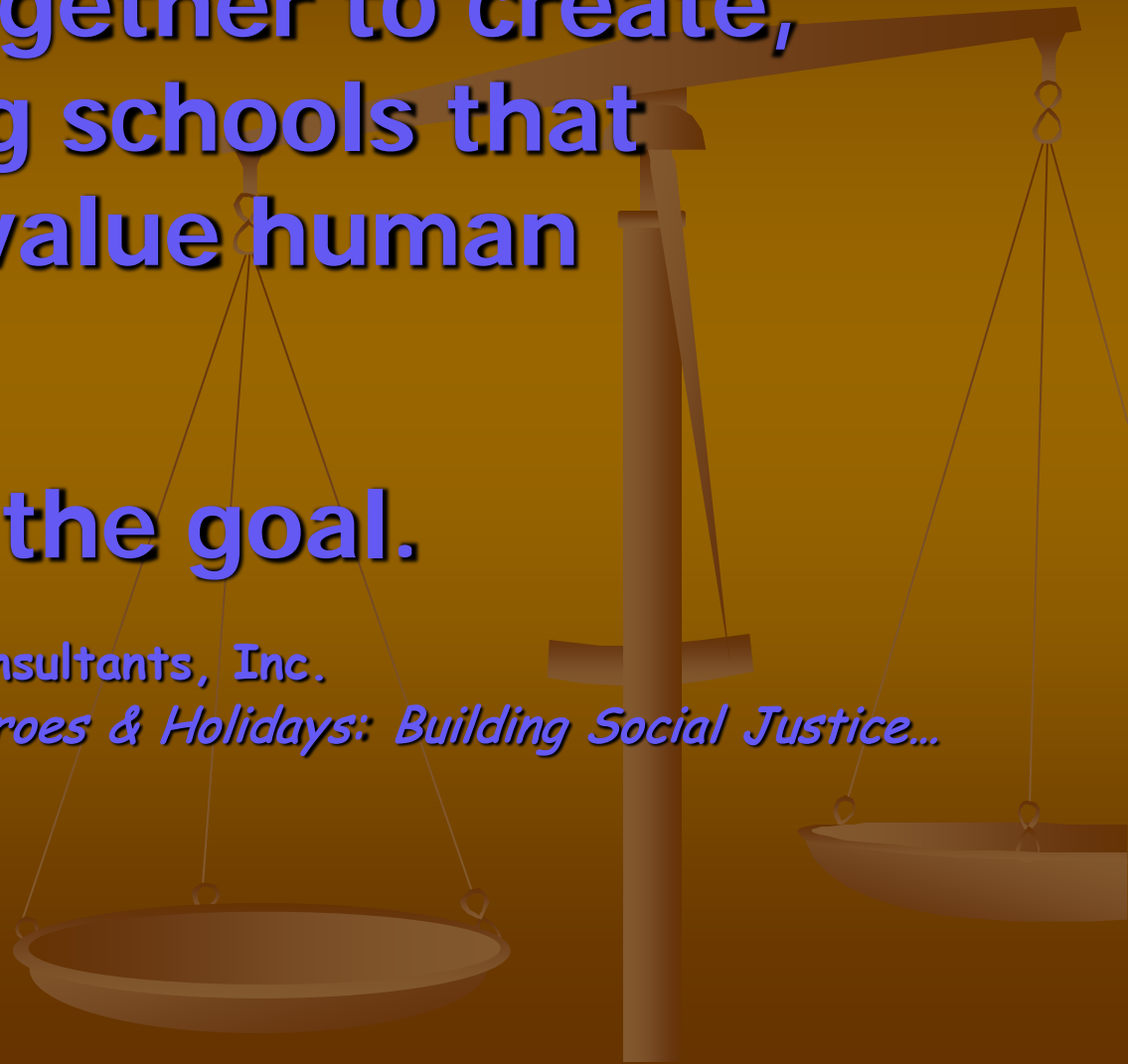
- Maya Angelou

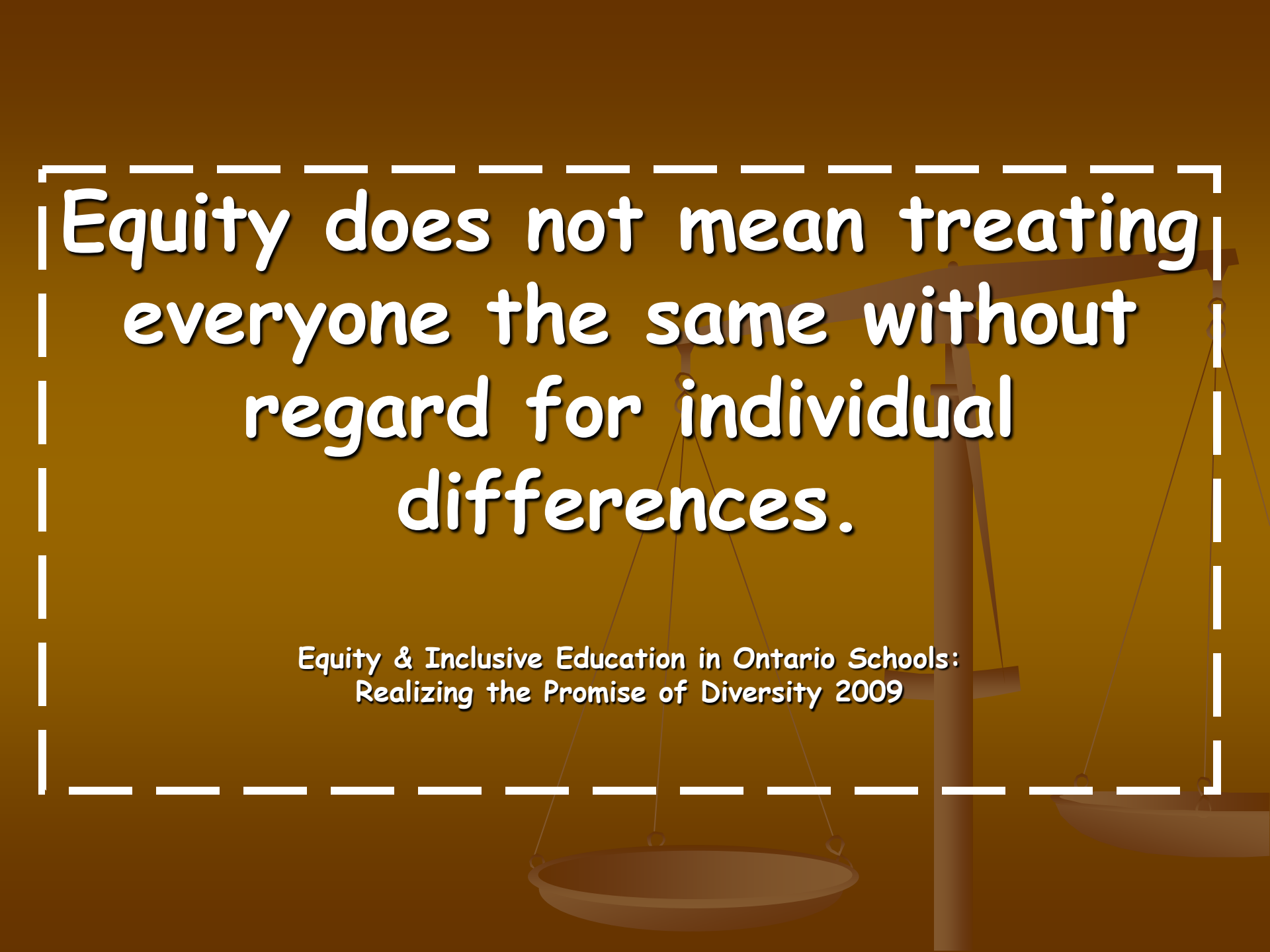
❖ **Equity is the process ... a journey involving all of us working together to create, safe, caring schools that respect & value human diversity.**

❖ **Equality is the goal.**

Enid Lee: Enid Lee Consultants, Inc.

Co-editor: *Beyond Heroes & Holidays: Building Social Justice...*





Equity does not mean treating everyone the same without regard for individual differences.

Equity & Inclusive Education in Ontario Schools:
Realizing the Promise of Diversity 2009

FAIR ISN'T

everybody getting the
same thing.....

FAIR IS

everybody getting
what they need
In order to be

SUCCESSFUL.



everybody is
a genius.
but if
you judge a
fish
by its ability
to climb
a tree, it will
live
its whole life
believing
that it
is
stupid.

{Albert Einstein}

YOU'RE NOT
BEING

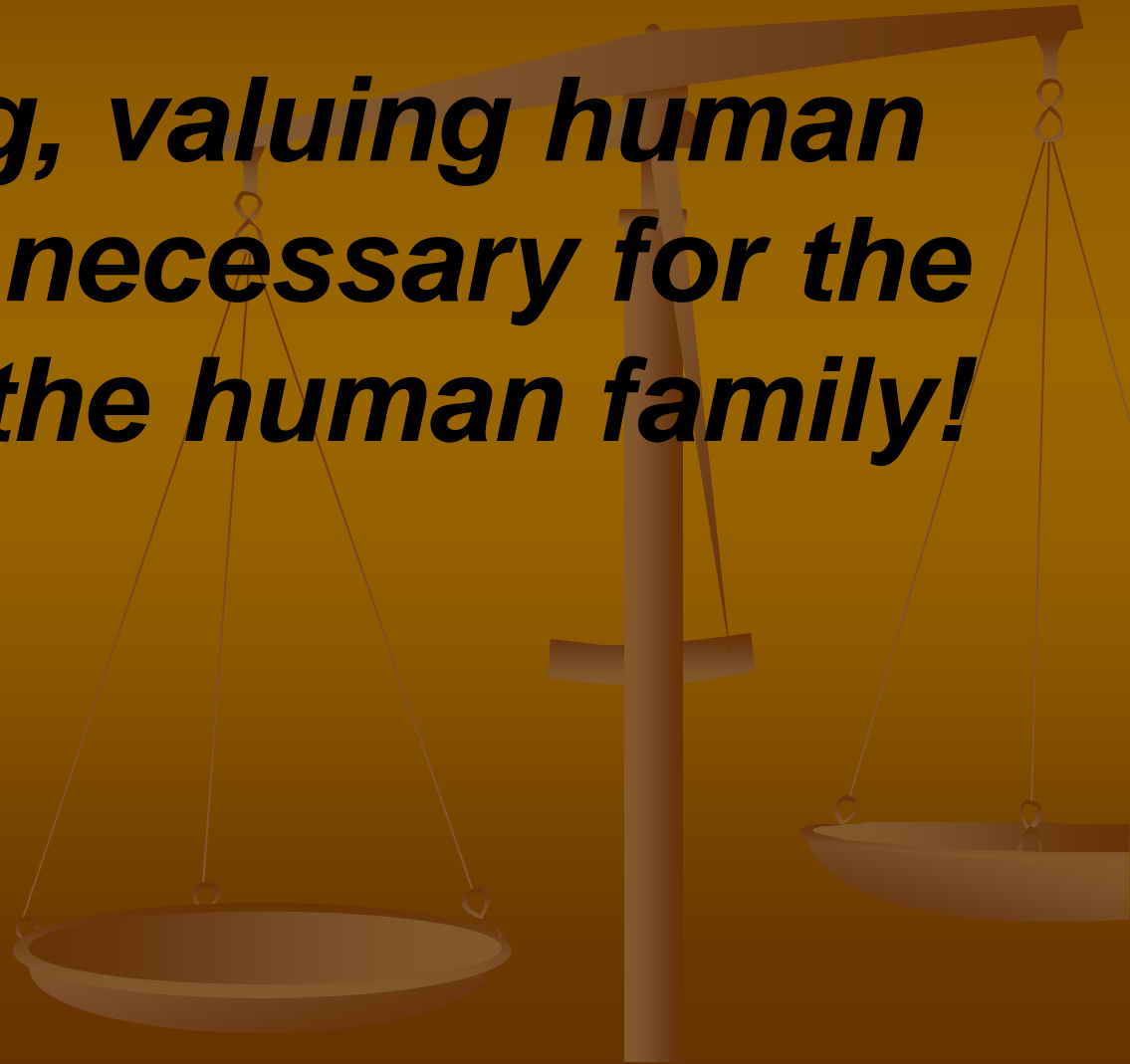
"OPPRESSED"

WHEN ANOTHER
GROUP GAINS
RIGHTS THAT

YOU'VE
ALWAYS
HAD.

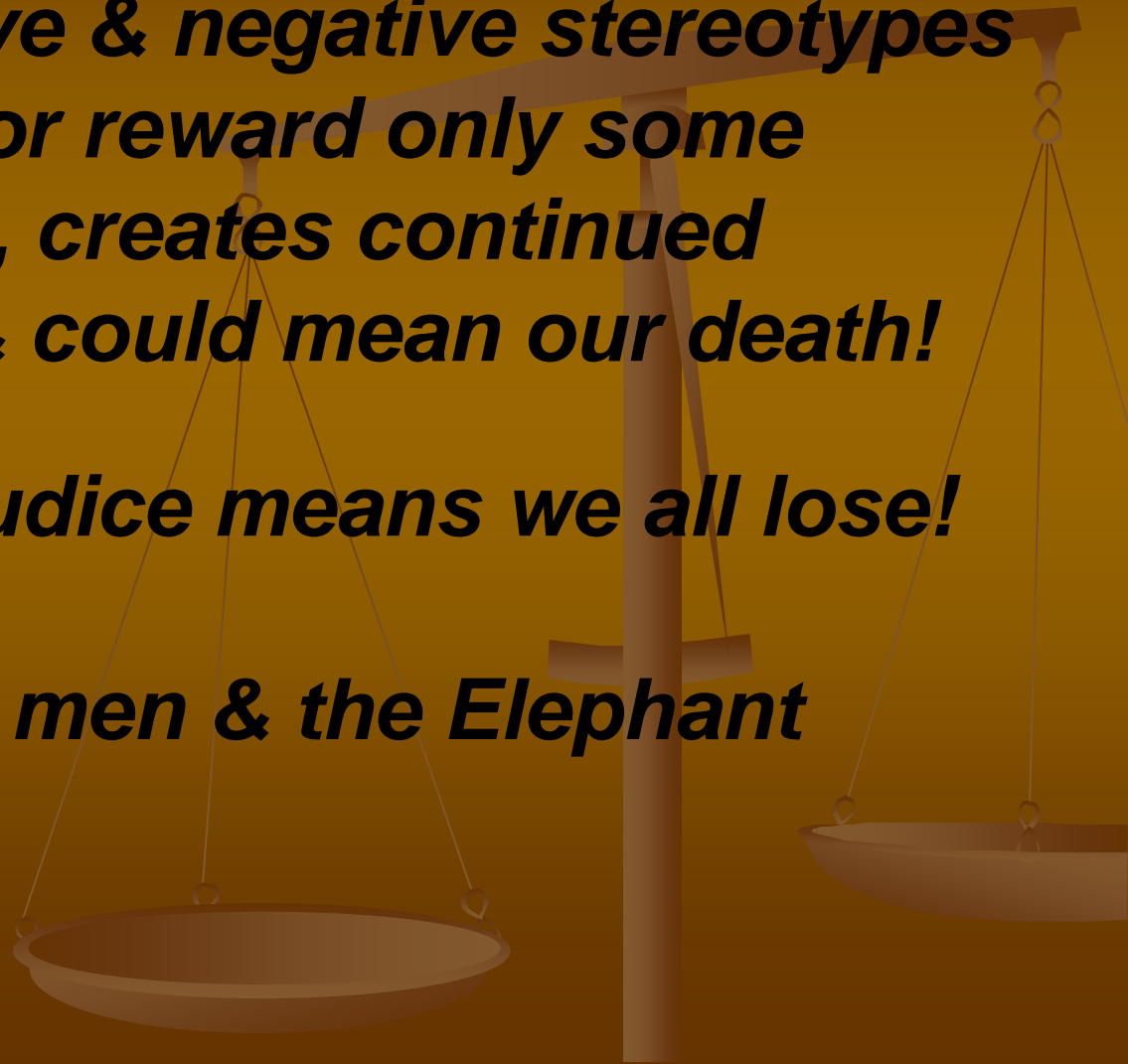
www.PoliticalComments.com

Respecting, valuing human diversity is necessary for the survival of the human family!



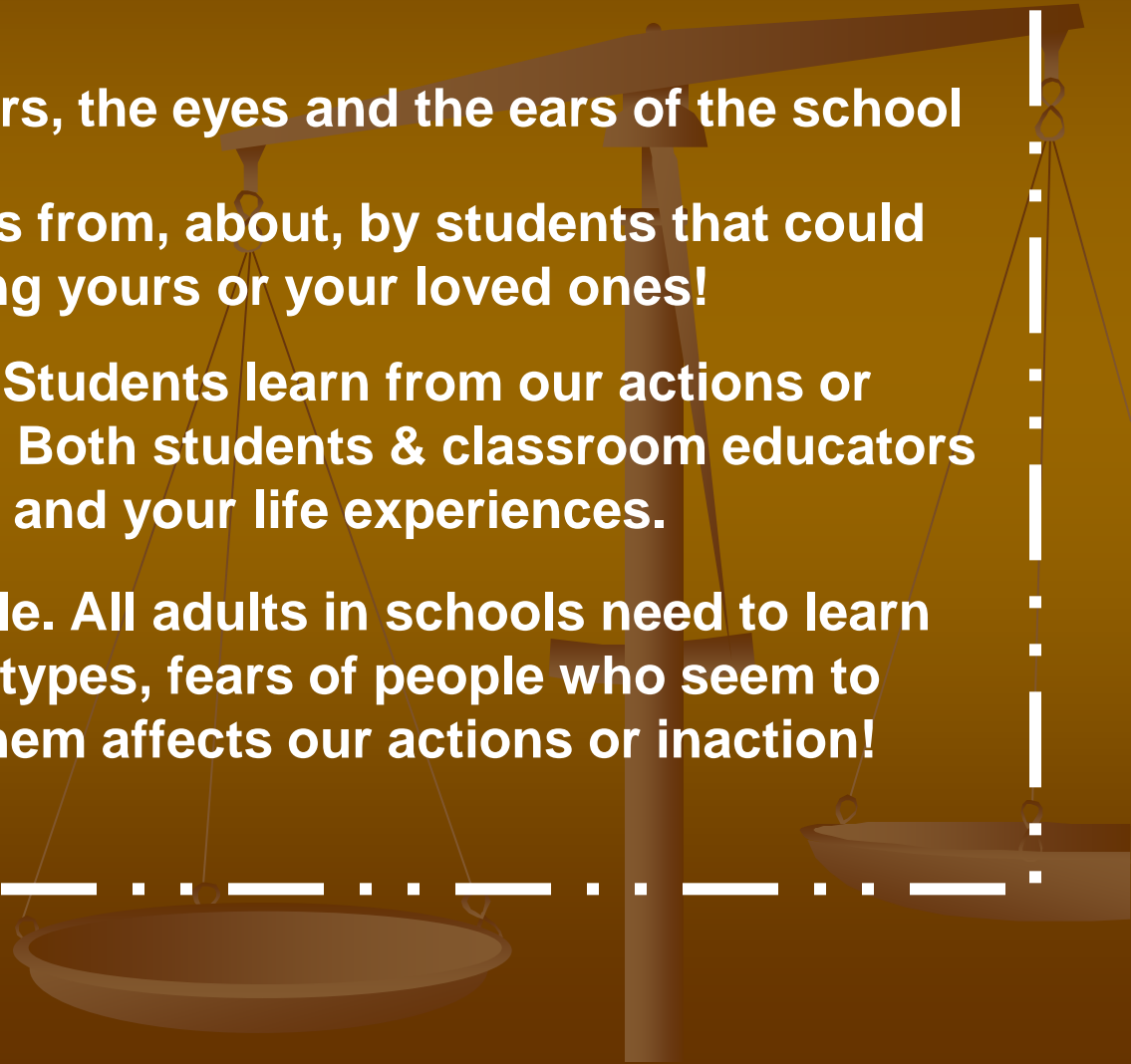
Why should we care?

- 1. Both positive & negative stereotypes that award or reward only some limits us all, creates continued inequality & could mean our death!***
- 2. Bias & prejudice means we all lose!***
- 3. E.g. 6 Blind men & the Elephant***



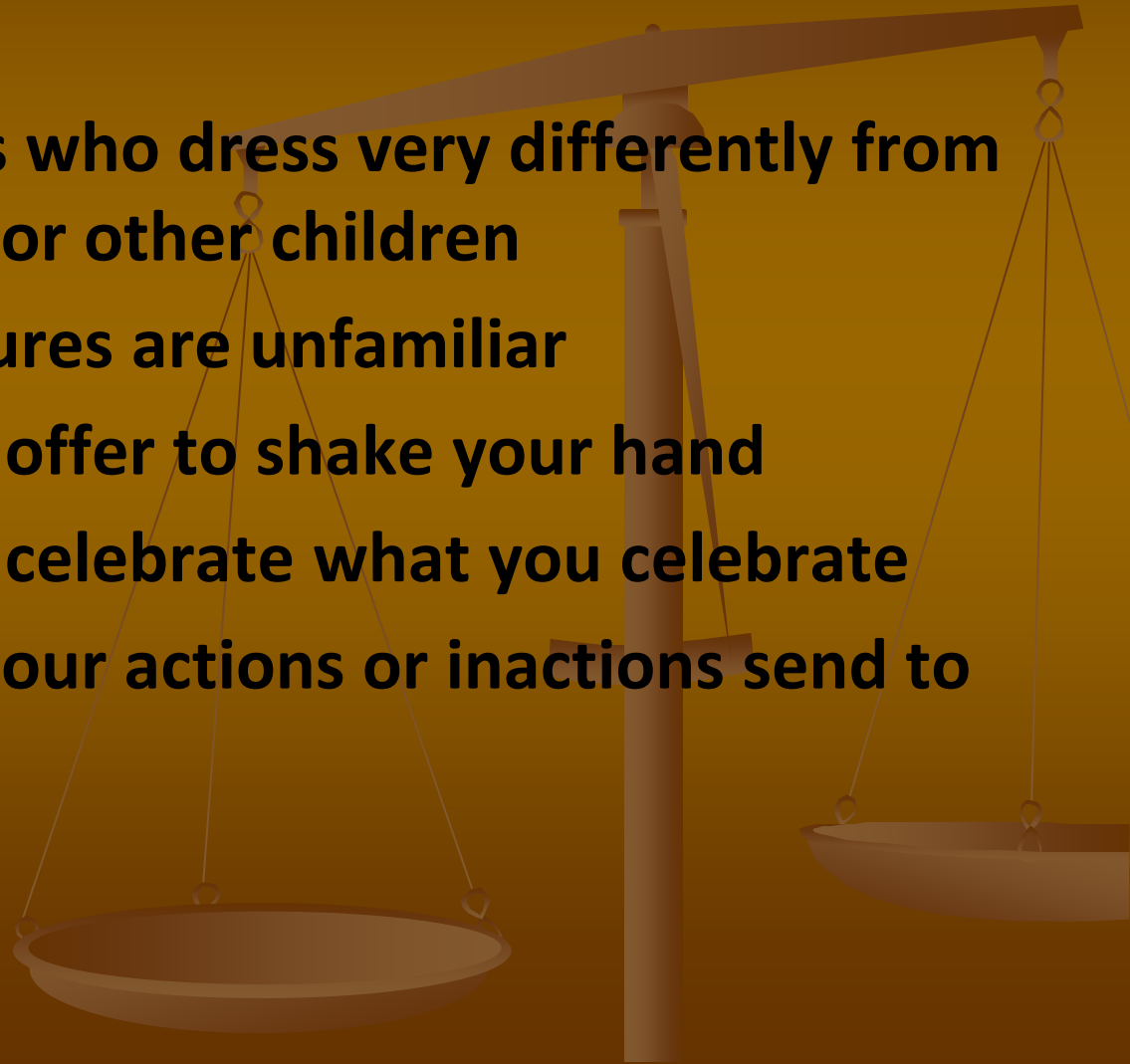
Support staff ...

1. are vital to creating, maintaining, safe, caring, welcoming school communities fear from FEAR!
2. are frontline workers, the eyes and the ears of the school
3. see and hear things from, about, by students that could save a life, including yours or your loved ones!
4. are educators too! Students learn from our actions or inaction every day. Both students & classroom educators can learn from you and your life experiences.
5. can lead by example. All adults in schools need to learn how biases, stereotypes, fears of people who seem to be different from them affects our actions or inaction!



How do we respond to...?

- **Parents of students who pronounce English differently from us**
- **Parents or students who dress very differently from us or your children or other children**
- **People whose gestures are unfamiliar**
- **People who do not offer to shake your hand**
- **People who do not celebrate what you celebrate**
- **What messages do our actions or inactions send to the students?**



Talk about a time when you experienced, witnessed or heard about an act of social cruelty, exclusion, harassment, discrimination as ...

- a. a child - how old were you?
- b. an adolescent
- c. an adult

How did you feel?

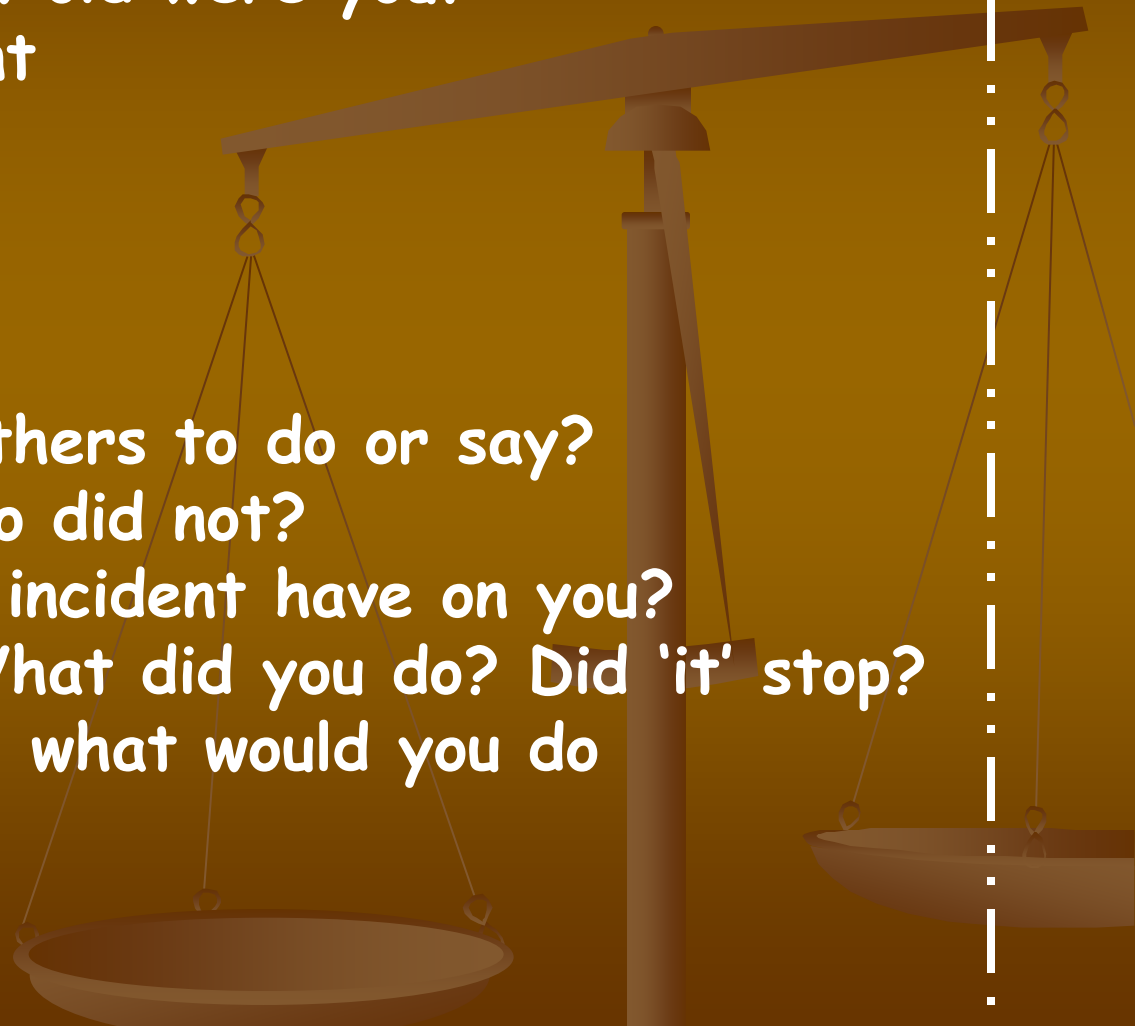
What did you want others to do or say?

Who helped you? Who did not?

What impact did the incident have on you?

What did you say? What did you do? Did 'it' stop?


If you could go back, what would you do differently?



Why should we care about her? Should we respond, how, why?

- She could be your _____ or your _____!





"Children flourish when they know...adults in their lives care about them, express interest in what they do & appreciate & accept them for who they are."

Tatyana Barankin/Nazilla Khanlou, *Growing Up Resilient: Ways to Build Resilience in Children & Youth* (Toronto: CAMH, 2007), P.31

"Hateful words are like a silver bullet with a tip so sharp that it can penetrate any armour, and no matter how tough you pretend you are, they get inside and penetrate the heart and explode right at the core of who you are, destroying the spirit, the soul. To be hurt in this way...you feel so worthless,...you want to kill yourself. We need to be concerned with the words we say and the looks we give as we would with a gun or a knife. Words can kill."

Anita Roberts, SafeTeen: Powerful Alternatives to Violence

When silence, indifference, fear & ignorance
did kill!

The lives and deaths of

* *Hamed Nastoh*

* *Reena Virk*

* *Dawn Marie Welsey*

* *Columbine students*

* *Taber, Alberta students*


* *Poly-Technique, Montreal Massacre*



RELATIONSHIP LITERACY: 6 R's & Support Staff

* You can make a vital difference in students' lives. Your actions or inaction speaks volumes & can make or break student success.

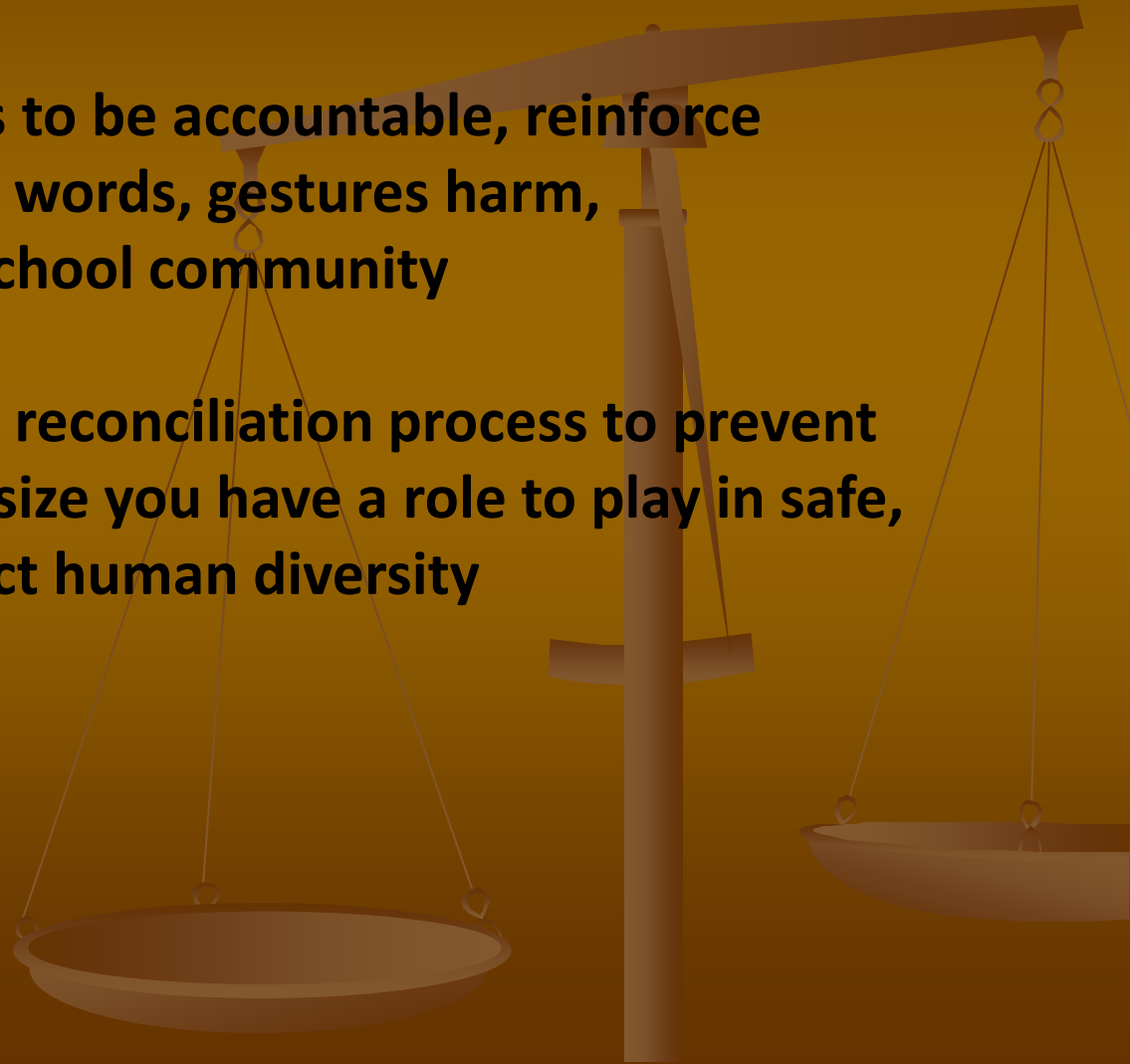
* You are the frontline eyes and the ears of all that goes on before, during, after school.

1. RECOGNIZE - what hate/social cruelty LOOK LIKE, SOUND LIKE, FEEL LIKE [means exploring own beliefs, values, biases, stereotypes, misconceptions about people from diverse groups]
 2. REFUSE - to be silent, ignorant, indifferent, afraid, to buy into stereotypes and biases
 3. REPORT - all incidents, even if worked out; report to principal & teacher, lets them know what else needs to happen to create, safe, caring schools
- 

4. **RESTORE** – help to maintain peace, safety, respect, dignity; violence is a whole school issue and goes beyond school walls, playground

5. **REPAIR** – help students to be accountable, reinforce hurtful behaviours, nasty words, gestures harm, contaminate the whole school community

6. **RECONCILE** – help with reconciliation process to prevent further incidents, emphasize you have a role to play in safe, caring schools that respect human diversity



Spreading hate, fear, pain, harm vs. Just Joking? Who's Laughing?

1. Are the words, looks, gestures, jokes, actions or rumours something you would...?

***Welcome?**

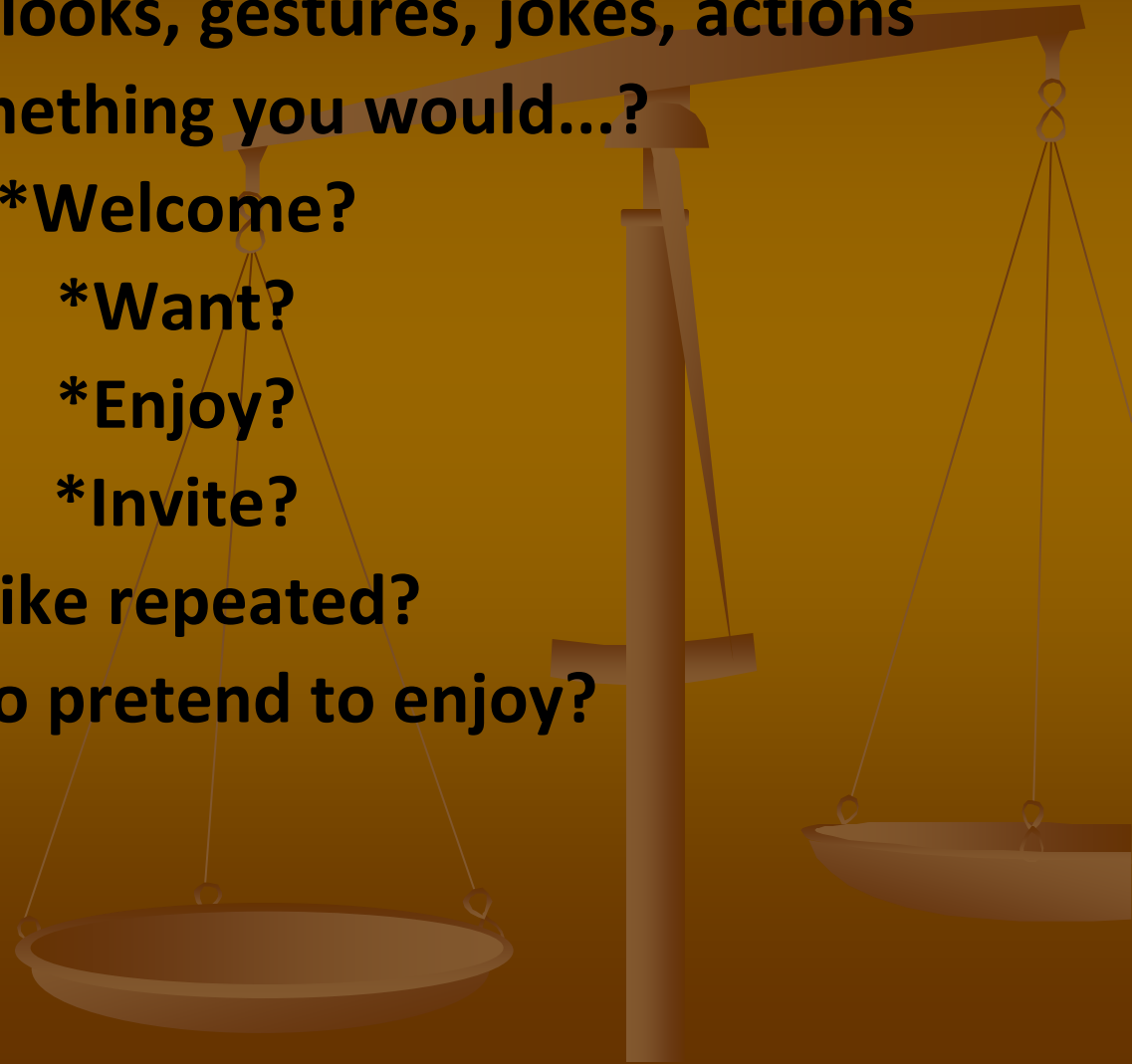
***Want?**

***Enjoy?**

***Invite?**

***Like repeated?**

***Have to pretend to enjoy?**



Spreading hate, fear, pain, harm vs. Just Joking? Who's Laughing?

2. Are the words, looks, gestures, jokes, actions, rumours used to..?

*** Show respect?**

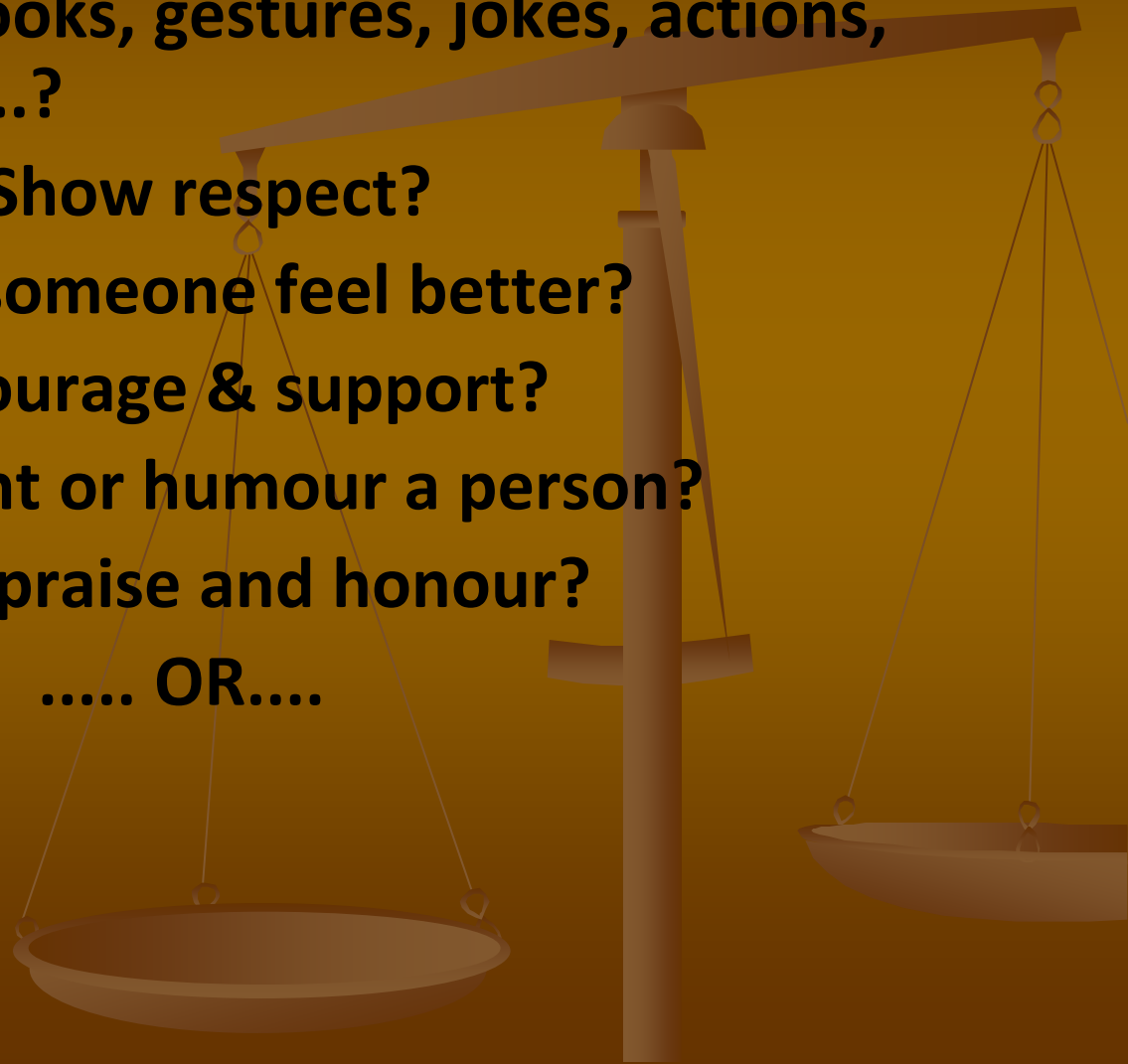
*** Make someone feel better?**

*** Encourage & support?**

*** Compliment or humour a person?**

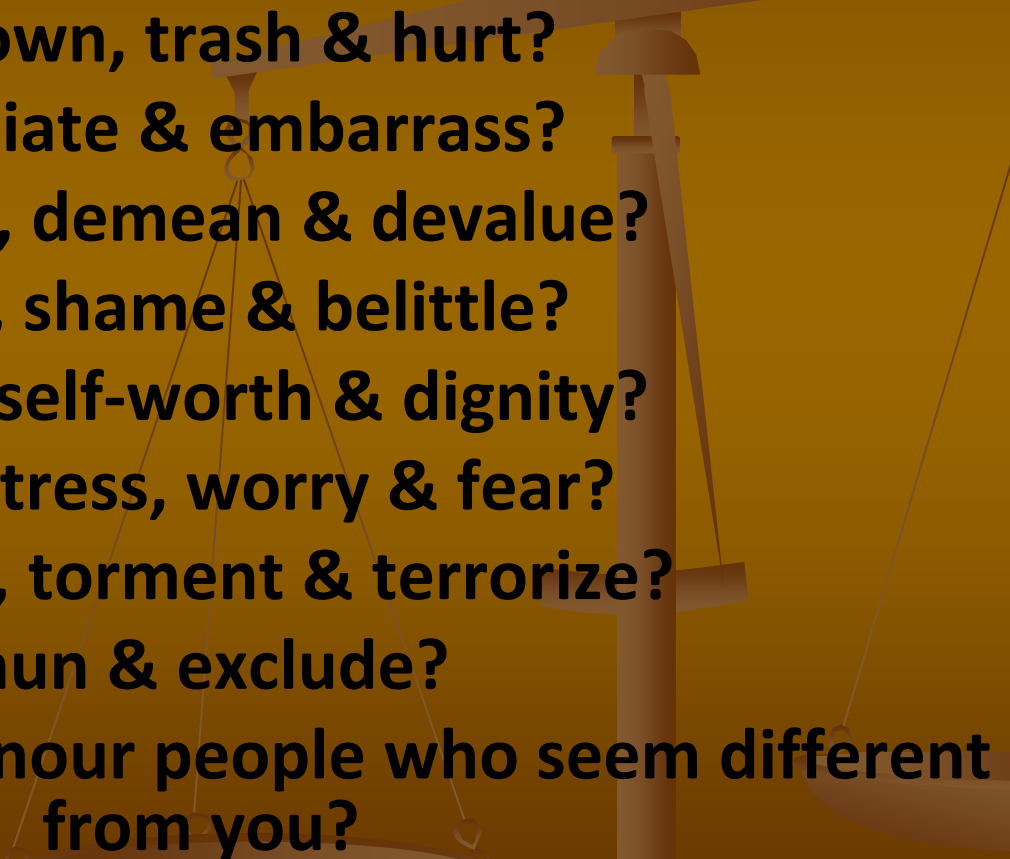
*** Empower, praise and honour?**

..... OR.....



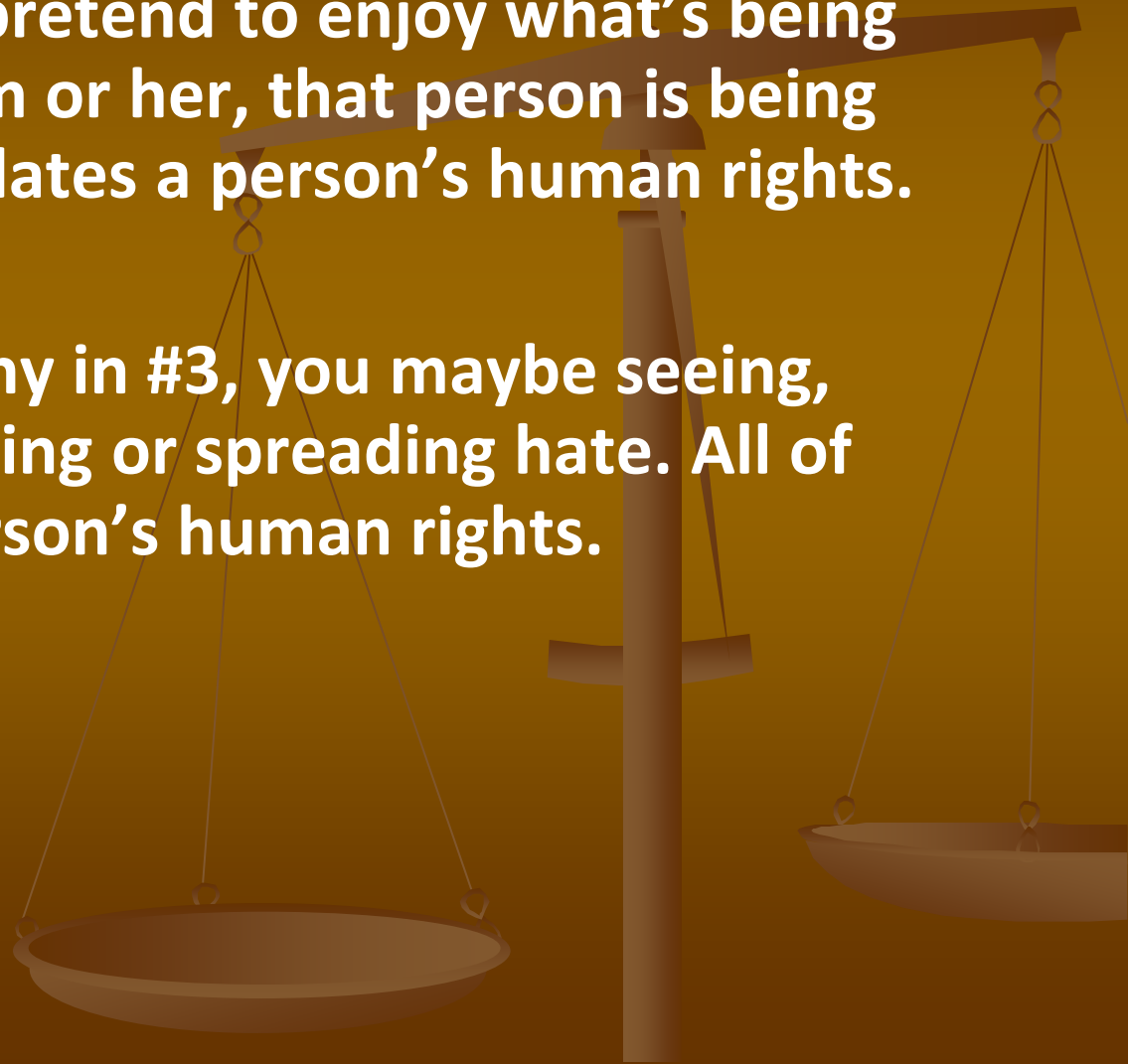
Spreading hate, fear, pain, harm vs. Just Joking? Who's Laughing?

3. Do the words, looks, gestures, actions, jokes, rumours

- * Putdown, trash & hurt?**
 - * Humiliate & embarrass?**
 - * Degrade, demean & devalue?**
 - * Mock, shame & belittle?**
 - * Destroy self-worth & dignity?**
 - * Cause stress, worry & fear?**
 - * Threaten, torment & terrorize?**
 - * Shun & exclude?**
 - * Stereotype & dishonour people who seem different from you?**
- 

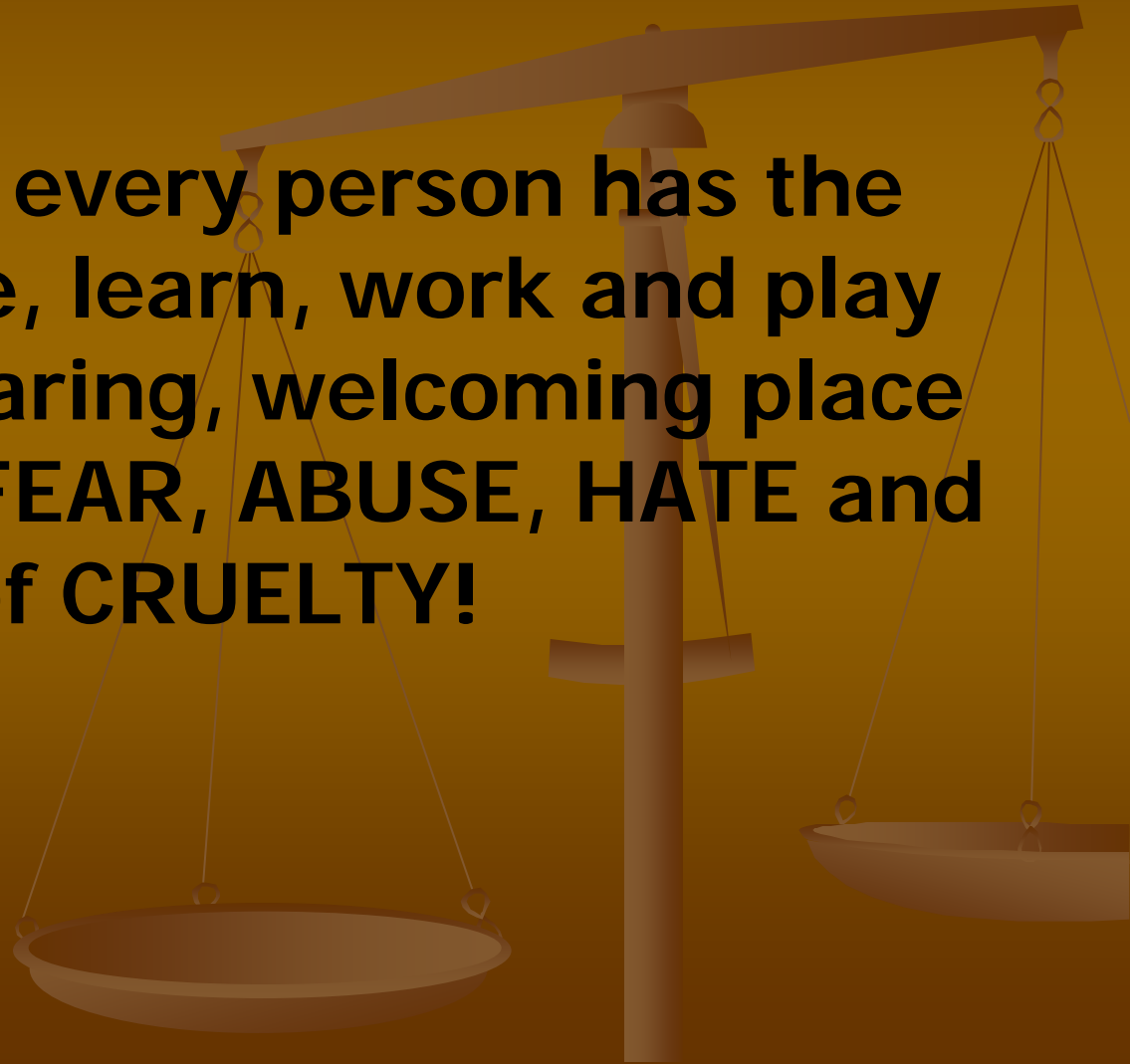
If

4. ...a person has to pretend to enjoy what's being said or done to him or her, that person is being abused. Abuse violates a person's human rights.
5. ...you said YES to any in #3, you maybe seeing, hearing, experiencing or spreading hate. All of these violate a person's human rights.



Just Joking? Who's Laughing?

6. **In Canada, every person has the right to live, learn, work and play in a safe, caring, welcoming place Free from FEAR, ABUSE, HATE and ALL ACTS of CRUELTY!**



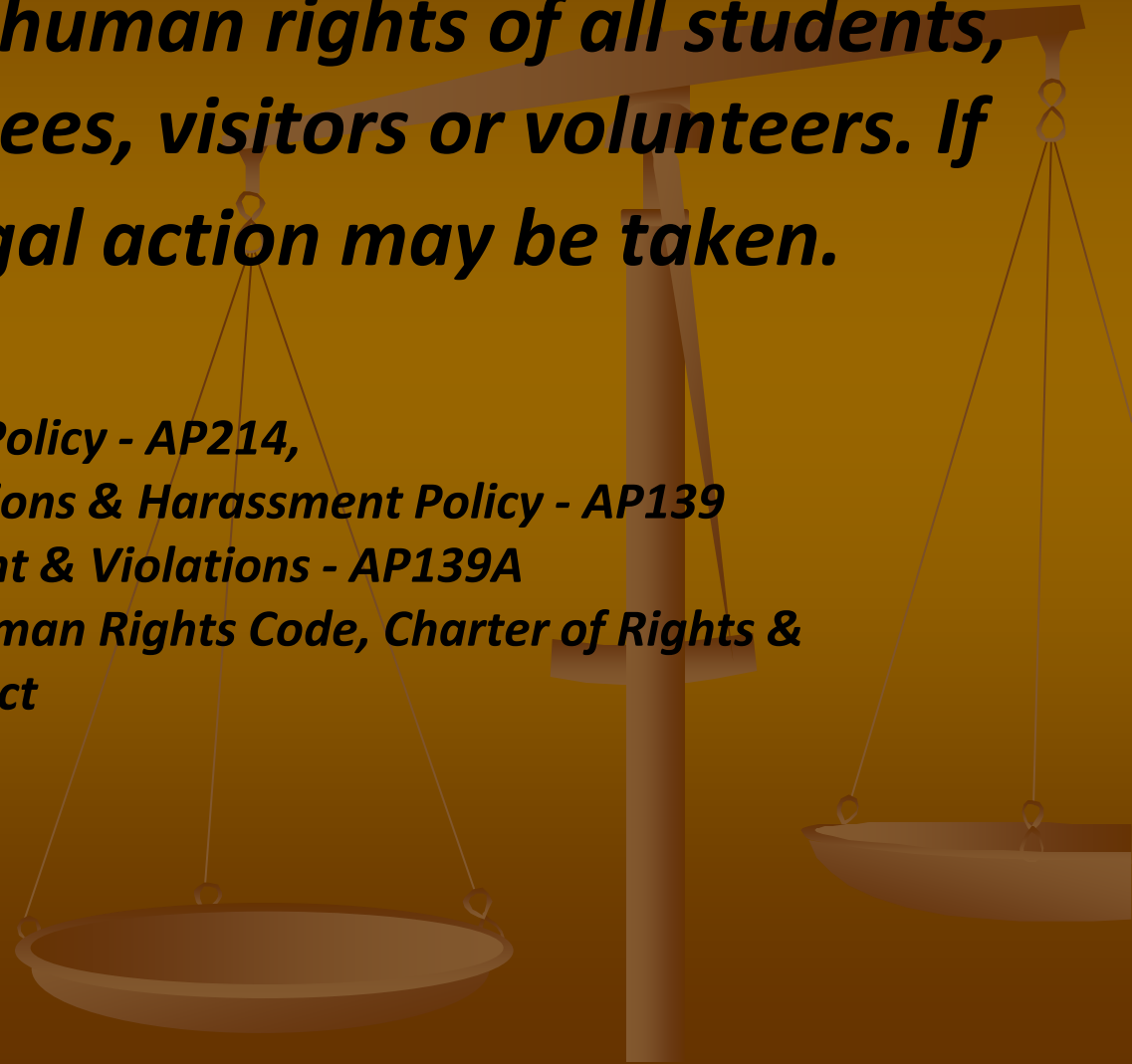
7. *Schools and employers are required by law to protect the human rights of all students, school employees, visitors or volunteers. If necessary, legal action may be taken.*

*** *LDSB Human Rights Policy - AP214,***

*** *Human Rights Violations & Harassment Policy - AP139***

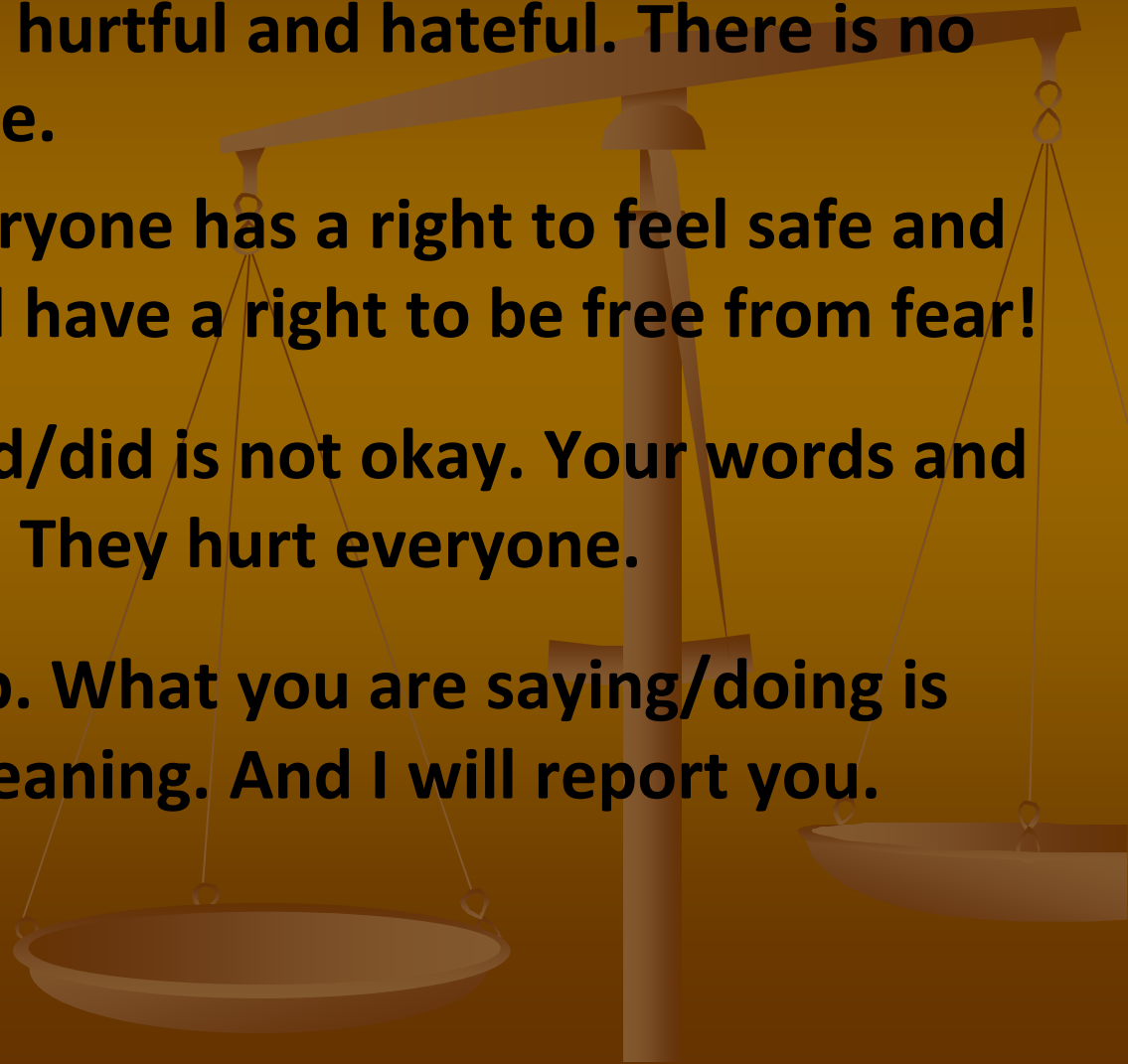
*** *Reporting Harassment & Violations - AP139A***

*** *Based on Ontario Human Rights Code, Charter of Rights & Freedoms, Education Act***

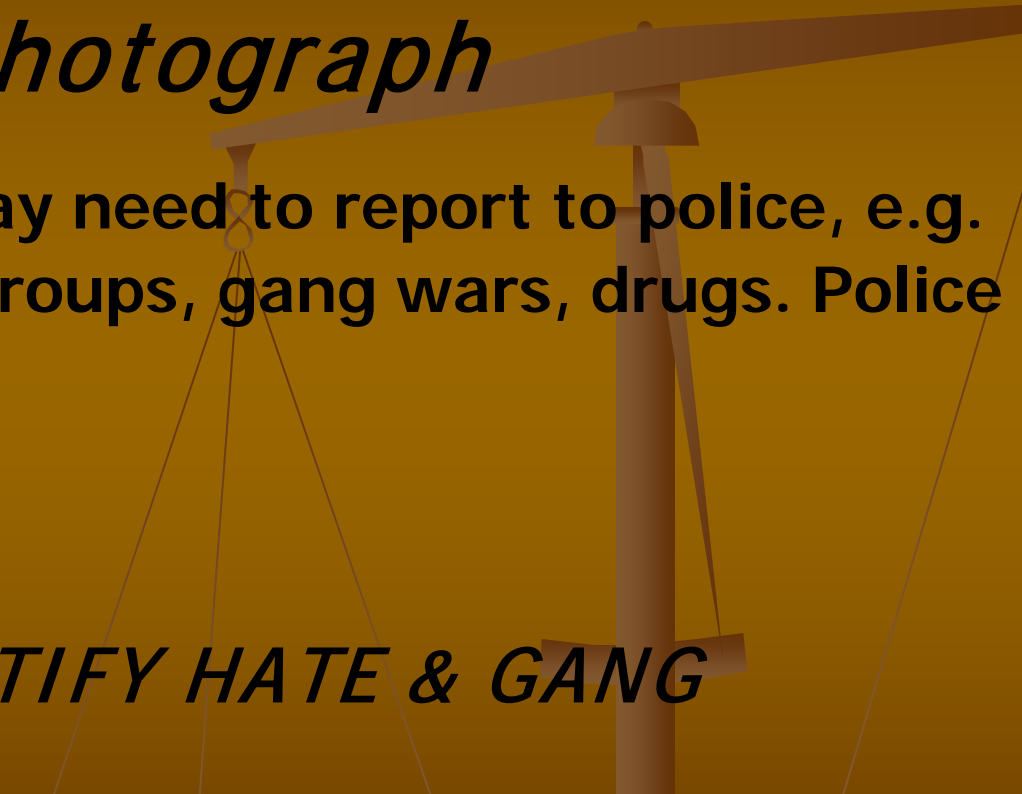



What can I say, what can I do to stop putdowns, abuse, cruelty...?

- That word/joke is hurtful and hateful. There is no place for hate here.
- In our school, everyone has a right to feel safe and respected. We all have a right to be free from fear!
- What you just said/did is not okay. Your words and actions are mean. They hurt everyone.
- I want you to stop. What you are saying/doing is degrading & demeaning. And I will report you.



Hate Graffiti on walls...

1. Be a R.A.T. = **RIGHT ACTION TAKEN!**
 2. **RECORD IT.** *Photograph*
 3. **REPORT IT:** may need to report to police, e.g. may involve hate groups, gang wars, drugs. Police can finger-print.
 4. **REMOVE IT.**
 5. *LEARN TO IDENTIFY HATE & GANG SYMBOLS!*
- 



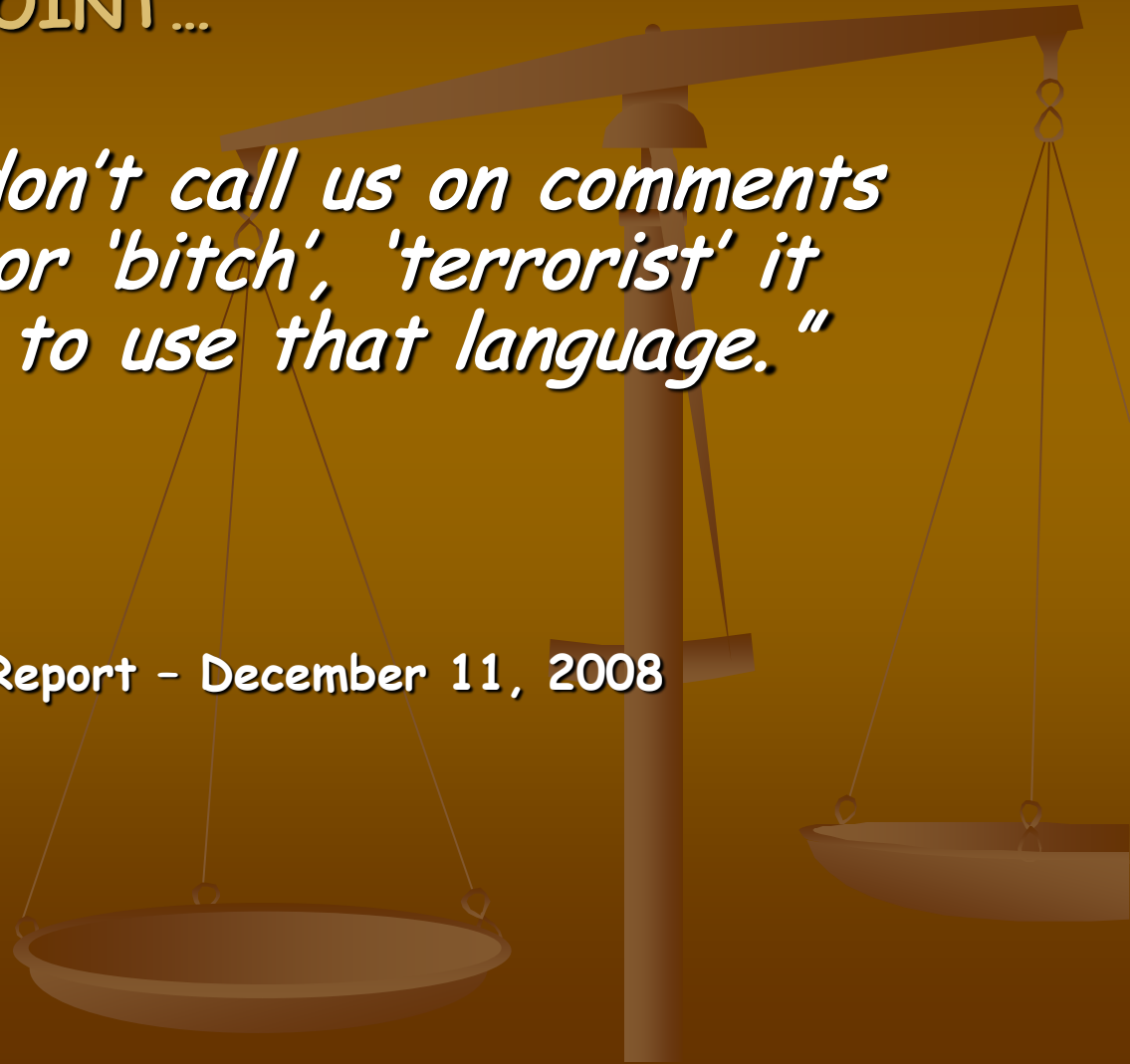
The thing about hate is...that if we do nothing, say nothing or feel nothing for the people targeted by hate... HATE spreads like wildfire - gets out of control...consumes everyone, poisons the whole environment and everyone lives in fear, including the perpetrator... often with catastrophic or fatal consequences: death...you or a loved one may become an innocent target.

Meri Marja-terttu MacLeod
LDSB Human Rights Education Advisor

A STUDENT VIEWPOINT...

"When teachers don't call us on comments like 'fag', 'dyke', or 'bitch', 'terrorist' it tells us, it's okay to use that language."

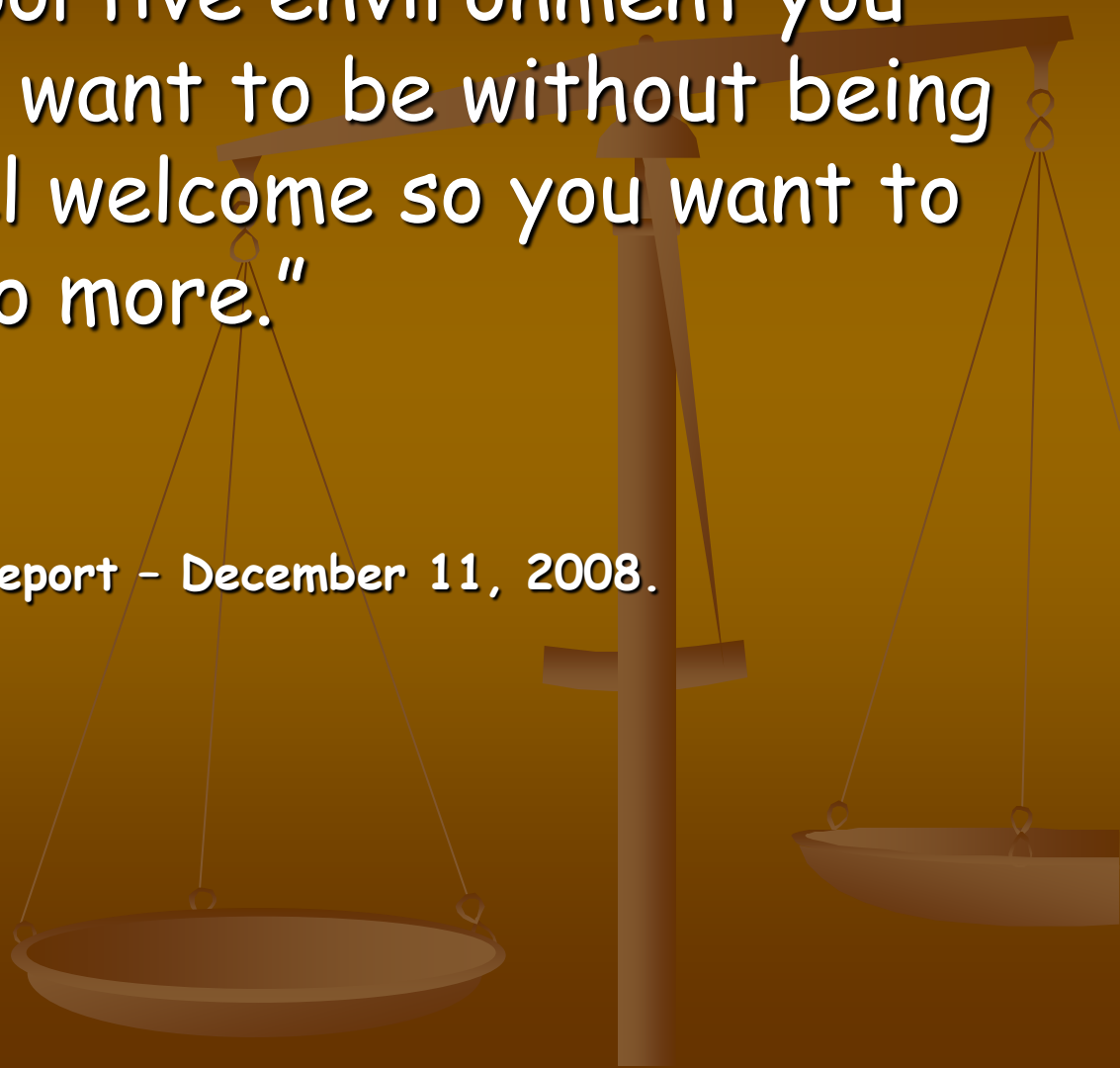
Safe Schools Action Team Report - December 11, 2008



STUDENT VIEWPOINTS

- ' In a safe supportive environment you can be who you want to be without being afraid. You feel welcome so you want to be there and do more."

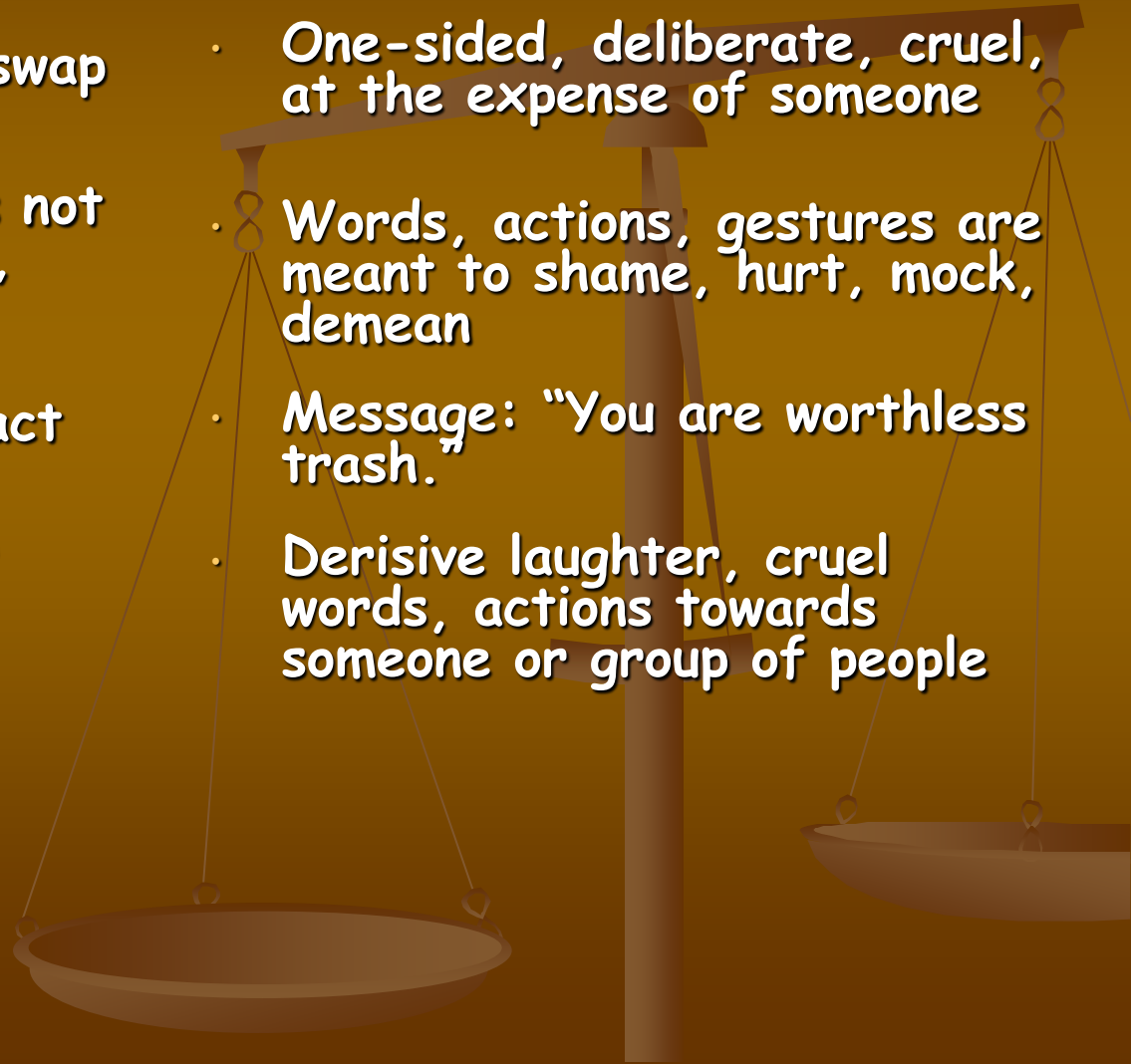
Safe Schools Action Team Report - December 11, 2008.



TEASING vs. TAUNTING

- Equal personal power between the teased & teaser
- Teased person & teaser swap roles with ease
- Words, actions, gestures not intended to mock, shame, hurt, embarrass
- Basic dignity remains intact
- Obvious enjoyment shown by all directly involved
- No one is being shamed, embarrassed, humiliated, rejected, threatened, demeaned

- Imbalance of personal power
- One-sided, deliberate, cruel, at the expense of someone
- Words, actions, gestures are meant to shame, hurt, mock, demean
- Message: "You are worthless trash."
- Derisive laughter, cruel words, actions towards someone or group of people



TEASING vs. TAUNTING

- Pokes fun in a light-heated, clever, innocent way

- Shows enjoyment & acceptance of everyone's differences

Stops immediately if teased person becomes upset or wants the teasing to stop

- Adapted by Meri Marja-terttu MacLeod, Human Rights Education Advisor (LDSB)

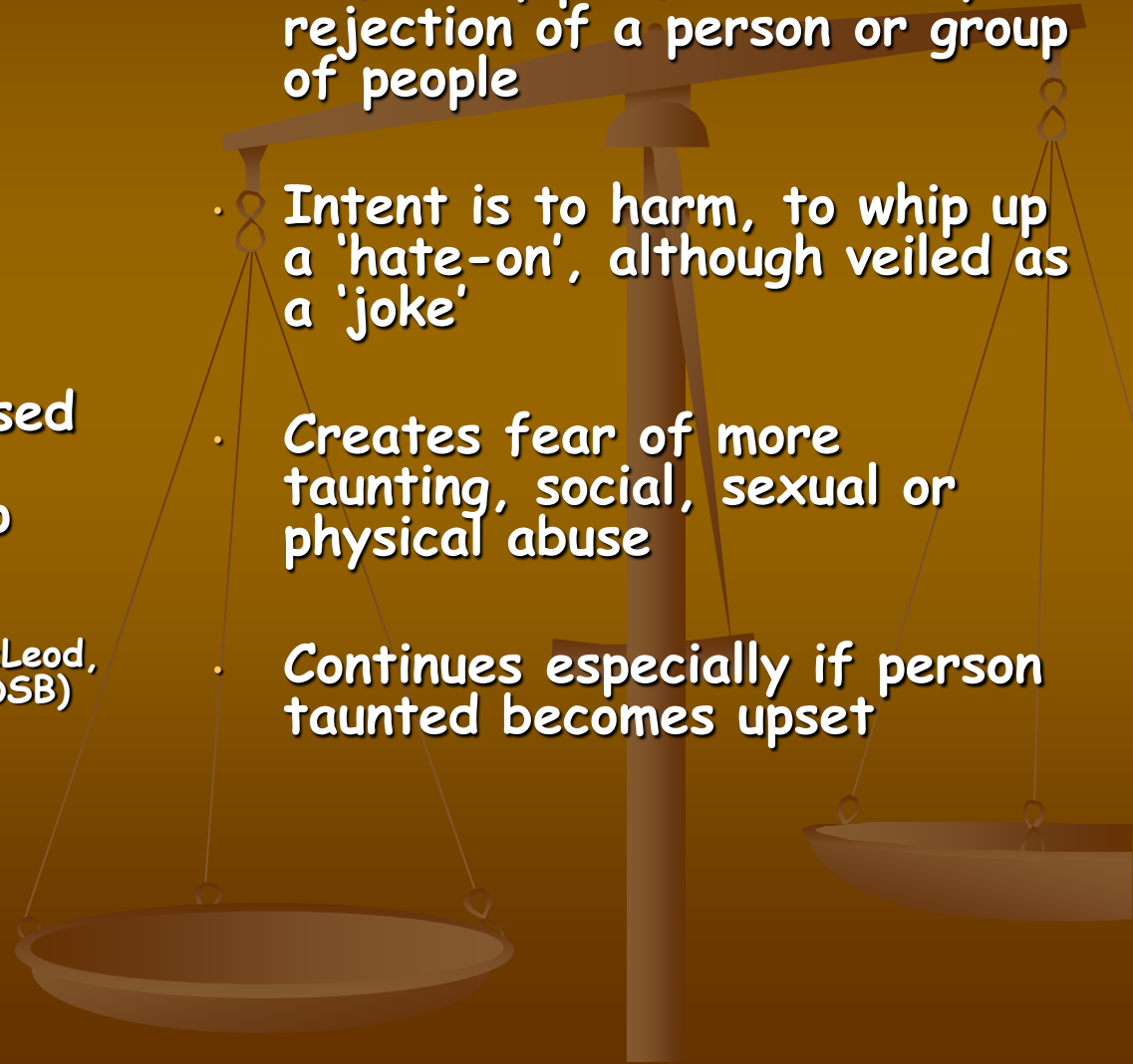
- Source: The bully, the bully, & the bystander by Barbara Coloroso

- Motive to shame, embarrass, humiliate, promote hatred, rejection of a person or group of people

- Intent is to harm, to whip up a 'hate-on', although veiled as a 'joke'

- Creates fear of more taunting, social, sexual or physical abuse

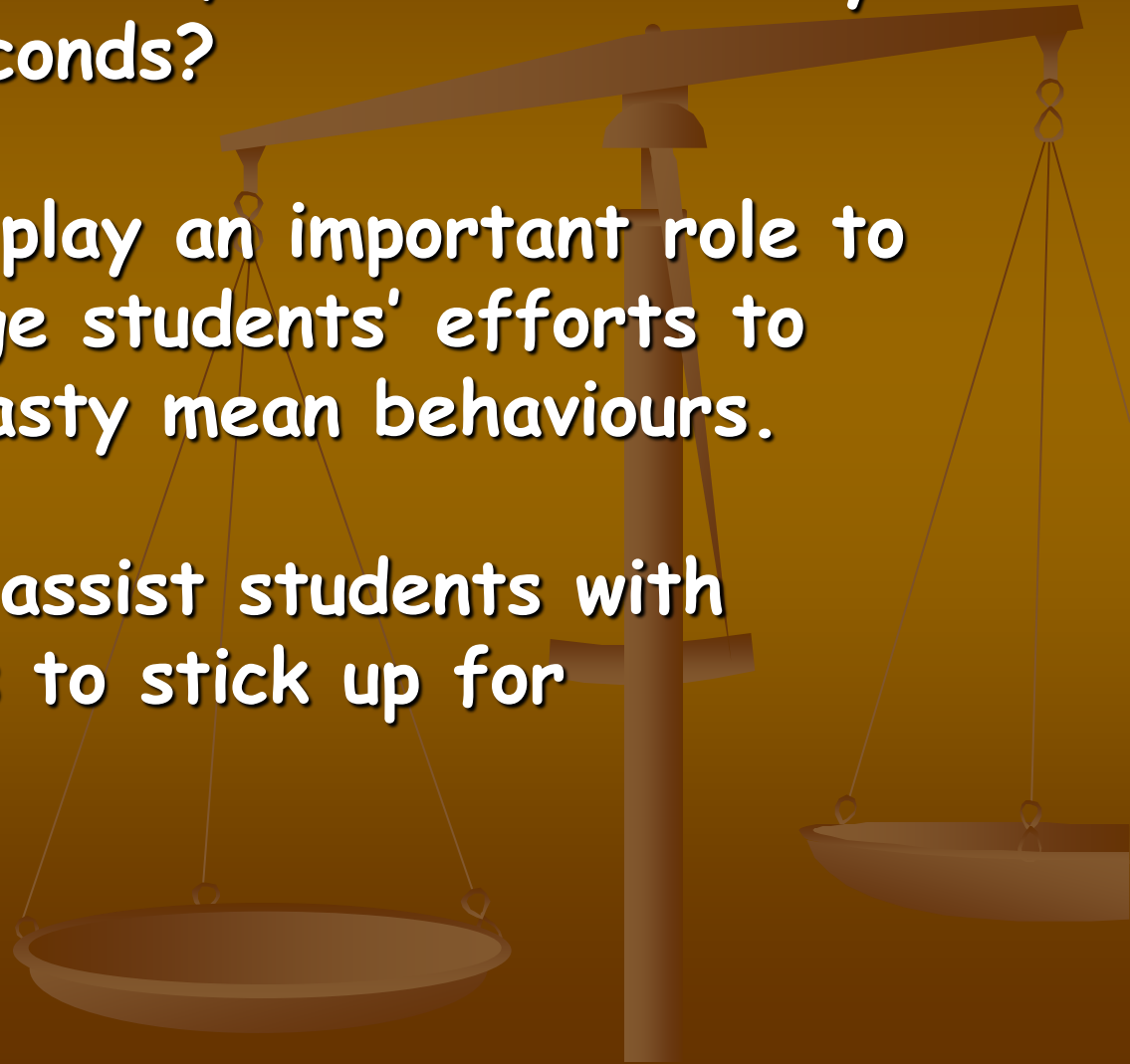
- Continues especially if person taunted becomes upset



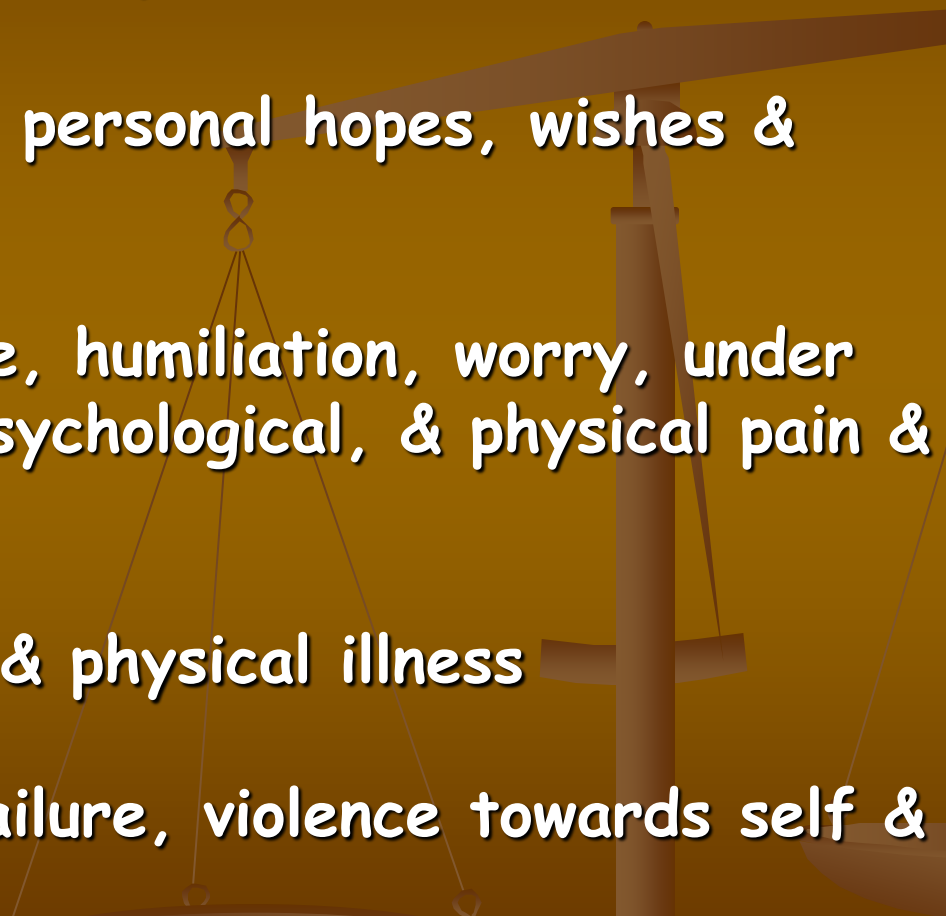
Did you know...when a someone intervenes in a constructive assertive manner on behalf of the person being abused, the abuse usually stops within 10 seconds?

Support staff can play an important role to support & encourage students' efforts to challenge & stop nasty mean behaviours.

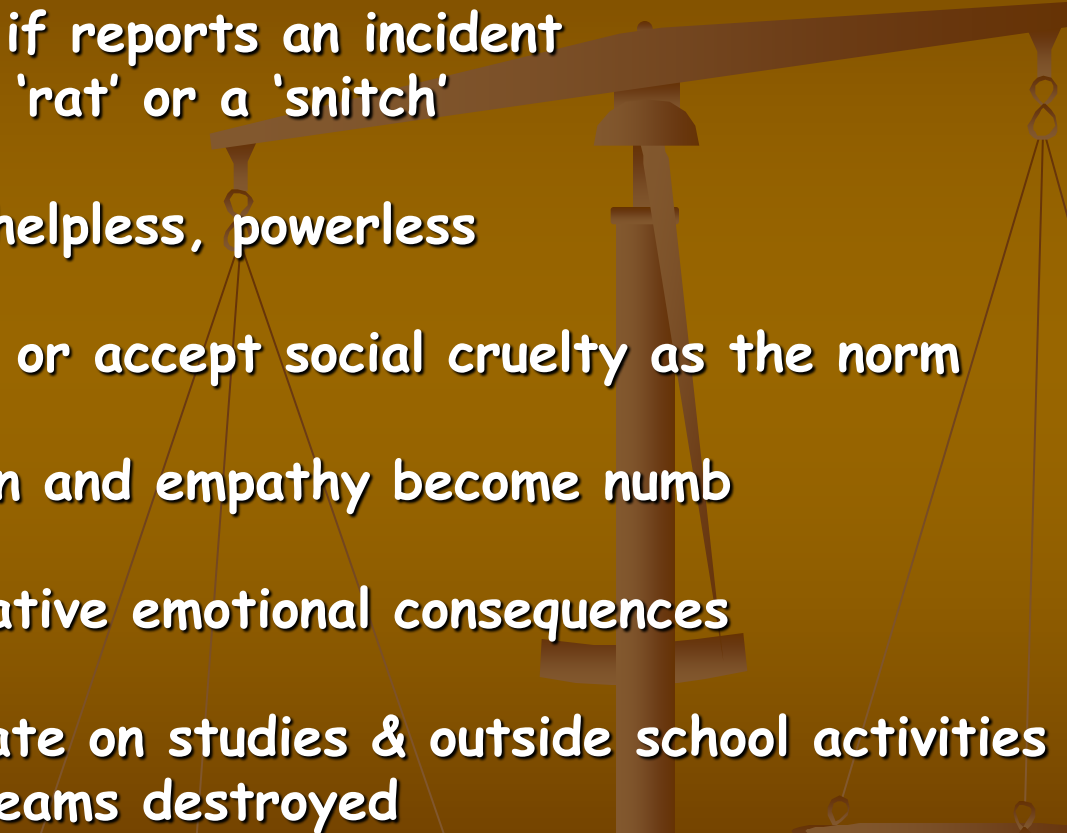
Support staff can assist students with assertiveness skills to stick up for themselves.



IMPACT on person being violated, abused, attacked, hurt...

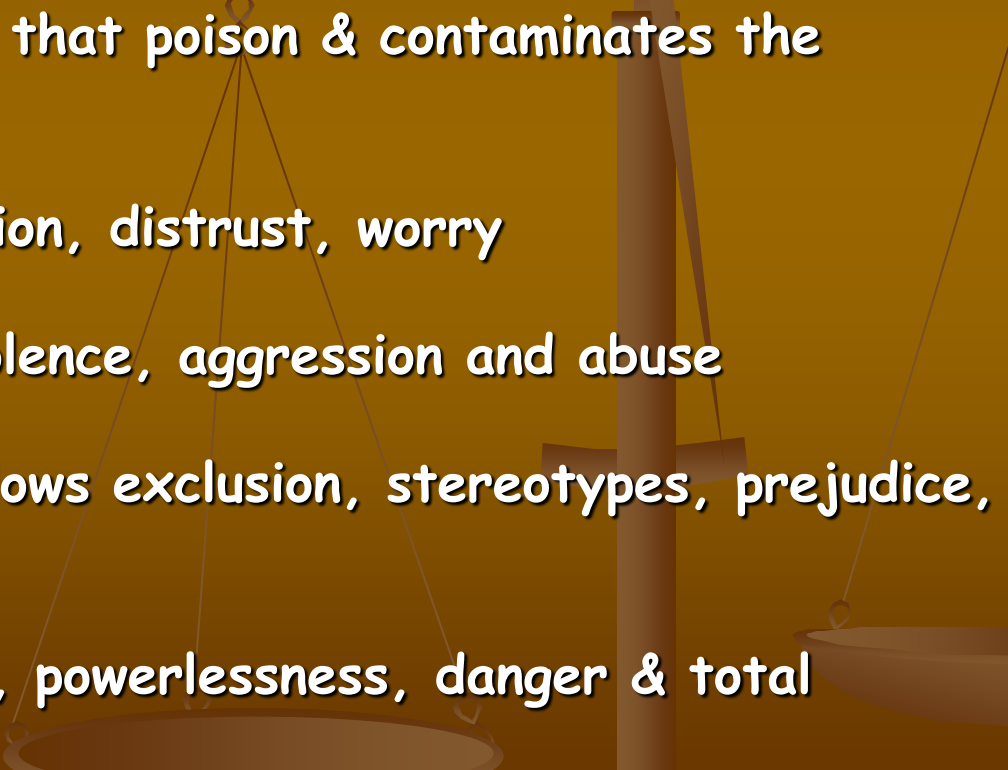
- ❖ lives in constant fear of abuse & attack
 - ❖ robbed of fulfilling personal hopes, wishes & dreams
 - ❖ feels intense shame, humiliation, worry, under constant emotional, psychological, & physical pain & distress
 - ❖ may lead to mental & physical illness
 - ❖ suicide, academic failure, violence towards self & others
- 

IMPACT on bystanders [passive or active]...

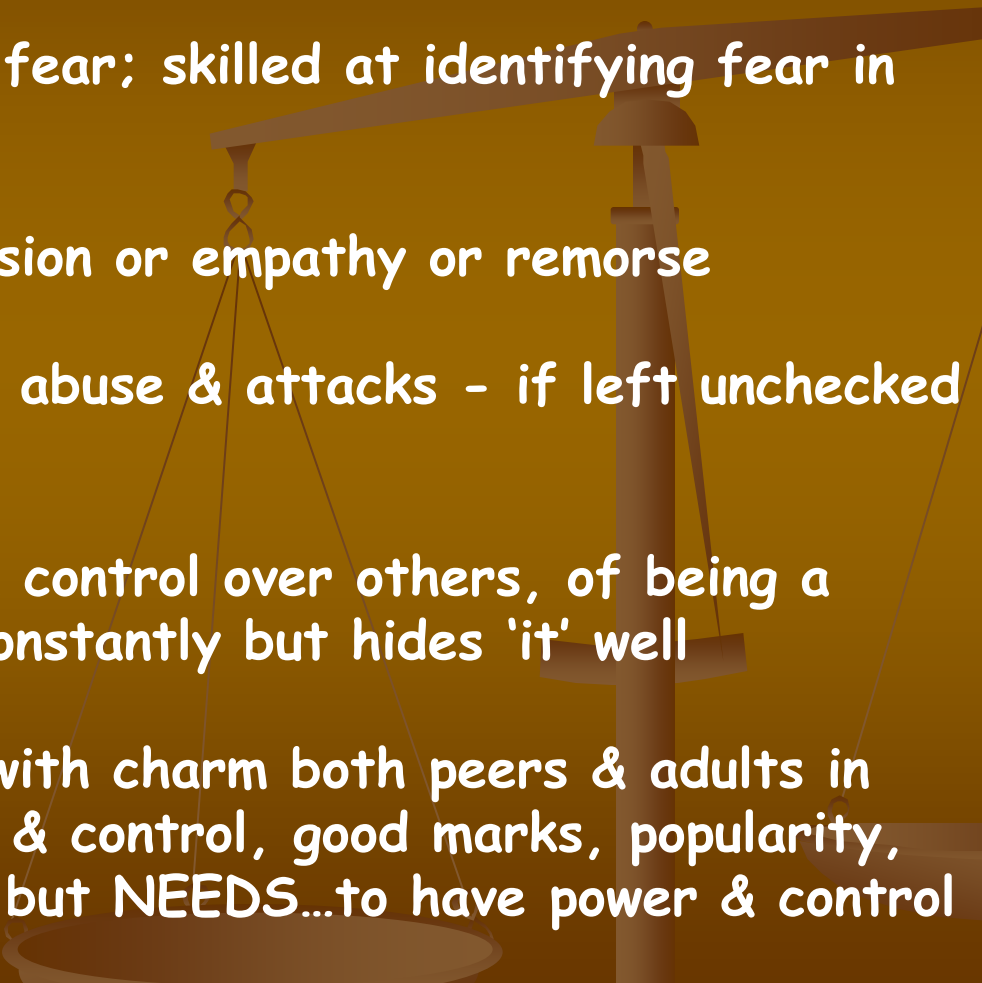
- ❖ fear not knowing what to do or say
 - ❖ fear making things worse
 - ❖ fear losing friends if reports an incident
 - ❖ fear being called a 'rat' or a 'snitch'
 - ❖ feel shame, guilt, helpless, powerless
 - ❖ become indifferent or accept social cruelty as the norm
 - ❖ sense of compassion and empathy become numb
 - ❖ stress, worry, negative emotional consequences
 - ❖ unable to concentrate on studies & outside school activities
 - ❖ hopes, wishes & dreams destroyed
- 

IMPACT OF SOCIAL CRUELTY, HATE, HARASSMENT AND DISCRIMINATION

On the School Community, if left unchecked ...

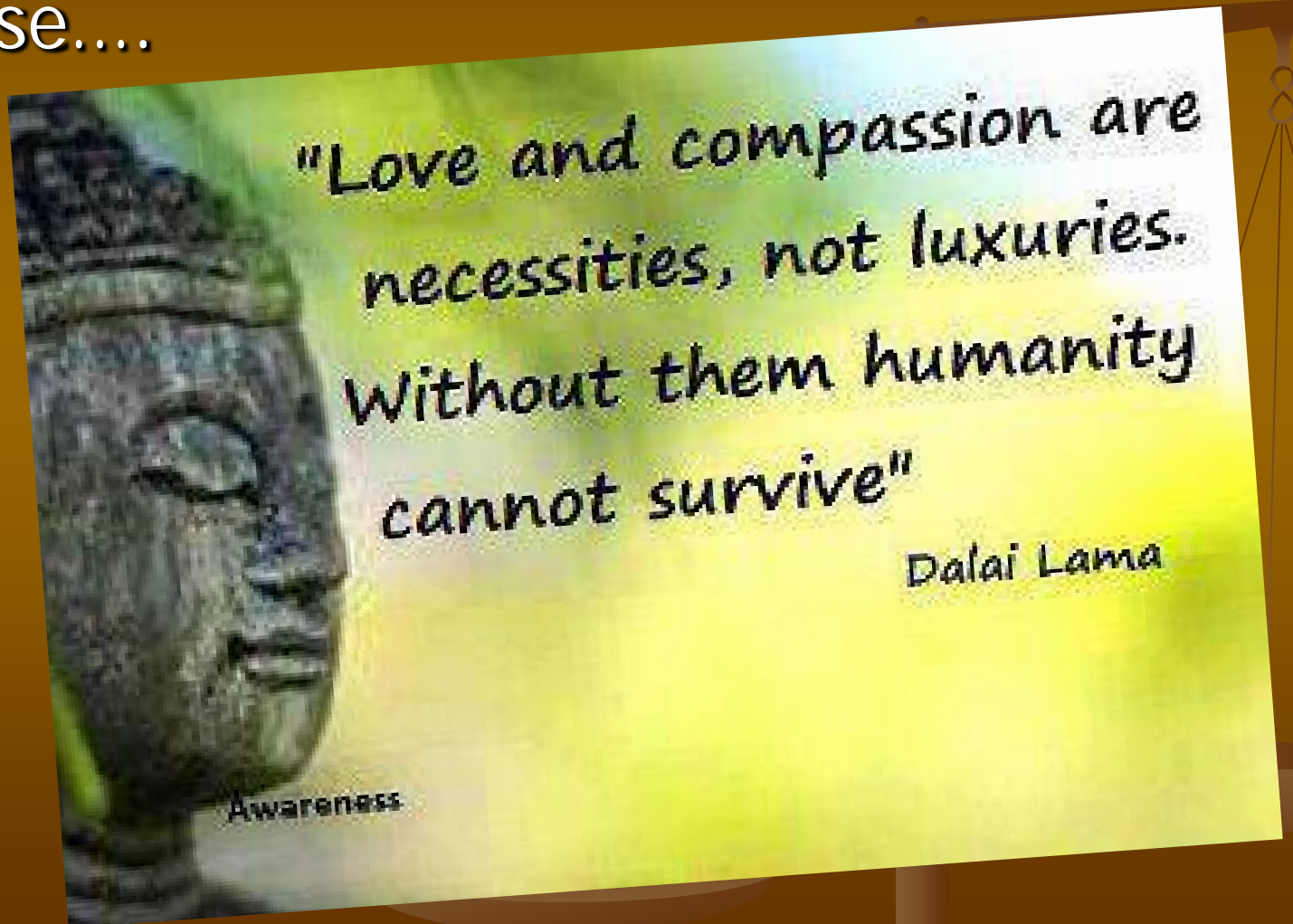
- ❖ climate of fear and hate that poison & contaminates the whole school community
 - ❖ a climate of stress, tension, distrust, worry
 - ❖ a climate of condoned violence, aggression and abuse
 - ❖ a climate that fuels & allows exclusion, stereotypes, prejudice, bigotry
 - ❖ a climate of helplessness, powerlessness, danger & total disrespect
- 

IMPACT on person who abuses & violates others...

- ❖ develops a warped, unrealistic, false view of self & others
 - ❖ learns to value aggression, power & control over others
 - ❖ addicted to inflicting fear; skilled at identifying fear in others
 - ❖ learns to lack compassion or empathy or remorse
 - ❖ increases intensity of abuse & attacks - if left unchecked could be fatal
 - ❖ fears loss of power & control over others, of being a 'nobody', stressed out constantly but hides 'it' well
 - ❖ learns to manipulate with charm both peers & adults in order to maintain power & control, good marks, popularity, captain of sports team, but NEEDS...to have power & control over others
- 

Why should we care?

- Because....

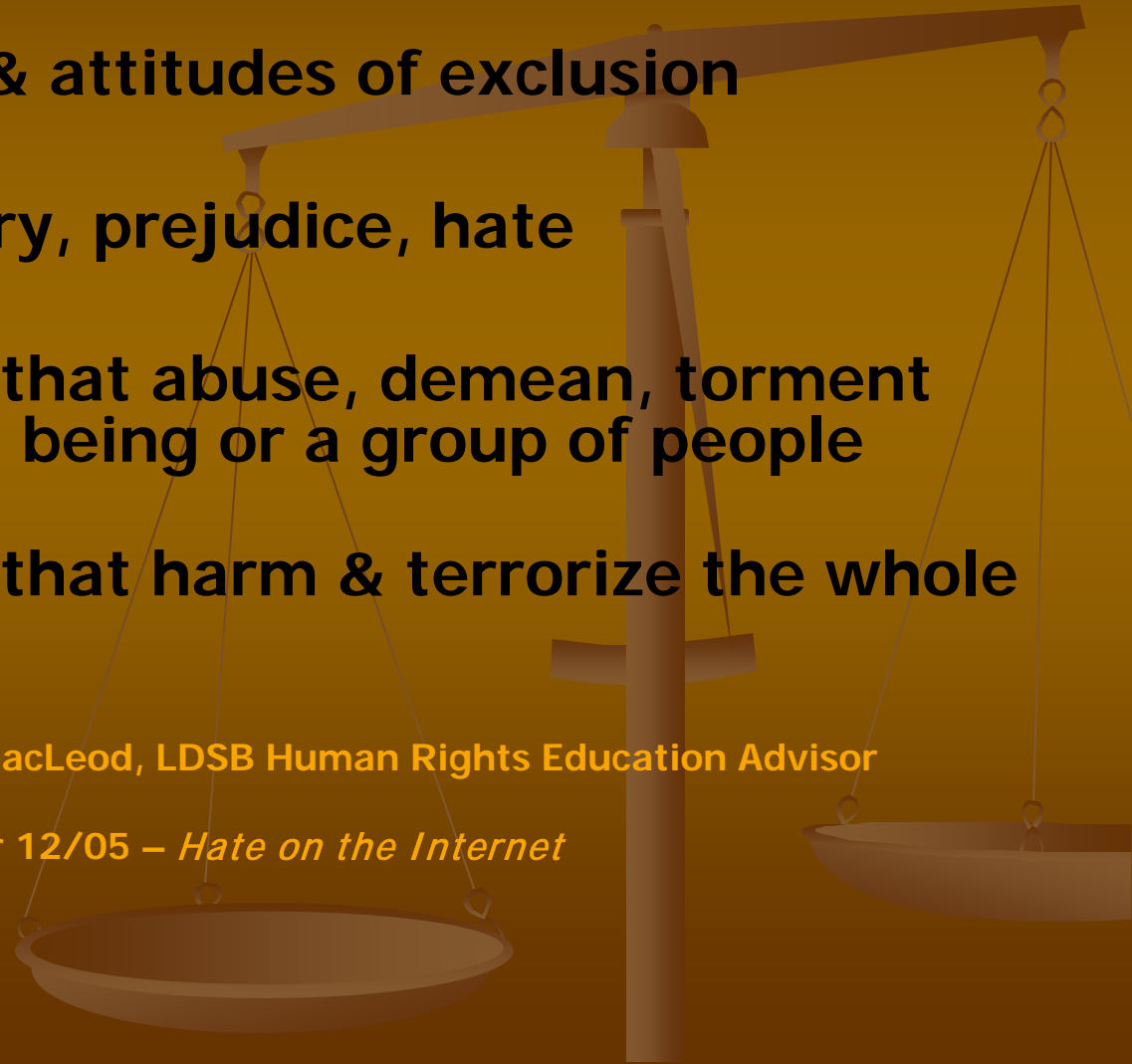


“The Holocaust did not begin with the gas chambers. It began with...

- **putdowns, words & attitudes of exclusion**
- **stereotypes, bigotry, prejudice, hate**
- **words & attitudes that abuse, demean, torment, terrorize, a human being or a group of people**
- **words & attitudes that harm & terrorize the whole community.”**

■ **Adapted by Meri Marja-terttu MacLeod, LDSB Human Rights Education Advisor**

■ **Source: CBC Radio – November 12/05 – *Hate on the Internet***

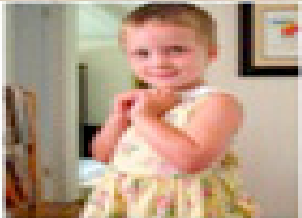
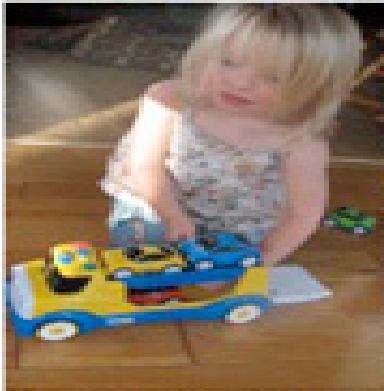


UNLESS someone like you
cares a whole awful lot,
nothing is going to get better.
It's not.

—*The Lorax*



There are No Rules for being a Boy or a Girl



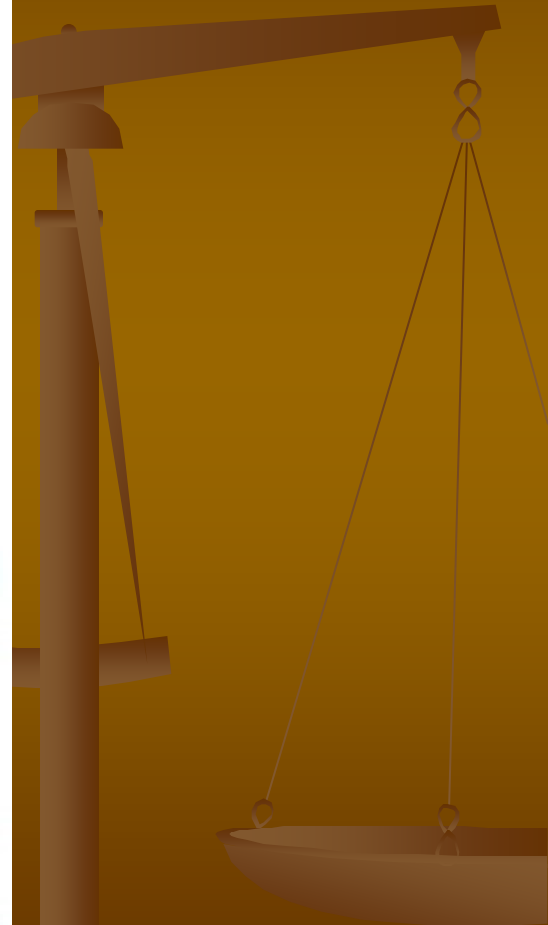
When We Respect Each Other For Who We Are
There isn't anything we can't do!

Name calling hurts, shaming hurts, stereotypes hurt.



Safe &
POSITIVE
SPACE

www.tdsb.on.ca/gbvp



“ **[Racism] is not about how you look,** it’s about how people assign meaning to how you look. ”

— Robin D.G. Kelley, historian



WE'RE A CULTURE,

NOT A COSTUME

THIS IS
NOT
WHO I AM,
AND THIS IS
NOT
OKAY.



WE'RE A CULTURE,

NOT A COSTUME

THIS IS
NOT
WHO I AM,
AND THIS IS
NOT
OKAY.



STARS

Hallowe'en

- What stereotype does this Hallowe'en outfit perpetuate?



World of Disney & Stereotypes

Historical & cultural inaccuracies, lies!



Positive Space 101

Language hurts.
Statements such as "that's so gay" are derogatory.

Gender is complex.
Masculine and feminine are labels, not definitions.

Unwanted touching, sexist jokes,
spreading rumours, or name calling are not ok.

Be sensitive. Not everyone is straight.

Take action. Speak out and speak up against sexist,
homophobic, transphobic, and heterosexist behaviour.

Question your assumptions.



HOW TO BE A RACIAL TRANSFORMER

Here's a sample illustration to remind you of the many possible ways to use your power—your superpowers—as a Racial Transformer.

OPEN MIND: learn about others' histories, plights and aspirations, and make conscious choices that prioritize racial equity and inclusion.

ALERT EYES: keep your eyes on the prize by envisioning real solutions to the realities of racism, using an equity-conscious lens, rather than colorblindness.

BIG EARS: listen to, and learn from, people of color.

VOCAL MOUTH: speak up and speak out about injustices—and help others find their voice by knowing when *not* to speak.

STRONG BACKBONE: muster the courage to take risks, go against the grain and even make mistakes.

LOVING HEART: respect and uplift the dignity and humanity of every person.

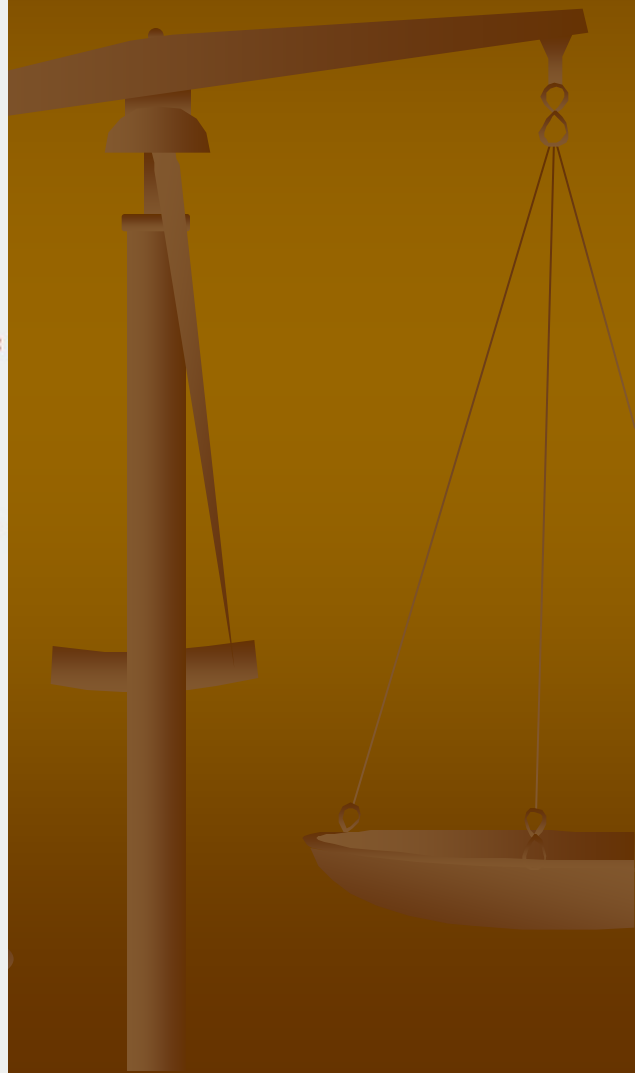
ROLLED-UP SLEEVES: dig in and do the work—not just talk—of racial justice.

OUTSTRETCHED ARMS: join hands with others unlike you in organizing and building power for change.

SMART PHONE (if you have one): inform and activate your networks—blog, share, tweet, comment, and post prolifically about race issues and actions.

MOVING LEGS: visibly “vote with your body” by showing up in support and solidarity at public actions, marches and rallies.

GROUNDING FEET: dig in for the long haul—holding onto your values, allies, aspirations and spirit—eager to dance in the delight of being on a worthwhile and winning road to justice.



FAIR Vs. EQUAL

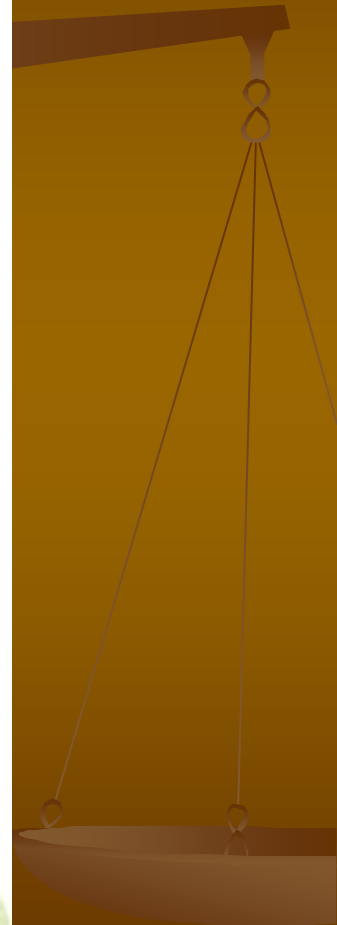
- * Equal means the same.
- * I will not be treating you exactly the same way.



- * Being fair means that I will do my best to give each student what he or she needs to be successful.
- * What you need and what someone else needs may be very different.



- * I will always try to be FAIR, but this means things won't always feel EQUAL.



- <http://www.youtube.com/watch?v=152-fG-7lgg>
- <http://www.youtube.com/watch?v=152=fG-7lgg>

