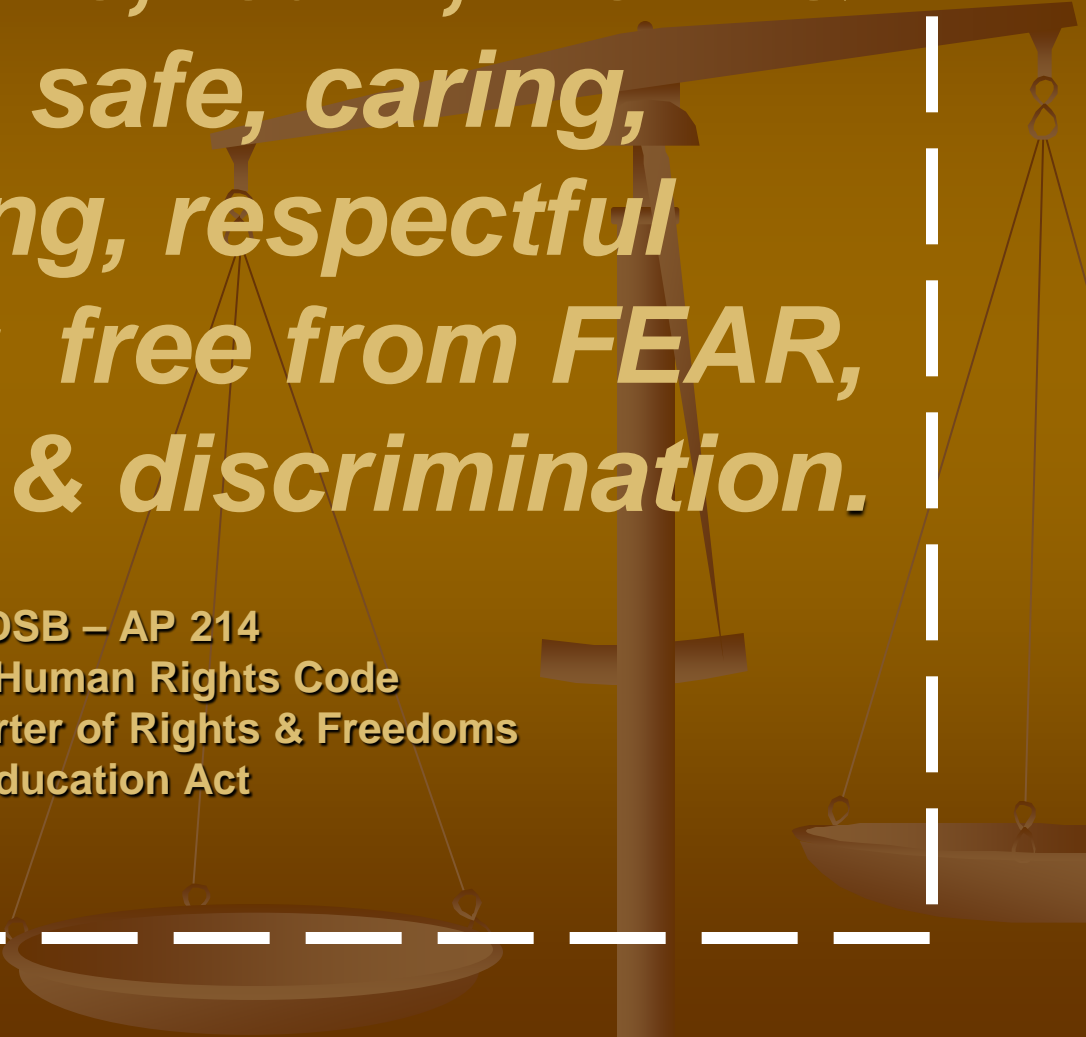


Equity & Inclusion as an Everyday Reality



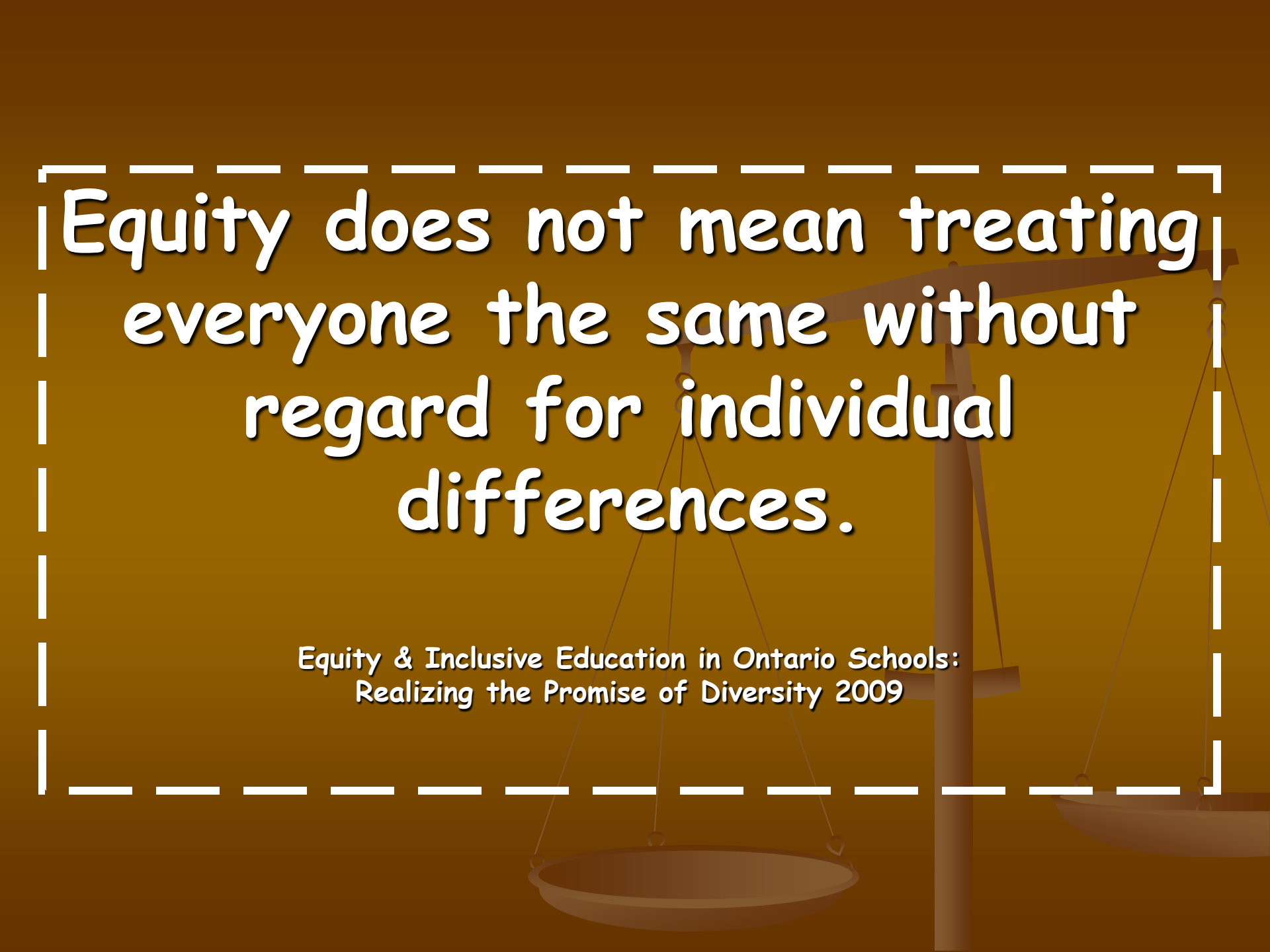
Meri Marja-terttu MacLeod
Human Rights Education Advisor
STEP UP Action to Refuse Violence
Limestone District School Board

ETFO Working Together - Achievement for All
April 30, 2010



***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**



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

❖ **Equity is the process.**

❖ **Equality is the goal.**

Enid Lee: Enid Lee Consultants, Inc.
Co-editor: *Beyond Heroes & Holidays*

(Front line educator extraordinaire, researcher,
writer, consultant, facilitator, speaker)



Equity & inclusive education is about...


- ❖ building social justice
- ❖ teaching for social change
- ❖ working together to transform status quo inequities into equality

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

www.teachingforchange.org



Key concepts to consider:

1. One race, the human race.
 2. No biological evidence to indicate, otherwise.
 3. Human diversity exists as does racism.
 4. Concept of races is a social & political construct - historically used to classify, divide and rule communities of people.
 5. We all have culture and ethnicity.
 6. There is more diversity within communities of people than between communities of people.
 7. The concept of *equity* is not new. The term '*equity*' has been in the dictionary since the 12th century. (Enid Lee: Enidlee Consultants Inc. - *Beyond Heroes & Holidays*)
- 

Equity vs. Inequity

WHO BENEFITS?

How? Why?

WHO LOSES?

Why? How?

WHO IS ADVANTAGED?

How? Why?

WHO IS DISADVANTAGED?

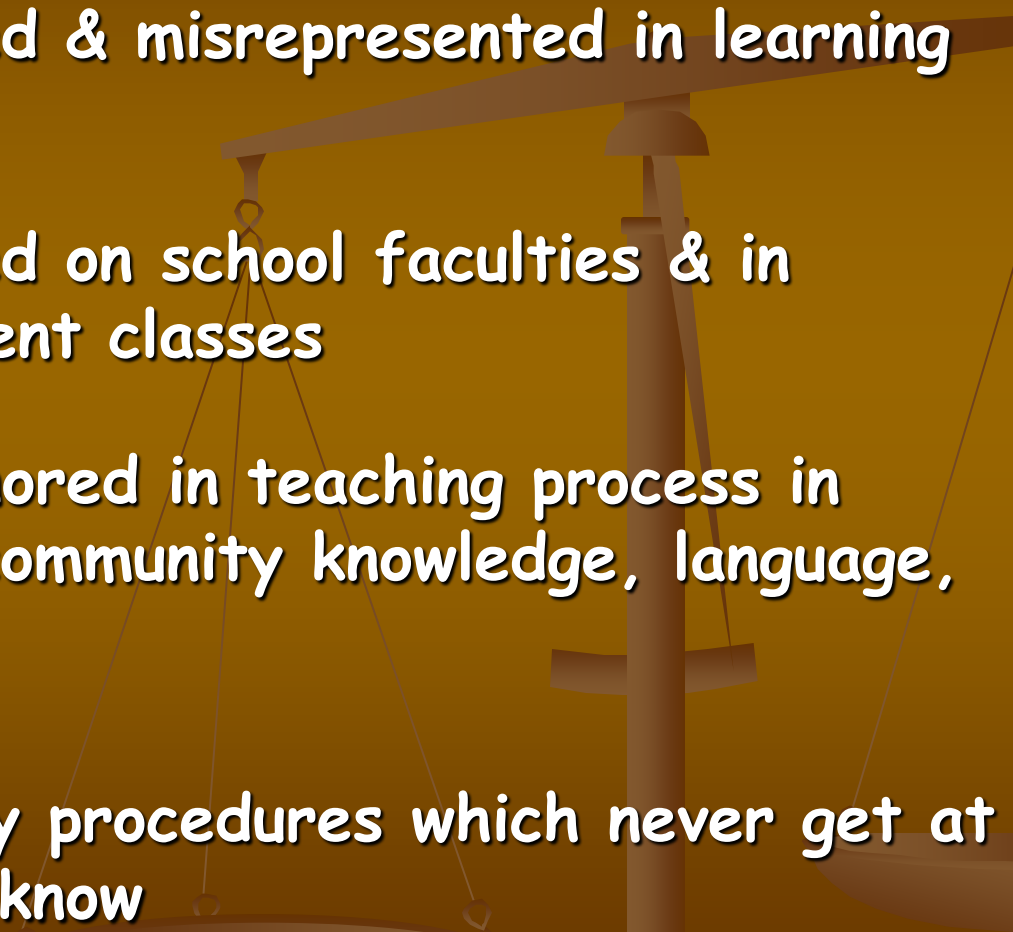
How? Why?

*Meri Marja-terttu MacLeod, Human Rights Education Advisor
STEP UP Action to Refuse Violence, Limestone District School Board*



12 Outcomes of Inequity

Students & families from marginalized groups are...

1. under-represented & misrepresented in learning materials
 2. under-represented on school faculties & in Advanced Placement classes
 3. undervalued & ignored in teaching process in terms of home, community knowledge, language, experiences
 4. assessed often by procedures which never get at what they really know
- 

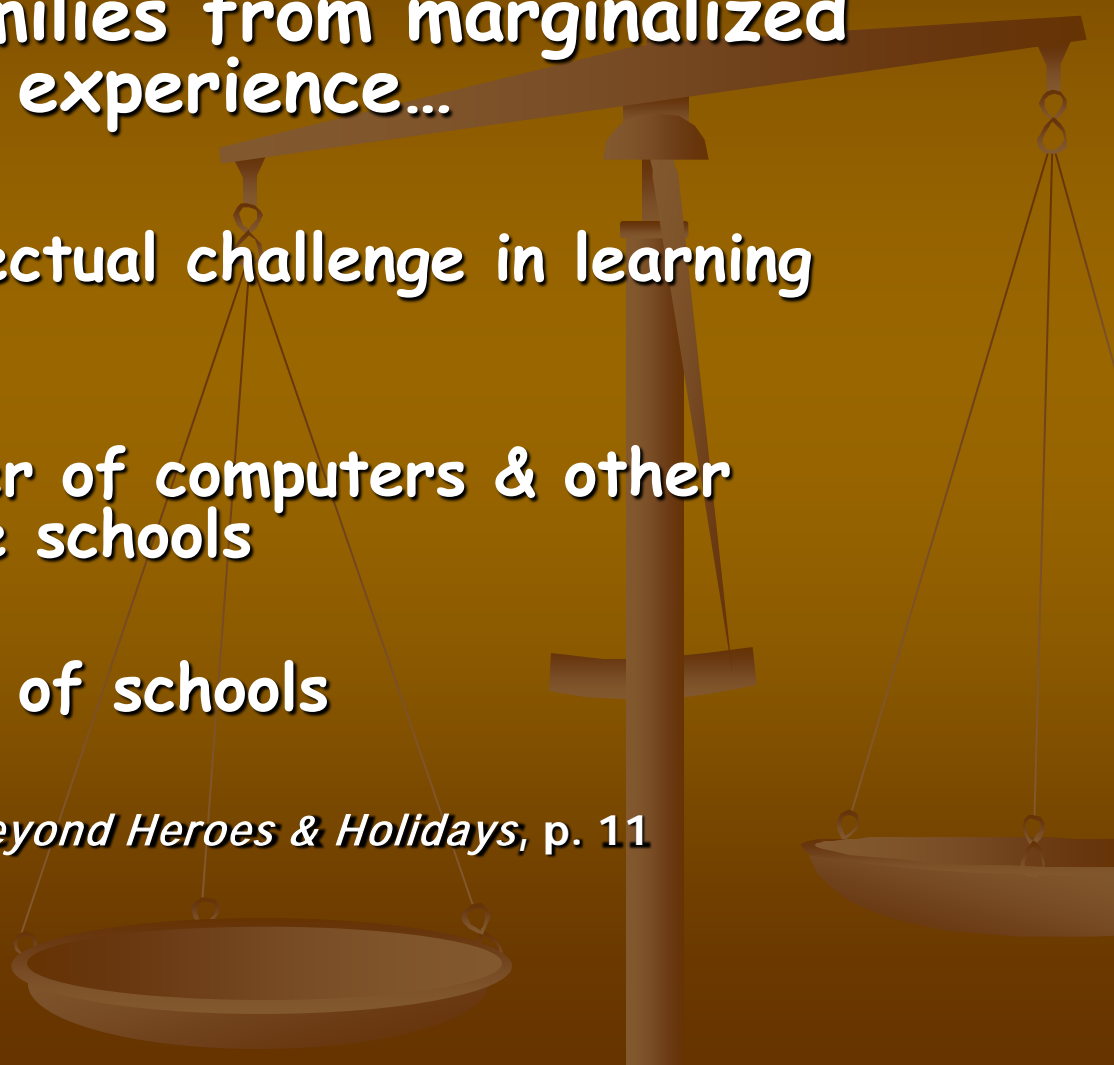
Adapted from Enid Lee et al: *Beyond Heroes & Holidays*, p. 11

12 Outcomes of Inequity

Students & families from marginalized groups tend to experience...

5. absence of intellectual challenge in learning activities
6. inadequate number of computers & other resources in some schools
7. poor maintenance of schools

Adapted from Enid Lee et al: *Beyond Heroes & Holidays*, p. 11

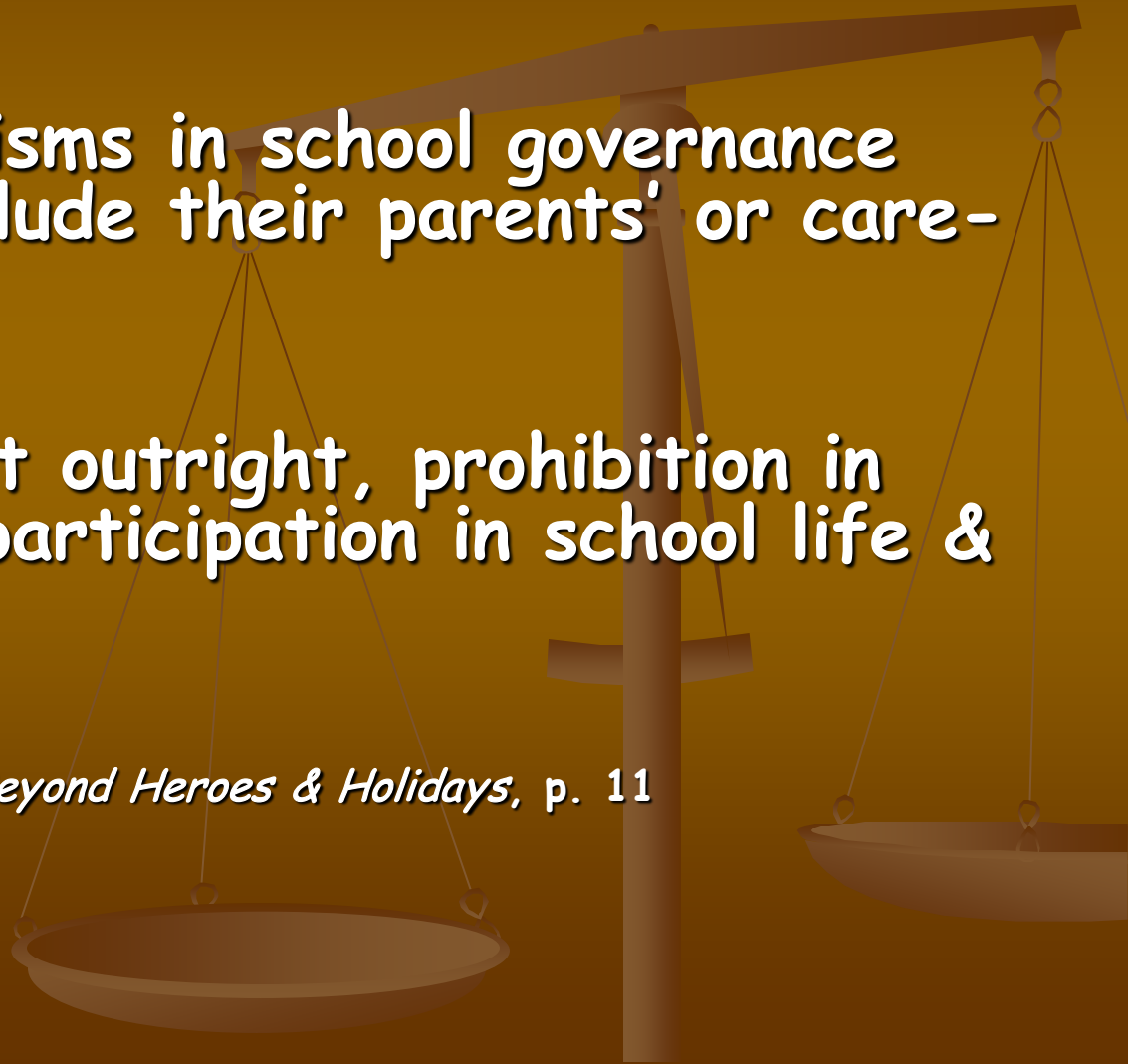


12 Outcomes of Inequity

Students from marginalized groups tend to experience...

8. lack of mechanisms in school governance which would include their parents' or care-givers' voices
9. exclusion, if not outright, prohibition in full rewarding participation in school life & events

Adapted from Enid Lee et al: *Beyond Heroes & Holidays*, p. 11



12 Outcomes of Inequity



10. students from racialized communities & families tend to be punished & suspended more frequently for minor infractions
11. “mis-education of ‘white’ students through inaccurate information in school materials & the structured inequalities they witness in relationships & in institutional practices...”
12. “led to unexamined myth that some cultural & racial groups do not value education & that the children from those groups do not have the intellectual ability to succeed in schools.”

Adapted from & quoted from Enid Lee et al: *Beyond Heroes & Holidays*, p. 11

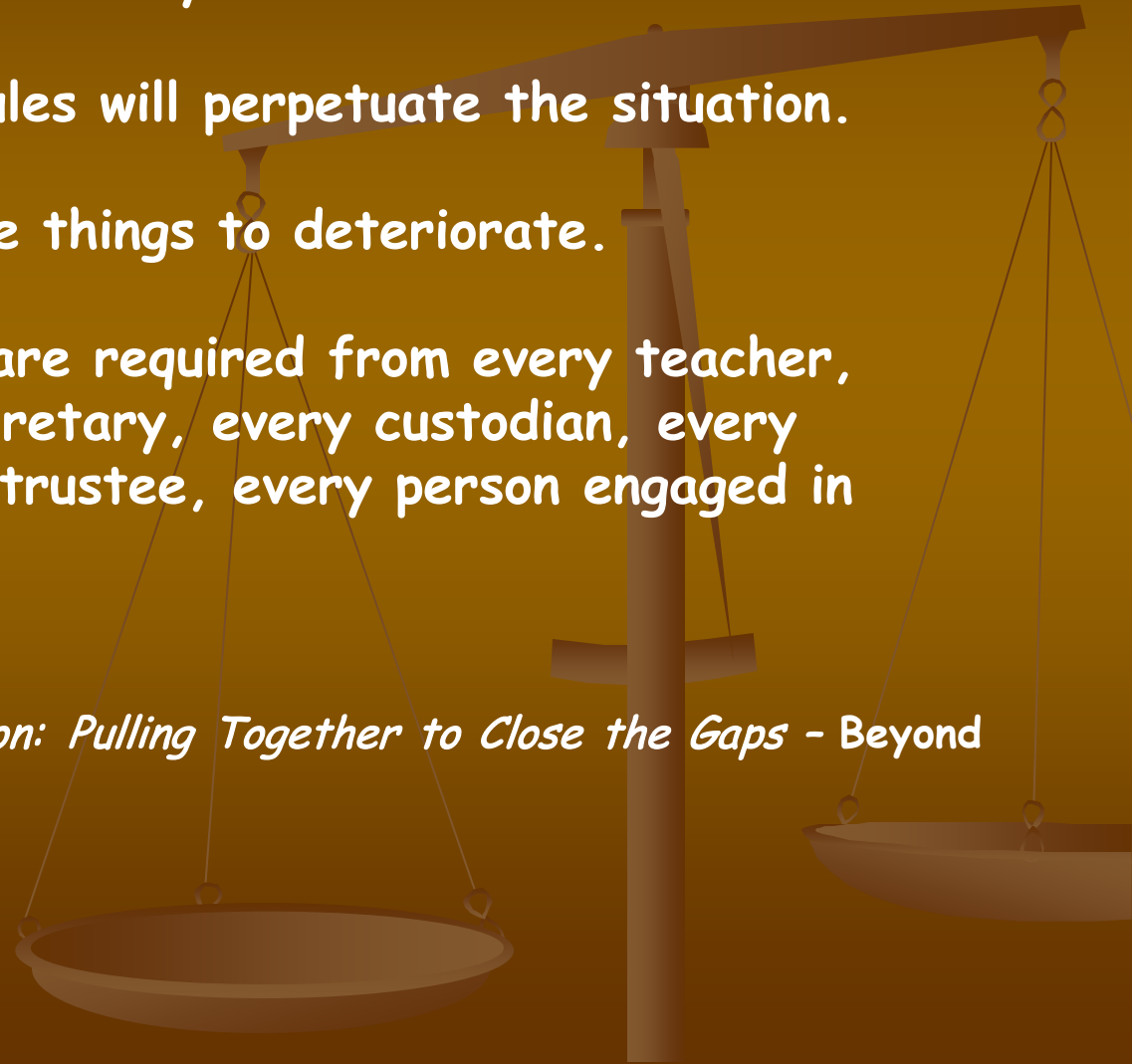
“To overturn & alter these conditions & ideas, which have deep historic roots in the nations’ history, one simply cannot apply ‘the ordinary rules’ of treating everyone in the same way & doing what we have always done.

At best, the ordinary rules will perpetuate the situation.

At worst, they will cause things to deteriorate.

Equity measures, then, are required from every teacher, administrator, every secretary, every custodian, every business partner, every trustee, every person engaged in educating our children.”

Enid Lee: *Anti-Racist Education: Pulling Together to Close the Gaps - Beyond Heroes & Holidays*, p. 11



Discrimination & Oppression



- Name different forms of discrimination & oppression.
- How old were you or when you saw, heard or experienced some form of discrimination or oppression?
- How did you feel? What did you say or do?

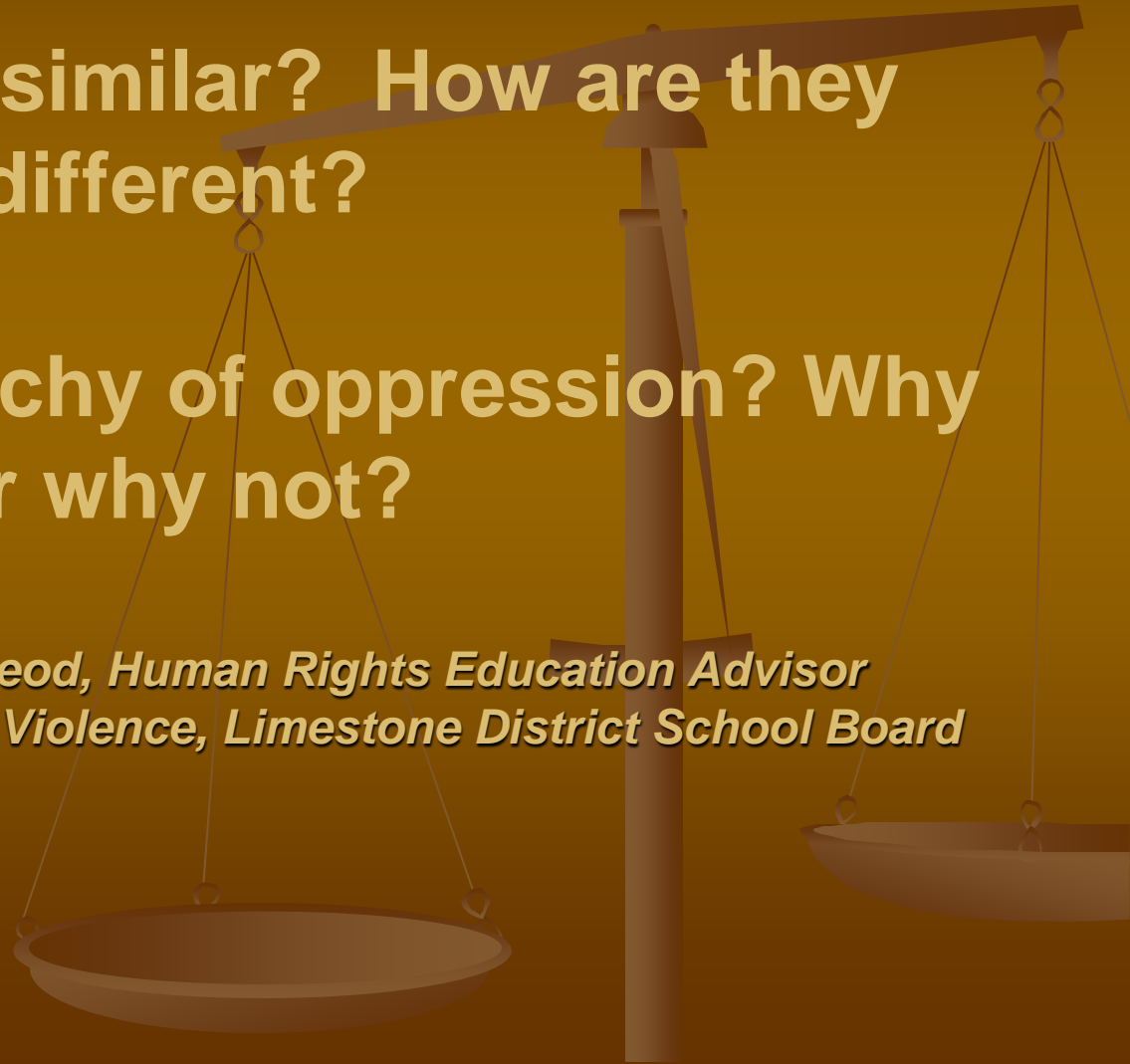
*Meri Marja-terttu MacLeod, Human Rights Education Advisor
STEP UP Action to Refuse Violence, Limestone District School Board*

How do different forms of oppression & discrimination diverge & intersect?

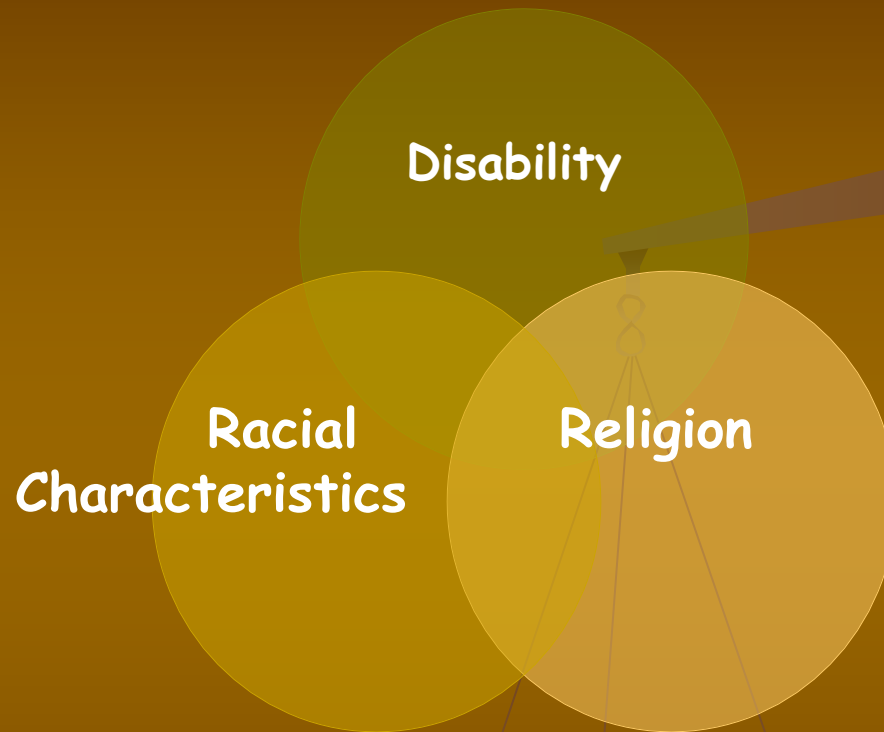
How are they similar? How are they different?

Is there a hierarchy of oppression? Why or why not?

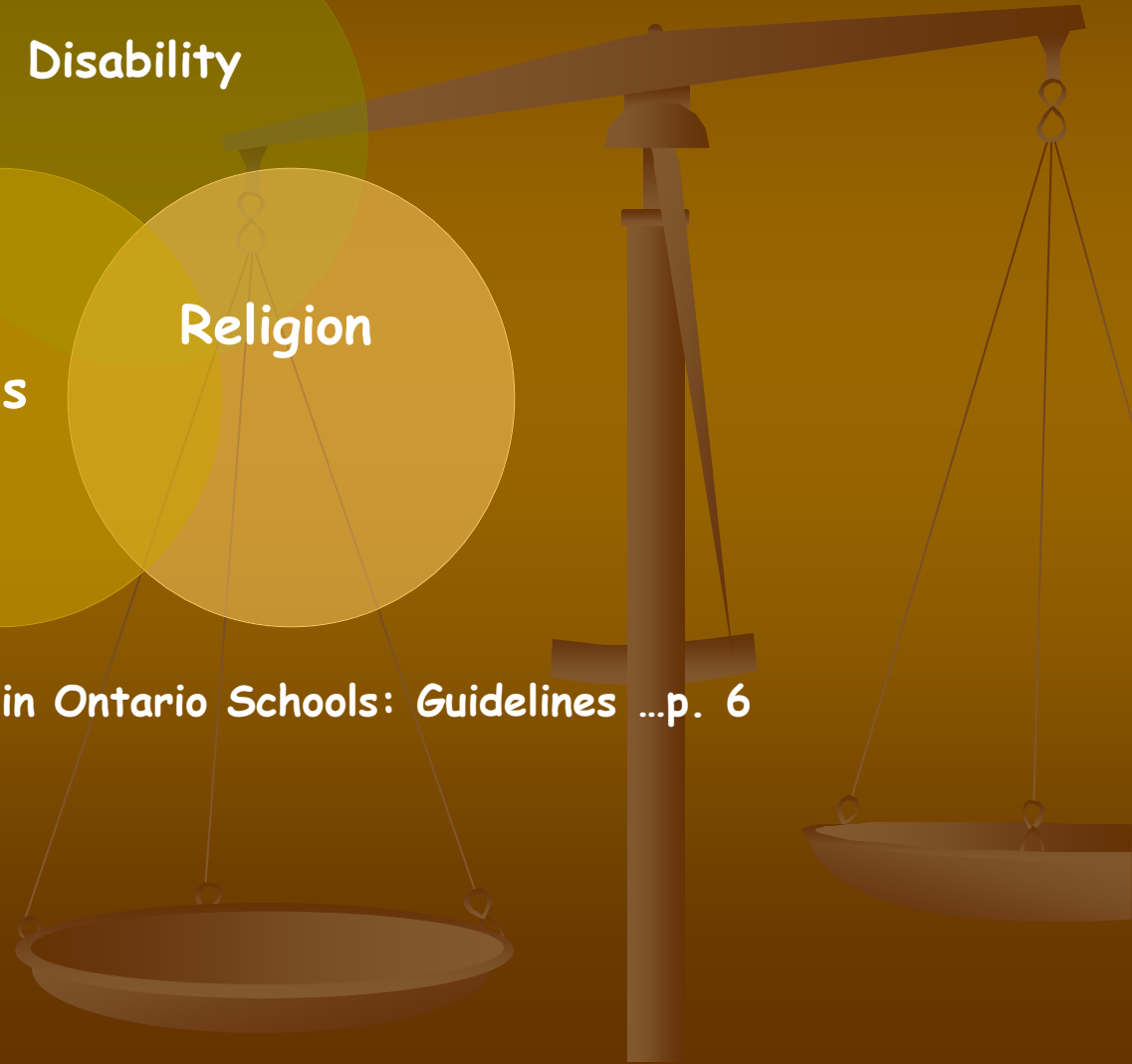
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Example of Intersecting Grounds of Discrimination



Equity & Inclusive Education in Ontario Schools: Guidelines ...p. 6



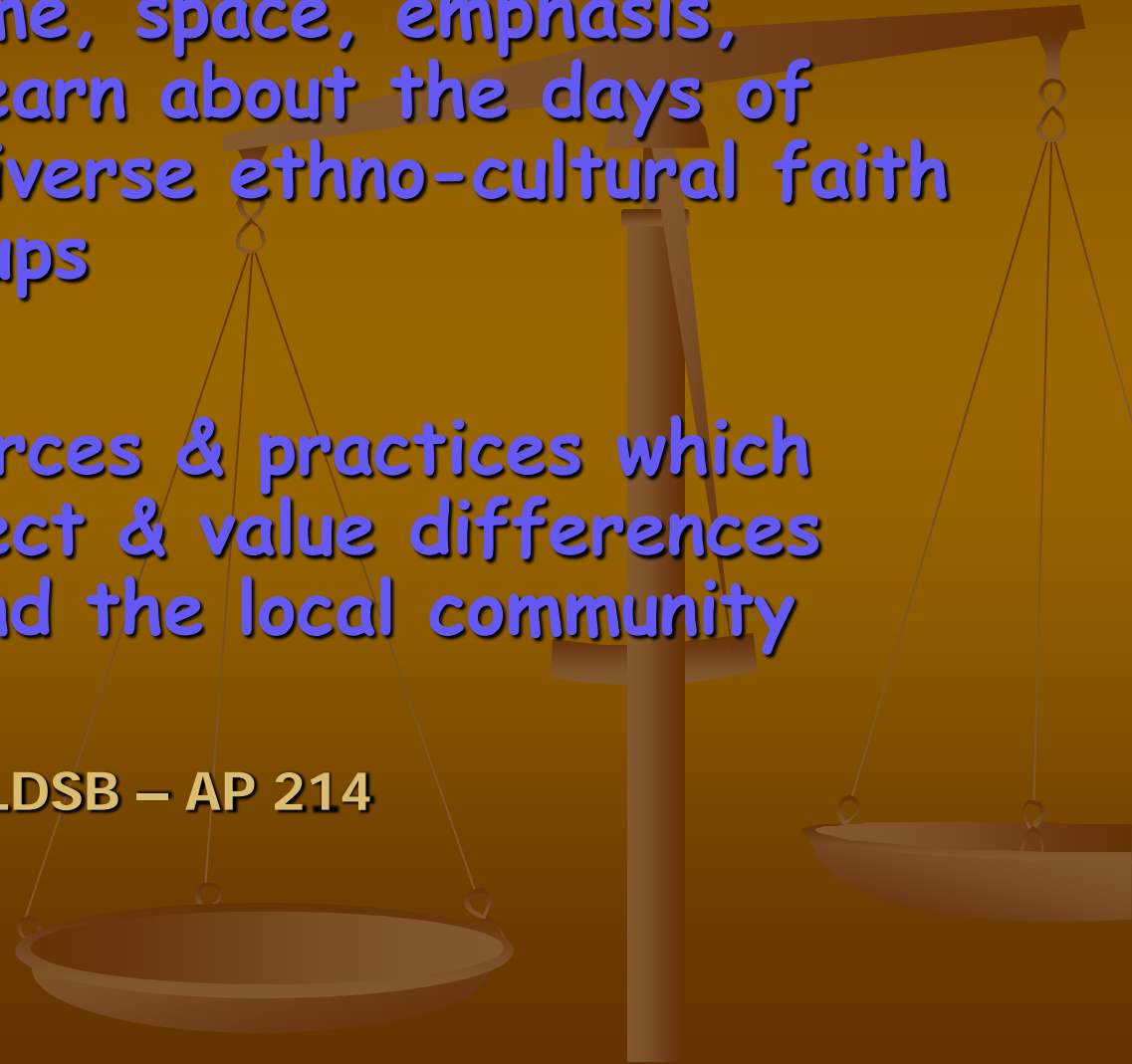
Getting to equality requires ...

- ❖ developing curriculum & practices that promote awareness & understanding of human rights, & elimination of all forms of harassment & discrimination
- ❖ ensuring curriculum reflects the lives, cultural contexts, and contributions of all members of the school community in all aspects of school life, environment activities & events

Getting to equality means ensuring...

- ❖ equal access, time, space, emphasis, opportunity to learn about the days of observance of diverse ethno-cultural faith & non-faith groups
- ❖ developing resources & practices which represent, respect & value differences within and beyond the local community

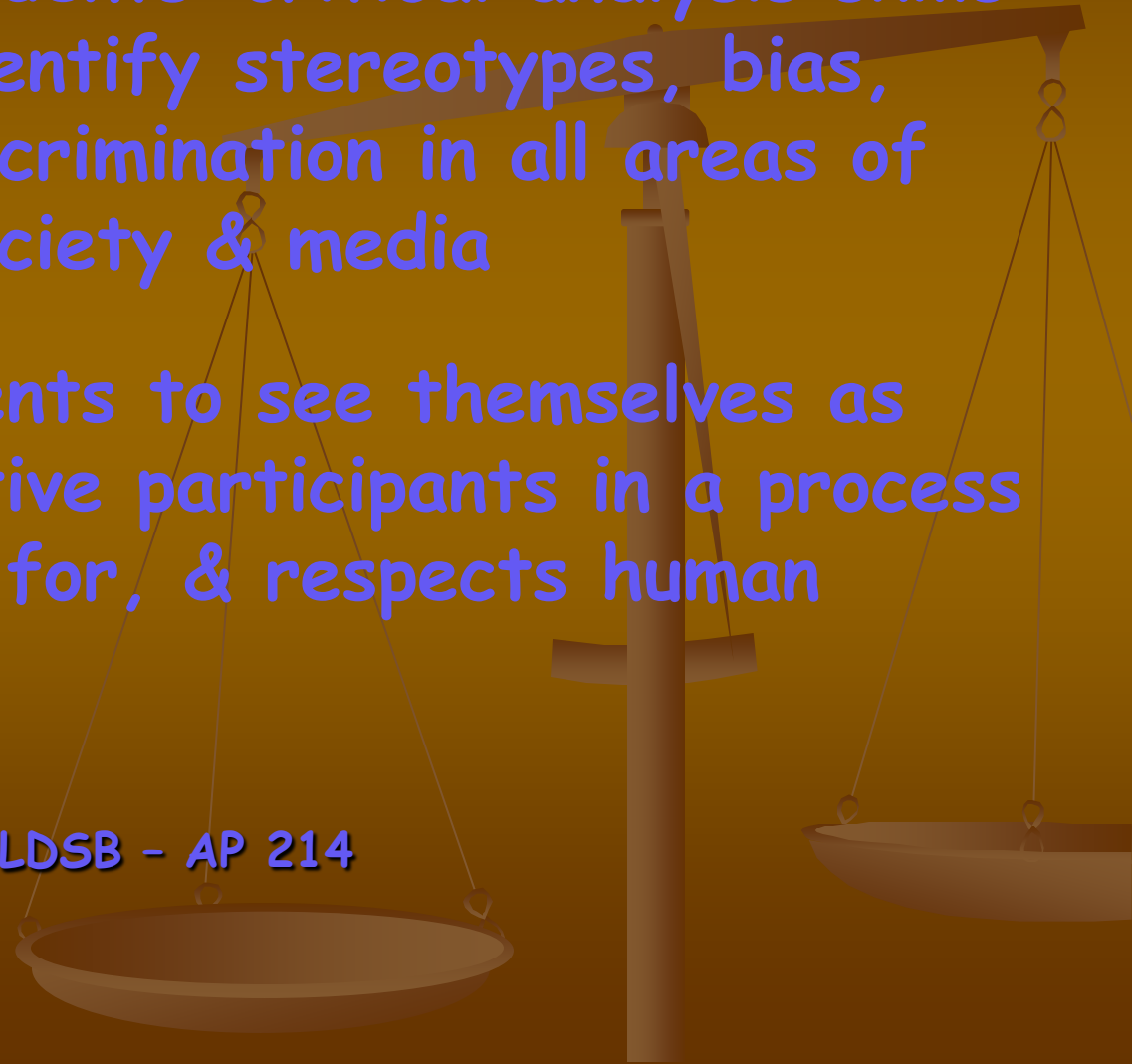
LDSB – AP 214



Getting to equality requires...

- ❖ developing students' critical analysis skills in order to identify stereotypes, bias, omission & discrimination in all areas of curriculum, society & media
- ❖ enabling students to see themselves as valuable & active participants in a process that provides for, & respects human diversity

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Getting to equality requires ...

- ❖ exploring the impact of particular histories of discrimination such as, but not limited to, colonialism, imperialism, segregation, homophobia, heterosexism
- ❖ ensuring school contexts, including but not limited to, classrooms, school calendars, celebrations, food services, athletics, assemblies, concerts, displays, information centres, lockers & student services offices, are free of stereotypes & biases in illustrations & language

Getting to equality requires ...

- ❖ resource materials that value, celebrate & promote respect for human diversity
- ❖ resources that challenge stereotypes, biases & all forms of discrimination

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1. RECOGNIZE: acts of hate, peer abuse, social cruelty, harassment & discrimination...

- ❖ what they look like, sound like, feel like
- ❖ are about abuse of power - desire for control & power over others
- ❖ poisons & affects whole school community & environment negatively
- ❖ impact - stress, worry, fear, terror, emotional & physical pain, may lead to failure, harm to self or others, substance abuse
- ❖ affects everyone including person who inflicts hurt & harm
- ❖ are more about harming relationships than breaking rules
- ❖ require whole school community involvement to create safe, caring, welcoming schools; participation & solutions in the reconciliation process,

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Limestone District School Board

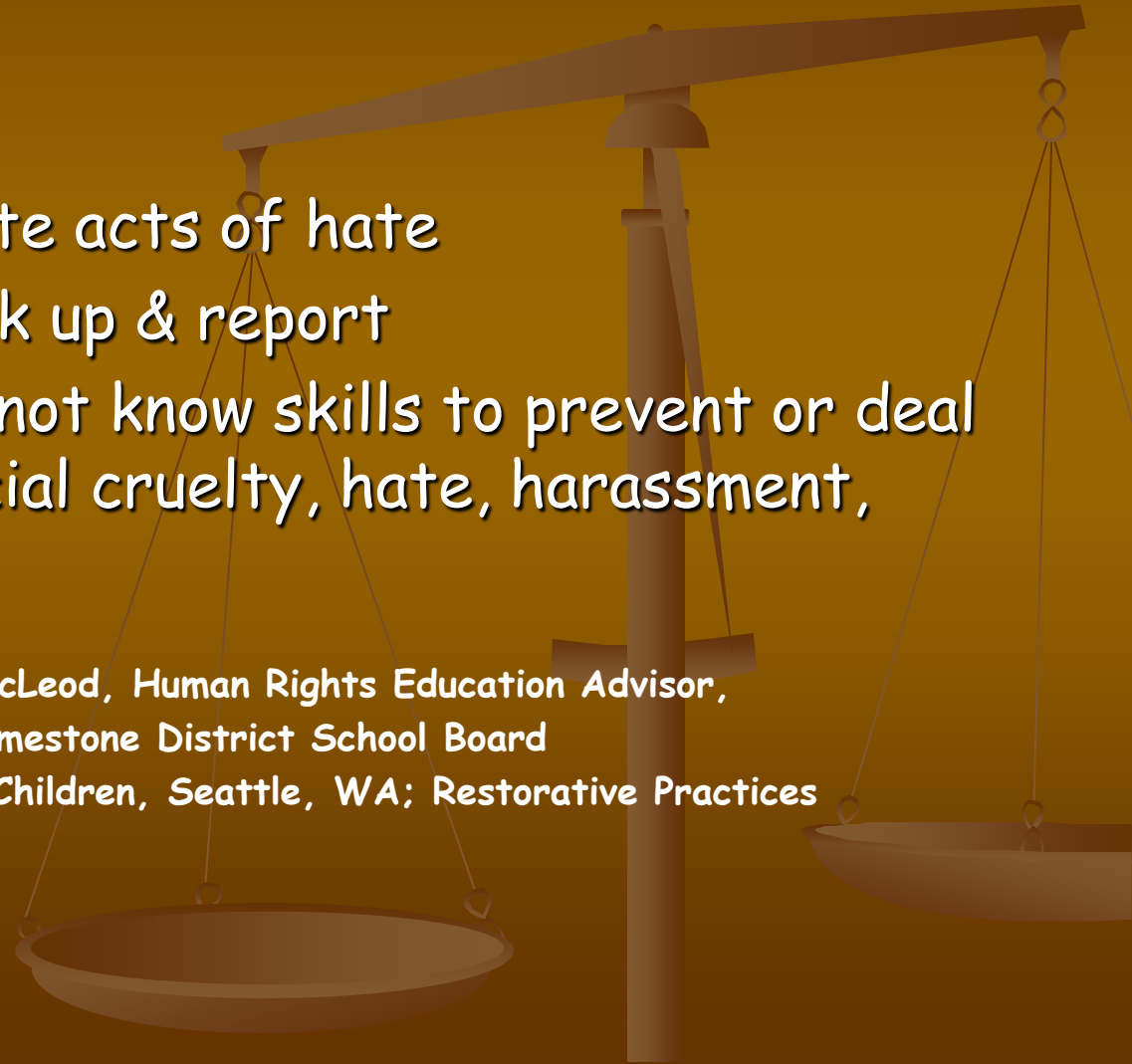
SOURCES: Committee for Children, Seattle, WA; Restorative Practices

2. REFUSE ...

- ❖ To be silent
- ❖ To be indifferent
- ❖ To ignore
- ❖ To encourage or incite acts of hate
- ❖ To be afraid to speak up & report
- ❖ To be ignorant - i.e. not know skills to prevent or deal with any form of social cruelty, hate, harassment, discrimination

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SOURCES: Committee for Children, Seattle, WA; Restorative Practices



3. REPORT...

- ❖ All potential or actual incidents of harm, hate, cruelty even if incident was resolved without adult intervention
- ❖ Reporting is the 'right thing to do' [reinforces peer abuse is about relationships rather than breaking school rules]
- ❖ Reporting creates opportunities to evaluate, explore, develop new strategies within whole school community
- ❖ Encourages a pro-active student population
- ❖ Means learning the difference between Reporting & Ratting.

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Limestone District School Board

SOURCES: Committee for Children, Seattle, WA; Restorative Practices

4. RESTORE...

- ❖ Peace and safety - whole school community knows how to respond constructively in order to restore peace & safety
- ❖ Everyone learns to how to block rumours or other , ensuing hurtful, harmful acts & behaviours
- ❖ School members learn how to provide immediate support for the person harmed & to encourage person inflicting harm to stop

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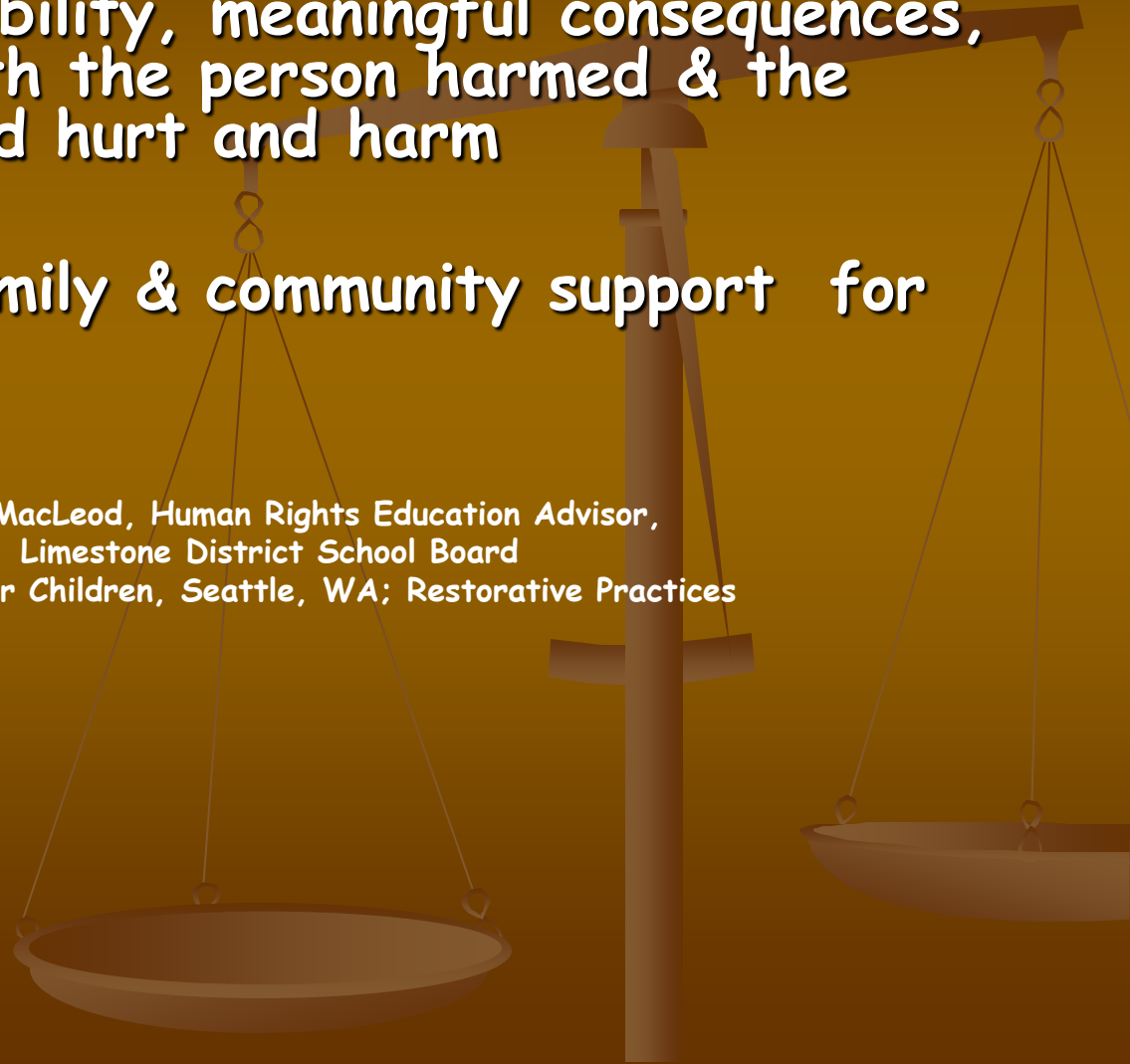
SOURCES: Committee for Children, Seattle, WA; Restorative Practices

5. RECONCILIATION

- ❖ An investigative process involving all parties affected, accountability, meaningful consequences, agreed upon by both the person harmed & the person who inflicted hurt and harm
- ❖ Involves school, family & community support for all parties involved

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SOURCES: Committee for Children, Seattle, WA; Restorative Practices

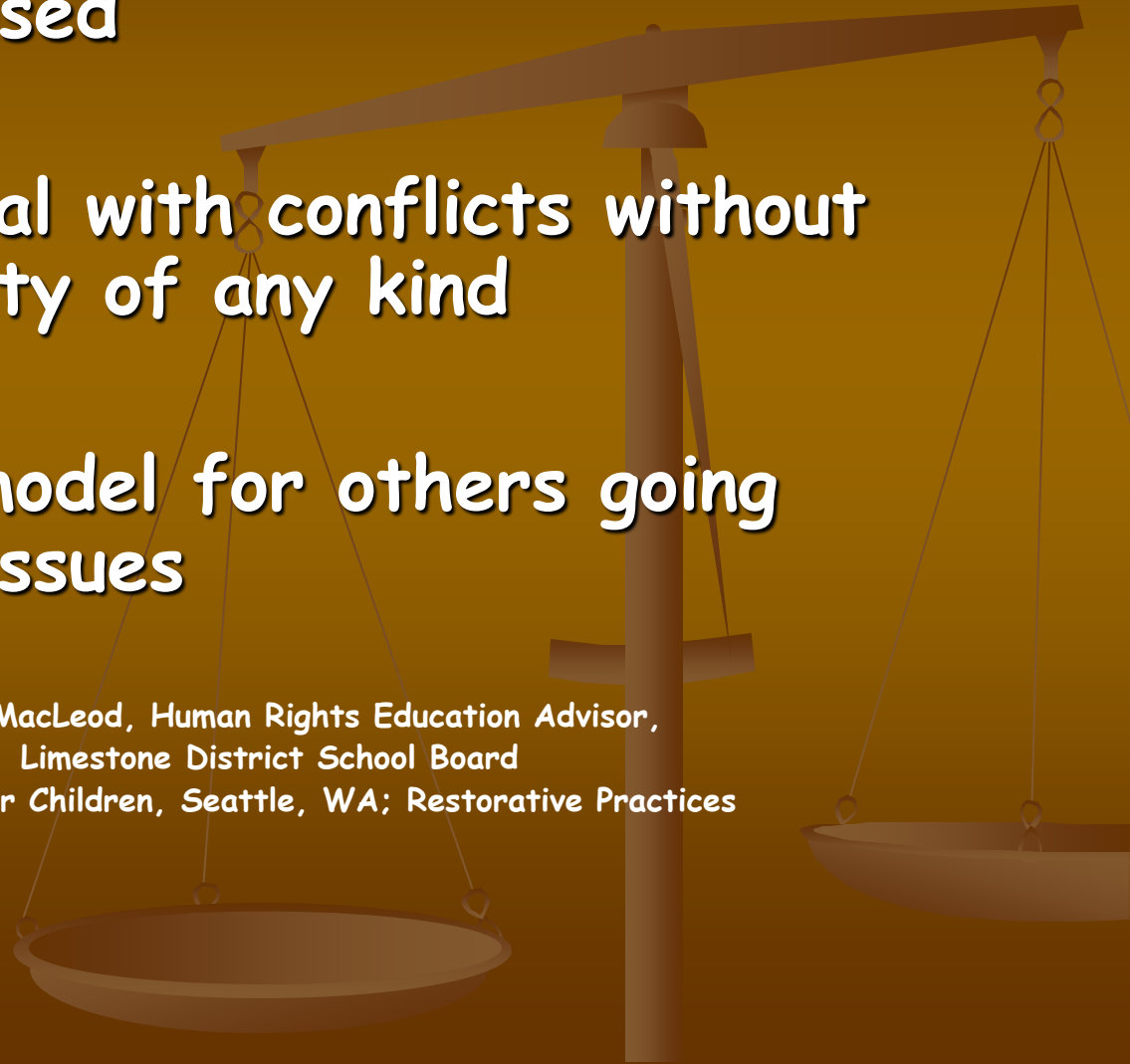


6. REPAIR & RESOLVE

- ❖ Commit to taking responsibility to repair hurt & harm caused
- ❖ Learn how to deal with conflicts without violence or cruelty of any kind
- ❖ Become a role-model for others going through similar issues

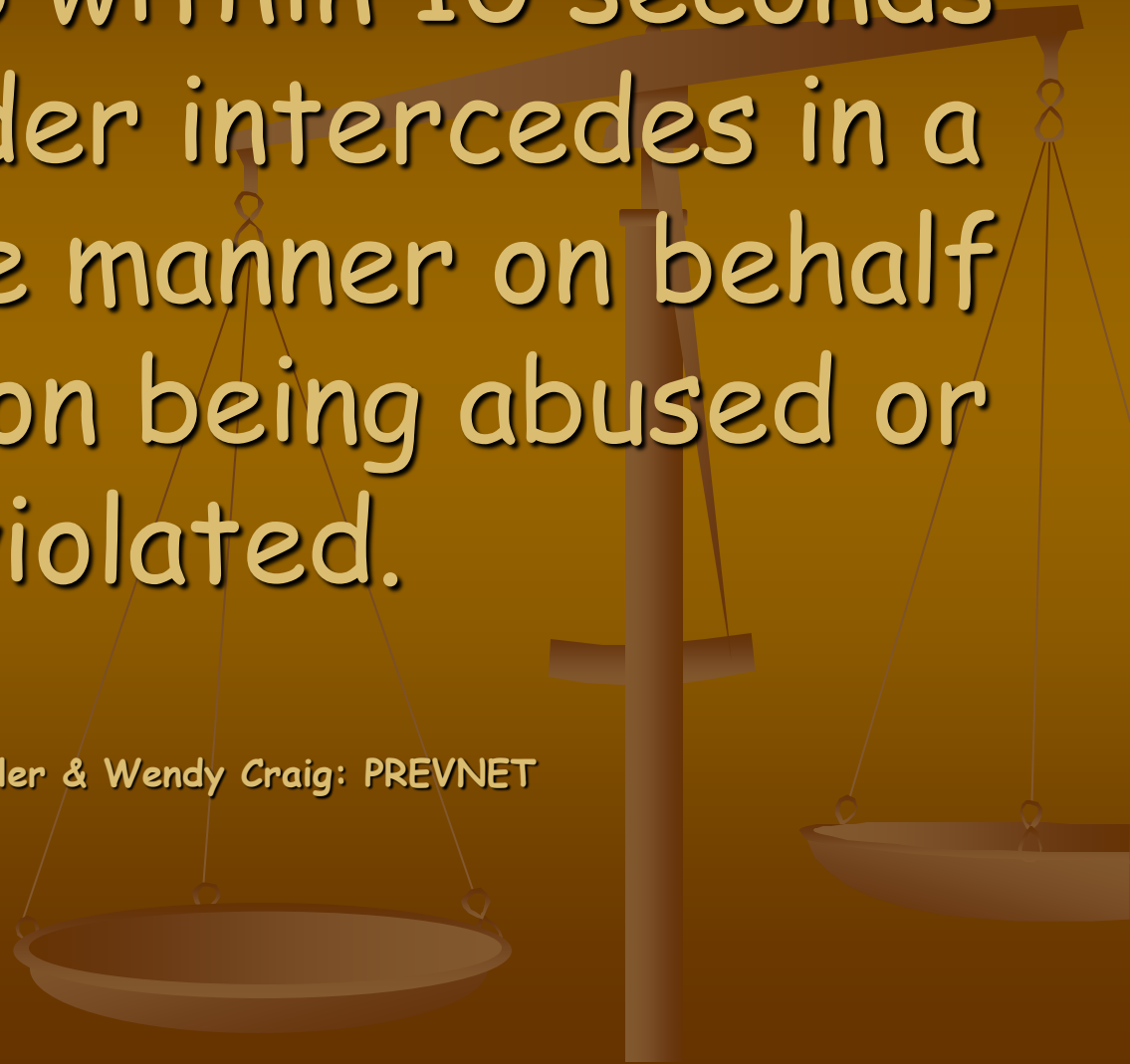
Meri Marja-terttu MacLeod, Human Rights Education Advisor,
Limestone District School Board

SOURCES: Committee for Children, Seattle, WA; Restorative Practices



Peer abuse & acts of social cruelty stop within 10 seconds if a bystander intercedes in a constructive manner on behalf of the person being abused or violated.

Debra Pepler & Wendy Craig: PREVNET



Teasing is different from taunting.

Taunting is a form of peer abuse and social cruelty that spreads hate.

- ❖ People who taunt want power & control.
- ❖ People who taunt may do & say things to hurt, scare, threaten, worry, pressure, shame, mock, terrorize, hit, trash, shun a person or group of people.

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Limestone District School Board

Taunting & Social Cruelty...

- ❖ abuse & hurt your feelings, your mind, your body, & how you feel about yourself.
- ❖ rob you of your right to learn and to do the best you can.
- threaten to destroy your hopes, wishes & dreams

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TEASING vs. TAUNTING

- ❖ Teasing is not hurtful & is fun for both the teased & the teaser.
- ❖ Equal personal power between the teased & the teaser.
- ❖ No one is scared or humiliated.
- ❖ It stops immediately, if someone shows the least bit of upset.

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Limestone District School Board

Adapted from *The Bully, the Bullied, the Bystander* - Barbara Coloroso

Are You Spreading Hate, Hurt, Harm, Pain & Fear?

1. Is what you say or do to others, something you would...?

- ❖ Welcome?
- ❖ Want?
- ❖ Enjoy?
- ❖ Invite?
- ❖ Like repeated?
- ❖ Have to pretend to enjoy?

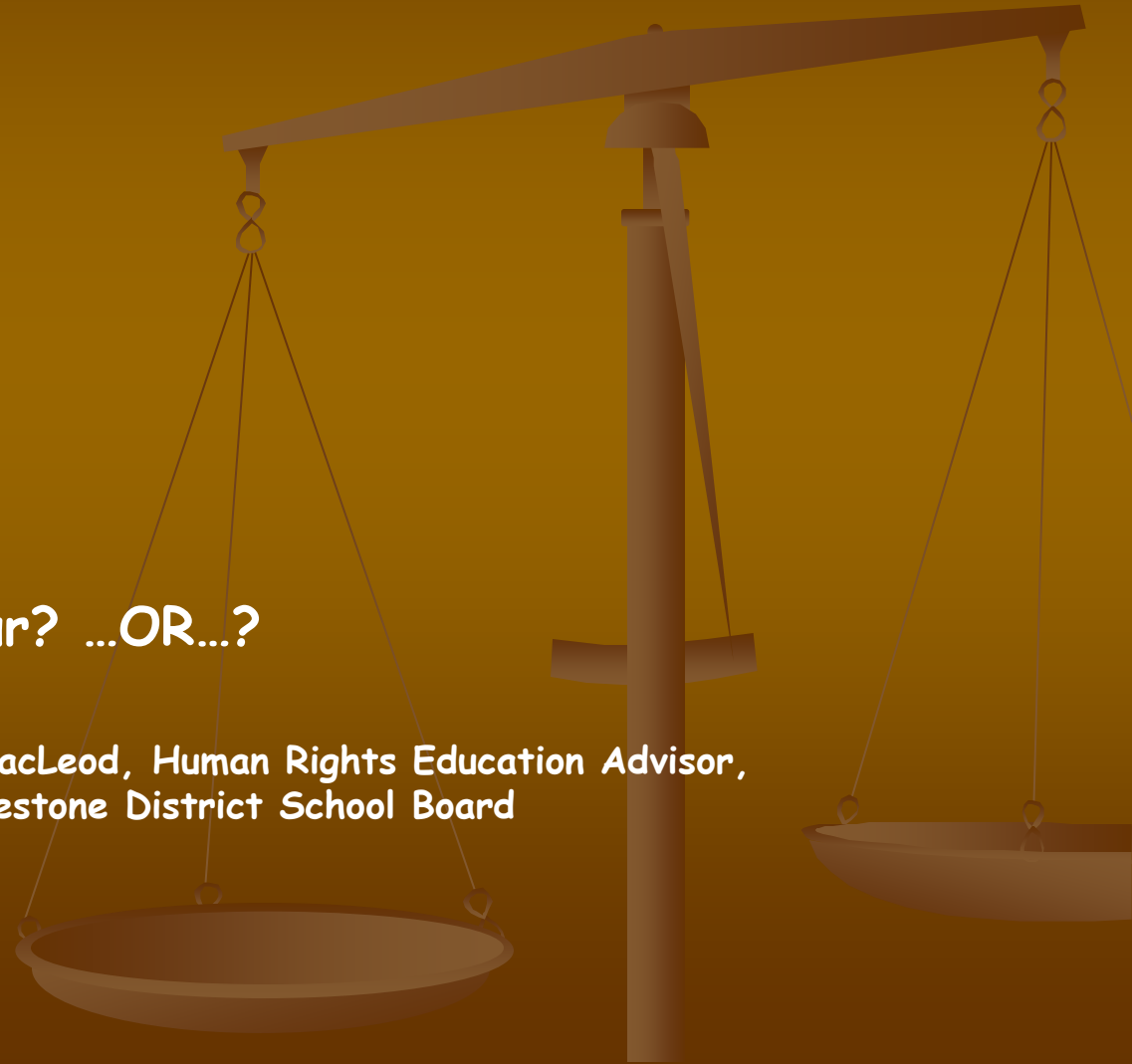
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Limestone District School Board



2. Do your words, looks, gestures, jokes or actions towards a person or group of people..?

- ❖ Support?
- ❖ Humour?
- ❖ Encourage?
- ❖ Compliment?
- ❖ Show respect?
- ❖ Empower?
- ❖ Praise and honour? ...OR...?

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

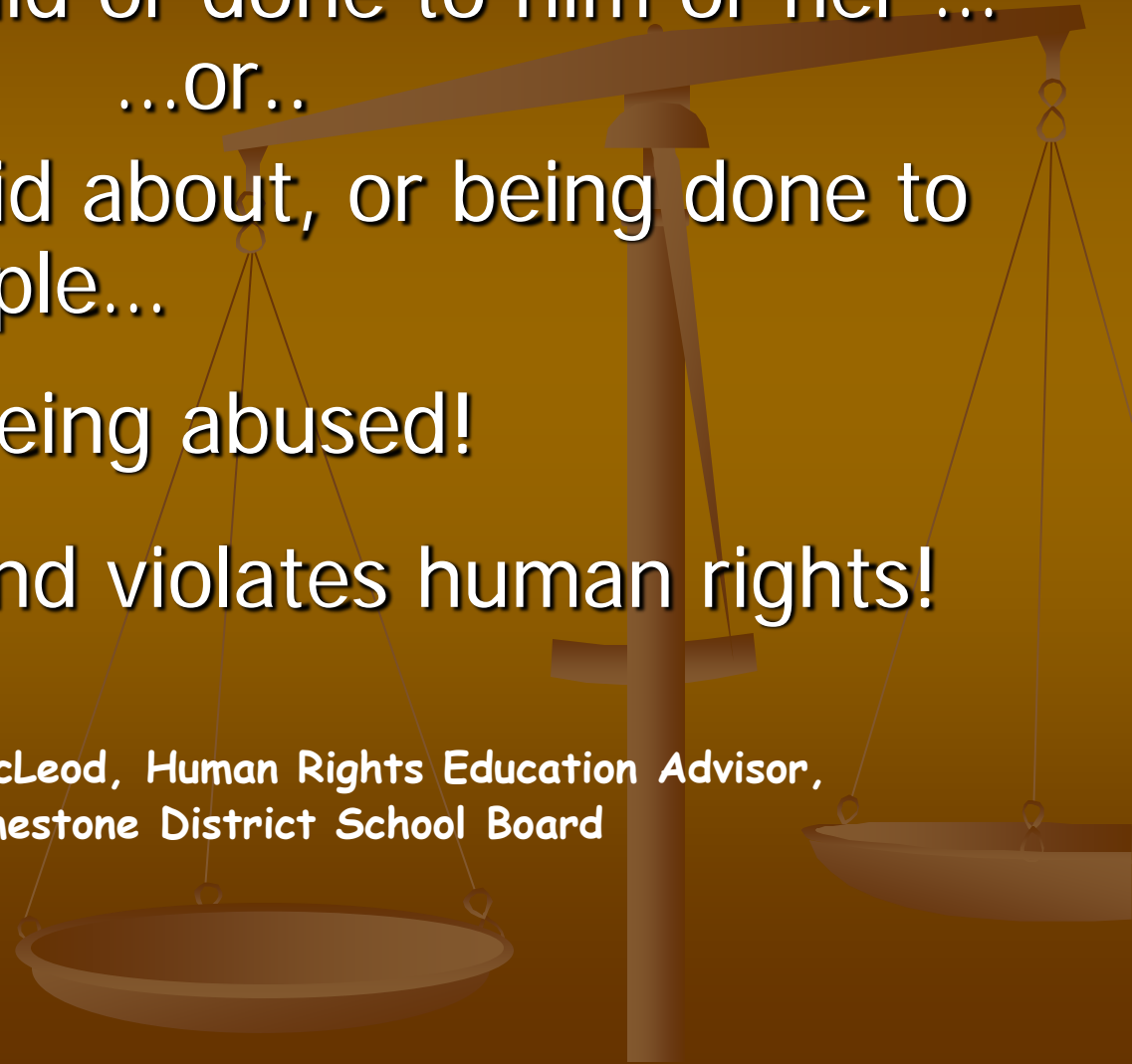
- ❖ Putdown & trash?
- ❖ Humiliate & embarrass?
- ❖ Degrade & demean?
 - ❖ Mock & shame?
- ❖ Threaten, torment, terrorize & intimidate?
 - ❖ Cause stress, worry & fear?
- ❖ Devalue, demean & dishonour a person or group of people?
 - ❖ Destroy self-worth & dignity?
 - ❖ Shun & exclude?
- ❖ Spread stereotypes, untruths & hate about people who are not like you?

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Limestone District School Board

If a person has to pretend to enjoy....

- what's being said or done to him or her ...
...or..
- what's being said about, or being done to a group of people...
- that person is being abused!
- Abuse of any kind violates human rights!

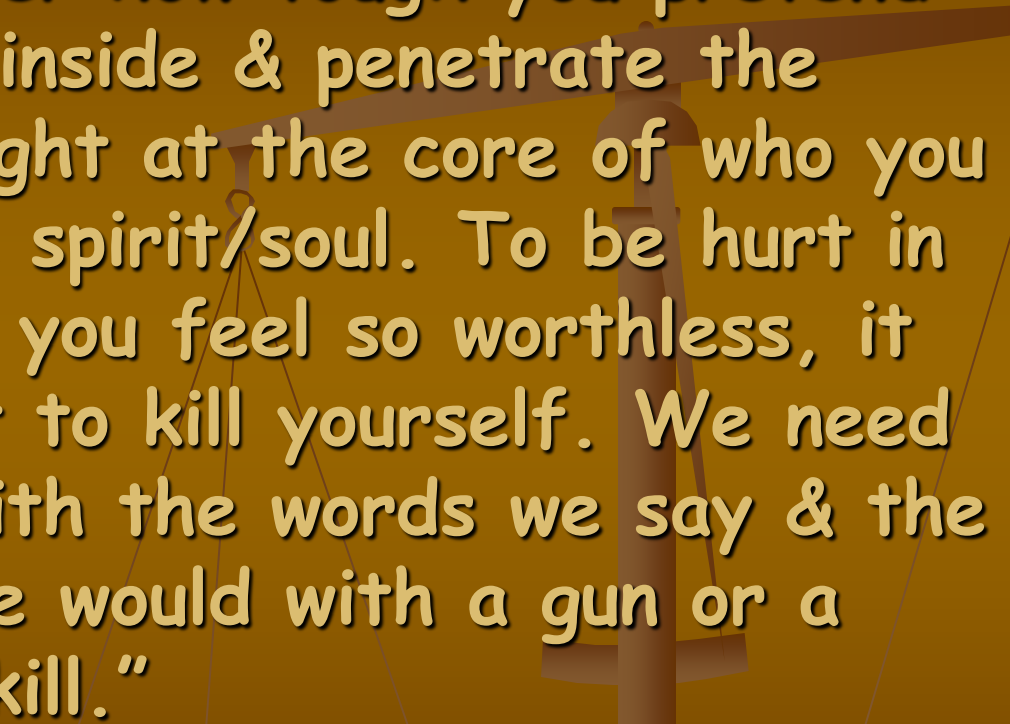
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Limestone District School Board



If you said yes to any in #3.....

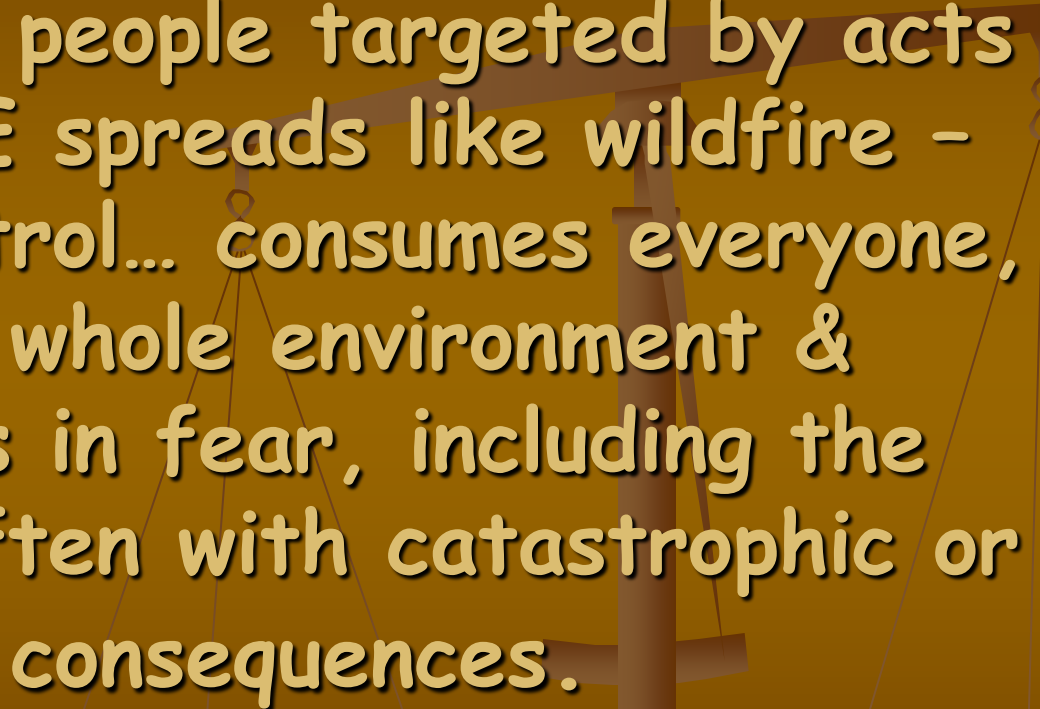
- ❖ You may be seeing, hearing, experiencing, abuse & acts of hatred, social cruelty against you or a group of people.
- ❖ Did you know spreading hate is against Canada's Human Rights Laws?
- ❖ Did you know schools and employers are required by law to protect the human rights of all students, school employees, visitors or volunteers?

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Limestone District School Board



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

SAFETEEN: Powerful Alternatives to Violence developed by Anita Roberts, BC



The thing about any act of hate is...if we do nothing, say nothing or feel nothing for the people targeted by acts of hate, HATE spreads like wildfire - gets out of control... consumes everyone, poisons the whole environment & everyone lives in fear, including the perpetrator... often with catastrophic or fatal consequences.

Meri Marja-terttu MacLeod, Human Rights Education Advisor, LDSB

The Holocaust did not

... begin with the gas chambers

.. It began with putdowns, attitudes, & words of hate, exclusion, stereotypes, bigotry, prejudice...

... words & attitudes that abuse & violate another human being or a group of people.

Adapted from CBC Radio November 25/05...*Hate on the Internet*
Meri Marja-terttu MacLeod, Human Rights Education Advisor, LDSB
Lead Staff: *STEP UP ACTION TO REFUSE VIOLENCE*
MEND Facilitator