

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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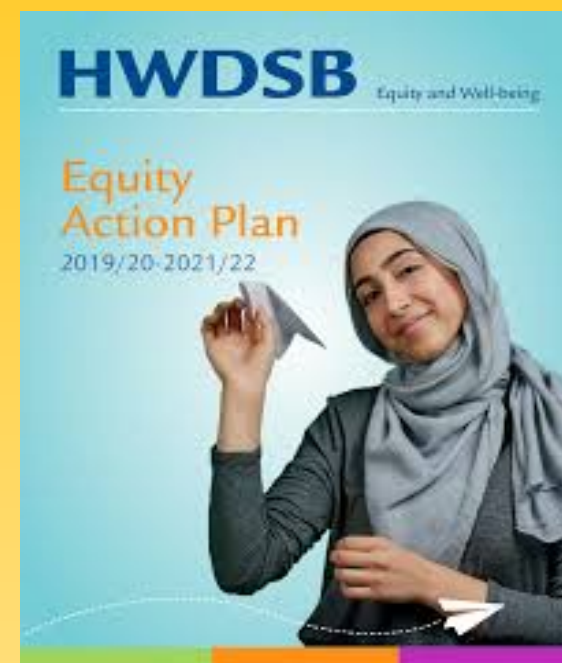
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BUILDING A COMMUNITY OF CARE

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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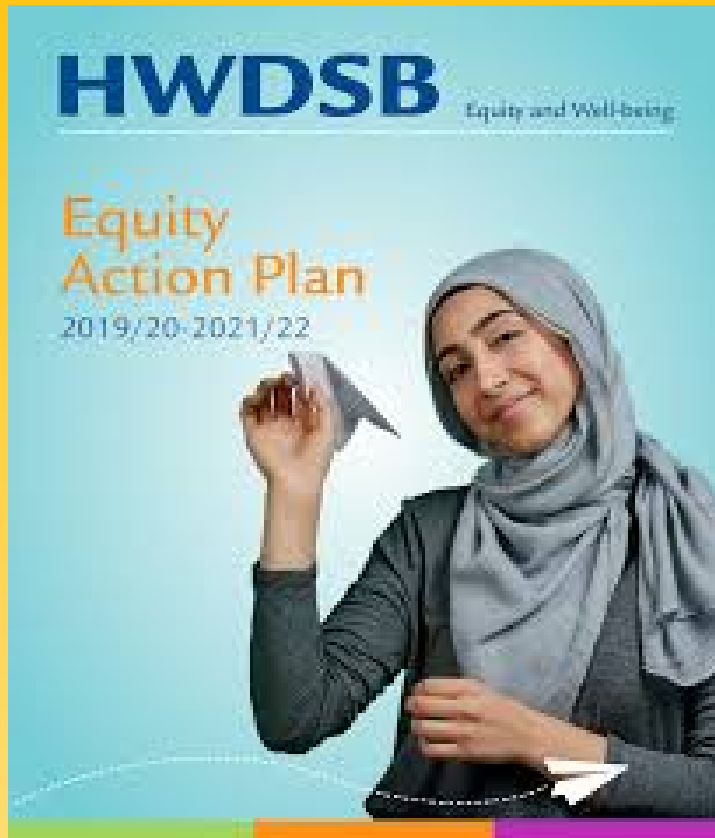
BOARD ANNUAL PLAN PRIORITIES:

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

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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?

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?

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?

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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What is Learn. Disrupt. Rebuild@HWDSB?

Module 1 - Physical Safety, Mental Health and Wellness:

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

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Module 2 – Understanding Identity & Intersectionality:

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

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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?

SECONDARY – SAMPLE LESSON

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12. What is Race? What is Anti-Racism?

Module 2 – Understanding Identity & Intersectionality
(Secondary)

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Learning Goal

We are learning about race as a social construct and the difference between being racist and anti-racist.

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Student Pre-reflection



On a scale of 0-5, how comfortable are you talking about race? Explain.

On a scale of 0-5, how comfortable are you talking about racism? Explain.

0 = I would rather not talk about race/racism.

1 = I am very uncomfortable talking about race/racism.

2 = I am usually uncomfortable talking about race/racism.

3 = I am sometimes uncomfortable talking about race/racism.

4 = I am usually comfortable talking about race/racism.

5 = I am very comfortable talking about race/racism



What do you think this quote means...

“The good news is that racist and antiracist are not fixed identities. We can be a racist one minute and an antiracist the next. What we say about race, what we do about race, in each moment, determines what -- not who -- we are.”

— Ibram X. Kendi, [How to Be an Antiracist](#)

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What do you think this quote means...

“We cannot avoid conversation about race with the feeble excuse that we are not racist. The sooner we name and acknowledge anti-Black racism, the sooner we can eliminate it.”

- Desmond Cole

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What do you think is the difference between being “not-racist” and being “anti-racist”?



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Compare your written response to the one below. What points are similar? What points are different?

When we choose to be antiracist, we become actively conscious about race and racism and take actions to end racial inequities in our daily lives.

Being antiracist is believing that racism is everyone's problem, and we all have a role to play in stopping it.

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Race: Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). It is now widely accepted that this classification system was in fact created for social and political reasons.

What are some social and/or political reasons for classifying people?



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Journal or Discussion Prompts

- ✦“The contrast is between racist and anti-racist”
- ✦“Each of us should be striving to be anti-racist”
- ✦“When someone supports policies that yield and create racial equity, that’s being an anti-racist.”
- ✦“What we’re doing in each moment determines who and what we are in each moment...people are changing from moment to moment”

Structural/systemic Racism:

The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color.

I Am A Person



While watching the video, think about the following questions:

- What examples of racism in Canada can you identify?
- What examples of systemic racism are seen in the video?

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Social media posts from the video you might want to discuss:

- “I’m not racist but...”
- “You people that come here...”
- “You want the job, take off the hijab”
- “You should cut off your turban.”
- I wasn’t there. Why should I apologize for the past?”
- “Go back where you came from”
- “I don’t see colour.”
- “It’s ancient history. Get over it.”
- “It’s not my problem.” “Why should I care?”

Racism: Why should I care?



Create an anti-racist response
that you can share with the class.

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Student Post-Reflection



What can I do in my daily life to
be an anti-racist?

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How can I support my child?

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?

- 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](#)