

Diversity, Equity and Inclusive Education: Towards Building a Community of Belonging @ OCDSB



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Clipped Wings

Pat me on the back

Tell me I am good

I will do I again

do it again

do it again

Push me at the back

Tell me I am no good

I will do it again

do it again

do it again

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Relationships are assignments.

Marianne Williamson

Mission

Our mission is educating for success – inspiring learning and building citizenship using the pillars of well-being, engagement, learning and leadership to support and inspire students and staff by:

- Promoting student and staff well-being
- Developing a culture in which all people are welcome
- Enhancing leadership and governance capacities and practices
- Improving student achievement

Factors Transforming Relationships and Communities

- Changing Demographics
(aging population, immigration, increasing Aboriginal population)
- Shifting Social Structures
(family dynamics)
- Globalization
- Technology
- Legislation/Litigation

The Equitable Competencies

- Accommodation
- Dignity and Respect
- Openness to Difference
- Equitable Opportunity
- Commitment to Diversity
- Knowledge of Diversity
- Change Management
- Ethics and Integrity

Trevor Wilson

Diversity Strategist and Author of Diversity at Work

Human Equity Principles

- Equity is not equality.
 - Equity for All.
 - This is about organizational effectiveness ... not just the right thing to do.
 - No group has a monopoly on bias or discrimination.
 - Representation is only one way to measure success.
 - Actions speak louder than words.
- “Who you are speaks so loudly I can’t hear what you are saying”*

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Diversity

The presence of a wide range of *human qualities and attributes within a group, organization, or society*. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religious, sex, sexual orientation, and socio-economic status

Equity

A condition or state of fair, inclusive, and respectful treatment of all people.

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

Equality vs Equity

Equality = sameness

when we treat people equally, we ignore differences

Equity = fairness

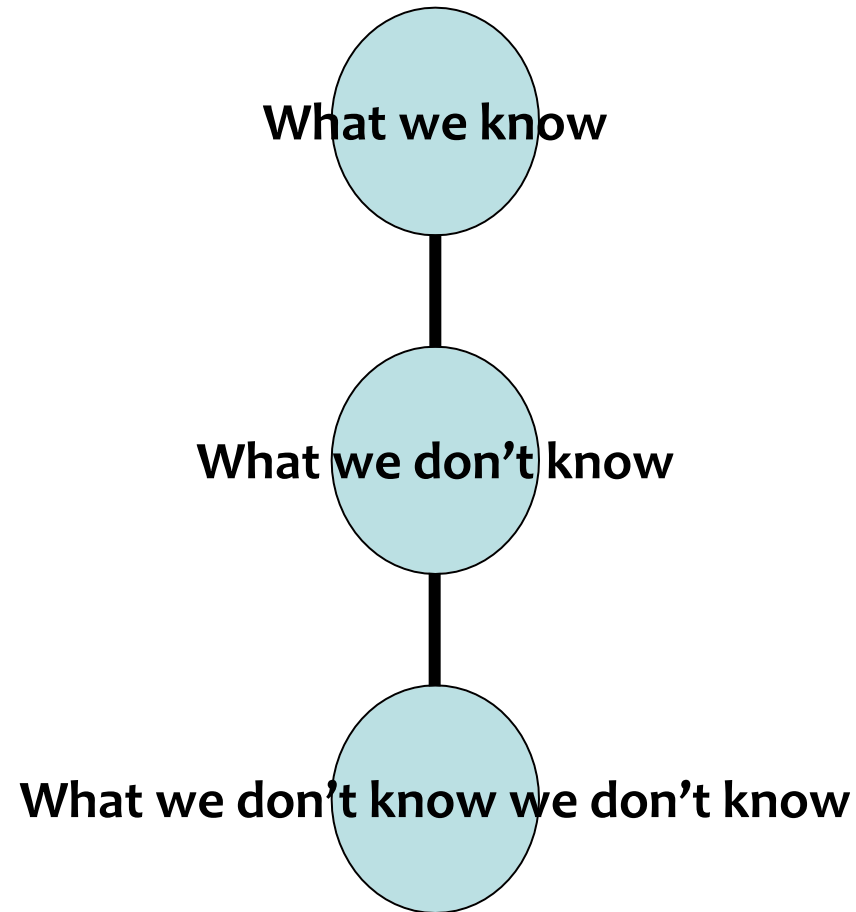
when we treat people equitably, we recognize differences

Equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.

Inclusion

- Inclusiveness is about creating a climate where diversity is valued
- In an inclusive environment each person is recognized and developed, and their talents are routinely tapped into
- In an inclusive organization, people are valued because of, not in spite of, their differences
- An inclusive environment is equitable for all

Implicit Bias



Attitudinal Barriers

- **Stereotypes, Prejudice**
- **Discrimination:**
Sexism, Racism, Ageism, Credentialism,
Nationalism, Favoritism, Classism,
Homophobia
- **Harassment**
- **Embarrassment/Saving Face**

Systemic Barriers

- Entitlement
- Inflexible systems
- Nepotism
- Non bona-fide job requirements
- Biased tests and interviews
- Limited advertising/outreach
- Inaccessible/informal communication channels (Corporate culture “fit”)

OCDSB's on-going Journey to Build a Culturally Proficient Culture

- Character Education (since 2006)
- Cultural Proficiency Training (since 2007)
- Employment Systems Review (2009)
- Diversity & Inclusion Taskforce (2009-2012)
- Workforce Census (2010)
- Equity and Inclusive Education Policy (2011)
- Religious Accommodation Policy (2011)
- Student Survey (2011)
- Advisory Committee on Equity (renewed mandate 2012)
- A Date with Diversity (2013)
- Employee Resource Councils (2013)
- Diversity, Equity and Inclusive Education Framework (in progress)

Diversity in our schools

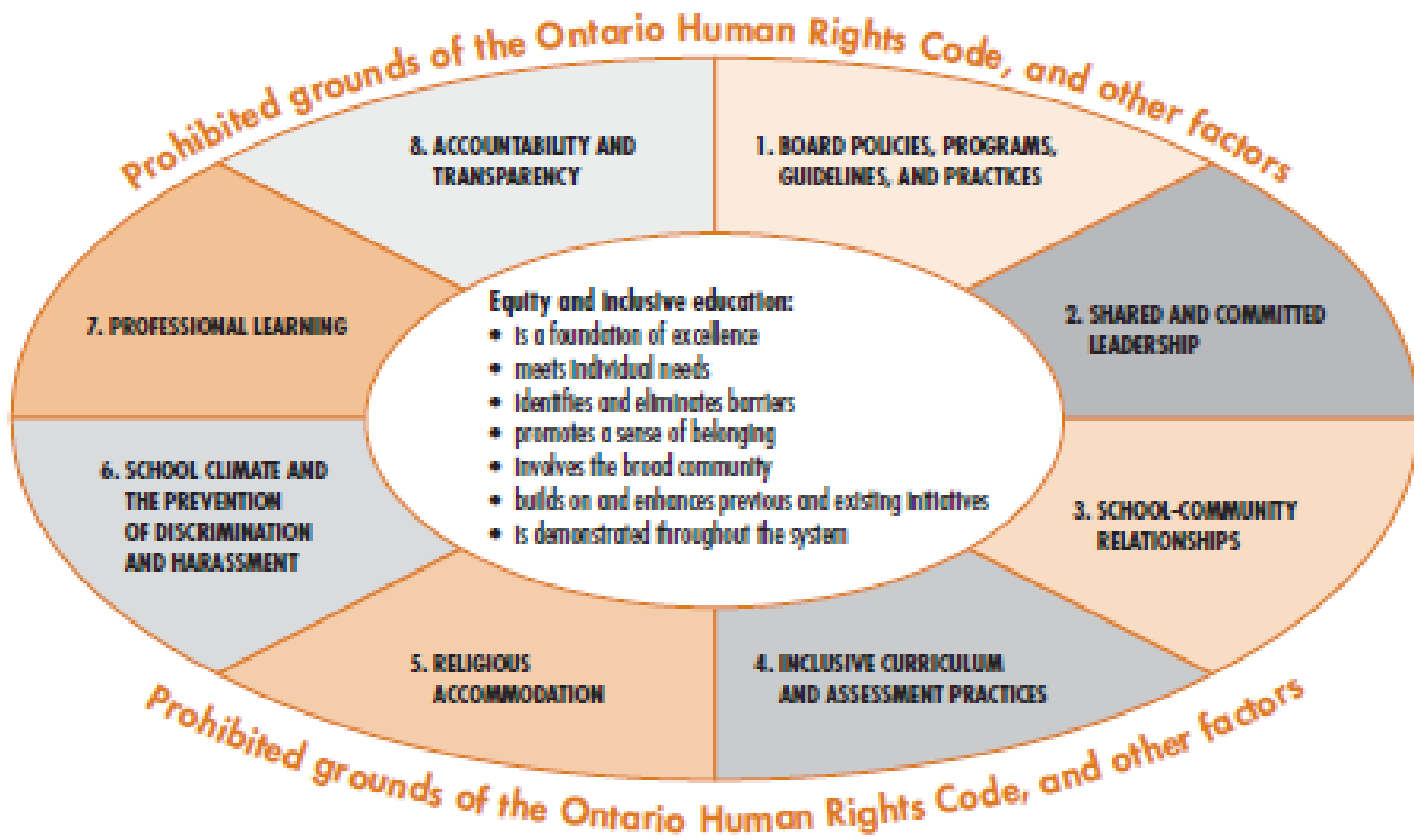
- Inclusive, Safe and Caring Instructional Programs
 - Superintendent of Instruction – Susan MacDonald
 - Principal – Brett Reynolds
 - Aboriginal Instructional Coach (Kristin Kopra)
 - Equity Instructional Coaches (Matt Gagnier, Henrike Sanne)
 - Learning and school climate support
 - Student and teacher forums and workshops
 - » Rainbow Forum
 - » In Love and In Danger
 - » Student Equity Conference
- Differentiated Instruction
- Resources (books, videos, lesson plans, community resources)
- Spiritual Care Programme
- Building a Community of Character
 - Bully prevention and intervention Resources
 - Roots of empathy
 - Restorative practices
 - Me to We
 - YouCan Leadership
- Diversity, Multicultural Clubs, GSAs
- OCENET (Ottawa-Carleton Education Network)

A Community of Character



Equity and Inclusive Education Strategy

Guiding Principles and Areas of Focus



Vision of Equity & Inclusive Education Strategy

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

Goals

Realizing the Strategy's vision depends on the effective implementation of the Strategy's three goals:

1. Shared and committed leadership to eliminate discrimination by identifying and removing biases and barriers;
2. Equitable and inclusive education policies and practices to support positive learning environments that are respectful of and welcoming to all; and,
3. Accountability and transparency, with progress towards achieving the Strategy's goals demonstrated and communicated to the Ministry and to local communities.

Equity & Inclusive Education Guiding Principles

Equity and inclusive education:

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

Eight Focus Areas

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

Policy Development

Boards must:

Review or develop a policy on equity and inclusive education including a guideline on religious accommodation by September 2010. Policy to include:

- a vision based on the ministry's vision
- the strategy's three goals
- the guiding principles
- the eight areas of focus
- an implementation plan and
- a section on accountability and transparency
- consult widely with the diverse community
- adhere to the provisions of the MFIPP, the Education Act
- consult with our legal counsel and freedom-of-information coordinators

Policy Development – cont'd

Once the policy has been developed:

- Boards will embed equity and inclusive education principles in **board and school and improvement plans** (use SMART goals)
- Boards will embed equity and inclusive education principles into all aspects of school operations during the cyclical review process.

OCDSB Diversity Vision

The Ottawa-Carleton District School Board is committed to equity of educational **opportunities and outcomes**. We know that diversity enriches the educational and employment experience of all. Our success rests in our ability to **respect, appreciate and value people's differences**. We champion an **atmosphere of openness and respect** which **builds trust and enduring relationships** with our communities. We lead by example.

Shift in Culture

moving
from... to ...

- Focus on them and their inadequacies
 - Tolerate, assimilate, acculturate
 - Demographics viewed as challenge
 - Prevent, mitigate, avoid cultural dissonance and conflict
 - Stakeholders expect to help others to assimilate
 - Information added to existing policies, procedures and practices
- The focus on us and our practices
 - Esteem, respect, adapt
 - Demographics inform policy and practice
 - Manage, leverage, facilitate conflict
 - Stakeholders adapt to meet needs of others
 - Information integrated into policies, procedures and practices

Strategies/ Measures

- High Student Achievement rate & reduction in student achievement gaps
- Stronger client/community relationships
- Increase in employee engagement
(sharing info., active, reduce turnover and sick leave rates)
- Representative workforce (close labour gaps)
- Expand opportunities – locally/regionally/nationally/internationally
- Enhance organizational effectiveness
 - Increase creativity and decision making
 - Enhance organization's reputation

2010 OCDSB WORKFORCE CENSUS

 April 19th to 30th

**Give yourself a chance to win
one of five iPod Touch units!**



A census will allow us to:

- know who we are – especially the unique and diverse characteristics of our workforce population
- understand our capacity to serve an increasingly diverse student and parent population
- identify employee needs – which may inform training and development opportunities, policies and procedures



TOGETHER WE COUNT
for student success



Together - We Count for Student Success

2010-2011 OCDSB Student Survey



April 18th – May 20th, 2011

Why a survey?

- we believe a comprehensive demographic survey will give us a better understanding of our student population and will help us to better meet student needs
- we are required to complete a bi-annual school climate survey; and
- we are required to complete an Aboriginal self-identification survey

Engagement Levels

- 61% response rate for employees
- 57% overall response rate (jk – grade 12)
 - 66.7% (grades 7-12)
 - 47% (jk – 6)
- Very good rates by market standards (32% average)

The OCDSB Employee Story

- Highly educated and skilled workforce
- Committed to working long hours and to on-going learning and professional development
- Balancing work and family commitments
- Generous with time within and outside OCDSB
- Majority are married
- Majority are female
- Majority have a religious or spiritual affiliation
- Represent three generations
- Represent more than 100 ethnic and cultural groups
- Speak more than 80 languages

The OCDSB Students' Story

- Most enjoy school
- Most feel they belong
- Most find school a friendly and welcoming place
- Many have experienced bullying and harassment
- Majority plan to attend university
- Majority were born in Ottawa
- Majority have a religious or spiritual affiliation
- Represent more than 150 ethnic and cultural groups
- Speak more than 150 languages

Some Key Findings

- We have four generations within our learning and working community
- 17% of workforce census respondents are eligible to retire within the next 5 years and another 16% are eligible to retire within 6 to 10 years.
- 3.9% of jk-6, 6.9% of grades 7-12 and 2.4% of our staff are members of First Nations, Métis and Inuit groups compared to 1.5% of the Ottawa area
- 12% jk-6 and 14% of grades 7-12 respondents reported having a disability, exceptionality or special need compared to 5% of our workforce
- 87% of jk-6 and 76.7% of grades 7-12 respondents were born in Canada compared to 84.9% of current OCDSB staff and 76.8% of Ottawa's population

Some Key Findings

- 53% of jk-6 and grades 7-12 respondents identify with ethnic or cultural groups from more than one origin family compared to 48% of OCDSB's workforce respondents.
- 41% of jk-6, 45% of grades 7-12 and 8% of our staff reported being a member of a racialized group compared to 20% of Ottawa's 2006 Census rates
- 70% of jk-6 respondents have a religious or spiritual affiliation and 30% do not; 60% of grades 7-12 respondents have a religious or spiritual affiliation, 28% do not; and, 74% of workforce census respondents have a religious or spiritual affiliation and 26% do not.
- 50% of grades 7-12 respondents identify as Male, 49% Female, and 0.4% transgender; OCDSB's Workforce Census respondents' breakdown was as follows: 60% Female, 40% Male, and <0.1% are transgender.

Belonging & Safety

(Student Survey)

- **96% (74% *always*) of *jk-6 respondents*** always or often feel safe at school
- **90% (59% *always*) of *grades 7-12 respondents*** always or often feel safe at school.
- 58% of *jk-6* and 68% of *grades 7-12* respondents have experienced bullying or harassment



Key Work At A Glance

Well-Being

1. Student Survey Analysis
2. Workforce Census Analysis
3. Mental Health Framework
4. Accessibility

Engagement

1. Parent Engagement
2. Student Voice
3. Communications
4. Diversity, Equity and Inclusion Framework

Leadership

1. Governance
2. Ontario Leadership Framework
3. Organizational Effectiveness
4. Succession Planning
5. Creative and Innovative Leadership

Learning

1. Instructional Leadership
2. Board and School Improvement Plans for Student Achievement
3. Secondary School Review
4. Digital Learners
5. Early Learning

Potential

The key to unlocking potential is to understand and value differences, strengths and perspectives not just at the group but the individual level.

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Diversity Strategist and Author of Diversity at Work

Performance

- How people perform correlates to how situations occur to them.
- Leaders have a say – and give others a say – in how situations occur.

- How a situation occurs to people arise in language.
- Leaders master the conversational environment.

- Future-based language transforms how situations occur to people.
- Leaders listen for the future of their organizations, and create the conditions that allow others to coauthor that new future.

Source: The Three Laws of Performance: Rewriting the Future of Your Organization and Your Life

Research

“There is an increasing body of research showing that students who feel connected to school – to teachers, to other students, and to the school itself – do better academically.

Ontario's Equity and Inclusive Education Strategy, 2009, p.12

Emotional Needs

Safe:

- Physical, Emotional
- Environment

Accepted:

- Included
- Liked
- Needed
- Paid attention to

Respected:

- Understood
- Treated Fairly
- Dignity

Valued:

- Appreciated
- Feeling Heard
- Worthy
- Recognized
- Praised

Power:

- Control
- Choice
- A Voice (has a say)
- Able to Act
- Context/A Reason

Emotional Needs

- Our behaviour is driven by our emotional needs
- **Intent vs Impact**
- **People don't do things to you.
They do them for themselves.**

Culture

The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit.

Wade Davis

Culture of High Expectations

Culture is a problem-solving resource we need to draw on, not a problem to be solved.

Terry Cross

Inclusion is not bringing people into what already exists, it is making a new space, a better space for everyone.

Professor George Dei

Cultural Proficiency Principles

- Culture is a predominant force; you cannot NOT be influenced by culture
- People are served in varying degrees by the dominant culture.
- Group identity of individuals is as important as their individual identities.
- Diversity within cultures is vast and significant
- Each group has unique cultural needs
- The family, as defined by each culture, is a primary system of support.
- Marginalized populations have to be at least bicultural, and this status create a distinct set of issues to which the system must be equipped to respond.
- In cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.
- The mental health profession must incorporate cultural knowledge into practice and policymaking.

Cultural Proficient Leaders

Self

- Ability to listen to and to respect different opinions, ways of thinking and skills, knowledge and experience
- Working to understand differences among individuals by finding ways to work with others in a productive manner
- Proactively seeking opportunities to learn about individual differences
- Constructively challenging assumptions and behaviours that limit individual and/or organizational growth

Cultural Proficient Leaders

Teams

- Ability to work in diverse teams
- Sharing information and knowledge to support common efforts
- Using collaborative or team approaches to accomplish goals across functional line
- Involving everyone affected to generate the solutions
- Sustaining productive working relationships with others despite past disagreements, or limited contact
- Providing feedback, receiving feedback and actively listening.

OCDSB Key Next Steps

- Workforce Strategic Diverse Workforce Working Working Group – Developing Equity and Inclusion Lens on HR and other district priorities; Employee Resource Councils (ERCs), Mentoring opportunities
- Develop and deliver training that supports valuing, managing and leveraging a diverse workforce (includes training on cultural proficiency, human rights, recruitment, and supporting diverse staff and students)
- Integrate relevant findings into OCDSB's Equity, Diversity and Inclusion Framework (in alignment with OCDSB's Strategic Plan and the Ministry's Equity and Inclusive Education Strategy)
- Engage in on-going conversations with internal and external partners and stakeholders to enhance opportunities that support the District's strategic objectives related to equity and diversity

Advisory Committee on Equity (ACE) Mandate

- advise the Board of Trustees on the review, development, implementation, and monitoring of all policies which support the members of the school community and encourage student achievement and well-being;
- advise the Board of Trustees on the identification and elimination of discriminatory bias, power dynamics, and systemic barriers that may limit access to, and opportunity for bias free education for all students and members of the school community;
- liaise with community stakeholders by actively engaging parents and community partners to help create and sustain a safe and inclusive learning environment; and
- advise the Board on potential budget implications that may help or hinder its commitment to foster equitable and inclusive education.

In closing...

inQuiry

What are the conditions necessary to foster an equitable and inclusive culture to support learning, well-being and a sense of belonging for the entire OCDSB community?