

Diversity

by Robyn & Amy

Introduction Activity: *part one*

Choose a partner.

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Choose a partner.

Using one of the index cards provided, write down a few words (about 5 or so) that describe your partner. When you are finished, turn the card over and don't share.

Introduction Activity: *part two*

On the second index card - write down a few words that describe how you see yourself.

Introduction Activity: *part three*

Compare the two cards.

Have a brief discussion about what you notice.

What are the similarities? The differences?

Introduction Activity: *part three*

How might the results be different with someone who knows you really well? (ie. a best friend)

Someone who doesn't know you at all?

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**“Our goal is to establish language that is gender-neutral,
ethnic-neutral and age-neutral, while celebrating
our spirit of diversity.”**

Queered, Antiracist Pedagogy

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Renuka - The author argues for a *queering of pedagogy* where if followed the assumption that race, gender, ability, class and religion are all in play and the teacher is not the all knower within fixed notions of identity and culture. Loutzenheiser is in favour of “creating a space where any queer youth of colour might see themselves reflected”.

Queered, Antiracist Pedagogy

Loutzenheiser's definition:

“[The] grappling with, troubling, and bringing into light the difficulties and necessity of speaking about sexuality, race, and their intersections is the basis of a teaching and learning” (pg. 196).

Definition

Do you agree or disagree with Loutzenheiser's definition of a *queered, antiracist pedagogy*?

Activity

If you agree, create your own definition for the term.

If you disagree, create your own type of diverse pedagogy. (ie. what would you call it instead of a queered, antiracist pedagogy)

Layers of Identity

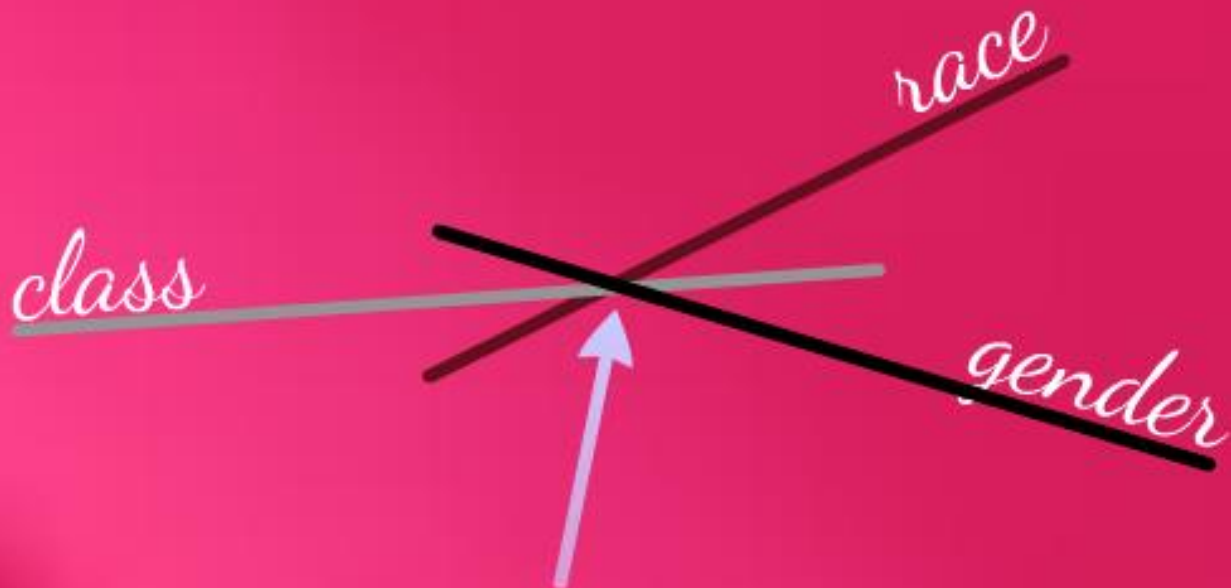


Layers of Identity

Iren - It encourages one to move away from the simple binaries of gay and straight, black and white, and moves towards adapting more fluid notions of race, sexuality – also of gender, class, and (dis)ability.

Layers of Identity

Sheela - President Barack Obama is identified as the first “black president” even though he is biracial. My daughter had an assignment where she had to bring in one artifact that represented her culture. This caused her significant consternation, because she is South Indian and Japanese-Canadian. In the end, we told her to take two items in.



intersectionality

Intersectionality: Loutzenheiser

“A pedagogy that works to disrupt the essentializing call for the primacy of race... and that excludes the possibility of multiple identities or intersectionality” (pg. 198)

BC's Curriculum

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Oli - Up until September 2016 (so a month ago!), there was no mention for the requirement for schools to provide Gay& Straight alliances in schools or was there a clause protecting LGBTQ students or a mention of LGBTQ-inclusive education in the school act. BC has been lagging behind for many years and has not mentioned any diversity groups in their revised curriculum.

BC's Curriculum

Iren - Although these topics are not explicitly outlined in our curriculum, I believe it is important for me, as an educator, to address these issues because they relate to my students and the world in which they live in.

Simon - With the new BC curriculum, an emphasis has been placed on diversifying learning by integrating more Aboriginal perspectives into the content that we are exposing our students to. Just like the teachers mentioned in [the] article, many BC teachers feel that they are not trained enough to do so. They don't know where to start, and are afraid to offend those who are of Aboriginal descents if they say or teach the wrong things. I think we need to adopt what Loutzenheiser suggested by embracing it head on and engage our students in conversations about Aboriginal perspectives and learn with the students as opposed to perceiving us as the Knowers who pour knowledge into our students' heads.

Can we really do this?

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Peter - The interesting thing is that I do not remember ever receiving any formal training on how to address issues of sexuality, gender, and race in the classroom.

Can we really do this?

Joti - There is a gap between our 21st century students being able to openly discuss, or at least feel comfortable listening to discussions about these issues, compared to their teachers who feel awkward because they may have never had any training on how to appropriately do so ... it is clear that teacher education and training needs to catch up with the times and our students.

Can we really do this?

Iren - I only began to introduce uncomfortable or difficult issues into my classroom once I gained experience and felt more confident in my skills as an educator. I have not received any pre-service training on how to do so.

Will they burn down my house?



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Davinder - One student asked me what it meant by having two moms or two dads. I was not sure how to reply and was hesitant in answering the question. My first thought was that if the students went home and shared the information that I would give them, then their parents may approach me about the topic and I would have to deal with parents too.

Will they burn down my house?

Cherie - In terms of my students on the topic of sexuality...I wonder if and when “othering” will ever be eliminated. I wonder if leaders in the school community are doing enough to support students. I wonder as well if I am doing enough to support my students.

Is this really reflective of today?



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Belinda - The article written by Lisa Loutzenheiser needs to be read with the **time** and **place** that it has been written. The article was published in *2001* and is *American-centric*. I believe that in the intervening 15 years and in Canada our journey towards queered and anti-racist pedagogy has made several strides.

Is this really reflective of today?

Angela - A lot has changed since 2001 for the LGBTQ community and there are fundamental differences between Canada and the US thus influencing programs offered and taught in the Canadian school system.

Padlet Activity

 Robyn Evans · 10m

What has or hasn't changed over the past 15 years?

Consider curriculum, teacher training, students, etc.

 Robyn Evans · 14m

What HAS changed...

 Robyn Evans · 13m

What HASN'T changed...



Padlet Activity

<https://padlet.com/revans14/change>

So what now?

What can we do in our classrooms? Do you have any successes or failures to share?

What can you see yourself doing in the future?

Quotes to end on

Todd - We must steer clear of labels that identify a person by a single dominating characteristic. Everyone is a collection of their genetic potential and their life experiences.

Quotes to end on

Sheela - We need to look at “diversity” as an asset rather than a problem and value different ways of thinking, being and knowing. This is idealistic rather than realistic, but I would rather live in hope than despair.

Resources

<http://blogs.vsb.bc.ca/pride/>

<https://loveintersections.com/>

TedxTalk - “Hey Doc, some boys are born girls”

<https://www.youtube.com/watch?v=nOmstbKVeM>

Book List:

<https://docs.google.com/a/sd45.bc.ca/document/d/1xDa4Cw6WLIvwYlcxefGKBInIPJggVgT6UdR8awrEWVo/edit?usp=sharing>

Egale Canada <http://egale.ca/>

<https://bctf.ca/SocialJustice.aspx?id=17990>

<http://www.scholastic.com/teachers/article/teaching-diversity-place-begin-0>