Who am I?

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Instructional Resource Teacher for Equitable & Inclusive Education
We are on the traditional territory of the Mississaugas of the New Credit First Nation
Define and connect the terms: diversity, equity & Inclusion
- Identify key policies that support the development and practice of equity and inclusive education in our schools and in our classrooms
- engage in professional dialogue about Equity and Inclusion
- connect equity and inclusion to the the Board equity plans and our work as school council members
- Reflective and engaged community members that understand how we can work with other stakeholders to positively impact student achievement and well-being
Video Reflection Questions

Take a moment to self-reflect on the video.

- What are some things that educators do that influence student wellbeing and achievement?
- Each stakeholder has a role to play in ensuring that students feel included, valued and cared for in school - what can you do in your role to create inclusive schools for staff and students? How will you contribute?
WHAT
Diversity, Equity and Inclusion
What do the terms: **Diversity**, **Equity** & **Inclusion** mean to you?
Diversity

Citizenship
Class
Disability
Ethnic origin
Gender Identity and Expression
Language
Marital status
Race
Religion
Sex
Sexual orientation
Equity

Equity is 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.

**Antonyms:** bias, discrimination, inequity, injustice, partiality, partisanship, prejudice, unfairness.
“Inclusion is not bringing people into what already exists, it is making a new space, a better space for everyone.”
- Dr. George Sefa Dei
Inclusive Education is ....
The Charter of Rights & Freedoms
The Human Rights Code
The Education Act
Ministry and Board Policies

Equitable & Inclusive Education
Policy Cluster

1993 Anti Racism & Ethnocultural Equity

2009 Equity & Inclusive Ed Strategy

2010 Growing Success

2013 Achieving Excellence: Renewed Vision for Education in Ontario

2014 EIE Going Deeper

Safe Schools Act & Amendments
Guiding Principles

Equity and inclusive education is a foundation for excellence
Is demonstrated throughout the system
On and enhances previous and existing initiatives
The broader community
A sense of wellbeing
And eliminates barriers
Individual needs
GOAL: High expectations for achievement
Set high expectations for staff and students to ensure all students achieve personal excellence

GOAL: Parent, community and staff engagement
Engage staff, parents and communities to support student success

GOAL: Equity and inclusion
Achieve inclusion for all through continuous progress on equity

GOAL: Safe, positive, healthy climate/well-being
Build safe, positive, healthy climates for learning and working to nurture student and staff well-being

MISSION: We inspire success, confidence and hope in each student
GOAL:
Equity and inclusion

Achieve inclusion for all through continuous progress on equity
EQUITY LEADERSHIP:
MISSION:
We inspire success, confidence and hope in each student

GOAL: Equity and Inclusion
Achieve inclusion for all through continuous progress on equity
Let’s Examine This
Differentiation
Differentiate content, process and the environment

Critical Texts
Use texts that challenge different forms of oppression and encourage divergent thinking

Multiple Content Sources
Ensure that all students can find entry points into lessons
Equitable and Inclusive Education - Instruction

Feedback
Give explicit, constructive and descriptive feedback that encourages metacognition and student learning

Critical Literacy
Encourage students to examine texts from multiple perspectives and/or viewpoints

Fair Structures
Prompt students to share their ideas by calling on students evenly/fairly & giving wait times

Communities of Learning
Use structures that allow all students to participate, share their ideas and co-construct new knowledge
Equitable and Inclusive Education - Representation

**Content**

Choose inclusive content for lessons, posters, multimedia displays etc. that represent the diversity of our communities in fulsome, non-stereotypical ways.

**Guests/Experts**

Invite diverse guest speakers and/or experts that challenge stereotypes.

**Leadership Roles**

In organizing group tasks, rotate roles so that all students have the opportunity to play different roles.
The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.

~ bell hooks
1. **Identify 1 potentially inequitable practice** in your school.

2. If nothing were in your way and you were guaranteed success, **how would you change the inequitable practice?**

3. What’s **standing in your way now**?

4. What’s the **first step** you will take to open up a conversation or take direct action on that issue?
Thank You!

Additional Questions?

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