

Request Form for Best Practices: Equity and Inclusive Education

The Ministry is interested in learning more about your Board's best or promising practices designed to achieve Equity and Inclusive Education. In the boxes below, please provide a brief synopsis of your best or promising practices.

BEST/PROMISING PRACTICES #1:

DIVERSITY TRAINING

A Teacher's Guide to Respecting Diversity in the Classroom

Target Group: Elementary and Secondary Teachers

Equity/Inclusive Education Objectives:

Workshop Goals:

- To provide a theoretical framework for work in Diversity Education
- To help teachers be responsive, well-informed and sensitive to the issues confronting students from diverse backgrounds
- To provide strategies for developing diversity/multicultural curricula
- To suggest effective skills and strategies for teachers with diverse classrooms

Program Initiative (brief description):

Diversity Matters: A Teachers Guide to Respecting Diversity in the Classroom is a one-day mandatory workshop designed to help educators address the changing needs of our increasingly diverse, multicultural classrooms. The workshop offers strategies to assist teachers whose students come from diverse backgrounds, as well as all teachers who are concerned with preparing their students for life in an increasingly multicultural society. The workshop is intended to generate meaningful discussion and to affect positively, the participant's approach to teaching students from diverse backgrounds.

Partners (e.g. other boards, community agencies/organizations, police, faculties of education):

The GECDSB has developed a comprehensive Diversity Training program. It is a mandatory one-day workshop for all first year teachers presented as part of the Board's New Teacher Induction Program. Due to high demand, Diversity Training modules have also been developed and offered to Principals and Vice Principals, other interested educators and support staff. The Board's diversity training programs, by request, have also been offered to local community partners. On a fee for service basis, the Diversity Office provides a two-hour highlights program to the University of Windsor's Faculty of Education Preservice students. Customized training has also been provided on a fee for service basis to the City of Windsor's Parks and Recreation staff, Social Services staff and the local CBC station.

Indicators of Benefits (e.g. improved student achievement, reduced rates of student absenteeism and increased student participation):

- increased awareness, understanding and appreciation of the rich histories, cultures and perspectives of all Canadians among GECDSB students and educators
- recognition of the link between inequality in schooling outcomes and the presence of systemic discrimination within the education system.
- increased awareness among staff of the important role they have to play in providing an equitable education for all students by challenging the status quo, moving marginalized groups from the periphery to the center and ultimately, transforming the school system
- identifying practical strategies that individual teachers can take, regardless of their own ethnocultural background, to become allies in the anti-racist education discourse.
- enhanced relationships between the GECDSB and its participating community partners

School Board:

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

School Board Contact (for follow-up):

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DIVERSITY MATTERS

A Teacher's Guide To Respecting Diversity in the Classroom

~November 2012~

Prepared for

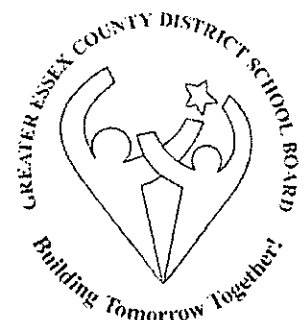
N.T.I.P.

Facilitator:

Rachel Olivero B.A., B. Ed., M. Ed.

Diversity Officer

Greater Essex County District School Board





Diversity Matters

A Teacher's Guide To Respecting Diversity in The Classroom

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1. Based on 2001 Census data, the City of Windsor ranks as the fourth most culturally diverse community in Canada. In Canada, only Toronto, Vancouver and Ottawa-Hull are more culturally diverse cities than Windsor. There are an estimated 100 different cultural groups calling Windsor home. Windsor exceeds the national average with one in four of its residents in 2001 having been born outside the country. The national average is 1 in 5. Out of approximately 208,000+ Windsorites, 17.2% describe themselves as visible minorities and 1.2% describe themselves as Aboriginal. The three largest visible minority groups in Windsor are Arab/West Asian, Black and South Asian.

2. Workshop Goals

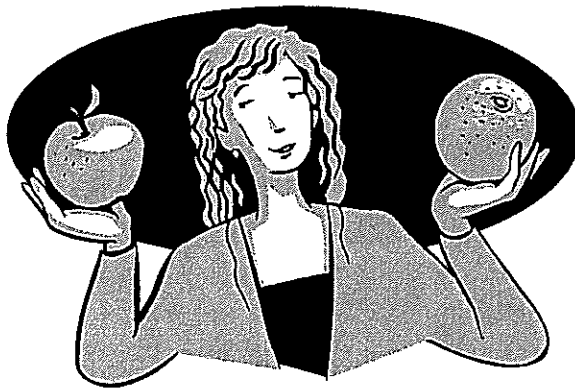
- ⇒ Define and discuss diversity in the classroom
- ⇒ Understand, appreciate and value human diversity
- ⇒ Help staff be more responsive, well-informed and sensitive to the issues confronting people from diverse backgrounds
- ⇒ Improve human relations skills, especially with respect to such diversity issues as race, ethnicity, culture, religions and gender
- ⇒ Increase the level of staff cultural competence
- ⇒ Promote cultural insights and strategies to support and manage diversity in the classroom.

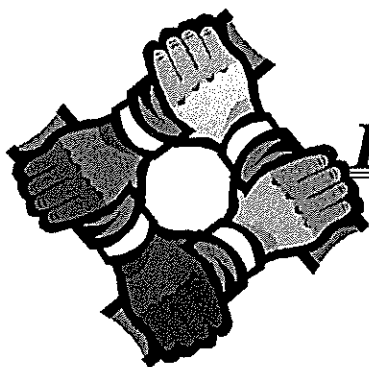
Program Overview

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UNIT 1:

Individual Differences





First Thoughts:

You and I ---

we meet as strangers, each carrying a mystery
within us. I cannot say who you are.

I may never know you completely.

But I trust that you are a person in your own right,
possessed of a beauty and value
that are the Earth's richest treasures.

So I make this promise to you:

I will impose no identities upon you,
but will invite you to

become yourself without shame or fear.

I will hold open a space for you in the world
and allow your right to fill it with
an authentic vocation and purpose
for as long as your search takes,
You have my loyalty.

~ Author Unknown

Defining Diversity

How would you define Diversity?

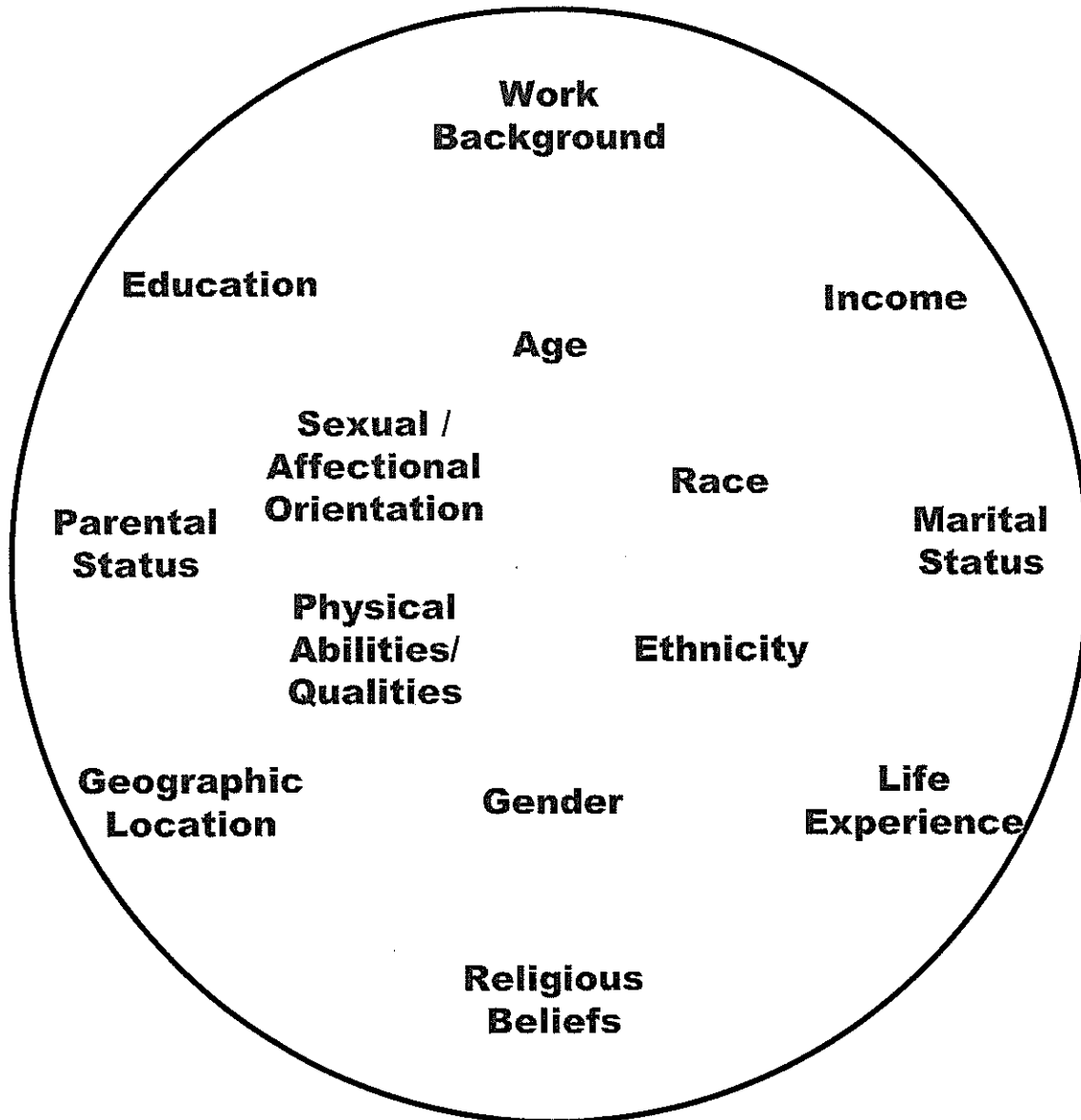


The “Textbook” definition:

- ✓ Varied personal characteristics that make human beings different and similar;
- ✓ These characteristics are both things we can control and things we cannot control;
- ✓ A concern to organizations when differences impact the workplace.

***Simply:* Any difference that can affect a relationship.**

Primary and Secondary Dimensions of Diversity

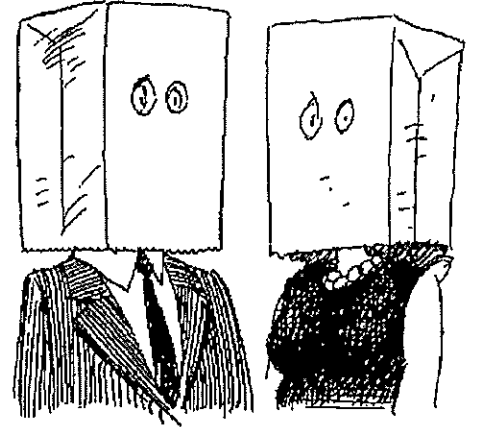


from WORKFORCE AMERICA
Louden & Rosener, 1991

Primary Dimensions of Diversity

Those immutable human differences that are inborn and/or that exert an important impact on our early socialization and on-going impact throughout our lives.

WHO... ...US?



Secondary Dimensions of Diversity

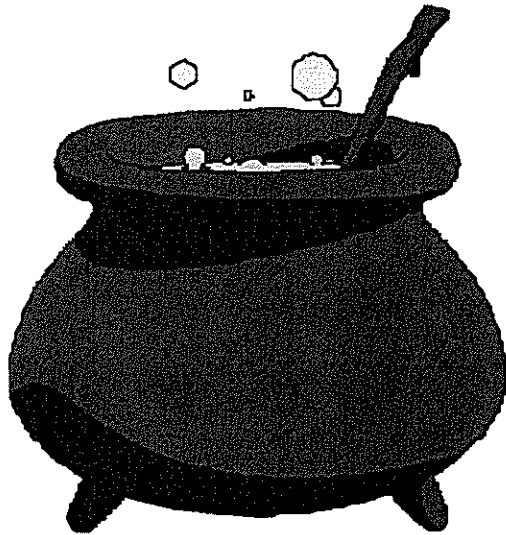
- Those that can be changed;
- They are mutable differences that we acquire, discard and or modify throughout our lives.

DIVERSITY / ANTI RACIST EDUCATION

vs.

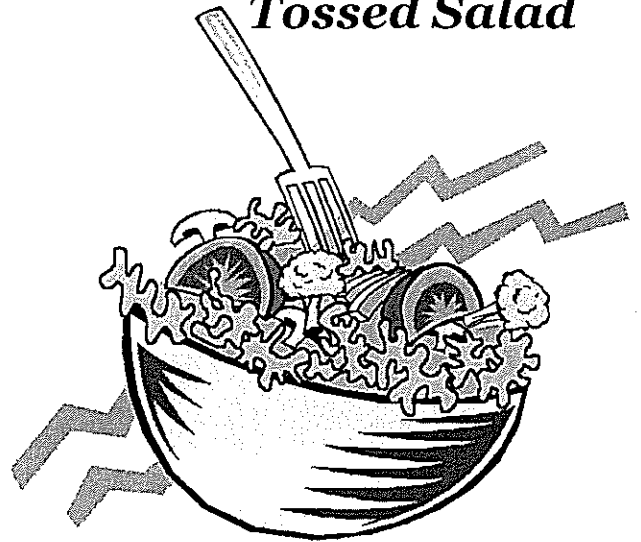
MULTICULTURAL EDUCATION

Melting Pot



vs

Tossed Salad

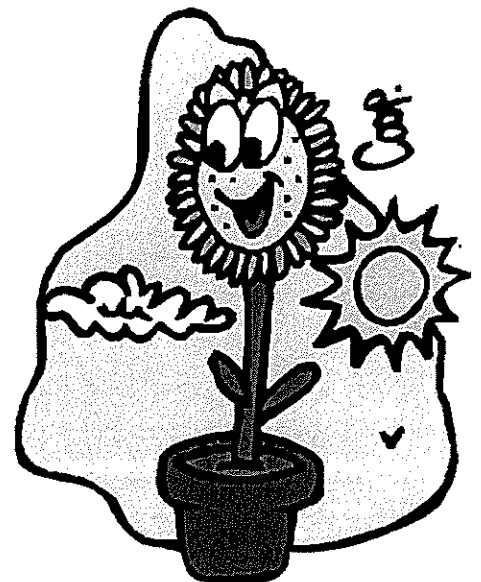


Goal of Diversity Education

⇒ To affect change

Transformation:

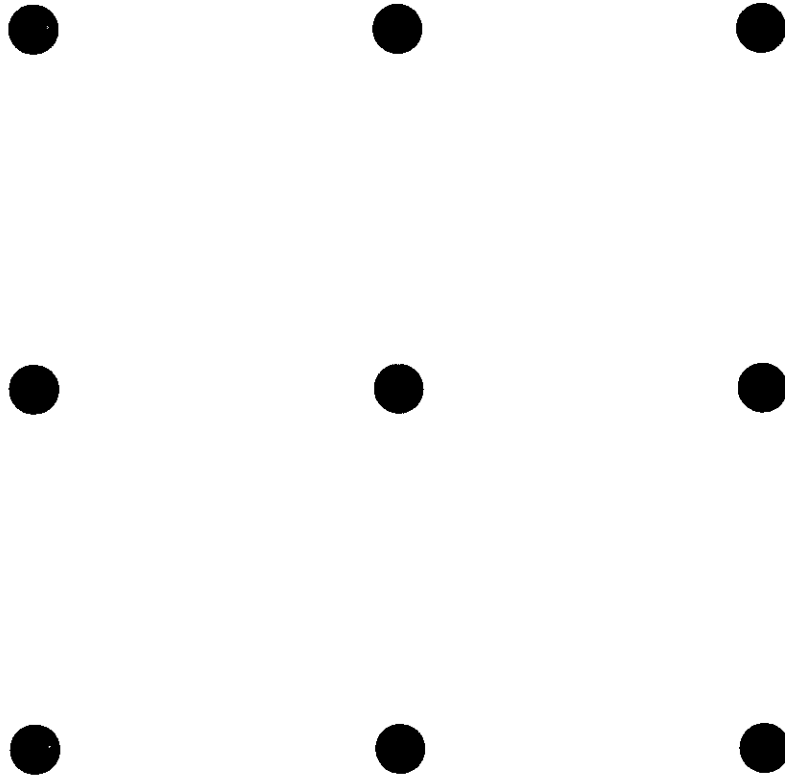
1. Self
2. Schools / Schooling
3. Society



What Value Can Diversity Bring To The Workplace?

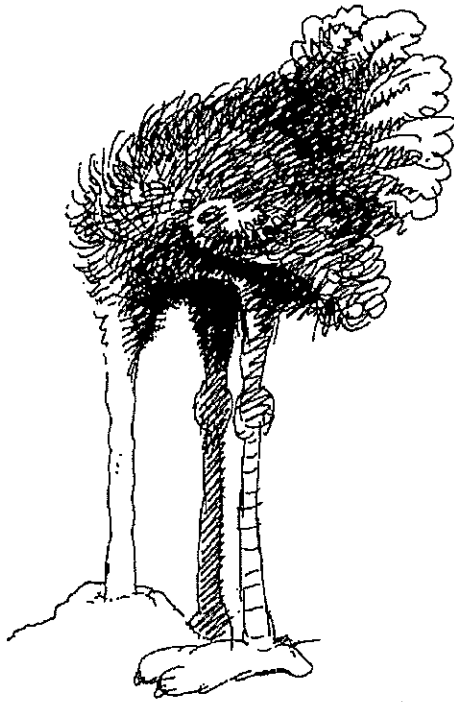
Team Problem Solving Activity

Instructions: Working with your group, draw **four** straight lines through all nine dots without retracing or lifting your pencil.



(From Casse, Pierre (1991), Training for the cross-cultural mind, 2nd edition, Washington, DC;
The Society for Intercultural Education, Training and Research)

NOTES:



Team Problem Solving

What did you notice about the way in which you approach problem solving?

Who else in your group seemed to have a similar approach? Who was different? How?

Which of the following four words best describes your problem solving approach? Circle one.

Directed and outcome-oriented

Innovative and inclusive

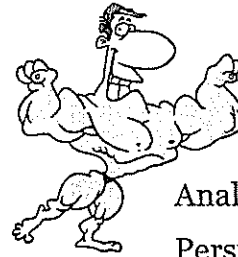
Supportive and helpful to the team

Calculating and analytical

D.I.S.C. Self Assessment

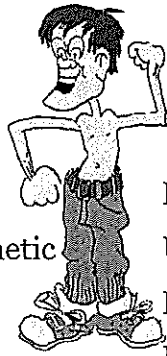
Choose the word which best describes yourself from each row of four traits and circle it. If unsure, choose the response which reflects you "most often" or what your answer would have been when you were a child.

STRENGTHS



Adventurous	Animated	Adaptable	Analytical
Persuasive	Playful	Peaceful	Persistent
Strong-willed	Sociable	Submissive	Self-sacrificing
Competitive	Convincing	Controlled	Considerate
Resourceful	Refreshing	Reserved	Respectful
Self-reliant	Spirited	Satisfied	Sensitive
Positive	Promoter	Patient	Planner
Sure	Spontaneous	Shy	Scheduled
Outspoken	Optimistic	Obliging	Orderly
Forceful	Funny	Friendly	Faithful
Daring	Delightful	Diplomatic	Detailed
Confident	Cheerful	Consistent	Cultured
Independent	Inspiring	Inoffensive	Idealistic
Decisive	Demonstrative	Dry humour	Deep
Mover	Mixes easily	Mediator	Musical
Tenacious	Talker	Tolerant	Thinker
Leader	Lively	Listener	Loyal
Chief	Cute	Contented	Chart maker
Productive	Popular	Pleasant	Perfectionist
Bold	Bouncy	Balanced	Behaved

TOTALS:



WEAKNESSES

Bossy	Brassy	Blank faced	Bashful
Unsympathetic	Undisciplined	Unenthusiastic	Unforgiving
Resistant	Repetitive	Reticent	Resentful
Frank	Forgetful	Fearful	Fussy
Impatient	Interrupts	Indecisive	Insecure
Unaffectionate	Unpredictable	Uninvolved	Unpopular
Headstrong	Haphazard	Hesitant	Hard to please
Proud	Permissive	Plain	Pessimistic
Argumentative	Angered easily	Aimless	Alienated
Nervy	Naive	Nonchalant	Negative
Workaholic	Wants all credit	Worrier	Withdrawn
Tactless	Too talkative	Timid	Too sensitive
Domineering	Disorganized	Doubtful	Depressed
Intolerant	Inconsistent	Indifferent	Introverted
Manipulative	Messy	Mumbles	Moody
Stubborn	Show-off	Slow	Skeptical
Lords over others	Loud	Lazy	Loner
Short-tempered	Scatterbrained	Sluggish	Suspicious
Rash	Restless	Reluctant	Revengeful
Crafty	Changeable	Compromising	Critical

TOTALS:

Combined STRENGTHS and WEAKNESSES

TOTALS:

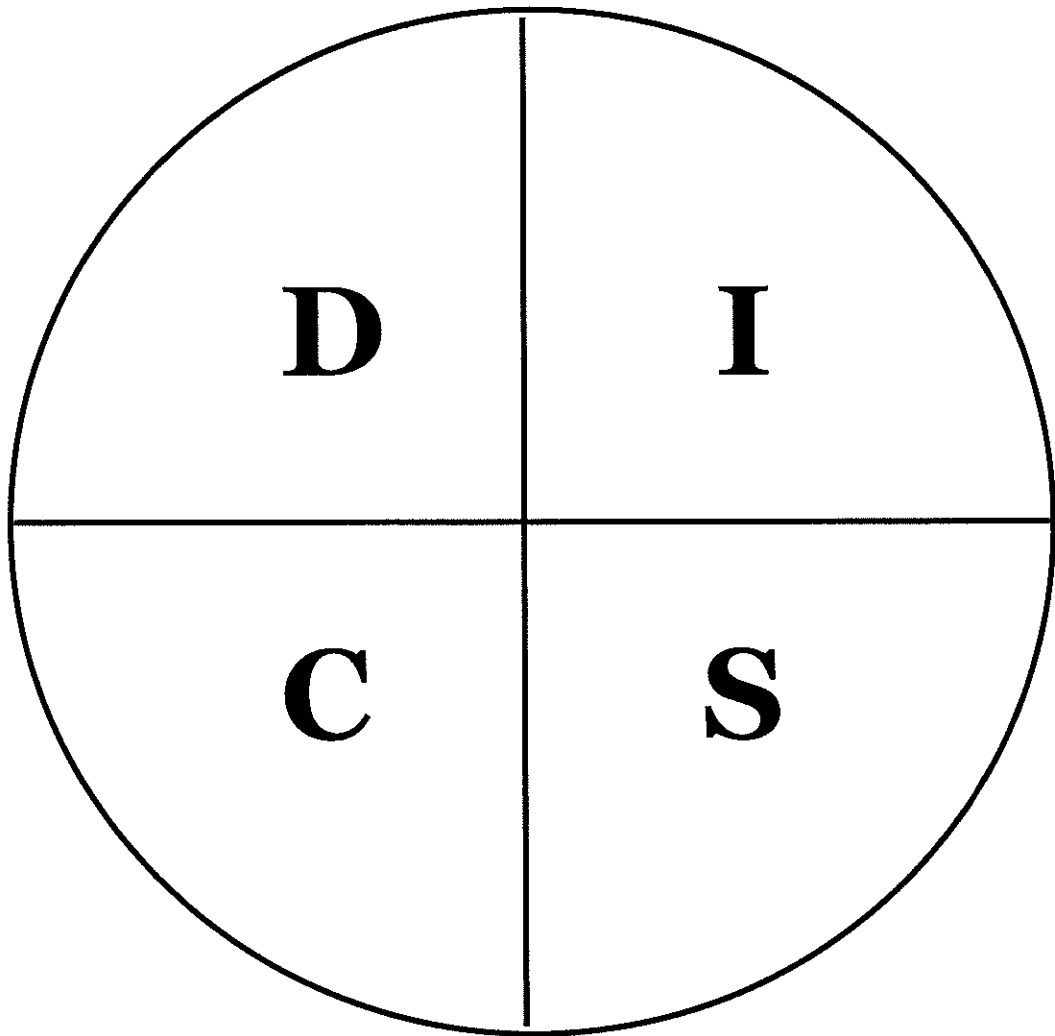
D

I

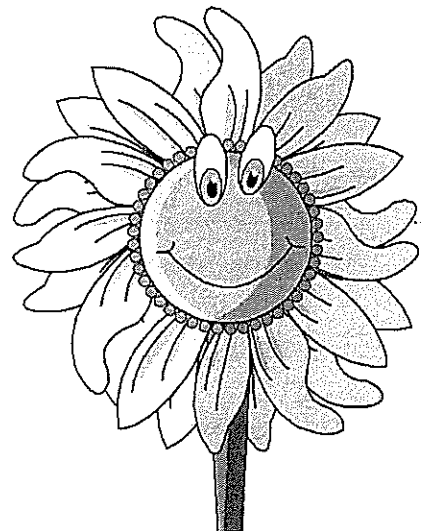
S

C

D.I.S.C. Personality Model



- D** Decisive Doer
- I** Invigorating Innovator
- S** Soft-Spoken Supporter
- C** Concrete Calculator



Assessing Your Strengths and Weaknesses

My **dominant** personality type is:

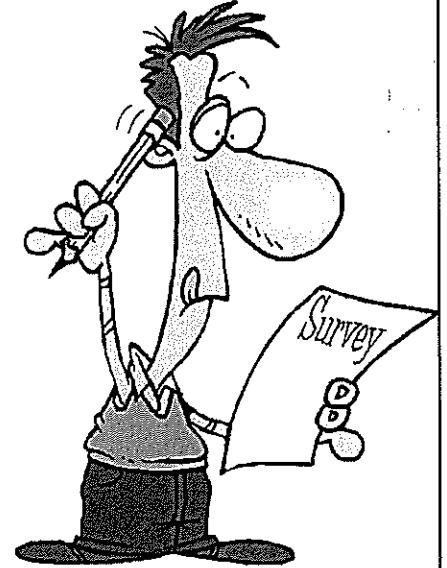
Strengths:

Weaknesses:

My **secondary** personality type is:

Strengths:

Weaknesses:



Things to watch for to identify each type:

D ~

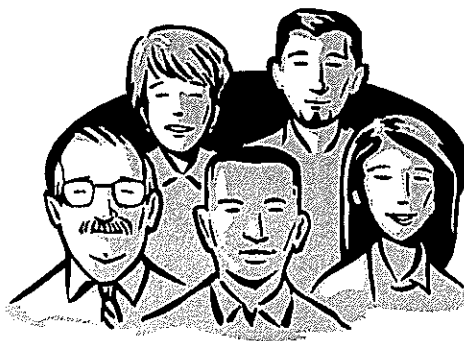
I ~

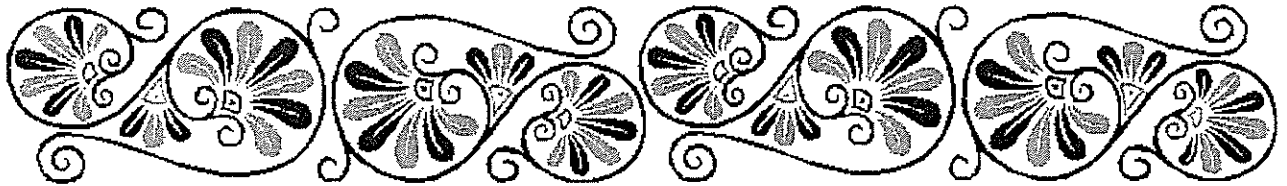
S ~

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UNIT 2:

Group / Cultural Differences

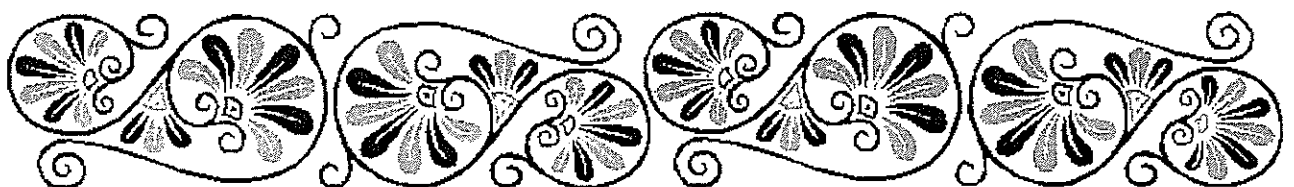




Multiculturalism

To be multicultural means
to appreciate, value and
respect attributes of others
and of their personal
cultural heritage and/or
community which might
differ from one's own.

National Association of Campus Activities
definition of what it is to be multicultural
Spot-It Education: welcome to the generation © 1993 Kevin Bolling



Verbal Communication

Includes two languages:

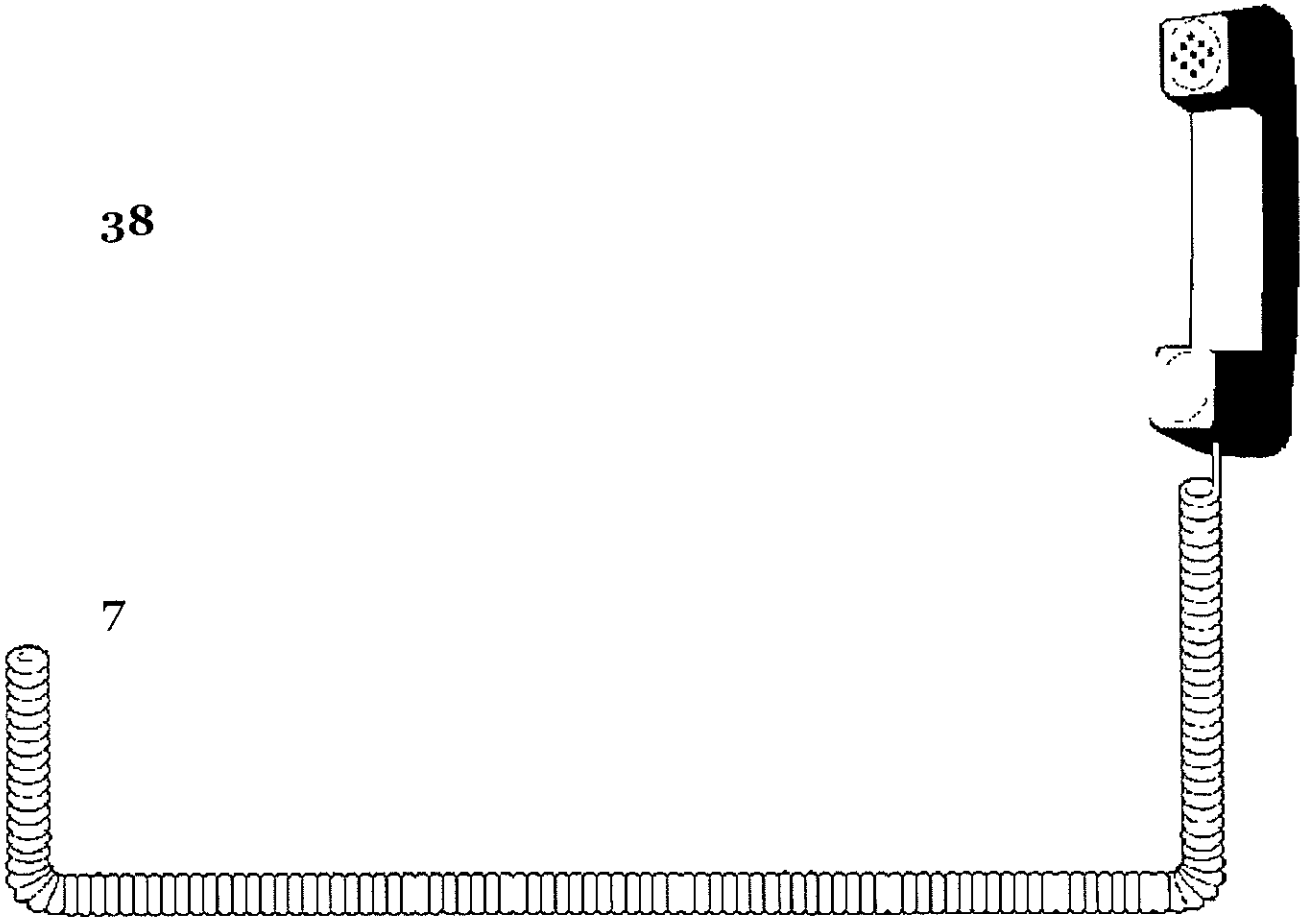
1. The language you are speaking.
2. your non-verbal body language

Remember:

55

38

7



Understanding Cultural Differences

Culture is learned through life experiences. As a result, each person has a cultural programming that distinguishes him/her from the other people with whom they interact. Due to differences in experiences and the degree of acculturation to the Canadian culture, cultural groups are heterogeneous.

Culture determines:

- the way people react within their environment.
- People's behaviours (customs, styles, traditions, language, personal interaction) and their values (ideas, attitude, assumptions, expectations).
- How people react with those not within their cultural group.

The following table outlines examples of cultural differences:

Examples of Areas of Cultural Differences	Canadian Culture (Western Cultures)	Examples of Other Cultures (Traditional Cultures)
Space	Stand at arms length	Stand closer
Formality	Informal	Very formal
Eye Contact	Value eye contact Eye contact during conversation is a sign of attention and trustworthiness	Continuous eye contact during conversation may be uncomfortable and be seen as a lack of respect
Gestures	Thumbs up = excellence	Thumbs up = sexual connotation
Dress	Business dress = suit	Business dress = traditional attire such as turban, sari
Food	Prohibitions related to health or personal choice	Prohibitions related to religion Example: no pork, kosher foods, no beef

Examples of Areas of Cultural Differences	Canadian Culture (Western Cultures)	Examples of Other Cultures (Traditional Cultures)
Time	Time is Money Punctuality is expected	Time is flexible
Values	Independence Competition	Group harmony Co-operation
Sense of Self	Self is presented in the light best possible for success May give and expect many compliments	Humility is valued, may play down accomplishments May deny compliments and feel uncomfortable
Face Saving	Fight or flight is an available option	Saving face is important Fight not flight
Emotional displays	May be shown in public	Avoided in public
Use of Courtesy Words	Courtesy words are used and expected	Courtesy words may be omitted in speech
Silence	Silence during conversations is uncomfortable	Long silences during conversations are normal

Lack of knowledge and understanding of cultural differences among people often leads to miscommunication, conflict, stereotyping and discrimination. To prevent this, individuals need to increase their cultural competence.

Cultural competence refers to the increased knowledge, understanding and appreciation of other cultures.

Source: Building Bridges
United Way Windsor/Centraide Essex County

Four Keys to Becoming A Good Cross-Cultural Listener

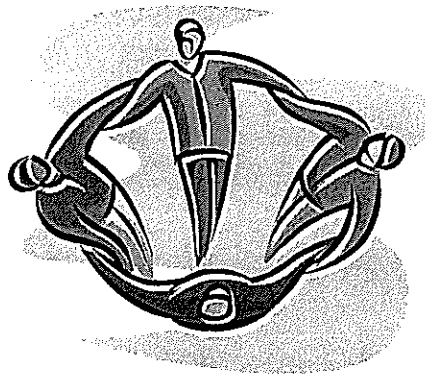
Effective communication begins with the ability to be a good listener. Careful and skillful listening is one of the most important things we can do to help us develop positive relationships with others, whether they are culturally different from us or not.

- 1. SHOW THAT YOU VALUE WHAT THE OTHER PERSON HAS TO SAY.**
- 2. KEEP AN OPEN MIND AND BE AWARE OF YOUR BIASES.**
- 3. BE PATIENT AS YOU LISTEN.**
- 4. PAY CAREFUL ATTENTION TO THE TALKER'S IDEAS AND FEELINGS.**



Some Points to Remember About Cross Cultural Relationships

- What seems to be right, logical, sensible, important, or obvious to a person in one culture may seem wrong, irrational, silly, unimportant, or confusing to someone in another culture.
- When people talk about cultures, they tend to emphasize the importance of differences and neglect explaining human commonalities.
- Differences between cultures are too often perceived as threatening and are described in negative terms.
- Truly understanding another culture requires personal experience and a great deal of time interacting with members of that cultural group.
- Understanding another culture is a continuous and not a one-time process.
- Stereotyping is most likely to occur in the absence of frequent contact or study of people from other cultures.
- Most people take their own language for granted until they encounter another language. The same is true for culture.
- People commonly believe that their own primary language is superior to other languages.



What Can I Do Differently Now?

NOTES from group discussion:

Personal Notes:

KEY POINTS TO REMEMBER: Developing cultural competence and creating a workplace that welcomes diversity is a **process** and not an event. Begin to apply what you have learned today, and positive changes will start to happen.

YOUR KEY THOUGHT:

Code Switching

Linguists often use the term “code switching” when they discuss the switching of language codes. This term can also include the concept of psychosocial code switching. Code switching is an acculturationist behaviour.

The idea of code switching has great meaning for many people living in Canada who were not born here. For instance, in Western society, eye contact tends to be a sign of honesty and directness. People from Asia initially find it difficult to code switch --- to look directly at the person with whom they are speaking. People from Canada often misinterpret this lack of eye contact as a sign of impoliteness or insincerity.

Gender code switching is based on one’s ability to integrate feminine and masculine roles and characteristics. Economic code switching may be one of the most difficult to learn, because it cuts across habits that come to us from birth. Students who come from middle to upper income backgrounds often make statements about vacations after a holiday break and speak of their travels and adventures without thinking about their classmates who cannot afford a vacation. This often caused problems with code switching across socioeconomic lines.

In summary, each of the points on the continuum (assimilationist, separatist and acculturationist) can be aligned with ethnicity or race of any other group identifier. Assimilation is often associated with the “melting pot theory” or that all people regardless of race, creed or background can be Canadian without bias; separatism is often aligned with the idea of ethnocentrism or the notion that being with one’s own group is the only way to attain trust and meet one’s goals; and acculturation is often associated with the work of James Banks and his description of acculturation as a mosaic or “salad bowl” in which every ingredient retains its own unique character --- and each individual can make his/her own contribution.

Activity:

1. Think of one or two examples in which you linguistically or psychosocially code switched within any of your group identifiers. Discuss and compare experiences among group members.
2. Brainstorm possible examples where clients may have to code switch in your workplace.

Example:

- eye contact
- social distances
- snacks

Code Switching Worksheet



1. "That been done."

2. "She is a hoodrat."

3. "I've been chillaxin' all summer."

4. "This song is the jam."

5. "The rockaway and thunderclap are hype."

6. "What are you, like, 2 bills?"

7. "I'm audi."

8. "She's got a great badookadunk."

9. "She's got too much junk in her trunk."

10. "My man has somer teeth."

11. "We be out."

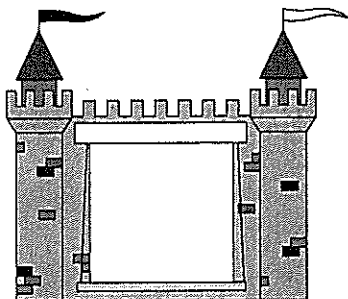
12. "I saw Sheena in her phat new ride; she be ballin."

13. "That guy is broke from head-to-toe."

14. "Twerk it Miss/Sir."

An Ancient Tale

Once upon a time, there lived a very young and beautiful princess. She dwelt with her husband, a wealthy lord in a castle near a forest. The young princess felt unhappy and neglected because her husband frequently took long journeys to neighbouring provinces. One day, while she was alone in the castle, a young vagabond strode out of the forest. He spied the young princess, quickly won her heart and carried her away with him.



After a night and a day of dalliance, the young princess found herself abandoned. She discovered that the only path back to her castle led through the bewitched forest of the wicked sorcerer. Unwilling to brave the great danger alone, the princess visited the castle of her godfather. She explained all, and begged for forgiveness and aid. The godfather, however, was shocked. He refused to help.

The princess had almost given up hope when she spied the great white knight. He pledges his unfailing aid ... for a modest fee. Alas, the princess had no money. The white knight rode away unmoved.

The princess had no one left to whom she could turn. She decided to brave the great peril alone. She entered the forest, whereupon the wicked sorcerer caused her to be devoured by a fire-breathing dragon.

Activity:

Who is most responsible for the death of the young princess?

1. the princess herself
2. the husband
3. the handsome vagabond
4. the godfather
5. the white knight
6. the wicked sorcerer
7. the fire-breathing dragon



UNIT 3:

Religious Differences

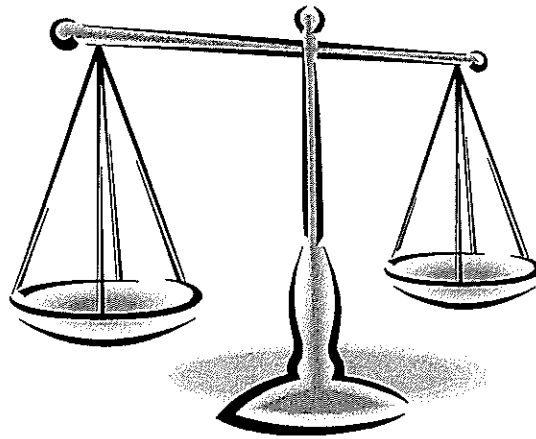


**“Religious pluralism poses a challenge
in any multicultural society,
especially one as diverse as ours.
Although the law is developing rapidly
in this area, an informed spirit of
tolerance and compromise is
indispensable to any civil society, as well
as to its capacity
to make opportunities available to
everyone, on equal terms,
regardless of creed.”**

*(Ontario Human Rights: Policy Guidelines on Creed and
the Accommodations of Religious Observances)*

UNIT 4:

Legislative Framework



Success

How do you measure success?

To laugh often, and much;

*To win the respect of intelligent people and
the affection of children;*

*To earn the appreciation of honest critics
and endure the betrayal of false friends;*

To appreciate beauty;

To find the best in others;

*To leave the world a bit better,
whether by a healthy child, a redeemed
social condition, or a job well done;*

*To know even one life has
breathed easier because you have lived.*

This is to have succeeded.

~ Ralph Waldo Emerson

Teaching Human Rights in Ontario

Scope of the Code

The *Ontario Human Rights Code* provides protection from discrimination in five areas of our lives. It states that every person has a right to freedom from discrimination in the following social areas:

1. **services, goods and facilities** – including schools, hospitals, shops, restaurants sports and recreation organizations and facilities
2. **occupancy of accommodation** – the place where you live or want to live, whether you rent or own the premises
3. **contracts** – whether written or oral agreements
4. **employment** – including advertisements, application forms and job interviews as well as work assignment, training and promotions
5. **membership in vocational associations and trade unions** – such as the Ontario Secondary School Teachers' Federation or United Steelworkers

Canada is a country where freedom of expression is a right. However, by allowing the expression of discriminatory behaviours and beliefs, we risk abusing the rights of others. Human rights legislation protects those rights in essential areas of our lives.

Prohibited Grounds of Discrimination

The *Code* recognizes that discrimination occurs most often because of a person's membership in a particular group in society. If, in any of the five social areas above, a person faces discrimination on any of these grounds, then she or he is protected by the *Code*. These are the fifteen prohibited grounds for discrimination:

1. **race** – common, descent or external features such as skin colour, hair texture, facial characteristics
2. **ancestry** – family descent
3. **place of origin** – country or region
4. **colour** – associated with race
5. **ethnic origin** – social, cultural or religious practices drawn from a common past

~ Excerpt from a publication of The Ontario Human Rights Commission

6. **citizenship** – membership in a state or nation
7. **creed** – religion or faith
8. **sex** – discrimination can be sexual in nature, or because of gender or pregnancy
9. **sexual orientation** – includes lesbian, gay, bisexual or heterosexual
10. **handicap** – physical disability or disfigurement caused by injury, illness or birth defect (includes diabetes, epilepsy, paralysis, amputation, lack of physical coordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impairment and reliance on a guide dog, wheelchair or other remedial device), learning disability or any dysfunction in the ability to understand or use symbols or speech, developmental disability, psychiatric disability or an injury or disability for which benefits were claimed or received under the Workers' Compensation Act
11. **age** – 18 - 65 years (employment); 16+ years (accommodation), 18+ years (all other areas)
12. **marital status** – including cohabitation, widowhood, separation, same-sex partners
13. **family status** – the parent/child relationship
14. **record of offences** – provincial offences or pardoned federal offences (in employment)
15. **receipt of public assistance** – in housing only

Exceptions to the Prohibited Grounds

There are some exceptions to these prohibited grounds in the area of employment such as:

- an organization that serves a group protected by the *Code*, such as religious, educational or social institutions serving ethnic groups, people with disabilities, religious groups, etc., may choose to employ only members of that group;
- an employer may choose to hire or not hire, or to promote or not promote his or her own spouse, child or parent or the spouse, child or parent of an employee;
- an employer may discriminate on the basis of age, sex, record of offences or marital status if these are genuine requirements of the job. For example, a shelter for battered women may choose to hire only women as counselors; a club may only hire male attendants to work in the men's locker room; or a child care facility may refuse to hire someone convicted of child molesting on the ground that the hiring would pose a safety risk to the children. In such instances, the employer must consider whether any **accommodation** can be made to enable that person to work in the position.

Human Rights Quiz

How well do you know your rights? Read the following situations and answer the questions by circling "Yes", "No", or "Maybe".

1. Anthony, who is 18 years old, has applied for a job as a clerk in a sporting goods store. The store manager is impressed with Anthony's maturity and ability and says that he would like to hire him, subject to reference checks. Later, the manager calls Anthony to say that he will not be hired. On checking his references with a former employer, the manager found out that Anthony was convicted of reckless driving several times when he was younger. Has the store manager violated Anthony's human rights by refusing to hire him?

Yes

No

Maybe

2. Naomi had several of her friends play in a women's hockey league at the local community centre. Whenever they play, the male rink attendants never give them their full allotted ice time. The attendants jeer every time one of the young women falls and there are often pin-up pictures of women in the dressing rooms. Naomi has complained but the manager has done nothing, saying that women should "stick to figure skating" and "leave hockey to boys". Have the rink attendants violated the young women's human rights?

Yes

No

Maybe

3. After years of fighting, Don's parents are getting a divorce. Things are so tense that Don feels he must live on his own if he is to successfully complete his school year. He has been a good student and stayed out of trouble. At 16, he has qualified for social assistance and has put in an application at a rooming house near his school. The property manager refuses to rent Don a room, saying that he does not rent to "welfare kids". Has the property manager violated Don's human rights?

Yes

No

Maybe

4. Cassandra and several black friends have gone to a local restaurant after school. They are laughing and carrying on like others in the restaurant. Things start to get out of hand between their group and several white students sitting at another table. Food is thrown and the groups exchange angry remarks. When the restaurant staff ask Cassandra and her friends to leave the restaurant, they feel angry and discriminated against. Have the restaurant staff violated the group's human rights?

Yes

No

Maybe

5. Last week, Maureen and her friend Sean organized a school group to raise funds for AIDS research. Yesterday, they both found crudely drawn cartoons making fun of gays and lesbians on their desks. Last night, several students shouting anti-gay comments verbally attacked them on the street opposite the school yard. Their teacher saw the cartoons and has heard rumours of the verbal attack, but feels that nothing can be done because the attack took place off the school premises. Neither student has complained to school officials. Have the students violated Maureen and Sean's human rights?

Yes

No

Maybe

6. A local optician's office has an opening for a part-time receptionist. The position requires excellent communication skills, as the person will answer customers' telephone calls and receive patients who enter the clinic. Michelle, who was born and raised in Quebec City, has applied for the job. The owner does not hire her because she feels customers may not understand Michelle because of her accent. Has the owner violated Michelle's human rights?

Yes

No

Maybe

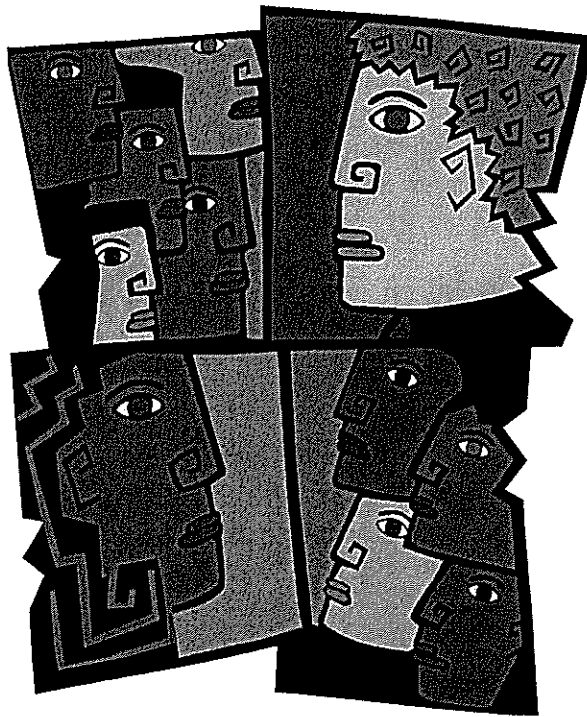
7. Last Saturday, Michael and his friends attended a movie theatre they had never been to before. The theatre staff told Michael, who requires a motorized wheelchair because he has muscular dystrophy, that he would either have to transfer to a theatre seat or watch the movie from the only area available for the wheelchair --- in front of the first row of seats. When he complained about this arrangement, the theatre staff told him he was entitled to the same service as everyone else --- a ticket and a seat to watch the movie. Have the movie theatre staff violated Michael's human rights?

Yes

No

Maybe

APPENDIX



Windsor's Multiculturalism

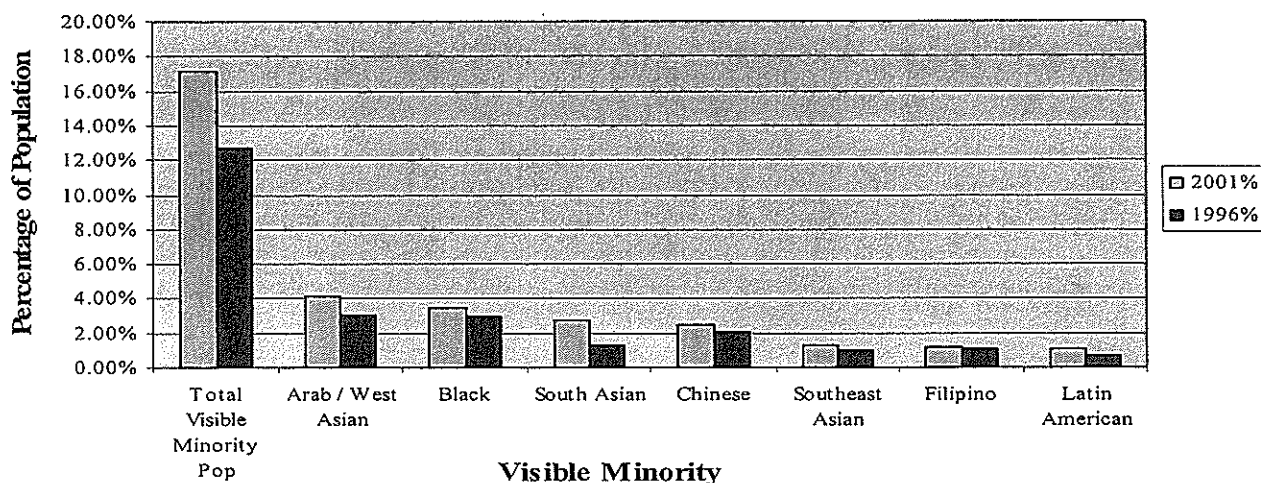
Based on 2001 Census data, the City of Windsor ranks as the fourth most culturally diverse community in Canada. In Canada, only Toronto, Vancouver and Ottawa-Hull are more culturally diverse cities than Windsor. There are an estimated 100 different cultural groups calling Windsor home. Windsor exceeds the national average with one in four of its residents in 2001 having been born outside the country. The national average is 1 in 5. Out of approximately 208,000+ Windsorites, 17.2% describe themselves as visible minorities and 1.2% describe themselves as Aboriginal. The three largest visible minority groups in Windsor are Arab/West Asian, Black and South Asian.

CITY OF WINDSOR

Visible Minority Population

	2001 Total	2001%	1996%
Total Visible Minority Population	35,350	17.17%	12.71%
Arab / West Asian	8,485	4.12%	3.07%
Black	7,155	3.48%	2.99%
South Asian	5,660	2.75%	1.31%
Chinese	5,085	2.47%	2.06%
Southeast Asian	2,645	1.28%	1.00%
Filipino	2,355	1.14%	1.08%
Latin American	2,135	1.04%	0.72%

WINDSOR Visible Minority Population



How Culturally Aware Are You?

Directions: Read each statement below, then check either “YES” or “NO” for each item.

I know that culture influences	<u>YES</u>	<u>NO</u>
1. how close people stand to one another.	_____	_____
2. whether to give a soft or sturdy handshake.	_____	_____
3. whether to use first or last names and/or titles when addressing someone.	_____	_____
4. how to deal with conflict and differences.	_____	_____
5. how to praise and/or criticize someone.	_____	_____
6. what a person considers a reward.	_____	_____
7. how to say no.	_____	_____
8. how loudly or softly someone speaks.	_____	_____
9. what a person expects from a boss.	_____	_____
10. how someone treats subordinates.	_____	_____
11. how to treat people of a different gender, sexual orientation, race, culture or age.	_____	_____
12. how directly or indirectly someone communicates.	_____	_____
13. how to respond to feedback.	_____	_____
14. what causes loss of face, shame or embarrassment.	_____	_____
15. what someone feels comfortable disclosing to others.	_____	_____
16. what are appropriate and inappropriate topics for discussion.	_____	_____
17. when to and when not to make eye contact.	_____	_____
18. when to be casual; when to be formal.	_____	_____
19. how to deal with problems.	_____	_____
20. interpretations of other’s behaviour.	_____	_____

Same or Different?

If you woke up tomorrow morning and found that you belonged to another culture or ethnic group, how would your life be the same and how would it be different in regard to.....

	<u>Same</u>	<u>Different</u>
1. the friends you associate with.	_____	_____
2. the social activities you enjoy.	_____	_____
3. the foods you prefer.	_____	_____
4. the religion you practice.	_____	_____
5. the way you dress.	_____	_____
6. the community where you live.	_____	_____
7. the home you live in.	_____	_____
8. the job/position you hold.	_____	_____
9. the car you drive.	_____	_____
10. the music you enjoy listening to.	_____	_____
11. the language(s) you speak.	_____	_____
12. the political party you belong to.	_____	_____

Communicating With Limited English-Speaking Individuals

Directions: Check off each of the following behaviours you usually do when communicating with someone who is a limited-English speaker.

- _____ 1. I use pictures, signs, diagrams, and other visual symbols.
- _____ 2. I demonstrate as I explain.
- _____ 3. I use their language, either in writing or speaking.
- _____ 4. I speak slowly, pausing between sentences.
- _____ 5. I use simple vocabulary and avoid using idiomatic expressions such as “get to the bottom line”, or “go the extra mile”.
- _____ 6. I repeat, using different words. If possible, I try to use words that are more internationally known, for example, “problem” rather than “dilemma”, “glitch” or “snafu”.
- _____ 7. I assume confusion, avoid asking people if they understand, and do not take a nodding head, smile, or “yes” or mean I have been understood.
- _____ 8. I get the help of an interpreter when I need it.
- _____ 9. I try to walk in the other person’s shoes, imagining how this difficulty might feel.
- _____ 10. I smile, showing warmth and friendliness, but I do not laugh.

Cultural Sensitivity Self Assessment

Select **A**, **B** or **C** for each numbered item listed.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

Physical Environment, Materials & Resources

- _____ 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of families served by my program or agency.
- _____ 2. I ensure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of families served by my program or agency.

Communication Styles

- _____ 3. I use visual aids, gestures and physical prompts in my interactions with clients or coworkers who have limited English proficiency.
- _____ 4. I use bilingual staff or trained/certified interpreters during meetings for employees who would require this level of assistance.
- _____ 5. When interacting with people who have limited English proficiency, I always keep in mind that limitations in English proficiency in no way reflect on their level of intellectual functioning.
- _____ 6. I remember that their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language or origin.
- _____ 7. When possible, ensure that all notices and communiqués to clients are written in their language or origin.

Values & Attitudes

- _____ 8. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
- _____ 9. I screen books, movies and other media resources for negative cultural, ethnic or racial stereotypes before sharing them with employees or clients served by my program or agency.
- _____ 10. I intervene in an appropriate manner when I observe other staff within my program or agency engaging in behaviours that show cultural insensitivity, bias or prejudice.

Values & Attitudes continued...

- _____ 11. I understand and accept that family is defined differently by different cultures (e.g., extended family members, godparents).
- _____ 12. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.
- _____ 13. I accept and respect that male female roles in families may vary significantly among different cultures (e.g., who makes major decisions for the family).
- _____ 14. I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g., high value placed on the decisions of elders or the role of the eldest male in families).
- _____ 15. I recognize and understand that beliefs and concepts of emotional well-being vary significantly from culture to culture.
- _____ 16. I accept that religion and other beliefs may influence how employees respond to illnesses, disease, disability and death.
- _____ 17. I accept and respect that customs and beliefs about food, its value, preparation and use are different from culture to culture.
- _____ 18. I seek information from family members or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse children and families served by my program or agency.
- _____ 19. I am inclusive in dealing with the viewpoints of all the members of my department.
- _____ 20. I advocate for the review of my department's mission statement, goals, policies, and procedures to ensure that they incorporate principles and practices that promote cultural diversity and cultural competence.

Key Point to Remember: Awareness of differing needs based on cultural issues is a critical step in developing cultural competence. Knowledge and effort over time will lead to positive changes in the workplace.

Your Key Thought:

Diversity Awareness Continuum

Directions: Put an "X" that represents where you fit along the dotted line for each continuum below:

I am not knowledgeable about the cultural norms of different groups in the organization	-----	I am knowledgeable about the cultural norms of different groups in the organization.
I do not hold stereotypes about other groups.	-----	I admit my stereotypes about other groups.
I feel partial to, and more comfortable with some groups than others.	-----	I feel equally comfortable with all groups.
I gravitate toward others who are like me.	-----	I gravitate toward others who are different.
I find it more satisfying to manage a homogeneous team.	-----	I find it more satisfying to manage a multicultural team.
I feel that everyone is the same, with similar values and preferences.	-----	I feel that everyone is unique, with differing values and preferences.
I am perplexed by the culturally different behaviours I see among staff.	-----	I understand the cultural influences that are at the root of some of the behaviours I see.
I react with irritation when confronted with someone who does not speak English.	-----	I show patience and understanding with limited English speakers.
I am task focused and don't like to waste time chatting.	-----	I find that more gets done when I spend time on relationships first.
I feel that newcomers to this society should adapt to our rules.	-----	I feel that both newcomers and the organization in which they work need to change to fit together.
<p>Draw your profile by connecting the Xs. The closer your line is to the right hand column, the greater your awareness regarding diversity. The closer to the left hand column, the less aware you may be about diversity-related issues.</p>		

Creative Cultural Networking Checklist

Directions: Put a check ✓ by any statements that reflect what you are currently doing.

1. I belong to a professional or social group where the membership is very diverse.
2. I consciously attend group functions where I am an outsider, where I don't know many people and where some of them are of a different group (e.g., gender, ethnicity, race or religion).
3. I create collegial relationships, friendships or arrangements at work with people who are different from me.
4. At meetings, functions or professional conferences, I make it my business to expand my contacts with people from diverse groups.
5. I attend various cultural support groups such as the Black Employees' Association at work, even though by background, I am not a member of those networking groups.
6. I attend community functions, lectures, art exhibits or holidays that celebrate diverse cultures.
7. I join civic groups apart from work where I have a chance to broaden my contacts.
8. I have hosted a networking party where I invited people from diverse backgrounds and asked them all to invite a friend or colleague.
9. I keep nurturing the relationships I have already developed so that my base of contacts grows.
10. I have joined an organization or currently subscribe to a publication whose top priority is cultural diversity.

Directions for scoring: Count your checks. The more you have, the more productively you create your cultural network. Our suggestion is that you target one or two of these specific items as a beginning point toward expanding your cultural network.

1. One thing I will do to more creatively develop my diversity network is _____ and I will do so by (date) _____.
2. One thing I'm already doing well but could improve on a little is _____. I plan to capitalize on this networking technique by doing the following _____

IMAGES AND INSIGHTS

Instructions: Think about what has happened in this workshop. What have you seen, heard, said and felt --- and complete the following sentences:

1. The one thing (visual image, comment, thought, feeling) that is most significant to me is:

2. What surprises me most is:

3. One topic or issue I'd like to discuss (or discuss further) is:

4. The idea or behaviour that I most want to apply in my day-to-day practice is: