

## A Response to EDUC 5040 Students

I gained new knowledge. For instance, a married woman's property became her husband's property in 1990s Canada. Dr. Arif said that we could find out what interests us and what we have the aptitude for and figure out how to apply it in some way. I want to ask what is the most important thing to facilitate the great improvement of equity, diversity, and inclusion in Canada.

Thank you for your question, I'm hesitant to say that one factor is the "most important", but I will say that a couple of important factors are education and life experience. This includes learning about histories and hearing the voices of people from a variety of backgrounds. It also includes getting to personally know people of backgrounds different than oneself (either through school, work, or social circles). Dialogue and education are very important. - Hassan

I would also like to add that, in addition to being open to lived experiences and ways of knowing/being that are outside of your own... within the field of educational studies there are critical perspectives which can help move EDI initiatives forward; i.e., anti-racism actions and pedagogy, as well as others.

BCcampus frequently holds online seminars and workshops on topics that are relevant to BC post-secondary teaching and learning; I believe that many of these resources and practices can be adapted and are relevant to other sectors; i.e., K-12; private sector, etc.

<https://bccampus.ca/event/flo-friday-anti-racist-teaching-practices/>

Matt

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I really enjoyed open and honest replies by Dr. Arif. I could not relate more. I did not have apt vocabulary to elaborate all these sensitive topics, It takes courage to speak on the behalf of marginalized communities. Even though there has been progress, more work is still needed to create a society that is truly inclusive and allows everyone to prosper, regardless of background or identity.

I learnt the significance of having everyone heard. Open discussions and listening various perspectives could possibly address these issues.

As a new comer in Canada or a temporary resident, how confident/secure a person feels to share own perspective? How that individual could get heard or noticed?

That's a great question, I was born in Canada, so I cannot answer this question from a firsthand perspective. I confess my answer here will probably thus be an incomplete one. It is an adjustment coming to a new country, adjusting to a different culture.

Often getting to know immigrants who have been here a long time can help in getting the mentorship in navigating the cultural landscape here, this includes strategies on how to share one's perspective and on how to be heard/noticed (eg. at work, school). - Hassan

I would say that an essential part of the Canadian character... or what I would like to think of the Canadian character... is being welcoming towards newcomers. I've lived in other countries where I was a cultural, linguistic, and ethnic minority... i.e., South Korea, and Qatar... and while my experiences while working overseas may not be directly comparable to that of somebody seeking to make a life in Canada... I think it

does anybody in an educational role good to spend time living and working in a setting or context outside of their personal "normal"... whether geographically, or in some other way. - Matt

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Thank you for such an engaging video in which you articulated your insights on equity, diversity, and inclusion in education. I really learned a lot from the richness of your discussion which was drawn from extensive experiences across various professional fields. It's also inspiring to see how both speakers interject their personal stories to explain complex EDI topics.

One key takeaway for me was the importance of incorporating various perspectives into all aspects of education and policymaking to bring more inclusivity and equity to our society.

My question for Dr. Arif would be: considering your background in government, academia, and personal experiences, how do you address the complexities of implementing EDI principles in policymaking, especially when being faced with resistance of different viewpoints?

Thank you for your question. Often there is resistance to EDI principles. Respectful dialogue with resistant colleagues is often best. This includes hearing and understanding their concerns (in the context of the public sector, the concerns are often about the implications for longstanding operational programs). Then, upon hearing this, provide an explanation how implementation of EDI principles would be sensitive to such concerns and often could even enhance particular goals (eg. better decision-making, and more widely supported policies and programs, by including more voices in the process). - Hassan

I think it is also a matter of setting personal priorities. Everybody has their sphere of influence; both inside and outside of their immediate professional and/or academic context. Each day and each meeting and each interaction with each individual provides an opportunity to learn from others, but also to carry EDI principles into those interactions. It should be something you're actively looking to move forward, even if it's in ways that initially feel small or less significant. It is the practice of bringing these ideas whether directly or indirectly into each engagement with others. Habits of mind have a way of manifesting in tangible actions. - Matt

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I would like to thank Dr. Arif and Stranach for sharing their invaluable ideas. Dr. Arif I truly value the thoughtful discussion you had. The conversation gained depth from your varied backgrounds and areas of expertise. It really is amazing how you can clearly and simply explain complicated subjects.

One thing I learned: Dr. Arif's emphasis on keeping a good work-life balance taught me the value of striking a balance between work and home life.

Question: How can educational institutions ensure that students are encouraged to critically evaluate information and perspectives from diverse sources, fostering a more inclusive and informed learning environment?

In my Sociology of Law course that's why I included a reading from Ibn Khaldun, as well as including some key themes on this reading in my class lecture and discussion. I also included a reading on perspectives on indigenous law by an Indigenous legal scholar, John Borrows, who is teaching at the University of Victoria.

It's about including readings on the curriculum by historical and contemporary figures of diverse backgrounds, and discussing these readings in class. This offers opportunities for questions, dialogue, and class discussion situating these writers within the broader context of the course. - Hassan

I think it is incumbent upon educators, particularly those in B.Ed, M.Ed, and doctoral programs, to seek out curricular resources which align with a critical viewpoint.

I am thinking particularly of the work of [Paulo Friere](#), the Brazilian educator and philosopher; his works beginning with *Pedagogy of the Oppressed* (1970) have influenced multiple generations of educators over the past fifty plus years.

Furthermore, some conceptual frameworks such as the Community of Inquiry (CoI) for e-learning have begun to meaningfully incorporate Indigenous perspectives and worldviews into recent texts... i.e., [Principles of Blended Learning](#) (Vaughan et al., 2023).

As part of your ongoing professional development within the educational career you have the opportunity to become informed on these frameworks, approaches, and resources... and share them with others, including students, fellow educators, administrators, managers, and others. - Matt

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The key takeaway from your podcast is the vital role of authentic conversation and tangible steps in advancing equity, diversity, and inclusion in Canada. The insights shared during your conversations in the podcast go hand in hand with my desire to make a positive impact in diverse communities. Moreover, Dr. Arif's emphasis on embracing diverse viewpoints and actively seeking Indigenous educational materials highlights the importance of empathy and learning for genuine reconciliation.

One question I have for you is: How can I practically implement your visions and recommendations into my daily interactions and activities to contribute effectively to promoting diversity and inclusion within my academic and social environments?

**Listening to other perspectives and stories, especially from those of backgrounds different than yours, is very important in this regard. - Hassan**

I agree with Hassan. I would also add that this extends beyond professional and/or academic activities. Your engagements with people and groups and your interactions with media and culture are all part of the same cloth. They all inform each other. Being naturally curious is a key attribute of being an educator. - Matt

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Hi Matt, you and Dr. Arif's conversation on Diversity was very interesting. You talked about various fields where diversity is practiced and can be included more affectively. I like your discussion on how history and education are connected on the basis of equity and diversity. For educators thinking beyond a single culture is significant to ensure an inclusive environment.

I learned that how interest on various fields can make a person social and thoughtful. And interest on various fields can help to connect interrelations of works.

The question comes to my mind that "For an educator, how can they avoid cultural biases to ensure effective learning environment?"

**Self-awareness of one's own biases, including from the environment we grew up in (eg. popular media), is important in striving to do better as educators and as people. - Hassan**

I agree with Hassan. I would add that my experience as a professional has included nearly eight years of living in countries other than Canada. I was married to a person from South Korea for more than fifteen years. I think traveling and intentionally seeking opportunities to engage with individuals and groups and media outside your immediate context can broaden anyone's perspective, thereby enhancing what you bring to your role as an educator. - Matt

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(1) I highly appreciate the discursive interaction between Mr. Matt and Mr. Hassan, reflecting a comprehensive outlook upon Equity Diversity in Inclusion and the current social scenario. Being remarkably industrious individuals, Mr. Hassan and Mr. Matt seem great inspiration to me. Their optimistic point of view somehow provided an idea of giving a particular contribution individually to bring an equity-based society into its real form in the social settings.

(2) Your valuable discussion on reconciliation has been quite insightful for me as it realizes me some of my responsibilities towards each learner in my diverse classroom as a future educator. In spite of just imparting education to them, an equity, equal opportunities, maintenance of respect and value of each learner are also some of the most important responsibilities I should consider crucial to be taken into consideration by me. Highly grateful to you, Mr. Matt and Mr. Hassan!

(3) I learnt a lot from this precious conversation. Mr. Hassan 's words 'know yourself' has just resonated me. You rightly said that it depends upon you whether your work is bad or good. It is necessary to take our profession positively. Additionally, your views regarding work-life balance are appreciable.

I humbly want to ask you-

Could you please suggest some strategies of how to figure out what is best for? me professionally?

Thank you for your kind words. I'd have to know more about you, your interests, aspirations, and goals to be able to answer that question. In a general sense, it's about finding your interest(s) and aptitudes and considering how they can be applied in a professional context (we all want to make money!). We each have different journeys. - Hassan

I would also add that one of the joys of the education career is the fact there are so many potential roles and context. Each setting or situation prepares you for whatever is next, and each draws on the totality of your past experience. I was trained as a secondary-level teacher; i.e., High School level English and Social Studies. And while my post-B.Ed work experiences have been in settings OTHER THAN in public high schools, the B.Ed provided me a wide range of options... and I've drawn on that training in various roles in post-secondary education and now in the private sector.

As far as "work-life balance": this is something that I've struggled with at times over the years! There is a lot to be said for ensuring you have the right amount of rest and exercise, a healthy diet, and pastimes and people outside of work that you can engage with regularly... all of which will help you carry yourself to your best advantage in any professional situation... -Matt

To figure out what is best for you professionally, you need to know a number of things:

What do you want to do as a professional?

What are your priorities in your life?

What sacrifices are you willing to make to achieve your objectives?

As a strategy, finding out the realities of your chosen profession is a must. In my field of education, the numbers regarding long term longevity in the profession are shocking. In literature I have read over the years, roughly 50% of people who graduate with a BEd never teach a day in a K-12 school. Less than 10% of teachers manage to last for 5 years in K-12 settings. This knowledge would be helpful for all those students getting BEds knew this information.

Dr Doug Reid

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I am really impressed that how Drs. Arif and Stranach both have successfully highlight the value of inclusion, diversity, and equity in education while highlighting important problems with the current system and also when they were a part of the education system. Their concrete approach is praiseworthy as they offer educators with various practical tools and insights to construct inclusive learning environments not only in schools teaching but also in administrative scenarios also and how they can apply culturally responsive teaching approaches through and within their teaching career.

Regardless of a student's background, I now understand how cultural responsiveness in the classroom can enhance their learning opportunities and academic performance. For instance, when educators apply culturally responsive teaching strategies, like our professor Dr. Pamela Gurney does, by utilising a variety of learning resources, including students' cultural experiences into lessons, and encouraging candid conversations about other cultures. It helps students feel appreciated, respected, and connected to both the material being taught and their peers, in my opinion, by fostering a more inclusive classroom environment. The best example is of "speed friending" which was introduced in our class by our professor, Dr. Pam.

How can academic institutions work together with stakeholders and communities to guarantee that efforts to promote inclusion, diversity, and equity in education continue?

I feel there's real potential for a two way relationship here, for academic institutions to provide ongoing educational tools for interested parties, and for the latter to provide input to academic institutions on what they feel is needed to promote greater inclusion (including, potentially, feedback on training and education needs for their workforces on incorporating inclusion in the course of their work). -Hassan

I will add what I've said in response to another question: institutions are made of individuals; it is up to individuals to decide each day to make EDI initiatives a priority relative to their sphere of influence. For instance, what a teaching assistant can bring to their role is different from what a classroom teacher can, which is different from a principal or other administrator. That influence may be exercised in terms of curriculum... i.e. what is taught... pedagogy... i.e., how it is taught.... and through your day-to-day interactions with students, colleagues, managers, and others. -Matt

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What a lively and rich conversation! In this process, I can deeply feel the respect and tolerance for different people from the professors. Thank you for providing us with a wealth of knowledge and accurate analysis. I learned a lot here, and what moved me the most was Dr. Arif's description of AI. This example made me

clearly understand that technology can facilitate people's lives, but it cannot replace the value of people. I have a question about religion that I would like to ask Dr. Arif. As far as I know, some religions are deeply bound to secular life, such as women being dependent on men, not being allowed to withdraw from religion, and food discrimination. How to balance respecting diversity and striving for fair rights? Thanks.

Canada's legal and constitutional framework (especially the Charter of Rights and Freedoms) are very much about protecting religious diversity and balancing that with other rights (including women's rights). The right to practice a faith is protected, as is freedom to not adhere to that faith.

I'd like to thank Hassan for this thoughtful answer. I think this Guide to the Canadian Charter of Rights and Freedoms is helpful, particularly the sections speaking to fundamental freedoms, including freedom of religion (section 2) and equality rights (section 15).

<https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html> Matt

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This podcast provides broader aspects of how inclusion, diversity, and equity can help unheard voices and how they can impact society. Also, the perspective used in this podcast made it easy to understand the primary goal of EDI.

As an immigrant myself, I sometimes felt like I was being unheard. But now I can ensure that when I am being unheard or not being inclusive, I can raise my voice. The conversation made it easier for me to understand the importance of active listening in education sector. I will apply all these things during my teaching.

I have seen that people need to hear about multiple sectors of rural communities. How can we ensure that those voices of rural communities reach the policymakers?

Interesting question as I taught urban and regional economic development at the University of Victoria. I made it a point to expand material in that course on the economic development of small towns and rural areas. Public servants took this course, thus this was one way (through education and training) to include the rural perspective. -Hassan

I feel like distance learning and educational technology and learning design all have a role to play in bringing high-quality education to rural and/or "remote" locations in Canada and elsewhere. With further penetration of high-speed internet and telecom networks, programs and courses of study are more accessible than ever before. Students all have their respective spheres of influence. Students contribute their lived experience to each engagement in a distance-based program of study. Conscientious educators, administrators, and other stakeholders involved in the educational endeavor are morally bound to take these experiences into account when creating policies relative to that programming... and in so doing, communicating those experiences further to those involved in EDI initiatives at higher and broader levels. -Matt

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Greetings Drs. Stranach and Arif, I truly liked the intriguing and insightful conversation, which touched on various themes with depth. Your belief in inclusive education and the recognition of varied opinions is admirable.

I learned the need to include multiple perspectives in historical narratives, particularly in educational settings, and how traditional curricula tend to exclude marginalized voices.

Drs. Stranach and Arif, with your rich backgrounds spanning law, academia and public service, how do you perceive the merging of these realms influencing the trajectory of education policy and practice, especially concerning the advancement of equity, diversity, and inclusion in a multicultural country like Canada?

I wouldn't say it's so much about merging as it's about breaking down silos, facilitating greater cooperation, dialogue, and exchange of ideas between different sectors. For example, public servants promoting evidence-based decision-making could draw on academic researchers to properly evaluate the effectiveness of a particular policy or program. - Hassan

I feel like there are individuals and groups who have been silenced since before Canada existed. We have the opportunity, and the responsibility, to hear those voices and experiences and lived realities and reflect them in our educational policies and practices. Again, everyone has their own sphere of influence. Educators have the ability to broaden their own perspectives, and in doing so they model this for students and others. As individuals recognize that EDI initiatives are for the benefit of everyone, an inclusive vision of policy, practice, and praxis can hopefully begin to inform how services by governments and other bodies are imagined, developed, and delivered. - Matt

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Thank you very much Dr. Stranach and Dr. Arif for the wonderful conversation and sharing your views. We also thank Dr. Pam for giving us the opportunity to watch and participate in this topic discussion. Your discussion of equity, diversity, and inclusion in education and social settings was moving. Especially Dr. Arif, who has multiple identities and so many work experiences, I find his insights very interesting. I am very interested in the topic of diversity, because diversity is often talked about in China's education field. How can we bring diverse theories back into education in our own countries and spread them like in Canada? What aspects need to be paid attention to?

I'm not sure I can specifically answer this question, as different countries have different cultural and social contexts. However, you would know this context in your own country, and can consider how what you learn here can apply. For example, could educational curriculums include particular authors/voices that are not currently not included? Who is not being heard, and how can those perspectives be incorporated? -Hassan

I agree with Hassan.

I would also add that learning technology, particularly open educational resources (OER), can be an effective means of sharing and otherwise disseminating "educational content" which has been informed by perspectives valuing EDI.

This is where having some knowledge of critical pedagogy, such as advanced by Friere (1970) and others can be helpful. Every curricular resource has been developed on the basis of an educational philosophy. Knowing why you are developing a resource requires critical self-reflection. OER, by definition, can be adapted and modified by other individuals and groups... whether through such formats as free e-texts; blogs and podcasts; sharable H5P interactions... all can be seen as collection points for the knowledge and processes which went into their development.

These resources can then be adapted to suit other languages, cultural and/or institutional contexts, etc. -Matt

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As a listener, I want to compliment Dr. Arif on two things. Firstly, for his impressive awareness of policies and procedures to make a desired change in the curriculum. Secondly, for talking without inhibitions about his love for nature, biking and cherry blossoms, thereby lending a spontaneous quality to the interview.

I learnt that land acknowledgements need to be more than just performative. One should learn about the history and culture of the indigenous community rather than just passively saying the land acknowledgement.

I also have the following question for Dr. Arif:

What challenges did he face when he first thought of introducing diverse voices and perspectives into his teaching? Was there any resistance from authorities/ colleagues/students, etc.?

I actually did not encounter resistance in introducing/including content on Indigenous people, multiculturalism, or non-European thinkers (eg. Ibn Khaldun). Ultimately, these voices were well-received and, I think, fostered a richer discussion in class and introduced students to broader perspectives. -Hassan

This is a great question. It acknowledges that post-secondary education has, until recently, been very much an endeavor carried out by, and for, the “cultural and ethnic mainstream”; i.e., white, European, CIS male. Post-secondary teachers... and teachers everywhere... have a moral and professional obligation to go beyond the status quo and make changes within one’s sphere of influence. -Matt

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Dr. Arif, demonstrates a thoughtful and reflective approach to his teaching career, balancing personal experiences with broader societal considerations, such as the need for inclusive education and recognition of marginalized voices. It was a great dialogue that made especially educators think about the issues of inclusion, diversity and equality.

I learned about the significance of including diverse voices in academic curricula, such as the example of incorporating writings by Ibn Khaldun and indigenous authors into courses like sociology of law and urban development.

How can educators navigate the challenges of incorporating diverse perspectives into their teaching while also meeting curriculum requirements and addressing potential resistance from students or institutions?

In the case of the sociology of law course, a theoretical component was standard for such a course. I made sure, in a small way, that the associated thought wasn’t just “dead white men.”

Diversity really cuts across so many areas/subject matters. Hence, in terms of meeting curriculum requirements, it’s about thinking of the existing components and how they can be more representative, what additional readings and perspectives could be included.

As for resistance, my own experience has been one of support, but I would say it’s about making the case for quality education/content that is “complete” (eg. a history of thought is incomplete if it only focuses on one geographic area of the world). - Hassan

I tend to look at curriculum as being a process rather than an objective. It is made up of contributions from students and the instructor. Curriculum is often described in terms of learning objectives (LO’s) written to align with certain evaluation, assessment, and formative learning activities. There are many ways to achieve any single given learning outcome; i.e., as evidenced through such tools as [Bloom’s Taxonomy](#). As such, educators will hopefully feel empowered by their training, experience, and organizations to imagine multiple, diverse pathways to realizing provincial or other mandated LO’s which value EDI initiatives. -Matt



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I express my gratitude to Drs. Arif and Stranach for imparting their invaluable perspectives derived from their personal experiences in Canada. Understanding your perspectives on diversity and inclusion in Canada was extraordinarily beneficial to me as a recent immigrant to the country. I want to convey my appreciation for your recognition of the significance of work-life balance, the value of calculated risk-taking, and the ability to recover from setbacks. Your counsel to those venturing into disciplines such as academia, public service, or law is truly valuable.

Your career and work experience taught me a great deal, including how advocacy is fostered by education and how your vocation as a lawyer can coexist harmoniously with academia.

What advice or information resource would you recommend for new immigrants to Canada who are unfamiliar with the country's history and culture?

Connecting with fellow immigrants who have been here a long time can be very helpful in learning (from the perspective of someone who has immigrated here) how to navigate this environment. Often, as well, local multicultural associations can be helpful in navigating Canadian culture and society. -Hassan

The story of Canada is a story of travel and transition. I think that anyone coming here should be aware that, apart from Indigenous and First Nations peoples, we are all from "somewhere else"; and this "being from somewhere else" is a key aspect of contemporary, modern, multicultural Canada. In similar circumstances, I would be looking to the Indigenous and First Nations histories and bodies of knowledge and experience as found in books, online, and through local contacts. I also think traveling within Canada as much as possible could be helpful; every region is unique; as is every individual. The more you travel, the more you interact with others beyond your normal social sphere, the more lived experience you will have into what makes Canada unique for each individual. -Matt

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I'm deeply impressed by Dr. Arif's comprehensive approach to integrating equity, diversity, and inclusion within educational practices. His ability to draw from a rich background spanning law, education, and civil service adds a unique and valuable perspective to this crucial conversation.

The emphasis on incorporating non-Western thinkers and indigenous storytelling into the curriculum is particularly commendable. It not only enriches the learning experience but also challenges students to consider a broader spectrum of human knowledge and experience.

One significant takeaway from the podcast is the role of immigration and multiculturalism in shaping societies and, by extension, educational environments. Understanding the dynamic interplay between these elements and education can lead to more inclusive and equitable learning spaces that reflect the diversity of the student population and society at large.

Given the challenges and potential resistance to integrating EDI principles into traditional curriculums, what strategies do you recommend for educators and institutions to effectively implement these changes? How can they navigate potential obstacles while ensuring that the value of EDI is communicated and embraced by all stakeholders in the educational community?

I feel a key part of this strategy is explaining that EDI is not just about equity diversity and inclusion, these are of course important goals, but overall is part of a good quality education. Focusing just on Western Europe

provides a limiting perspective on history and thought. Furthermore, understanding the history and culture of Canada involves understanding the perspectives (including storytelling) of indigenous people.

Thus, EDI is fundamentally about a quality education, which I think is an important point to communicate in helping to overcome obstacles to EDI.- Hassan

I agree with Hassan. You, as an educator, have the opportunity to bring in perspectives and voices... through thoughtful curricular choices. I think it is impossible to ensure that EDI is embraced by all members of the community. Communication, through training initiatives and resource development, is important. Your ability to be clear and consistent on these issues is unlimited. The extent to which others agree or accept your perspective is outside of your control. Therefore, keep EDI top of mind... and look for opportunities to share to the full extent possible relative to your sphere of influence. - Matt

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It is admirable and inspirational that you are committed to advancing fairness, diversity, and inclusivity in educational and work environments.

Your focus on encouraging communication and understanding amongst students from different backgrounds demonstrates a strong dedication to creating an inclusive learning and working environment.

The insights provided by Drs. Stranach and Arif taught me how important it is to hear the opinions of varied minority groups and provide accommodations for them in educational settings.

Moving forward the question remains: In educational settings, how do you strike a balance between the need for diversity and making sure that all perspectives are heard and respected, especially when there may be opposing views or conflicts of interest?

Respectful in-class discussion is important, it's sometimes about gently reigning in a student who may be dominating the conversation or making remarks that could be incendiary. This includes engaging with points made and highlighting the different sides of a debate.

The tone the instructor strikes is also important in setting an example of respectful discussion, especially on contentious issues.- Hassan

Part of the balance within a classroom is determining what perspectives do indeed need to be heard. There are some perspectives which promote intolerance or ignorance. If these perspectives are promoted by close minded or hurtful people, I would argue that not all perspectives have a place in a classroom. If the social contract is not accepted by all involved, respecting certain perspectives or opinions may not be appropriate. This stance may be only in extreme situations, but the question asked about "all perspectives" and I wanted to be sure to warn about the extreme examples.

Dr Doug Reid

I think conflict or tension or points of division among a body of students can be helpful in educational settings. It is important to model mental and social flexibility for students, and to be willing therefore to provide a safe space for these kinds of tensions and problems to be resolved. Those with entrenched viewpoints should be encouraged and supported to embrace new perspectives through a mixture of curricular interventions and through teaching and learning strategies. Equality rights are enshrined in the Canadian Charter of Rights and Freedoms (section 15). While it is impossible to determine how another person will act or respond, the legal

basis for EDI... i.e., the Charter... gives you as an educator a responsibility to act according to its precepts and dictates. -Matt

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1) I admire Dr. Stranach's diverse professional background and their dedication to making meaningful contributions in both academia and government.

Dr. Arif's insights into the challenges of education and their commitment to fostering inclusivity are commendable.

2) I learnt many things but the one thing i want to share is :

I learned the importance of recognizing privilege and actively seeking diverse perspectives to promote equity and inclusion in education.

3) My Question:

How can educators effectively address implicit biases and systemic inequalities within educational institutions to create more equitable learning environments?

First, being aware of one's own biases (including from the time and place one grew up in) is crucial. Beyond that, it is being aware of these biases and inequalities in our institutions and seeking to address them in our curriculums (eg. inclusive curriculums, where established practice may be less so) and through respectful conversation/dialogue with colleagues -Hassan

In some communities, having close ties with the extended community will also help in this endeavour. In many First Nations, Metis, and Inuk communities, there is starting to be a new level of engagement between the school and the extended community. This has been seen to begin to address the biases and societal inequities that can exist.

Dr Doug Reid

I think I will defer to what I've already said elsewhere; I see this as a matter of sphere of influence. This may change throughout the educational career; across organizations and roles. What may be possible in one setting could be challenging or a non-starter in another. Therefore, recognizing your implicit biases... knowing at least generally what kinds of curricular and other resources may exist to help check those biases... and encourage others to do the same... relative to your capabilities within a given role. - Matt

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I appreciate how deeply and succinctly you shared your points of view. Your words have great relevance because of your knowledge and experience as well as your attitude to equity, diversity, and inclusion which is based on empathy and compassion. By your commitment to listening to various perspectives and having meaningful conversations, you set a great example for how we can build environments where everyone feels heard and respected.

I am particularly interested in how the intersectionality of identities affects your approach to fostering inclusive environments. How do you navigate the challenges of addressing multiple dimensions of diversity, such as race, gender, sexual orientation, and socioeconomic status, in your efforts toward equity and inclusion?

In my Sociology of Law course, I included units and discussion pertaining to women (including in family law), multiculturalism, reconciliation, and sexual orientation. One cannot always include each theme as a standalone unit, in some cases they would be cross-cutting throughout the course but not have a standalone unit (eg. if the topic is economic development, make sure to consider content on how economic growth should benefit historically marginalized groups).

Intersectionality would also cut across these topics, for example a discussion or unit pertaining to feminism could include the experiences of people with different sexual orientations, and cultural backgrounds and how that could play into the wider topic of the unit - Hassan

It is a matter of finding the right narrative to guide educational practices. Asking who is advantaged and disadvantaged by curricula or teaching approaches is a good starting point. EDI initiatives benefit everyone. One way of addressing various perspectives from a curricular standpoint might be to assign readings from peer-reviewed journals dealing with EDI in some manner... or having students find these resources for sharing and curating within the larger group. -Matt