# •peel District School Board

# *Creating Inclusive Environments*

## *Peel's Journey…*

Mary A. Samuel, Staff Development Officer: Equity
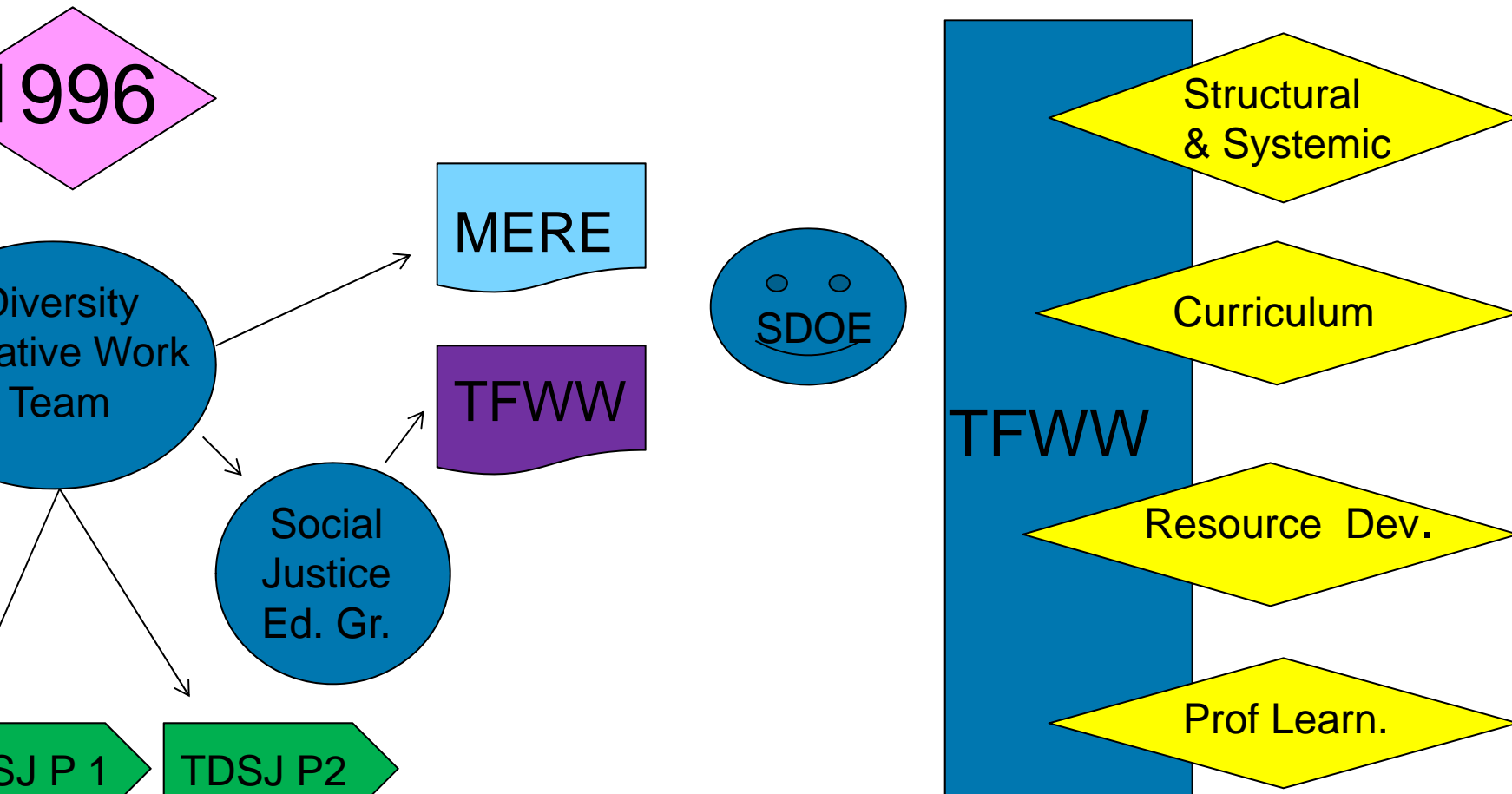
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# Your Journey

Think of a song or book title that would describe your journey towards equity.

*Agenda*

**peel** District School Board

- Roadmap of Peel's Journey (Disclaimer)
- Foundational Supports
- Milestones
- Roadblocks & Barriers
- Moving Forward

# *Roadmap*

1996

Diversity ative Work Team

Social Justice Ed. Gr.

MERE

TFWW

SDOE

SJ P 1    TDSJ P2

TFWW

Structural & Systemic

Curriculum

Resource Dev.

Prof Learn.

# MERE Says…

In creating equitable and respectful classrooms, we must recognize the world view being presented and address the hidden notions of dominance and subordination embedded in the curriculum.  Once able to critically analyse the exclusionary relationships of dominance and subordination within the curriculum, we can begin the journey of shifting the paradigm to be more inclusive.  This results in the manifestation of encouraging and respectful environments for all students, staff and community members."

# TFWW Says...

"Our curriculum must proceed from an unbiased, inclusive perspective that respects diversity and embraces a social justice approach to all forms of discrimination and oppression… When educators are prepared to change their pedagogy to promote an inclusive curriculum because they recognize the diversity of society reflected in their classrooms, they give their students the education to which they are entitled."

# TFWW Motivation

"Keep in mind always the present you are constructing. It should be the future you want."

Alice Walker

# Curriculum

"Curriculum includes textbooks and storybooks; pictures displayed; classroom seating plans; group work; posters; music; announcements; prayers and readings; languages spoken in the school; food served in the cafeteria; visitors invited to the classrooms; reception offered to parents in the office; racial makeup of the office staff, the custodial staff, teachers and administration, displays of student work; makeup of school teams; sports played; clubs; school logo or emblem; field trips; assignments and projects; facial expressions and body language; clothes worn, … in short, the whole environment." (Allingham, 1992, p. 20)

# *Foundation*

- TFWW as an approach

- Power/Privilege

- 7 isms/Other Forms of Oppression

- Critical/Reflective Framework for Dialogue, Analysis and Change

- Inclusive, welcoming, safe, respectful environments

# Milestones

Teaching for Diversity and Social Justice P1 (1997)

Teaching for Diversity and Social Justice P2 (1999)

System Goal 2000/01

Implementation Plan/Structural Supports/Committees

Resource Guide (2002)

Video (2002)

TFWW website (2002)

Video Study Guide (2003)

Implementation & Student Equity Survey (2005)

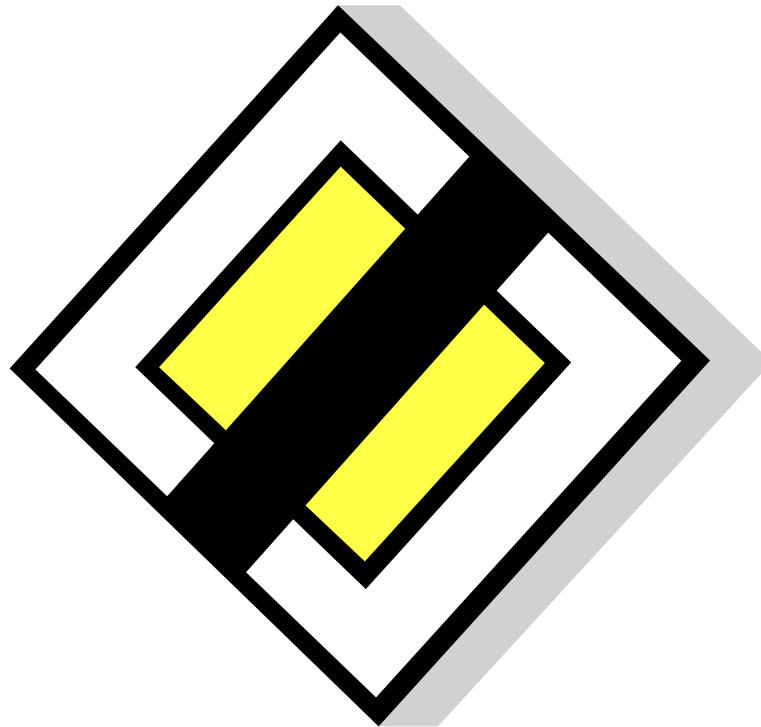TFWW Jam Poster (2006)

*Roadmap - Barriers*

MERE

TDSJ P 1

TDSJ P2

TFWW

TFWW

Significant Body of Work

# Roadmap – Barriers

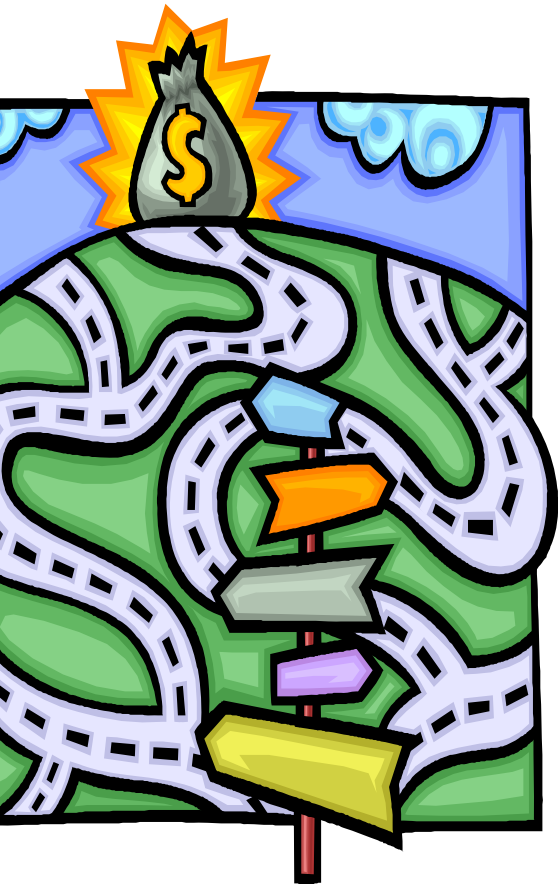# *Moving Forward*

**Build Capacity with Staff**

  –TDSJ P1 & 2

  –Facing History

  –And Tango Makes Me a Better Teacher

  –TLCP – Culturally Relevant Pedagogy

**Build Capacity with Students**

–Literacy and Values Through Music

–Critical Thinking Through the Arts

–Unpacking the Knapsack of Discrimination

–Make Peel Proud Student Conferences

**Build System Capacity**

# *EIE Strategy*

- Implementation Steering Committee
- EIE Policy
- Implementation Plan (Report Card for Student Success)

## QUESTIONS???