

# Educational Responsibilities

**All boards have responsibilities related to student education as outlined by the Ontario Ministry of Education.**

# HWDSB Responsibility

School Boards are:

- Required to provide an inclusive environment, free from discrimination and harassment
- Liable for the actions or inaction of employees and management
- Obligated to respond appropriately when discrimination or harassment occurs, such as:
  - Progressive measures/sanctions for repeated behaviours
  - Remedies to address impact on the environment
  - Systemic remedies to prevent recurrence

# What is a Human Rights approach to Education?

A human rights approach to education...

- Acknowledges the overlapping, interdependent relationship between equity and human rights
- Respects the shared principles underpinning international agreements, equity work, and Ontario's *Human Rights Code*:
  - Inherent dignity and worth
  - Equal rights and opportunity
  - Freedom from discrimination
  - Creating a climate of understanding and mutual respect, so each person(student and staff) feels a part of the community and able to participate fully

# Why is a human rights approach critical?

It fosters cultures that uphold, respect and promote human rights, including:

- Fostering the well-being of all students, and school staff, to enable them to thrive
- Supporting students' right to equality in education, and staff's right to equality in employment
- Promoting equality of experience and outcomes, to enables all to reach their full potential, and create a more just society

***To achieve this the education system must address:***

- Persistent concerns regarding harassment and discrimination in education over many years, raised by Indigenous, Black, racialized, LGBTQ2S communities, people with disabilities, and others
- Qualitative research and statistical data showing disparities in educational experiences and outcomes for many of these groups in education, and that these are worsening
- Human rights complaints against school boards

# Why is a human rights approach critical? (Continued)

- The human rights approach raises awareness of and directly addresses system-wide obligations to provide inclusion, prevent discrimination and remove barriers, and respond effectively when things go wrong
- Fostering cultures that uphold, respect and promote human rights facilitates the prevention and resolution of human rights concerns in a more systemic, timely and reparative way.

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**REBUILD.**

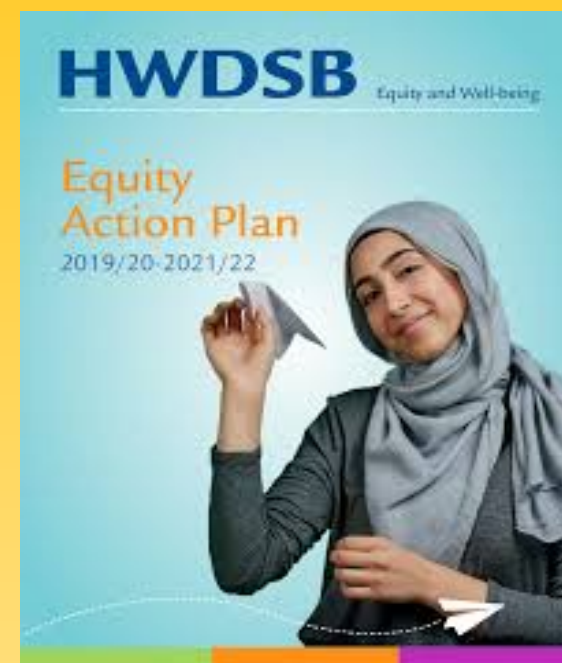
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**BUILDING A COMMUNITY OF CARE**

# What is Learn. Disrupt. Rebuild@HWDSB?

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care** is a Kindergarten to Grade 12 curriculum resource that supports both the HWDSB Annual Plan and Equity Action Plan.



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## BUILDING A COMMUNITY OF CARE

# What is Learn. Disrupt. Rebuild@HWDSB?



## BOARD ANNUAL PLAN PRIORITIES:

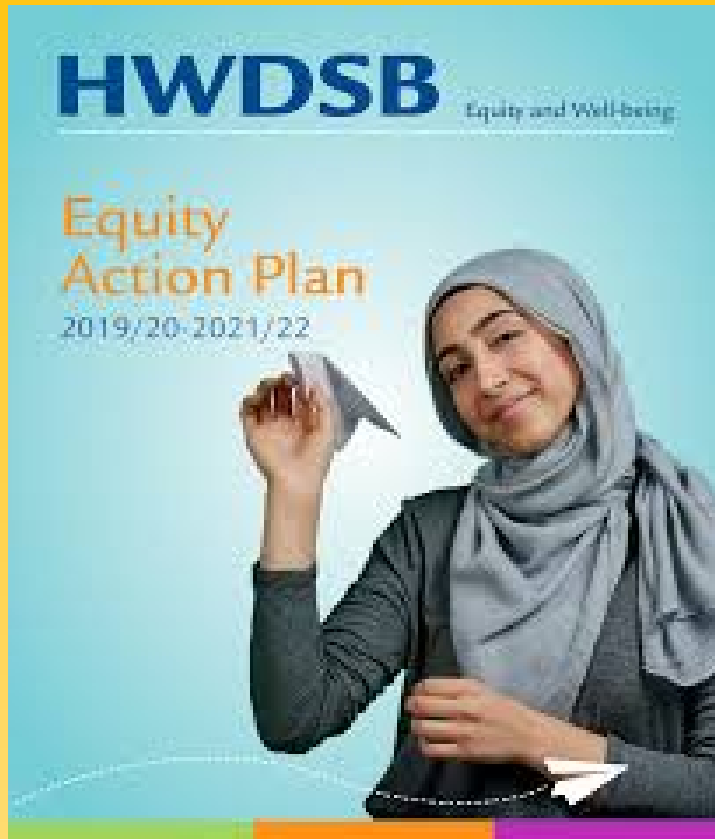
- Positive Culture & Well-being
- Student Learning and Achievement

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# What is Learn. Disrupt. Rebuild@HWDSB?



## SCHOOL AND CLASSROOM PRACTICES:

- To develop and integrate Culturally Relevant and Responsive Pedagogy (CRRP) approaches to promote teaching, curriculum and assessment that are responsive to students' needs and lived experiences.

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# What is Learn. Disrupt. Rebuild@HWDSB?

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The lessons in **Learn. Disrupt. Rebuild@HWDSB** are intended to support staff as they address issues related to human rights, equity, inclusion, anti-racism, anti-oppression, mental health, and well-being within the context of the global pandemic.

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# What is Learn. Disrupt. Rebuild@HWDSB?

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All lessons in **Learn. Disrupt. Rebuild@HWDSB**:

- Align with overall expectations in the Ontario Curriculum across varying subject areas (Kindergarten to Grade 12)
- Directly address the Considerations for Program Planning, such as Student Well-being and Mental Health; Healthy Relationships; Human Rights, Equity and Inclusive Education that all educators must consider.

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# What is Learn. Disrupt. Rebuild@HWDSB?

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The lessons in this resource are organized by division -Primary, Junior, Intermediate and Secondary and grouped into four modules:

- **Module 1 - Physical Safety, Mental Health and Wellness**
- **Module 2 - Understanding Identity and Intersectionality**
- **Module 3 - Exploring Human Rights, Equity & Anti-Racism**
- **Module 4 - Empowering Action and Allyship**

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## Module 1 - Physical Safety, Mental Health and Wellness:

- Listening
- Empathy
- Physical distancing
- Wearing a mask
- Handwashing
- Emotions
- Self-care

# What is Learn. Disrupt. Rebuild@HWDSB?

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## Module 2 – Understanding Identity & Intersectionality:

- Ongoing self-care
- Building caring classroom communities
- Identity
- Race
- Power
- Privilege
- intersectionality

# What is Learn. Disrupt. Rebuild@HWDSB?

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## Module 3 – Exploring Human Rights, Equity and Anti-racism:

- Human rights
- Equity
- Oppression
- Discrimination
- Racism
- Gender stereotypes and pronouns

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## Module 4 – Empowering Action and Allyship:

- Allyship
- Activism
- LGBTQIA+ Allyship
- Black Lives Matter



# What is the goal of this learning?



- **Learn:** Develop awareness, knowledge and skills to support mental health and wellness recognizing the intersectional impact of the pandemic.
- **Disrupt:** Identify and dismantle the ongoing inequitable policies, practices, and procedures in educational spaces.
- **Rebuild:** Engage in active allyship which reshapes educational spaces to eradicate oppression and promote justice.

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# What is the goal of this learning?



## Student friendly language:

- **Learn:** Who I am is important for my wellbeing and learning.
- **Disrupt:** I notice and name things that are unfair for myself and for others.
- **Rebuild:** I am an ally in progress. I work to create a safer and fair learning experience for everyone.

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# What are students learning?

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## ELEMENTARY – SAMPLE LESSON

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# 15. Intersectionality

Module 2 – Understanding Identity & Intersectionality  
(Junior)

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# Learning Goal

**We are learning to...**

understand that identity is made up of many different parts that combine to make us who we are. Our intersecting identities influence how we experience the world.

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# Student Pre-reflection

- Spend some time thinking about the last few lessons where we talked about identity (Self-portrait, Flower of Power).
- How do you explain identity?
- What parts make up your identity?

# Self-Portraits

What kinds of things did we include about ourselves in our drawings to show our identities?

Which parts of us were visible or easier to see? Which parts were less visible or harder to see?

Can one part of you be more important than another part?

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# Today's Big Word - INTERSECTIONALITY

To begin let's break the word apart –

**INTER – SECTION – ALITY**

**SECTION** – means parts

**INTER** – means to meet or cross

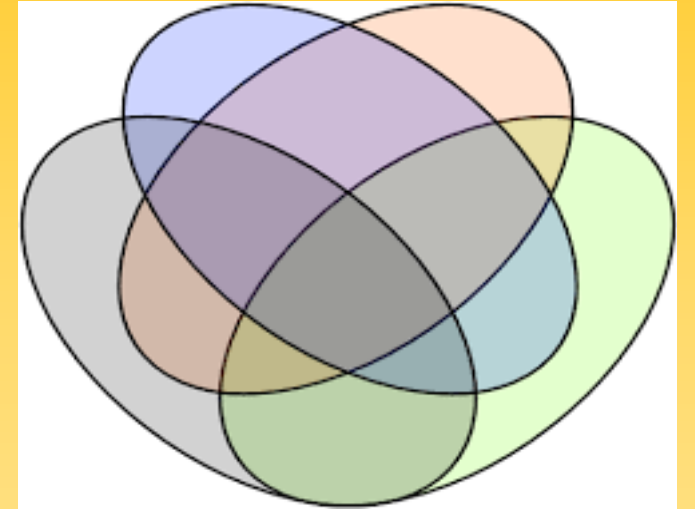
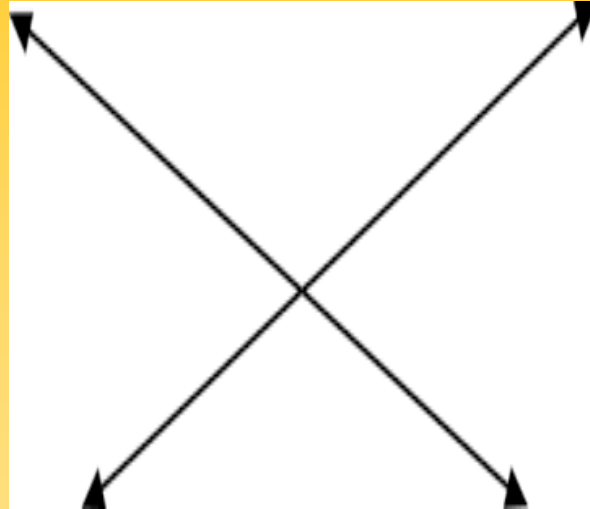
**INTERSECTION** – means the place where parts meet or cross each other

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As you look at the following images try to see if you can find the **sections** or parts and the **intersection** or the place where they meet.



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What are the parts or sections? Where are the intersections (where they meet)?



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# Sections of our Identities

Just like there are parts or sections in these images, our identities have parts or sections.

We are not just one thing. Each of us is made up of a collection of many parts.

These parts include many aspects of identity such as the languages we speak, place of birth, number of people in our family, favourite things, religion or faith, gender, race, abilities and many, many more.

We are all these things at once and they can't be separated from each other.

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# INTERSECTIONALITY

INTERSECTIONALITY – is knowing that all the parts of a person's identity combine to make them who they are and no one part can fully describe a person.

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# Kids Explain Intersectionality



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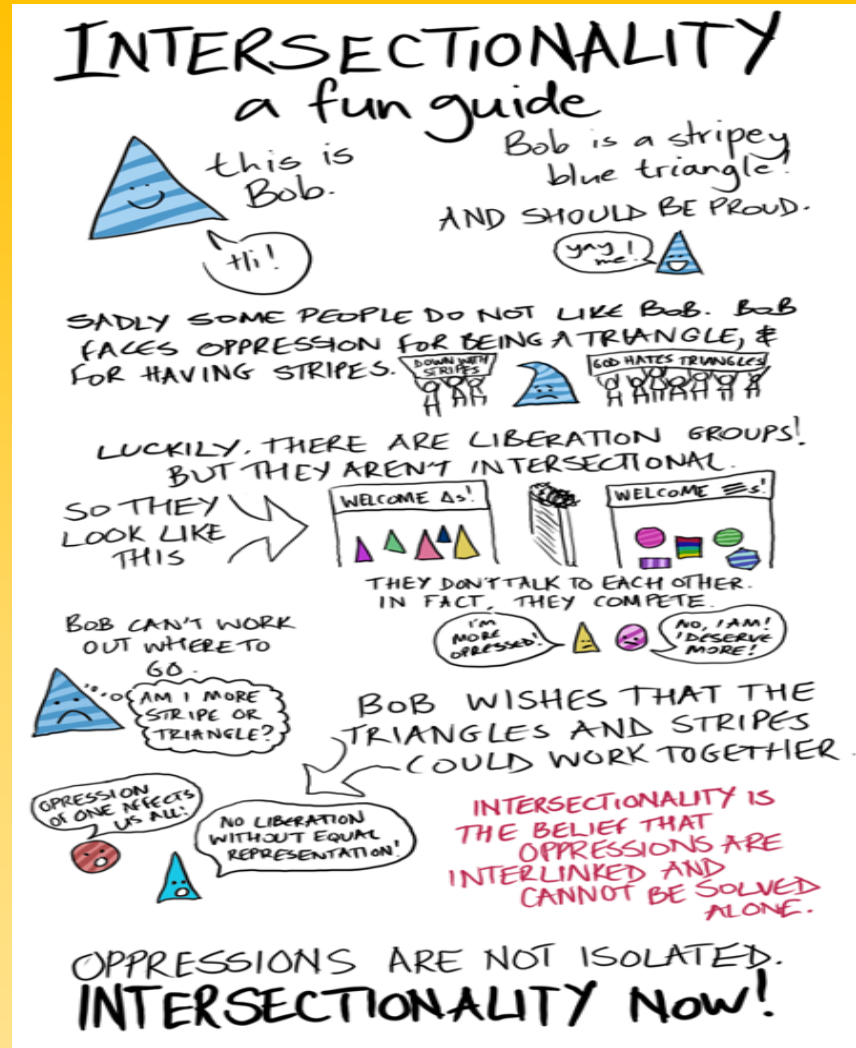
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# Privilege and oppression

Intersectionality also means that people will experience the world in different ways based on all the parts of their identities.

Some of their experiences may be helpful (**privilege**) and some of their experiences may be harmful (**oppression**).

We are all intersectional people. The privileges and oppressions we experience are not isolated.



If you had to explain *intersectionality* to a friend or family member what would you say?

- Write a journal response **OR** create a sketch note **OR** design an image to demonstrate your understanding.





# Post-reflection

- Talking about my identity with others is \_\_\_\_\_ because...
- Listening to others share about their identity is \_\_\_\_\_ because...

# How can I support my child?

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Some suggested conversation starters:

- What did you learn about today?
- What did you think about what you learned today?
- How did you feel at the end of the lesson?
- Do you have any questions about this topic/idea?
- How can I support you right now? What do you need from me?

# Who can I contact if I have questions?

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- As always, the classroom teacher is always the first person you should contact when you have questions or concerns regarding your child's learning.
- Families are also invited to reach out to the school principal or vice-principal
- HWDSB [Addressing Concerns Process](#)