



Ends Policy 4

Peter T. Smith
Director
Education Support Services

ASD-S DISTRICT EDUCATION
COUNCIL

JUNE 8, 2022

Ends Policy 4

Ensure all members of the school and district community are welcomed, respected, accepted, and supported.

Goal 4.1: Develop a strategic plan to promote diversity and antiracism and to address heterosexism and discrimination by creating affirming cultures

Affirming Environments

“A welcoming and affirming environment feels safe. It is a space where people find themselves represented and reflected, and where they understand that all people are treated with respect and dignity.”

An affirming culture proactively and publicly promotes a culture of diversity.

Definitions: Antiracism

- **Racism** is when one racial group is valued, intentionally or unintentionally, over another racial group.
- **Antiracism** is an active, intentional, and direct effort to identify and change systemic racism.
- *The opposite of “racist” isn’t “not racist.” It is “antiracist.”*
--Ibrim X. Kendi (2019) *How to Be an Antiracist*
- Antiracism requires organizations to look at their own culture, policies, and practices to identify and reduce systemic racial biases.

Definitions: Systemic Racism

- **Systemic Racism** refers to policies and practices that exist in an organization that result in and support a continued unfair advantage to some people and unfair treatment of others based on race.
- Systemic racism may not be intentional or even visible to those within the system.

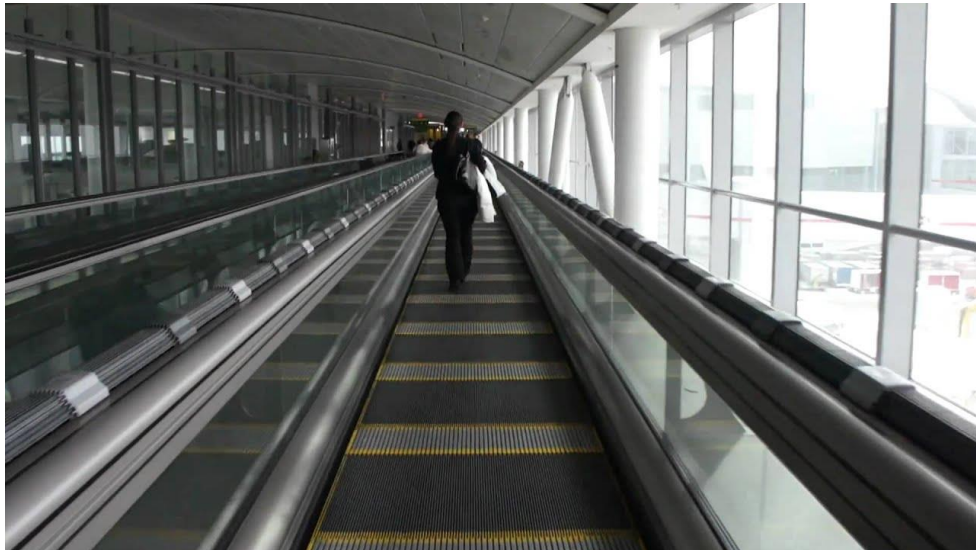
Definitions: Diversity

Diversity includes race, colour, religion, national origin, ancestry, age, disability, marital status, real or perceived sexual orientation, gender identity, sex, social condition, and political belief and must be respected as part of inclusive public education.

--EECD Policy 322

Two Metaphors

THE MOVING SIDEWALK



THE PHOTOGRAPH



Definitions: Heterosexism

Heterosexism refers to systemic bias in favour of heterosexuality. It may include the presumption that people are heterosexual, valuing heterosexuality above other sexual orientations, or assuming heterosexuality is the only normal sexual orientation.

Definitions: LGBTQ+

LGBTQ+ is the inclusive term we use to refer to individuals who identify as lesbian, gay, bisexual, transgender, questioning, and other sexual orientations or gender identities. It is important to remember there are variations on this term.

--New Brunswick LGBTQ Inclusive Education Resource.

Definitions: Identity & Orientation

- **Gender Identity** is an individual's sense of having a particular gender. It may be male, female, both, neither, or something else entirely. It may or may not correspond to one's biological sex or sex assigned at birth.
- **Sexual Orientation** is a person's identity in relation to the gender or genders to which they are sexually attracted. This may include physical, emotional, or romantic attraction.

Ends Policy 4: Advisory Committees

Strategy 4.1.1: Consult with the ASD-S anti-racism and LGBTQ2+ advisory committees to implement a strategic plan promoting diversity.

STATUS: In Progress & Ongoing

Ends Policy 4: Anti-Racism Advisory Committee

Committee Members have included:

Krystle Hanson, Early Learning Centre Advisor

Amy Marshall, Literacy Coordinator

Emily Somers, Teacher, St Stephen High School

Therese Trofimencoff, Antiracism & Equity Coach

Matthew Martin, Executive Director, Black Lives Matter NB

Damon Levine, Antiracism Program Coordinator, PRUDE

Ends Policy 4: Anti-Racism Advisory Committee

Student Members have included:

Isis Chamberlain, Student, Saint John High School

Hannah Claybourn-Colford, Student, Sussex Regional High School

Maya Fisher, Student, Kennebecasis Valley High School

Sam Frits, Student, Sussex Regional High School

Marion Ojo-Abegunde, Student, Saint John High School

Ends Policy 4: LGBTQ+ Advisory Committee

Christina Barrington, Principal, Rothesay High School

Jennifer Grant, Acting Learning Specialist, EECD

Kenton Pennington, Teacher, Fundy Middle & High School

Clara Philibert, Teacher, Fundy Middle & High School

Dan Simard, Teacher, St Malachy's Memorial High School

Kristyn McDermott, Senior Analyst, TD Insurance

Darci Northrup, Manager, TD Insurance

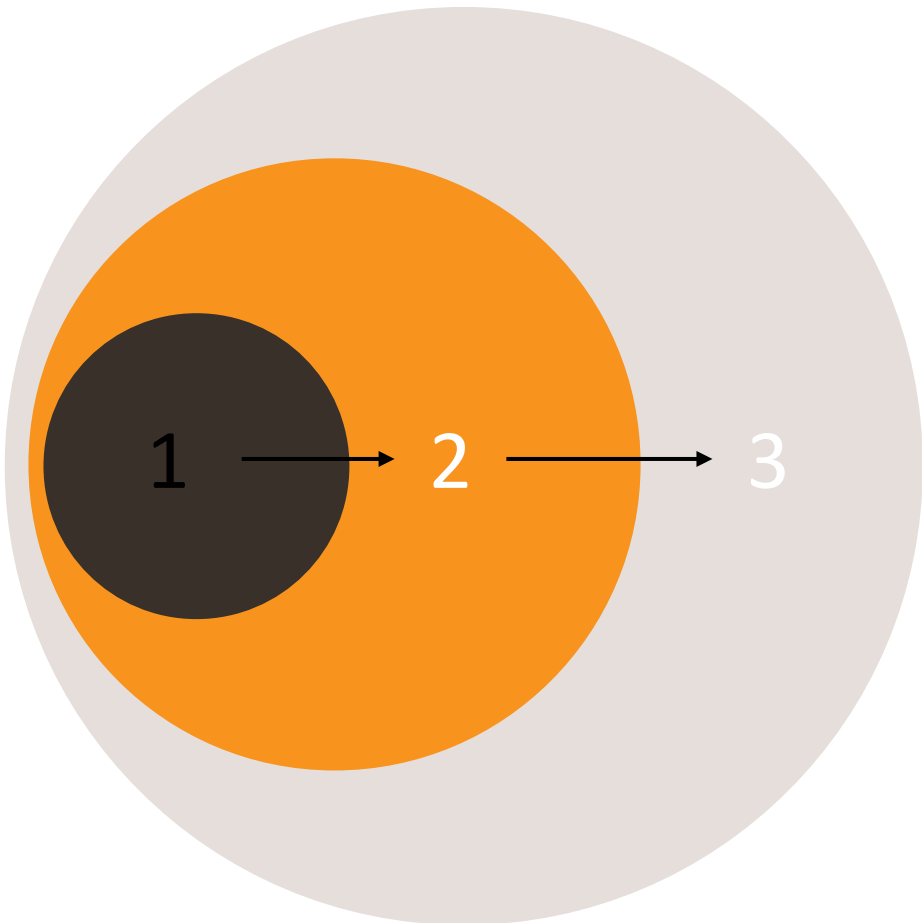
Kris Trotter, Counsellor, New Brunswick Community College

Kaylee Cooper, Student, Fundy Middle & High School

Mason James, Student, St Malachy's Memorial High School

Isabelle Wilcox, Student, Fundy Middle & High School

Chaired by Heather Whittaker, Acting School Counselling Coordinator



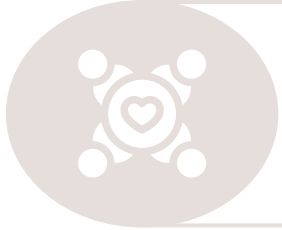
Ends Policy 4

Ensure all members of the school community are welcomed, respected, accepted and supported and to address heterosexism, discrimination, and racism.



Goal

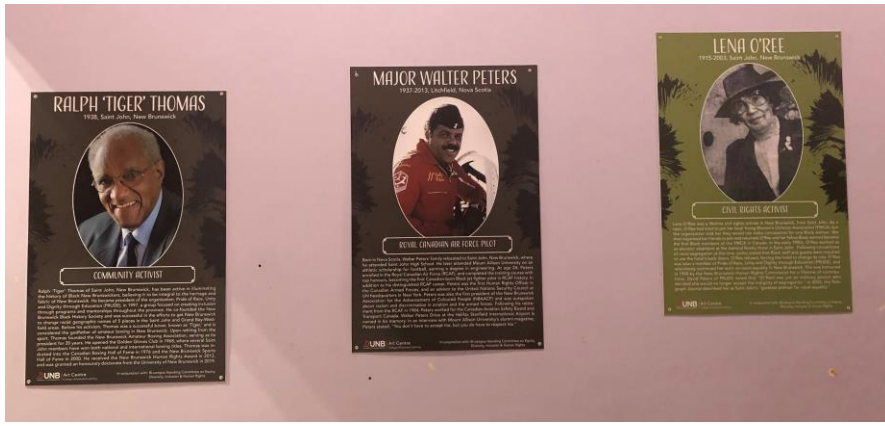
Develop a strategic plan to promote diversity and anti-racism and to address heterosexism and discrimination by creating affirming cultures.



Strategy

4.1.2 Support curriculum and increase resources that reflect diversity and anti-racism

Ends Policy 4: UNB Art Centre Posters

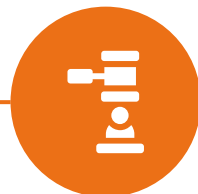


Cultivating Genius book study



Discussion and application of the equity framework outlined in the book

Diverse Texts for High Schools



Intentional selection of diverse texts for classroom use

Courageous Conversations Training



Capacity building for coaches

Elementary-High Race Conversations



Collaboration between elementary and high school ELA classes

Cultivating Genius Book Study



Participants

- Nine teachers initially
- six continued to the end
- 5 high schools, 1 middle school



Details

- Three sessions about the content of the book
- Two sessions about the application of the framework
 - Final celebration session
- Approximately 60-70 new titles added to the classroom library of each participant



Next Steps

- Continued collaboration of the six teachers to share the successes with different titles in their new libraries
- Teacher-driven

Diverse Texts for High Schools



Participants

- Twelve high schools via the English SPR



Details

- Funding offered to SPRs of English to supplement text selections focusing on a greater diversity of texts
- Inclusion of the EECD guidelines on the importance of text selection



Next Steps

- Continue to build high school classroom libraries with better representation of multiple voices
 - Follow up professional learning on text selection



Courageous Conversations Training



Participants

- Two 6-12 literacy coaches



Details

- Both coaches attended Level 1 and Level 2 training on how to have difficult conversations about race
- Training is provided by Courageous Conversations organization



Next Steps

- Coaches will use concepts to guide conversations about equitable instructional practices



Elementary-High Race Conversations



Participants

- A high school English teacher and a grade four elementary teacher



Details

- Teachers collaborated on a pilot for high school students to read and discuss culturally diverse texts to grade 4 students
- Purchased a variety of diverse picture books to use as read alouds



Next Steps

- Teachers will implement the pilot, model the teaching, and share successes and tweaks for replication

Ends Policy 4: Equity

Strategy 4.1.3: Ensure equity of instruction for vulnerable, culturally, and/or linguistically diverse students.

STATUS: In Progress & Ongoing

Definitions

- **Vulnerable Students** are those students who require extra support with their education, whether it is for a short or long period of time.
- **Culturally diversity** refers to a variety of cultural or ethnic groups.
- **Linguistic diversity** refers to students who comes from a home where a language other than English is spoken.

Antiracism & Equity Coach Role

- Professional Learning to Staff
- Presentations to Students
- Co-planning lessons with individual teachers and Professional Learning Communities (PLCs) of teachers
- Consultation with school administrators on specific issues
- Researching best practices
- Participating in school and community events.

Ends Policy 4: Preventing Sexual Abuse



Ends Policy 4: Equity

Strategy 4.1.3: Ensure equity of instruction for vulnerable, culturally, and/or linguistically diverse students.

STATUS: In Progress & Ongoing

WELCOMING SCHOOLS

Harbour View High School



Seaside Park Elementary School



Simonds High School



Fairvale Elementary



Princess Elizabeth School



EAL “Bridging Cultures” GRANT



Geography Enrichment Program for Elementary Students

A global mindset starts here.

DISTANCE LEARNING OPTION AVAILABLE

Cultural Discovery Box - China



Books

Embroidery

Holiday Decor

Currency

Dishes



Calligraphy

Red Envelopes

Traditional Fan

Clothing

The Newcomer and International Student Welcome Center would like to thank all the educators who put forth submissions for our **2021-2022 EAL “Bridging Cultures” Grant**. The decision-making process was a difficult one, with so many worthwhile proposals being submitted.

It is with great pleasure that we announce the successful applicants. Congratulations to the following schools:

School	Grant Applicant
Blacks Harbour School	Alyssa Draper and Deborah Smith
Harbour View High School	Kathleen Beamish/HVHS Grade 9 Math PLC
Harbour View High School	Nancy Butler/HVHS PLC
Millidgeville North School	Naomi Kennedy
Millidgeville North School	Monica Watson-Bedard/MNS Grade 8 PLC
Princess Elizabeth School	Melissa Clarke/PES PLC
Princess Elizabeth School	Karen Mannette/PES PLC
Sussex Elementary School	Raya Khederi/Sussex Elementary PLC

PROFESSIONAL LEARNING

Culturally and Linguistically Inclusive Schools – Online Course for Educators



English Language Teaching - Professional Learning Series

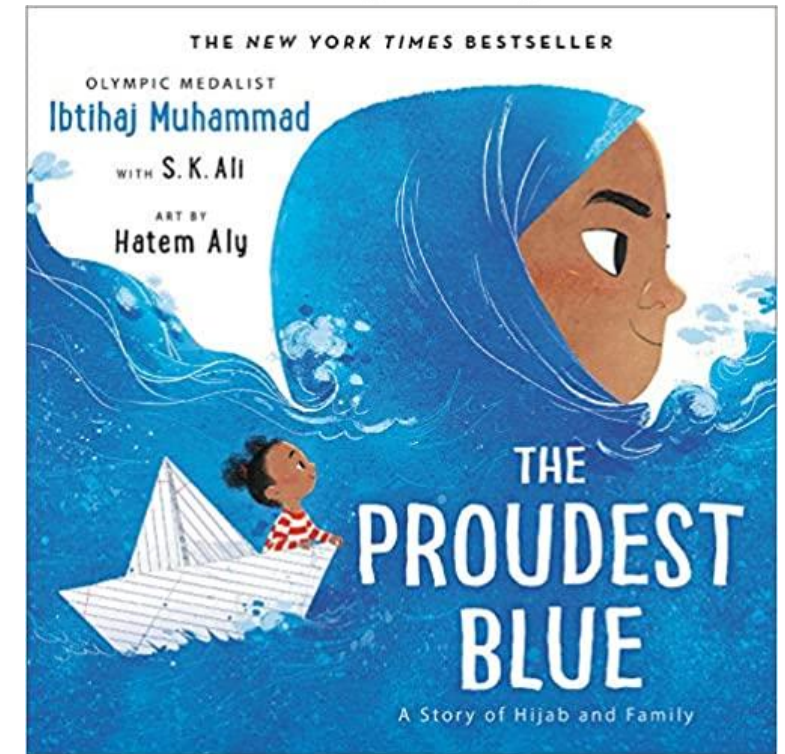
Teachers who work with multilingual language learners (MLLs), in any context, have found value and benefit in engaging in these asynchronous learning modules, developed in partnership with Atlantic Education International and the Second Language Research Institute of Canada (at UNB). The six modules cover strategies and practices to support the personalized growth and engagement of MLLs in New Brunswick classrooms. **Find more information**, and the modules themselves, by [clicking the link](#).



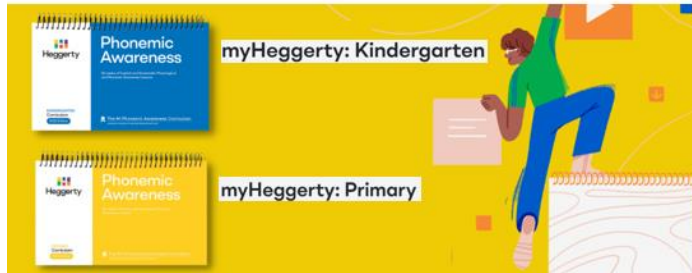
- q Tech Tools for language learners PL
- q NSTP (Newcomer Support Transition Plan) PL
- q Experiential Learning PL for High School Teachers
- q Language Learning Through Board Games PL
- q Culturally Responsive Teaching and the Brain Book study

Professional Learning

- q **Three-part New Brunswick Black History and Culture PL**
- q **Chinese New Year Virtual Presentation**
- q **The Hijabi Project Presentation**
- q **Homes: A Refugee's Journey Book Study**



PROFESSIONAL LEARNING: REAL MENTORS



Ends Policy 4: Equity

Strategy 4.1.2: Support curriculum and increase resources that reflect diversity and anti-racism.

STATUS: In Progress & Ongoing

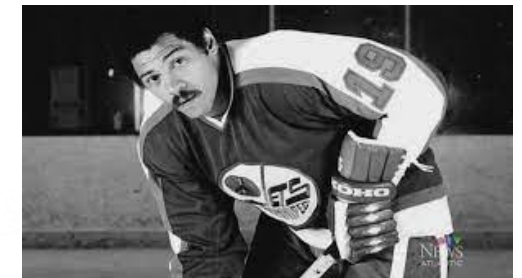
School Learning Series

Hannukah Presentations



Kwanzaa Presentation

Bill Riley – Third man of colour to play in the NHL



International Day for the Elimination of Racial Discrimination

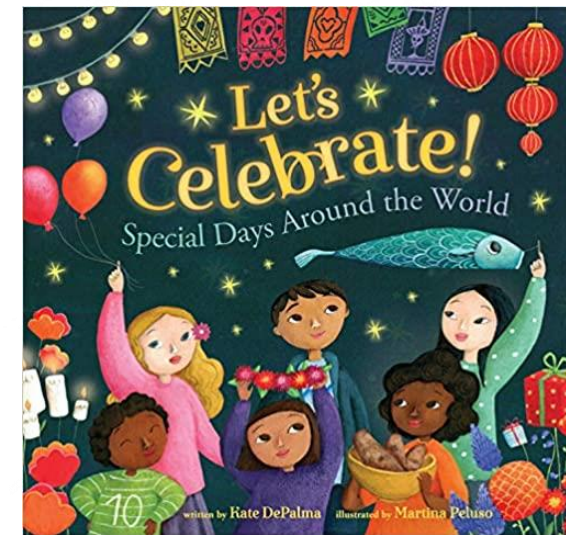
Connecting members of the multicultural community into classrooms

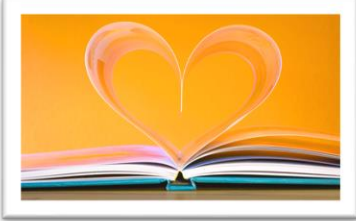


Diversity Resource Project

- × Recommended book list organized by grade and subject level
- × All recommended books available in our library
- × Compilation of resources, lessons, activities and projects available by grade and subject level
- × Speakers for class presentations
- × Video series

- × Current work done on Wabanaki, Black, and Islamic Cultures in collaboration with multicultural organizations and community members

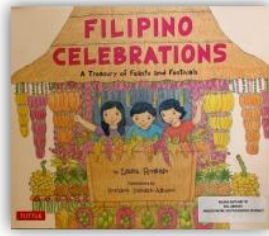
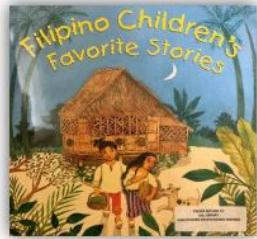




EAL LIBRARY

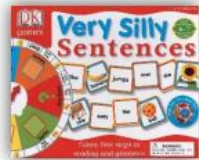
EAL Lending Library Books of the Month: Philippines

Our EAL Lending Library also has a wide variety of books and resources directly connected to cultures and celebrations around the world.



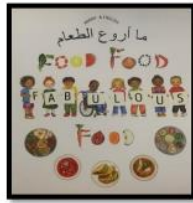
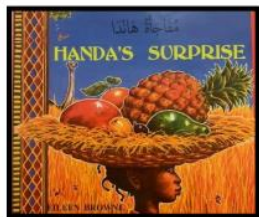
EAL Lending Library Feature of the Month: Board Games

Our Lending Library has a wide variety of Board Games available for EAL Learners of all ages and grade levels.

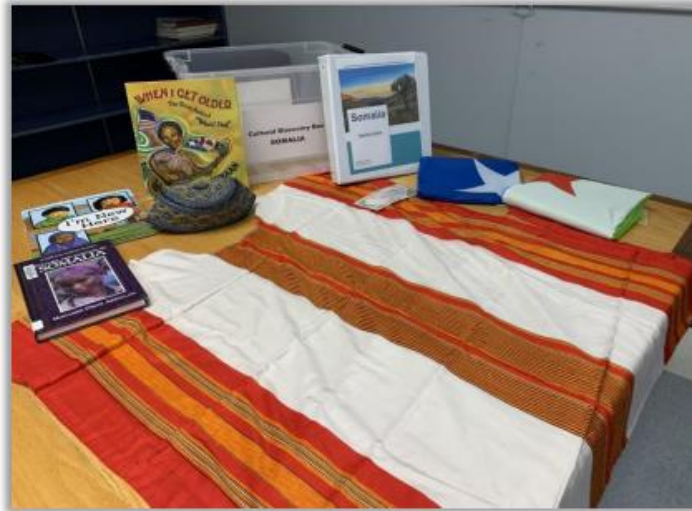


EAL Lending Library Books of the Month: Dual-Language Arabic Books

Our EAL Lending Library also has a wide variety of dual-language books directly connected to cultures and celebrations around the world.



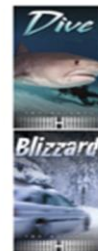
This month's feature Cultural Diversity Box: Somalia



SADDLEBACK EDUCATIONAL RESOURCES

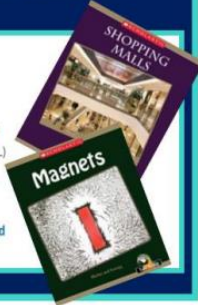
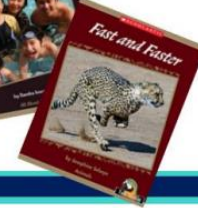


These resources are a great fit for language learners. They provide a collection of fiction and nonfiction books about high-interest topics but written at lower language levels.



"TALK ABOUT" BOOK SERIES

Jumpstart Oral Language, Reading, and Writing Skills for English Language Learners. Talk About is a series of non-fiction books designed to provide models of everyday English language for students who are learning English or who have limited English language skills, regardless of their age or grade. (Scholastic Education)



Themes:

- Talk About Everyday Things (Beginning ELL)
- Talk About The Natural World (Beginning - High-Beginning ELL)
- Talk About Things Around Me (High-Beginning ELL)
- Talk About Science in My World (Low-Intermediate ELL)

WORDLESS PICTURE BOOKS

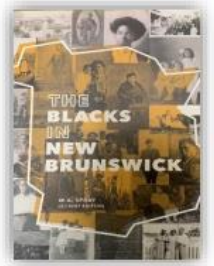
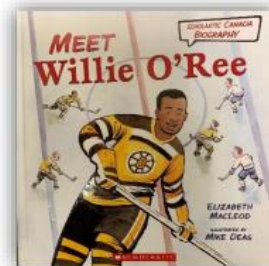
Wordless picture books are universal because readers with differing reading levels and language acquisition stages can enjoy the same book at the same time. (Tinyowl.co.uk)

Choose from these great selections and more! Available through your EAL Library.



EAL Lending Library Feature of the Month: Black History Month

Our Lending Library has a wide variety of resources available for Black History Month. [Click here to view resources.](#)



Community Partners

- × PRUDE
- × Hijabi Project
- × Black Historical Society
- × Saint John Multicultural Newcomer Centre
- × Sussex Multicultural Newcomer Centre
- × Saint John Jewish Historical Museum
- × Black Lives Matter New Brunswick
- × Chinese Cultural Association of Saint John



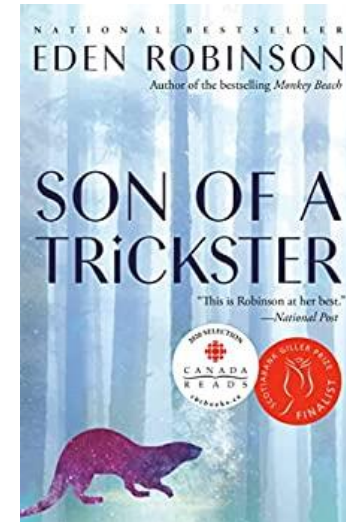
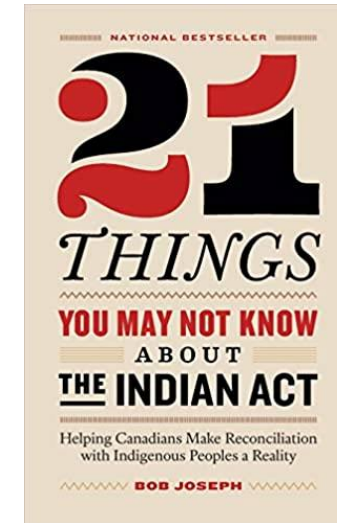
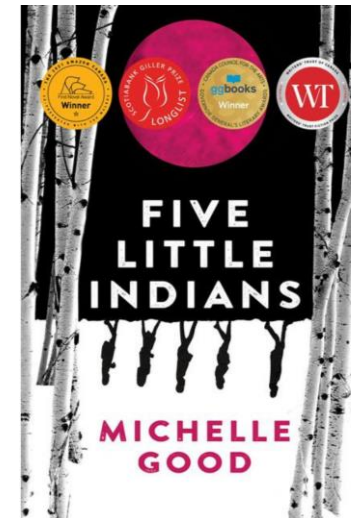
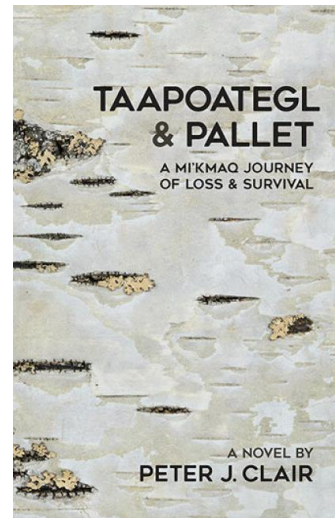
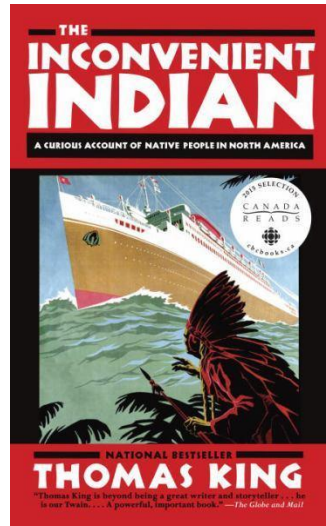
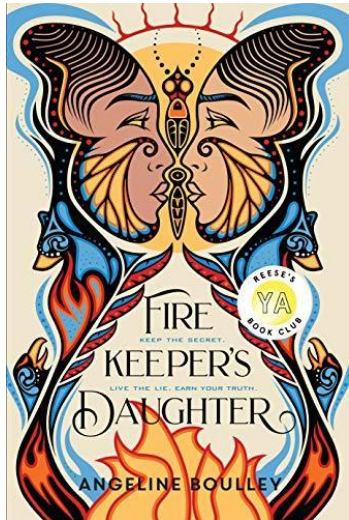
NEW BRUNSWICK
MULTICULTURAL
COUNCIL



CONSEIL
MULTICULTUREL DU
NOUVEAU-BRUNSWICK

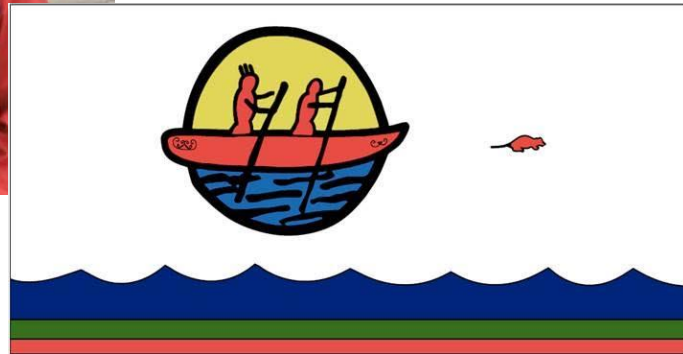


First Nation Book Studies



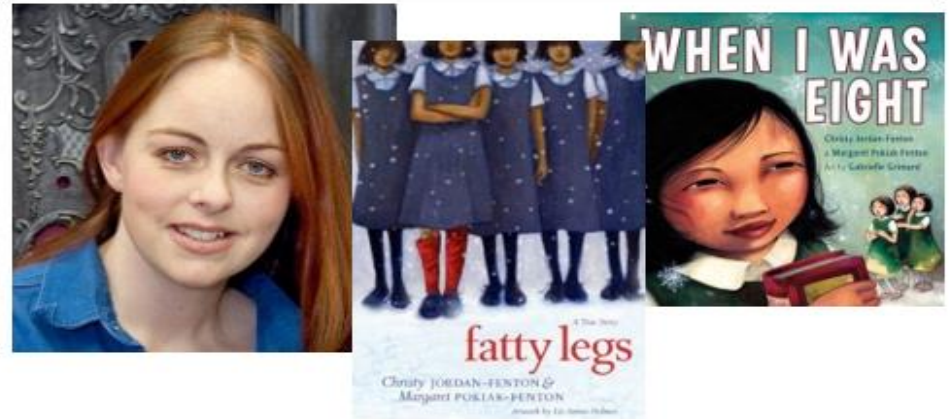
- 200+ participating teachers
- virtual meetings
- TEAMS discussion space

Professional Learning Opportunities



**Wolastoqey Grand Chief Ron
Tremblay flag teachings
(120+ classrooms)**

**Virtual Author Visit: Christy Jordan Fenton
Fridays in October!**



**Virtual author visit with
Christy Jordan-Fenton (100+
classrooms)**

Educational opportunities



**Butterfly Quill art
with Tara Francis
(Mi'kmaq)**



**MOOSE HIDE
CAMPAIGN**

**CAMPAGNE
MOOSE HIDE**



George Paul, Mi'kmaq



Richard Paul, Wolastoqiyik

World of Wisdom presentations



Pinch Pot workshop

K-5 Indigenizing the Curriculum PLC

35 K-5 teachers in ASD-South

- Monthly PL sessions (Planning, projects, resources)
- Drum-making workshop
- Austin Paul (Wolastoqewiyik) – archaeology
- Elder Richard Paul (Wolastoqeywiyik) – grandfather teachings
- Elder George Paul (Mi'kmaq) – drumming and storytelling
- Chris Curwin – local astronomer



Teaching resources

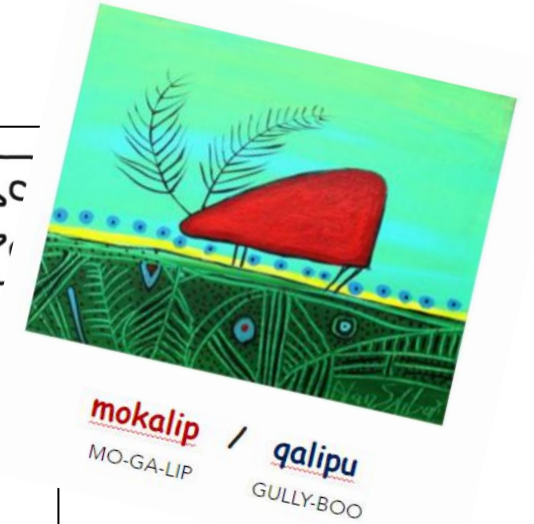
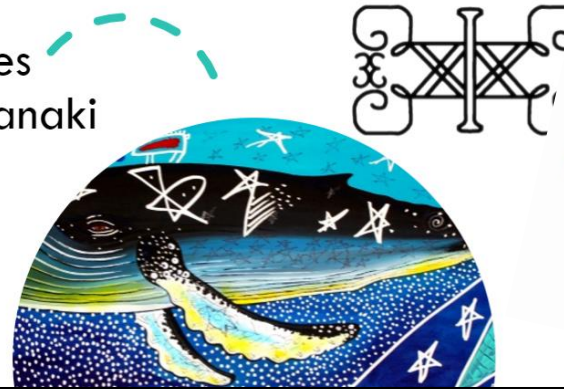
First Nations in New Brunswick



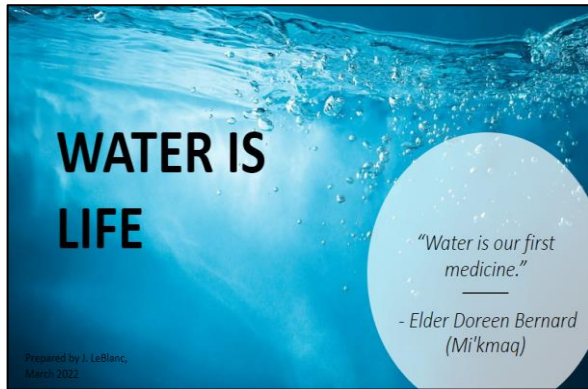
Teachings Along the River by Natalie Sappier (Wolastoqewiyik), 2013

Foundational Knowledge

Artistes
Wabanaki



Art exploration centers K-5



The four sacred medicines



cedar



sweetgrass



sage



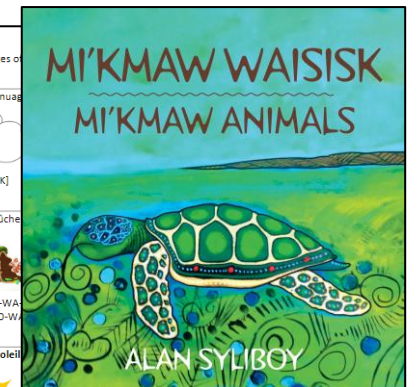
tobacco

Elder Donna Augustine (Mi'kmaq) shares teachings on the four sacred medicines
[\(VIDEO 8:36\)](#)

WABANAKI LANGUAGES SCAVENGER HUNT – Find as many as you can and practice the traditional languages of territory, Wolastoqey (W) and Mi'kmaq (M)

cedar / le cèdre (W) kaksus [GAK-SKUS] (M) kaqsus [GAK-SKU-SEE]	bird / l'oiseau (W) sips [SIBS] (M) sisip [SIS-IB]	leaf / la feuille (W) mip [MIB] (M) nipi [NI-B]	cloud / un nuage (W) aluhk [A-LOOK] (M) aluk [A-LOOK]
small stone / une pierre (W) ponapsq [PO-NAP-S'Q] (M) guntej [GUN-DEGE]	flower / la fleur (W) pesqahwesek [PES-GA-SOD-WESK] (M) wasueg [WA-SU-EK]	grass / l'herbe (W) pskihq [P'S'KWEEK] (M) msiku [M'SEE-GU]	log / la bûche (W) kawatoq [GA-WA] (M) kuwasin [GOO-WA]
feather / la plume (W) wiphun [WEE-FUN] (M) pi'kun [BEE-GOON]	birch tree / le bouleau (W) Masqemus [MAS-GWE-MUS] (M) maskwi [MAS-KWEE]	water / l'eau (W) samqwan [SAM-H'WAN] (M) samaqan [SA-MAW-GWAN]	sun / le soleil (W) kisuhs [GI-SOOS] (M) na'ku'set [NA-GOO-ZET]

Sources: Mi'kmaq Online Talking Dictionary; Passamaquoddy-Maliseet Language Portal



Environmental education Sacred Medicines

Wabanaki languages

Ends Policy 4:

Strategy-1.4 Build capacity in early childhood educators by bringing awareness to anti-racism/anti-bias education through communities of practice and by providing resources that support all forms of diversity.

ANTI-BIAS OVERVIEW OF PL

- 8-part Professional Learning opportunity: October 2021 until May 2022 (monthly meetings)

Structure: 4 cohorts @ 25 participants each

Meetings 1-4: Community of Practice

Reviewed/reflected using documentary - Reflecting on Anti-bias Education in Action: The Early Years

Meetings 5-8: Book Study (Can of Worms, by Nick Terrones)

Each meeting was 1.5 hours in length

- 7 participants left the PL due to conflict with NBCC Micro-credential coursework
- 89 participants have participated in multiple sessions
- 28 facilities represented

TESTIMONIAL

I am thankful I had the opportunity to participate in the Anti-Bias PL sessions from October 2021 through to May 2022 as I felt it not only made me consider my own biases and approach to dealing with uncomfortable topics, it helped me feel a deep connection with educators outside of my own centre due to the length of time we got to spend together sharing experiences and insights.

Prior to these sessions, I already had a commitment to keeping bias outside of my practice, but I approached it a little differently and would tend to over-complicate or outright avoid awkward and uncomfortable or potentially controversial topics. There are two things I really took to heart from these sessions: children are really satisfied with very simple answers and don't need to know a topic through an adult's lens, and not every question requires or has an immediate answer.

As a result of what I have learned in this PL opportunity I now strive to better include families when difficult questions arise, in order to respect their own values and insights. I also now feel much more comfortable sitting with uncertainty and taking time to answer some of the more difficult questions. I've realised it's the simple things that best help toddlers and preschoolers understand and appreciate values of diversity and inclusion.

I wonder how are some ways we can reflect Indigenous culture in learning centres within parts of the province that don't have much of an Indigenous population without tokenising the culture, as I know this is one of the values in the Framework and it is a value I hold as well.

I hope this helps and isn't too much or too little information. I feel like what we learned in these sessions will really stick with me... anti-bias is something I am passionate about.

Thank you for such a great opportunity!

Katie Noël – YMCA Fieldhouse



Questions?