

A decorative graphic consisting of a network of interconnected nodes and lines, rendered in shades of blue and grey, framing the central text.

# **Anti-Racism, Anti-Oppression and Inclusion in the UGDSB**

**DCEC - Dec 10, 2020**



“

*As an educational community we have a responsibility to identify and describe racism and oppression and then work to dismantle it. The Upper Grand District School Board is committed to disrupting systemic racism and oppression in all of its forms. We will implement ongoing mandatory anti-racism and anti-oppression training for all staff, review our protocols and policies, including our hiring practices, and be fully transparent and accountable to all Upper Grand students, staff, families, and stakeholders in an ongoing manner.*

# UGDSB Equity and Inclusion

- ◎ 2012-2018
  - Equity and inclusion as main focus
- ◎ Responsive and intentional shifting
  - Founded in feedback about safety and accountability
- ◎ 2019 - Current
  - Anti-colonialism, anti-racism, anti-oppression and disrupting anti-Black racism as foundational **understandings and action**

Please see [ugdsb.ca/equity](https://ugdsb.ca/equity) to see our Equity Plan & Initiatives

## Action

What might be my commitment to anti-oppression that I can make today?

What might be my commitment to responsive and relevant teaching that I can make leaving today?

What resources, tasks, ideas, experiences and conversations can I use to support critical thinking, inclusion and safety for students and their communities? How will I use them with intent? How might I share what I am doing with my school community?



FREE PERIOD PRODUCTS FOR ANYONE WHO NEEDS THEM



PERIOD EQUITY

PLEASE GO TO THE FOLLOWING LOCATION TO ACCESS FREE PERIOD PRODUCTS, NO QUESTIONS ASKED:



TREATIES RECOGNITION WEEK

## WE ARE ALL TREATY PEOPLE

with Maurice Switzer

NOVEMBER 2, 2020  
4-5:30PM  
LIVESTREAMED EVENT

UGDSB staff, register on PD Place.  
Link will be emailed to registrants



Maurice Switzer, Bresit, is a citizen of the Mississaugas of Alderville First Nation. He has served as a member of the Ontario Human Rights Commission, director of communications for the Assembly of First Nations and Union of Ontario Indians, adjunct professor of Indigenous Studies on the Laurentian University campus, and editor or publisher at five daily newspapers, including the Winnipeg Free Press. He is currently a director with the North Bay Indigenous Friendship Centre and a member of Nipissing University's Indigenous Council on Education. Maurice is the author of the graphic novel *We are all Treaty People, Nation to Nation: A resource on treaties in Ontario, and Grandpa, what is a treaty, anyway?*



For more information, contact  
Caitlin Clark, Curriculum Lead,  
First Nations, Métis, Inuit Education  
colinda@trnecglobe.on.ca

## Disruption

What might be a negatively biased thought I have had connected about my students/their families based in identity that I can consciously work on disrupting?

What might be an action rooted in negatively biased thought that I have had connected about my students/their families based in identity that I can consciously work on disrupting?

### Edutopia Resources



#### 6 Ways to be an Antiracist Educator

Educator Dena Simmons on engaging in antiracist work in the classroom.



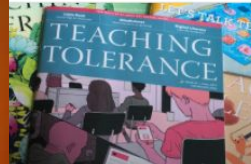
#### Using Social Justice to Promote Student Voice

Preteen students can gain confidence in their ability to navigate complex topics by using intersectionality to investigate social issues.



#### A Guide to Equity and Antiracism for Educators

Teachers shaken by recent events and wondering how to work for change in our society and schools can start with these lesson plans, videos, and other resources.



#### White Colleagues Need to Understand

Supremacy doesn't stop at the school's lounge door.

#### 9 Preschoolers That Celebrate Diversity

Books about diverse families teach young children to appreciate—and celebrate—differences in race, ethnicity, and sexual orientation.



#### How Should I Talk about Race in My Mostly White Classroom?

Strategies for discussing race and racism in classrooms of predominately white students.

# Equity at Centennial Hylands



“We need to cultivate listening, partnership and solidarity to carve out a better collective future.”

- Desmond Cole







# Microaggressions

“The everyday slights, indignities, put downs and insults that people of colour, women, LGBTQ+ populations or those who are marginalized, experience in their day-to-day interactions with people.”

- Psychologist Derald W. Sue

# The Power of Words

## Panel Discussion





# Guidelines

Please use 'I' statements

Assume good intentions

Respect individual voices and give them space to express themselves without interruption

Expect to be uncomfortable

We are all learning, this is a safe space to ask

There is a big difference between feeling uncomfortable and feeling unsafe

You may not get closure

# Exit Ticket

Instead of this ...

Saying “Hey Guys “

I WILL TRY ...

“Hey Folks! ” or “ Ok Everyone”

What would you like to hear more about, or what are you willing to share?

# Questions from our Equity Box

To limit snack bin 'stigma', should we consider eliminating the need to record who gets a snack each time?

Why do we still have men and ladies staff washroom tags?

How do we address student comments/aggressions on these topics?

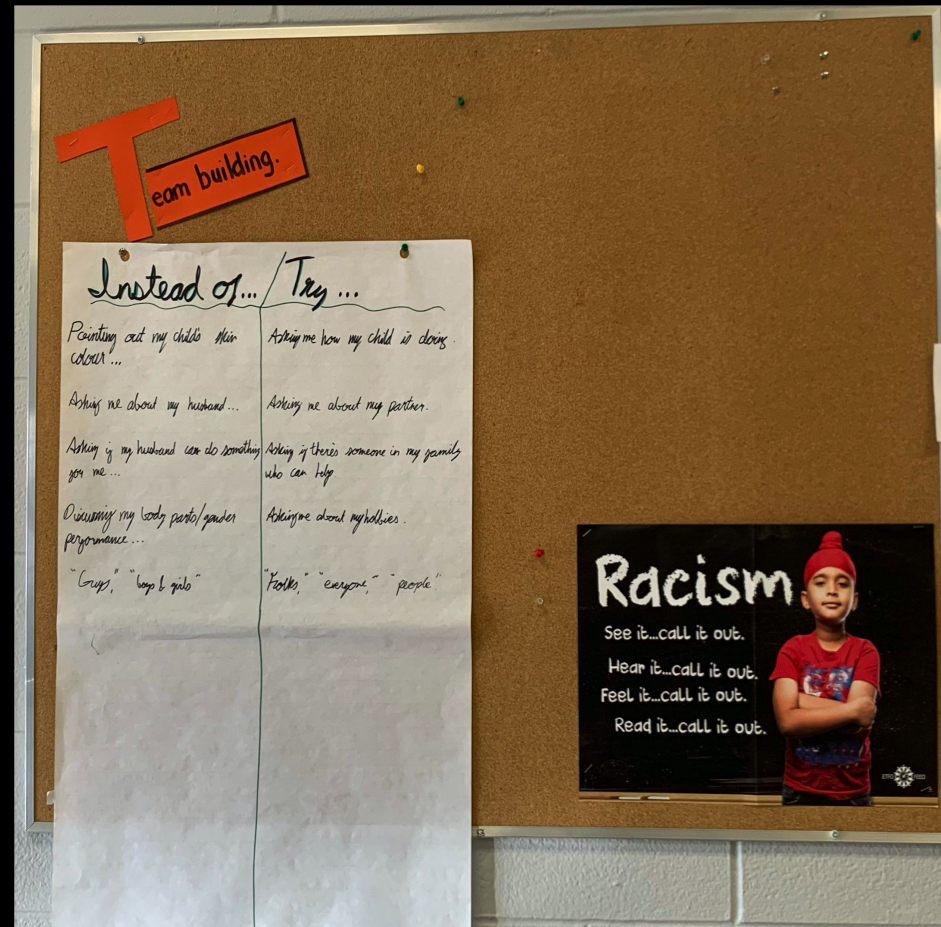
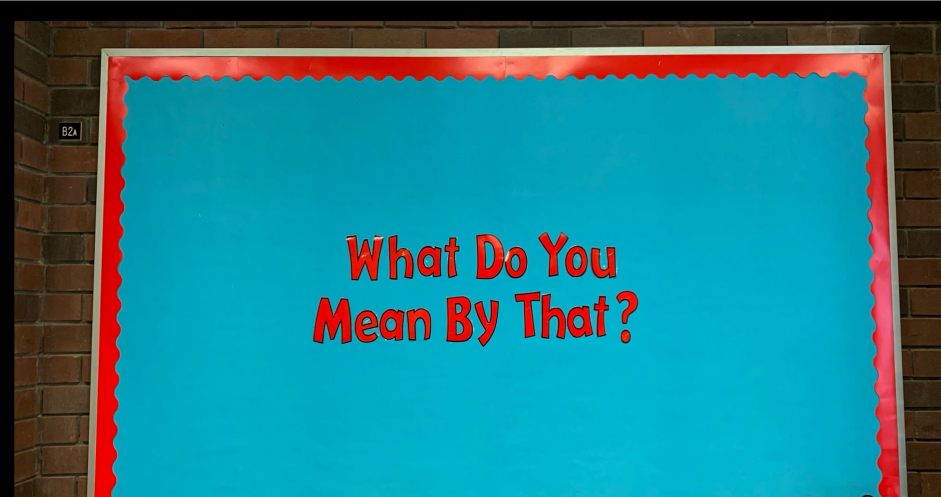
How do we work against family teachings/reinforcement of opinions of race, gender, sexuality etc.?



# Next Steps

As we strive to become a culturally responsive school we have put the following steps in place, and are actively looking for other opportunities. We believe that getting the staff onboard is the most important aspect, and then as a team, we will lead by example.

- We have allotted 15 min in every staff meeting to Equity
- There is an Equity box in the staff room
- There will be equity boxes placed in the classrooms
- Explore Equity resources from the board website
- Staff Audiobook study- The Skin We're In



# Orangeville DSS

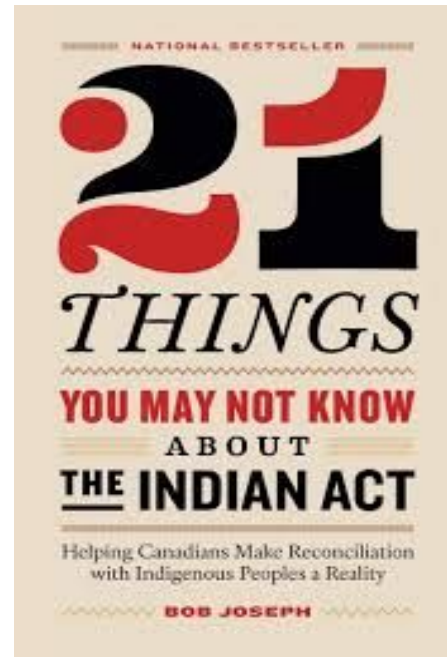
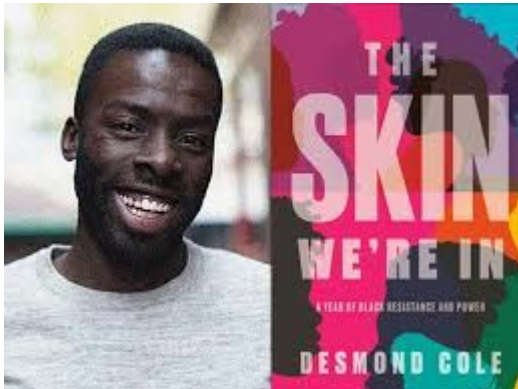
## Building a Culture of Anti-Racism

### (Anti-Colonialism and Anti-Oppression)



## Learning/Unlearning - Staff

### Action



Orlando and Skye Bowen



Mr. Elly Gotz

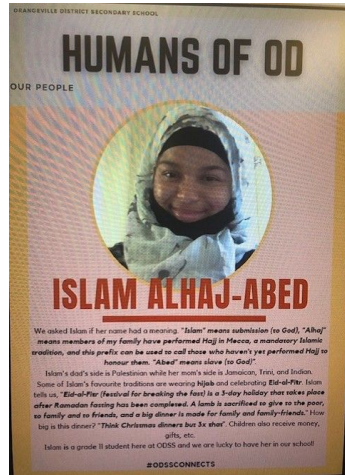
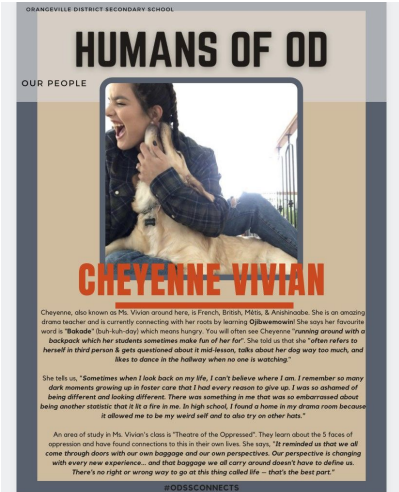




# Orangeville DSS Building a Culture of Anti-Racism (Anti-Colonialism and Anti-Oppression)



## Lived Experience - Students, Staff and Community



Dufferin County Canadian Black Association

Colinda Clyne  
Nancy Rowe

