Acknowledgement

We must acknowledge that the Upper Canada District School Board is situated upon the traditional territories of the Mohawk, Ojibwe and other First Nation peoples who have lived on and maintained this land.

We must also recognize the enduring and on-going presence of Aboriginal peoples on this land.
**AM Agenda**

- Welcome Activity and Introduction
- Canadian Context (Historical to Present Day)
- Power Flower
- Equity/Equality/Charity/Social Justice
- Data, Reflection
- Brief Legislative Context
PM Agenda

- “Where I’m From” poem
- Culturally Responsive and Relevant Pedagogy
- Introduction to the Continuum/Activity
- On-going work
Sweet Learnings Activity

- Looking back on your childhood think of an adult, not at school, who impacted you as a person; helped make you who you are today.

- Write their name and relation to you on one side of the sticky.

- Write the learning and why it is important to you on the other side of the sticky.

- Please share your person and the why that person.

- A few to share back with whole group.
Canadian Context
Courageous Conversations

1) Stay engaged
2) Speak your truth
3) Experience discomfort
4) Expect and accept non-closure

Singleton and Linton, 2006 Courageous Conversations About Race
Historically, have we treated and valued all members of our society in the same way?
Chinese Exclusion Act

Historically, have we treated and valued all members of our society in the same way?
Historically, have we treated and valued all members of our society in the
The Persons Case

Historically, have we treated and valued all members of our society in the same way?
Operation Soap

Historically, have we treated and valued all members of our
Racism and Sense of Belonging

darker the skin, less you fit in May 14, 2009

Do we treat and value all members of our society in the same way?
Do we treat and value all members of our society in the same way?

“Students hurl racial slurs as teen beaten at Sutton high school York Regional Police say four youths and one adult have been charged with assault in the April incident at Sutton District High School.” Toronto Star May 6, 2014

P.J. Makuto and his father
• 75% of lesbian, gay, bisexual, trans-identified and queer (LGBTQ) students feel unsafe in at least one place at school

• 75% of all students reported hearing expressions such as “that’s so gay” EVERY DAY in school; 50% hear remarks like “faggot”, “queer”, “lezbo” and “dyke” daily

• 60% LGBTQ students report verbal harassment based on their sexual orientation

• 25% LGBTQ students report physical harassment based on their sexual orientation
Violence against Women & Children

Do we treat and value all members of our society in the same way?

http://www.bwss.org/resources/information-on-abuse/numbers-are-people-too/
Sources include Stats Canada & UN & WHO
The Jian Ghomeshi scandal may have led to a sea change in our tolerance for allegations of abuse.

*Do we treat and value all members of our society in the same way?*
Idle No More: More than Attawapiskatt

Do we treat and value all members of our society in the same way?
Who am I?
Why does this matter to me as a teacher?
## Categories of the Flower

- **Education:** high school, post-secondary, graduate school, etc.
- **Geographic Origin:** Unless you are Aboriginal, the place where your family came from before Canada.
- **Current Location:** Urban, Suburban or Rural.
- **Gender:** Male, Female, Transgender.
- **Age:** Provide the decade: 20’s, 30’s, 40’s, etc.
- **Ability/Disability:** How do you define your ability/disability?
- **Religious Background:** What is your religion or not?
- **Language/Dialect:** First Language spoken and others.
- **Ethnic Background:** How do you define ethnic background—Could be same as **geographic origin**.
- **Race:** How do you define your race?
- **Social Class:** Upper, middle, working, lower, etc.
- **Sexual Orientation:** Lesbian, Gay, Bisexual, Questioning, Straight, etc.
Clarifying Terms:

<table>
<thead>
<tr>
<th>Charity</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality</td>
<td>Equity</td>
</tr>
</tbody>
</table>
CHARITY

- benevolent goodwill toward or love of humanity
- an institution engaged in relief of the poor

Merriam-Webster Dictionary, an Encyclopedia Britannica Company
A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

(Ministry of Education, Equity and Inclusive Education in Ontario Schools, Guidelines for Policy Development and Implementation, 2009.)
Making It Clear

We need 11 people to volunteer to come to the mic please.

(Be Brave)
EQUALITY

The quality or state of being equal.

Merriam-Webster Dictionary, an Encyclopedia Britannica Company
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.

(Ministry of Education, Equity and Inclusive Education in Ontario Schools, Guidelines for Policy Development and Implementation, 2009.)
Demographic DATA
TDSB K-12 Student Racial Background

- **White, 29%**
- **South Asian, 24%**
- **East Asian, 15%**
- **Black, 12%**
- **Mixed, 9%**
- **Middle Eastern, 5%**
- **Southeast Asian, 4%**
- **Latin American, 2%**
- **Aboriginal, 0.3%**
Home Language

- English is the sole first language for less than half (44%) of TDSB students.

- Less than a quarter (22%) learned English along with another language(s) as their first languages.

- One third (34%) have one or more non-English languages as their mother tongues.

- Altogether over 115 languages are spoken by TDSB students. The top five non-English languages spoken are: Chinese (11%), Tamil (6%), Urdu (5%), Bengali (3%), and Gujarati (2%).

From the 2012-2013 TDSB Student & Parent Census
Student Place of Birth

- About three quarters of TDSB students were born in Canada. The proportion of students born in Canada varies by grade division, with more students in JK-Grade 6 (80%) reported as Canadian-born compared to students in Grades 7-8 (71%) and secondary school students (64%).

- Roughly a quarter of TDSB students immigrated to Canada from over 190 countries. The top five countries of students’ birth other than Canada are: China (4%), India (2%), Pakistan (2%), United States (2%), and Bangladesh (1%).*
Parent Place of Birth

- About one fifth of the students have both parents who are Canadian-born, while 11% of students have one parent born in Canada and the other outside Canada.

- The majority (over two-thirds) of TDSB students are from immigrant families with both of their parents born outside Canada (67%).

- Further analysis indicates that over 90% of the visible minority students are of immigrant background - that is, with two parents born outside of Canada.

From the 2012-2013 TDSB Student & Parent Census
Family Income (JK - Grade 6)

- 26%
- 10%
- 15%
- 21%
- 28%

From the 2012-2013 TDSB Student & Parent Census
Map 2: Geographic Distribution of the Toronto District School Board Student Population by Family Income (JK-Grade 6)

Source: Facts, 2011-12 Student and Parent Census, Issue 1, May 2013. TDSB Students and Families: Demographic Profile
Map 5: Proportion of Graduates Out of Grade 12 Year 4 Students, 2012-13

Note: Tracts with fewer than 10 students deleted.
<table>
<thead>
<tr>
<th>Ethno-racial Group</th>
<th>Less than $30,000</th>
<th>$30,000 to $49,999</th>
<th>$50,000 to $74,999</th>
<th>$75,000 to $99,999</th>
<th>$100,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDSB</td>
<td>26%</td>
<td>10%</td>
<td>15%</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>White</td>
<td>59%</td>
<td>13%</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Mixed</td>
<td>37%</td>
<td>13%</td>
<td>15%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>East Asian</td>
<td>17%</td>
<td>12%</td>
<td>19%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>9%</td>
<td>10%</td>
<td>22%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>18%</td>
<td>7%</td>
<td>17%</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>Latin American</td>
<td>9%</td>
<td>9%</td>
<td>17%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>South Asian</td>
<td>5%</td>
<td>7%</td>
<td>18%</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Black</td>
<td>4%</td>
<td>6%</td>
<td>14%</td>
<td>29%</td>
<td>48%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
<td>23%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Impact: Dropout by Region of Birth, 2000-2005

- 40% of English-speaking Caribbean students
- 37% of Central and South American students
- 32% of East African students
- 29% of Southeast Asian students

Census data indicates that 42 per cent of the Aboriginal population in Ontario have less than a high school diploma, and only 6 per cent have completed a university degree. The 2005 federal Auditor General’s Report estimated that it would take 28 years for First Nation high school graduation numbers to reach the Canadian average.

From Ontario’s First Nations, Inuit, & Metis Policy Framework, Aboriginal Education Office, Ministry of Education page 25
## Special Education By Racial Background

### Table 3: The Grade 9 Cohort 2006-2011, Racial Groups

<table>
<thead>
<tr>
<th>Subgroups (Grade 7 Status)</th>
<th>Black</th>
<th>East Asian</th>
<th>Latin</th>
<th>Middle Eastern</th>
<th>Mixed</th>
<th>South Asian</th>
<th>South East Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted</td>
<td>4.6%</td>
<td>28.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>6.3%</td>
<td>7.4%</td>
<td>1.1%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Student without Spec. Ed. Needs</td>
<td>10.6%</td>
<td>19.8%</td>
<td>1.8%</td>
<td>4.1%</td>
<td>5.9%</td>
<td>20.6%</td>
<td>3.9%</td>
<td>33.4%</td>
</tr>
<tr>
<td>LD</td>
<td>17.1%</td>
<td>6.7%</td>
<td>3.8%</td>
<td>0.9%</td>
<td>7.6%</td>
<td>7.6%</td>
<td>3.1%</td>
<td>53.2%</td>
</tr>
<tr>
<td>MID</td>
<td>31.5%</td>
<td>2.8%</td>
<td>2.8%</td>
<td>9.6%</td>
<td>5.6%</td>
<td>20.2%</td>
<td>3.4%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Other non-Gifted Exceptionalities</td>
<td>25.2%</td>
<td>10.4%</td>
<td>3.5%</td>
<td>5.2%</td>
<td>8.7%</td>
<td>11.3%</td>
<td>3.5%</td>
<td>32.2%</td>
</tr>
<tr>
<td>IEP Only</td>
<td>27.2%</td>
<td>9.9%</td>
<td>2.9%</td>
<td>6.5%</td>
<td>6.6%</td>
<td>14.8%</td>
<td>3.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>All Students in Grade 7 (2004) and Grade 12 (2011)</td>
<td>12.4%</td>
<td>18.3%</td>
<td>2.0%</td>
<td>4.2%</td>
<td>6.0%</td>
<td>19.2%</td>
<td>3.7%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>
Realizing the Promise of Diversity

ONTARIO'S EQUITY AND INCLUSIVE EDUCATION STRATEGY

2009
...To improve outcomes for students at risk, all partners must work to identify and remove barriers and must actively seek to create the conditions needed for student success. In an increasingly diverse Ontario, that means ensuring that all of our students are engaged, included, and respected, and that they see themselves reflected in their learning environment.”

“Where I’m From”, by George Ella Lyon

I am from clothespins,
from Clorox and carbon tetrachloride.
I am from the dirt under the back porch.
Black, glistening
it tasted like beets.
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.
I’m from fudge and eyeglasses,
from Imogene and Alafair.
I’m from the know-it-alls and the pass-it-ons,
from perk up and pipe down.
I’m from He restoreth my soul with a cottonball lamb
and ten verses I can say myself.
I’m from Artemus and Billie’s Branch,
fried corn and strong coffee.
From the finger my grandfather lost to
the eye my father shut to keep his sight.

Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift

beneath my dreams.

I am from those moments—
snapped before I budded—
leaf-fall from the family tree.
Culturally Responsive and Relevant Pedagogy

**High Academic Expectations**
- Addressing and Challenging Deficit Thinking Model
- High-Yield Teaching Strategies & Differentiated Instruction
- Culture of High Behavioural Expectations
- Precise and Consistent Monitoring and Assessment
- Appropriate Resources to Support All Learners

**Cultural Competence**
- Asset-based Approach to Families/Communities
- Utilize Students’ Cultures as a Vehicle for Learning
- Connections to Knowledge of Families and Communities
- Student’s Social Identities and Lived Realities are Valued and Respected
- Examining ‘Hidden Curriculum’ as Vehicle to Address Issues

**Critical Consciousness**

Students develop a broader socio-political consciousness

Students critique the cultural norms, values, mores, and institutions that produce and maintain social inequities

Teachers transform curriculum by challenging and offering multiple perspectives on traditional, Eurocentric, male-centred curriculum

Teachers utilize critical constructivist approach in classroom as a means to share power and construct/interpret knowledge together

Education as a means to affect social change
Secondary Considerations for the Framework

- Generalist approach/Content-specific approach

- Curriculum teams could work together to focus on how/what areas to be addressed; Within content, think of a single step (building student choice, using student narratives, etc.) to all focus on together

- Think of overall classroom experiences as student engage with content (validation of knowledge, building relationships, opportunities for co-constructive learning, etc.)

- Support diverse student voices in connecting life experiences with schooling experiences
7 characteristics for success

- High Expectations
- Positive family and community relationships
- Culturally conscious reshaped curriculum
- Actively including reading, writing, speaking and viewing in the lesson plan
- Teacher as facilitator
- Student control/Small groups and pairs
- Low anxiety—Time to reflect, share

The 7 Tenets

1. Classroom Climate and Instruction
2. School Climate
3. Student Voice and Space
4. Family/Caregiver-School Relations
5. School Leadership
6. Community Connections
7. Culture of Professional Development
1. Thinking about your own school and your own practice which tenet would be a place to further develop the work.

2. Thinking about the selected area what makes sense as a place to begin planning for growth and change? Why?

3. Is this something that you see as doable? How do you know that it is doable?

4. What are your first or next steps for planning and action?

5. What might be some challenges, resistance to the work/change?

6. How will you begin to evaluate the change and the process?
On-going Work

- Between now and the next time we are able to do some work together please continue the planning/work on the area that you have begun to think about.

- When we come back we will share some of this work.
Thank you so much!!

And safe drive home!!