



## Competencies for The Management of Diversity

Resources for Teaching and Integrating  
Diversity in Canadian Society



### Part III Exemplary Practice Models in the Management of Diversity

A Project Developed by  
Canadian Council for Multicultural and Intercultural Education  
Conseil canadien pour l'éducation multiculturelle et interculturelle  
(CCMIE/ CCEMI)

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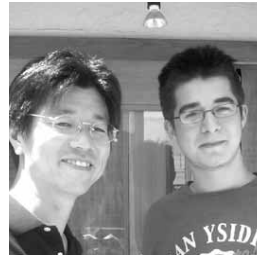
Competencies for the Management of Diversity remains a 'work in progress'. It is with the gracious support of the Department of Canadian Heritage that the research which gave impetus to this project was undertaken.

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Inez Elliston Ph.D.

August 23, 2004 (revised 2008)



## Exemplary Practice Models

### A Resource Document For Educators and Community Leaders

Inez N. Elliston. Ph.D

A Review undertaken on behalf of the Canadian Council on Multicultural and Intercultural Education (CCMIE/CCEMI), 2004-2007



# TABLE OF CONTENTS

## Part III Exemplary Practice Models

Introduction .....	III-6
--------------------	-------

### Section A Programs and Practices for Accomodating Diversity

#### 1. Concepts Explored in Exemplary Practice Models

1.1 Equity in Education and Multicultural Education .....	III-11
1.2 Multicultural Citizenship .....	III-12
1.3 Outcomes for Multicultural, Antiracism and Ethno-cultural Equity Education .....	III-13
1.4 Principles for Multicultural and Anti-racist Education .....	III-15

#### 2. Conceptual Framework for the Analysis of Multicultural, Anti-racist and Ethno-cultural Equity in Education

2.1 The triangular model .....	III-18
2.2 Flower Power .....	III-20
2.3 Johari Window .....	III-21
2.4 Force Field Analysis .....	III-22
2.5 Multicultural, Anti-racism and Ethno-cultural Programs .....	III-23

#### 3. Models of Curriculum Integration

3.1 Connected .....	III-24
3.2 Nested .....	III-25
3.3 Sequenced .....	III-26
3.4 Shared .....	III-27
3.5 Webbed .....	III-28
3.6 Threaded .....	III-29
3.7 Integrated .....	III-29
3.8 Immersed .....	III-30
3.9 Networked .....	III-30

### Section B Multicultural, Anti-racist Education Programs and Resources

#### 1. Exemplary Models of Multicultural, Anti-racist and Ethno-cultural Equity Goals and Programs for:

For Young Children .....	III-32
In the Pre-teen Years – Grades 6-9 .....	III-51
For Youth in the High School Years – Grades 9-12 .....	III-53

#### 2. Multiculturalism Means Business .....

### Section C Interpersonal Relationship

#### 1. Building Positive Relationships – Mentoring

1.1 Overview .....	III-59
1.2 10 Real Benefits of a Mentor Program .....	III-60
1.3 Mentoring as Empowerment .....	III-61
1.4 What are the Expectations of Mentors .....	III-62
1.5 Personal Attributes in the Mentoring Relationship .....	III-63

References .....	III-64
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## Introduction

Classroom teachers and classroom practices continue to be the source from which social norms and values of citizenship are transmitted. As the environment of the school becomes more diverse it has become equally compelling to provide appropriate information and to model practices that are inclusive of and unbiased towards all students.



## Recognizing and Managing Diversity

Preparation for responsible citizenship for all is the goal of education. This means equal treatment and equal access to opportunities regardless of race, ethnicity, language or culture for all in an increasingly diverse society.

Canada has been recognized by UNESCO for five consecutive years as the number one place in the world in which to live. It is important to acknowledge that this is not an accident of time, rather, to a large measure, it reflects the impact of schools and communities in raising levels of awareness in cultivating cultural understanding. Canadians are known internationally for fostering racial harmony and creating warm, inviting and inclusive environments of learning that lead to high achievement for more than three decades of managing diversity.



After a decade of exploring concepts and implementing multicultural programs, the emphasis has shifted to the pervasive nature of racism and its manifestations in stereotyping, prejudicial attitudes and behaviours, and discriminatory practices. The ongoing debate about the importance of emphasizing Multiculturalism in contrast to Anti-racism has not been helpful in making teachers aware of the valuable contribution they have and can continue to make to children's awareness of who they are and of their place in the community, in the society, and as citizens of the world.

Multiculturalism and anti-racism are not separate entities. It is possible to consider both along a continuum of growth in awareness and in the development of a knowledgeable and a willing attitude towards confronting some of the more challenging realities of diversity in day-to-day living.

Today's teachers and leaders have the opportunity to continue to examine and explore concepts and issues associated with multiculturalism, anti-racism from the literature, from experience and from formal and informal observations. They have examples of frameworks which have proven useful in the analysis of attitudes, values and behaviours which children face in their daily interactions. Using a variety of models for curriculum integration, teachers can incorporate concepts associated with diversity and equity issues and principles into the instructional program as part of regular classroom practice.



This material is intended to provide a useful and ready compendium of ideas, frameworks, and best practice models of the management of diversity.

Making the Classroom and community service agencies effective in accommodating diversity means taking into consideration variations in needs and responses the learners and clients bring to the process.



The differences in learner populations have been acknowledged and various attempts have been made to address this in providing for effective instructions. Tomlinson and McTighe (2006), for example, note:



“All students benefit from and are entitled to curricula that develops and deepens their understanding”, and further that:

“Given the variance in student ability, experience, opportunity, language, interests, and adult support, they grow at different rates and require varied support systems to develop and deepen their understanding” (p.4)

They argue that in effective classrooms teachers must be cognizant of:

- “Whom they teach”      students
- “Where they teach”      the learning environment
- “What they teach”      the content of the learning
- “How they teach”      instructional practices (p.2)

The idea of paying attention to how instructional practices are differentiated according to needs and levels of understanding provides the focus for a discussion of curriculum and instruction. This is the basis for this discourse on “integrating differentiated instruction and understanding by design.”

“All students benefit from and should receive instruction that reflects clarity of purpose and priorities in content” (p.6), and further:

“Teachers should be prepared to provide opportunity and support to continually develop students' understanding and capacities as thinkers” (p.8)

Thus, Tomlinson and McTighe (p.17) in the table below, summarize elements of student variance and the instructional implications of these variances.



## Some categories of Student Variance with Contributors and Implications for Learning

Categories of Student Variance	Contributors to Categories	Some implications for Learning
Biology	Gender Ability Disability Development	High ability and disability exist in a whole range of endeavours. Students will learn in different modes. Students will learn on different timetables. Some parameters for learning are somewhat defined, but are malleable with appropriate, context, and support.
Degree of privilege	Economic Status Race Culture Support system Language Experience	Students from low economic backgrounds, and representing races, cultures, and languages not in positions of power, face greater school challenges. Quality of student's adult support system influences learning. Breadth, depth of student experience influence learning.
Positioning for learning	Adult models Trust Self-concept Motivation Temperament Interpersonal skills	Parents who actively commend education positively affect their children's learning experience. Trust, positive self-concept, positive temperament, and motivation to learn positively impact student learning outcomes. Positive interpersonal skills and emotional intelligence positively impact student learning outcomes.
Preferences	Interests Learning preferences Preferences for individuals	Student interest will vary across topics and subjects. Students' preferences vary for how they learn and demonstrate knowledge. Students will relate to teachers differently.

Ref: Carol Ann Tomlinson and Jay McTighe 2006, p. 17. *Integrating Differentiated Instruction and + Understanding By Design. Connecting Content and Kids*. Association for Supervision and Curriculum Development (ASCD)



## Part III. Section A.

### Exemplary Practice Models

#### 1. Programs and Practices for the Accommodation of Learners from Diverse Backgrounds and Experiences



##### Learners from Low Socio-economic Communities

Children and youth from low socio-economic communities have special needs. Ruby Payne (2008), for example, have identified contextual issues that should be considered if learners from such groups are to be successful. These issues are identified below in the strategies that help raise the achievement of students living in poverty.



“Students from families with little formal education often learn rules about how to speak, behave and acquire knowledge that conflict with how learning happens in schools. They also often come to school with less background knowledge or have fewer family supports.” (Payne, 2008, p.48)



Payne argues that formal schooling may present challenges to students living in poverty. This is a factor which teachers need to understand and take into account in assisting them to become achievers (Ibid). Suggestions for effective practice include the nine strategies listed below:

##### 1. Build Relationships of Respect

Teachers are insistent on high quality work but they also offer support and in their interventions treat students with respect, for example, answering questions, calling them by name, recognizing when help is needed.



##### 2. Make Beginning Learning Relational – helping “all students feel part of a collective culture” in which learning is the focus.

##### 3. Teach Students to Speak in Formal Register

Made with reference to the findings of Martin Joos (1972), who identified five levels of formality in language usages, namely: frozen, formal, consultative, casual and intimate. For example, studies (Hart and Risley, 1995) found that children living in poor families, in contrast to those from professional families, tend to use casual expressions. Payne suggests that teachers should provide opportunities for students to translate phrases from the casual to the formal register.



4. **Assess Each Student's Resources.** This means access through means such as:
  - a) Financial: Money to buy goods and services.
  - b) Emotional: Internal resources such as stamina, perseverance, good decision-making skills that demonstrate the ability to control emotional responses.
  - c) Mental: The mental abilities and skills that are manifested in reading, writing and show the potential to succeed.
  - d) Spiritual: Belief in a divine purpose and guidance.
  - e) Physical: Having good physical health and mobility.
  - f) Support systems: Friends, family and others that are available in times of need.
  - g) Relationships and role models who are accessible.
  - h) Knowledge of unspoken rules: group norms and habits.
  
5. **Teach the Hidden Rules of the School** – What is appropriate in-school, out-school behaviour and the importance of knowing what is proper behaviour under differing circumstances.
  
6. **Monitor Progress and Plan Intervention**
  - Keep track of student progress by charting performance
  - Determine how much time is needed for different content areas so as to have students meet the expected standard.
  - Plan to the instructional strategies that yield the highest engagement on the part of the learner.
  - Use rubrics and benchmark tests to identify how well students are mastering standards.
  - Identify learning gaps.
  - Use these strategies on a regular basis.
  
7. **Translate the Concrete into the Abstract** – using “objects” and “mental models”: stories, analogies, and visual representations.
  
8. **Teach Students How to Ask Questions** – “Questions” are considered principal tools to gain access to information and knowing how to ask questions yields a huge payoff in achievement” (p. 51)
  
9. **Forge Relationships with Partners.** Create a welcoming atmosphere at school for parents.
  - Mode of greetings
  - Attendance to parent-teachers meetings
  - Language used in parent meetings
  - Demonstrate caring to parents
  - Moderate demands on parental resources

(Ref. Ruby Payne, Nine Powerful Practices How to teach the hidden rules of school. Educational Leadership. April 2008 Vol. 65, No. 7 pp. 48- 53.



## Concepts Explored

### 1.1 Equity in Education and Multicultural Education

In a multicultural society the goal is equity in education for all.

#### Equity is defined as:

Equality of opportunity, access, and outcome: recourse to principles of justice to correct or supplement law; ...A program designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination. (*Our Cultural Heritage, A Curriculum Resource Guide for Racial and Ethno-cultural Equity, Grades 7,8,9, Draft, 1990, p.61, Ministry of Education, Ontario.*)



#### Multicultural Education

Multicultural Education refers to a curriculum designed to create and enhance understanding of and respect for cultural and racial harmony. It also refers to a philosophy of multiculturalism integrated within the education system. (Ibid).

In the sections which follow examples are given of material that:

- Focus on Equity in Education
- Are suitable for use with for different age/grade levels, and
- Highlight ideas from a variety of sources on how to integrate activities and concepts in subject areas and across the curriculum.

#### Examples of concepts to be explored in exemplary practice models:

1. Multicultural/intercultural education
2. Anti-racist learning
3. Ethno-cultural equity
4. Prejudice
5. Discrimination
6. Integration
7. Stereotyping
8. Inclusive education that avoids all forms of exclusion or neglect
9. Peace-making

10. Conflict resolution
11. Constructive confrontation
12. Cultural understanding and cultural integration
13. Promoting racial harmony
14. Promoting inter-group harmony
15. Promoting citizenship
16. Equity programs and practices
17. Human rights education programs
18. Removal of systemic barriers

See Kehoe and Mansfield, 1993. *The Limitations of Multicultural Education and Anti-racist Education*. Multicultural Education, State of the Art, Report #1



## 1.2 Multicultural Citizenship

Multicultural Citizenship is considered a stage in an evolutionary process which began in 1977 with the policy of bilingualism and multiculturalism.

“Multicultural Citizenship” ... includes cultural support, immigrant adjustment, human rights inter-group ethnic relations, anti-racism and equity. It is based upon diversity and commitment to pluralism, ethnic and racial tolerance, acceptance, and fairness, respect, and trust. It is expected of all persons in all parts of the country. It involves confronting and responding to individual and institutional racism and racialism. An important feature must be cooperation, networking and collaboration among those seeking a society marked by tolerance and acceptance.”

As Canadian society becomes more culturally diverse, schools must become instrumental in transforming, not reproducing a monolithic concept of society. Such a challenge requires a conceptualization of multiculturalism and other forms of equity education so that we are not only dealing with ethno-cultural life styles, inter-group harmony and the celebratory aspects of culture, but also addresses unequal power. The uneven distribution of resources, personal and institutional forms of racism and ethno-centricism and other forms of inequalities inherent in Canadian society must be dealt with. (Ibid, p.8)

### Looking at Outcomes

In implementing multicultural, antiracist and ethno-cultural equity education programs the outcomes must be clear, namely: the management of diversity, inter-racial harmony, and equality of opportunities and of life chances. A useful starting point is a common understanding of the concepts associated with multiculturalism, antiracism and ethnocultural equity. We may begin by looking at some common principles, leaning goals, and well-known approaches.



(Keith McLeod, Eva Krugly-Smolska, (Eds.) Multicultural Education: A Place to Start: A Guideline for Classrooms, Schools and Communities, 1997, p.4)



### 1.3 Outcomes for Multicultural, Antiracism Education and Equity

(See Kehoe and Mansfield, 1993)

#### Multicultural Education

The Goals are:

- Equivalency in achievement,
- Positive intergroup attitudes, and
- Developing pride in one's heritage.

#### This means:

- attuning teaching strategies to culturally different ways of perceiving and learning;
- developing culturally relevant curricula;
- providing basic knowledge of students' own cultures;
- improving the students' self-image, usually by valuing the students' culture;
- reducing individual racism;
- promoting the removal of bias and ethnocentrism from textbooks and the curriculum;
- emphasizing the contributions of minorities to building the nation;
- supporting the incorporation of [multicultural] initiatives in the total curriculum.

#### Focus on 'inter-group harmony' and understanding by:

- countering the intentional prejudices of individuals;
- developing an understanding of our own cultural determined perceptions and those of others;
- developing competencies in more than one culture.

#### Antiracist Education

Emphasize educational disadvantage.

The Goal is to:

Address racial discrimination which flows from perceived differences by changing the total structures of institutions.

#### This requires:

- identifying and eliminating intentional and unintentional barriers in educational system;
- uncovering the hidden curriculum;
- rectifying assessment, tracking and disciplinary inequities;
- reducing individual racism;
- promoting the removal of bias and ethnocentrism from textbooks and the curriculum;
- emphasizing the contributions of minorities to building the nation;
- supporting the incorporation of [antiracism] initiatives in the total curriculum.

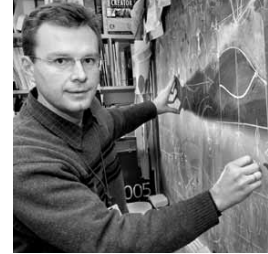
#### Focus on 'inter-group equity' by helping students to:

- understand and resist the social structures that contribute to racial exploitation;
- identify and acknowledge the differences in opportunities and achievements; and put in place measures to address power imbalances.



Antiracist Curricula is based on the assumption that students will become less racist if they;

- discuss past and more recent racism, stereotyping and discrimination in society;
- study the economic, structural and historic roots of inequality;
- find and confront examples of institutional racism in schools;
- analyse unequal social and power relations;
- learn and acknowledge the realities of racism;
- change the social realities that racism appears to explain.



(John W. Kehoe and Earl Mansfield  
*The Limitations of Multicultural Education and Anti-Racist Education*;  
Multicultural Education State of the Art Report #1  
pp.3-8. 1993).



## 1.4 Principles for Multicultural and Anti-racist Education

### Multiculturalism

### Anti-Racist Education

#### The Problem

Prejudiced attitudes

Racism-structures, policies, practices and thinking

Unequal access

Unequal power and shrinking opportunities for a majority of people

Lack of respect for diversity

Ways in which diversity or differences are used to justify unequal treatment and divisions caused by racism

Difficulties in preserving culture

Definition of culture confined to "ethnicity" which has lower status than "mainstream" marginalization of other aspects of culture

#### Causes

Ignorance of other people's cultures

The ways in which ignorance is fostered, and racism is made invisible: one-sided version of history and the present

Fear and mistrust of differences

Fear of conflict

Lack of equal contact

Lack of equal contact

Institutional discrimination

Economic exploitation which is rationalized by racist thinking, perpetrated by institutional policies and practices



## Approaches

Providing relevant information about different cultures.

Promoting critical understanding of own values and cultural assumptions.

Promoting equal access.

Minimizing discomfort and conflict.

Changing attitudes of individuals.

Critically examining the ways people currently organize information about other people  
Promoting a more encompassing definition of culture which acknowledges gender, class etc. as well as the experience of discrimination  
Encouraging the examination of these experiences which people have in common.

Promoting critical understanding of personal values and cultural assumptions.

Promoting increased power to change those things which limit everyone's access.

Engaging energies of both those who experience and those who do not experience racism to challenge it.  
Recognizing that some people and groups will resist change.  
Equipping people to deal with resistance effectively.

Equip individuals to act more effectively.  
Acknowledging the leadership of those who experience racism.  
Encouraging effective collective action.



(Adapted from Barb Thomas as presented to Training Trainers, Ministry of Citizenship and Culture, 1985)



## Multiculturalism

Multiculturalism, as is characteristic of human nature in society at large tends to focus on racism and on isolated incidents.

Current curriculum, provides information with “minorities” added and is often Eurocentric in focus.

Cultural sensitization and celebration needed to counteract bias and discriminatory practices.

Weak support for equity programs.

Traditional social structures may need to be reformed.

## Anti-Racist Education

Racism is the result of concrete historical forces and can be eliminated.

The focus is on analyses of institutional as well as individual racism.

Current curriculum is questioned; critical thinking skills are emphasized.

Curriculum usually global in focus.

Culture is not the issue; racist thoughts and practices are.

Strong support for system-wide equity programs.

Traditional social structures need to be examined and altered to get rid of systemic racism.



**In sum, multicultural education tends to be hesitant and tentative while anti-racist education is more proactive and goal-oriented.**



## Principles of anti-racist education

- Racism exists and must be acknowledged.
- Racism is learned and therefore can be unlearned.
- Anti-racism education confronts racism and is part of the continuum to intervene.

Anti-racism education is a process of investigation, challenge of and intervention in curricula, pedagogical and learning environments.

- Anti-racism education promotes equity by promoting the sharing of power.
- Anti-racism education requires constant monitoring of attitudes, perceptions and assumptions to challenge learned racism.
- It requires regular and frequent evaluation to assess effectiveness.
- It is largely student-centred.
- Anti-racism education is not subject specific. It should be integrated into learning and pedagogy generally, and should permeate every aspect of school life at all levels of the school system.
- It is everybody's business.



(Adapted from  
Framework  
for Anti-racism  
Learning  
Canadian Teachers  
Federation.  
A document  
developed in  
collaboration with  
the Canadian  
Council for  
Multicultural and  
Intercultural  
Education  
(1994, p.2)

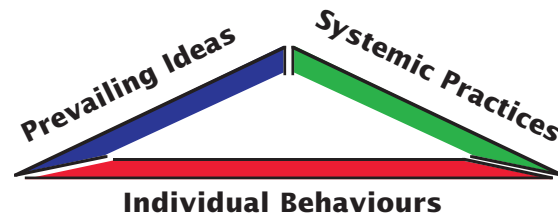


## 2. Conceptual Frameworks for the Analysis of Multicultural, Anti-racist and Ethno-cultural Equity in Education

### 2.1 The Triangle Model: Framework for Anti-racism Learning, Resource Guide.

(Canadian Teacher's Federation. CCMIE/CCEMI, 1994)

The triangular model is composed of three general areas which can be used to identify elements of racism. It shows how they interact with and reinforce one another.



#### Prevailing Ideas

The prevailing ideas are stereotypes, assumptions, expectations, accepted ideas, unquestioned conclusions, unexpected “information”, media “facts” and other expressions of preformed ideas... which determine responses to behaviours toward various individuals and groups. Such ideas are passed on as “knowledge” and accepted as truth.

#### Individual Behaviours

Individual behaviours are: the actions, reactions, words, responses which have racist impact. They include racist jokes and comments, name-calling, physical assault, excluding, mocking, refusing access to services or work, accusations of dishonesty, lowered expectations of achievement or ability based on race.

#### Systemic Practices

Systematic practices are often unidentified practices of organizations, systems and societies racist impact. which, although they are not directed by policy or formally defined, and are usually unintentional have a racist impact. They are usually defined by their impact rather than their intent. This makes them no less racist. They may include such things as curricula which are Eurocentric both in content and in interpretation compounded by biased testing instruments and assessment practices and by “Streaming” or placement of racial minority students in lower academic levels. Such developments are further complicated by interview panels for hiring and promotion which have no knowledge or representation of diverse racial and ethno-cultural groups; no consequences for racist behaviours in the workplace or classroom, inequitable application of rewards and punishments, over or under representation of terms, clubs etc.

Managing Diversity:  
A Community-based  
Training Program for  
Educators and  
Community Leaders  
2003. Canadian  
Council for  
Multicultural and  
and Intercultural  
Education  
(CCMIE/CCEMI).



## 2.2 The Flower Power: Social and Cultural Identities

(Used by Enid Lee in *Letters to Marcia*, 1985)

The Flower Power Model is a helpful and useful representation of the social identities of an individual. The petals represent a range of identities that have socially ascribed values. Membership in an economic class, race, or geographical region, for example, is used to locate people according to certain ascribed status. Status becomes the social identities of individuals and the groups to which they belong. Factors such as economic class, race, and geographical region are used to differentiate the status of individual and groups. By virtue of membership in a particular class, race, or geographical region the individual assumes the social identity and status ascribed to members of that group.

The Flower Power representation of social identities is helpful in enabling children and youth to understand how bias occurs. It is the value ascribed to people because of one or more of these socially distinctive classifications that lead to labelling and many of the inequities that children face.

This framework provides a useful and easily understandable tool that teachers can use to engage students:

- in learning about themselves and others;
- in understanding how individuals and communities view themselves and are viewed by others;
- in critically examining their ascribed place in society;
- in deciding how socially ascribed status and the resulting identities can be changed.





## 2.3 Johari Window:

### A Method for Interpersonal Communication and Problem Analysis

The Johari Window is a useful model of how people see and reveal themselves in contrast of how others may see and behave towards them. It is a useful tool for the analysis of interpersonal communication. Differences in perception blocks communication and give rise to problems in interpersonal relationships.



<b>Open/Public Self</b>	<b>Blind Self</b>
<b>Private Self</b>	<b>Unknown Self</b>

The Johari Window is a useful model that teachers can use to assist students in understanding how situations alter with perceptions. It is important for children and youth to know how their behaviour influences others and, in turn, how others influence them. Students need to be aware of the self that is exposed and functioning at any one moment in time. The unknown self can be the most influential. Raising the level of self knowledge is a goal of multicultural, antiracist, and ethno-cultural equity education. Change occurs when students learn and practice the skills of critical thinking and reflection as strategies for self management in new and challenging situations.



## 2.4 Force Field Analysis: A Problem-solving Model

Changing those factors that appear high in importance and most amenable to change.

Force Field analysis is promoted as a way of describing social/psychological situations. In any moment in time sets of counter balancing forces operate to keep things as they are. To change these situations it is necessary to determine what forces are working to keep the situation static. Through the analysis of the patterns of these forces in keeping and balancing events, it is possible to identify the actions needed to change a particular pattern of behaviour.



Accordingly, a teacher can engage students in situation diagnosis as well as strategy analysis. The first is problem identification during which information is gathered to clarify the nature of the forces at work “driving”, or, “restraining” the outcome in any situation. There are four ways in which to influence a situation to change from its current mode.

1. By Adding a Force
2. By Eliminating a Force
3. By Strengthening a Force
4. By Weakening a Force

### Using Force Field Analysis as a Model for Change

Through a process of diagnosing, and prioritizing, it is possible to design an action plan that includes finding answers to questions such as:

1. Who is affected?
2. Who or what is causing the imbalance?
3. What kind of problem is it?
4. What goals can be set for change?
5. How will things look?
  - a. When will the problem be solved?
  - b. The way we want things to be?



## 2.5 Multicultural, Antiracism and Ethno-cultural Programs

All teaching should be based on a view of life as an integrated whole, in which people, things, events, processes, and ideas are interrelated.

(The Common Curriculum, Policies and Outcomes, Grades 1-9, 1993, M.E.T., Ontario p.19).

It is useful at this point to review what is known about curriculum integration.

There are many suggested approaches to integrating learning, including:

1. From the Common Curriculum
  - Parallel Content: Related contents taught into one or more subjects during the same period of time that is useful as an introduction to integration.
  - Content Connections: ... among similar subjects ... within the same subject area.
  - Concept Connections: A concept is explored using the content and processes of several program areas.
  - Cross-curricular Connections: Students identify issues to explore, frame questions, and undertake tasks, applying relevant information (ibid. p.33)



The emphasis must be on designing programs that make connections within and among program areas and that enable students to connect what they learn in school with their own experiences and with the activities and issues of everyday life (The Common Curriculum, 1993, p.31)

An integrated curriculum and related activities along with inquiry-oriented learning allow students to become creative, adaptable, and independent thinkers who are able to solve problems in a wide variety of situations and are able to assess their solutions in a global framework. (The Common Curriculum, 1993. p.33)



### 3. How to Integrate the Curriculum

(Robin Fogarty, 1991)

#### A Reminder and Ready Reference

The introduction provides a useful overview of:

- the dimensions of the integration process with respect to the age/grade continuum;
- skills, themes, concepts and topics in subject specific areas;
- within and across disciplines and different categories of learners;
- the description of ten different models with examples of how each one maybe used.

#### 3.1 Connected

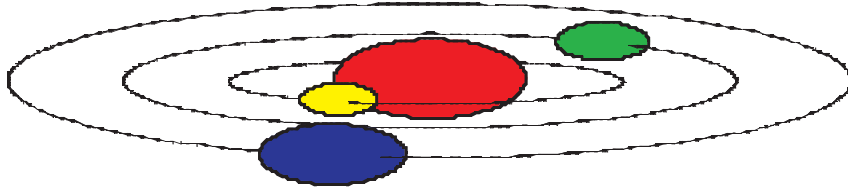


The student sees connections between subject areas that have traditionally been taught separately.

- Teachers can help students make the connections by asking questions that stretch ideas.
- The connected model is useful as a beginning step towards an integrated curriculum. Teachers feel confident looking for connections within their own disciplines. As they become adept at relating ideas within the discipline it becomes easier to scout for connections across disciplines.



### 3.2 Nested

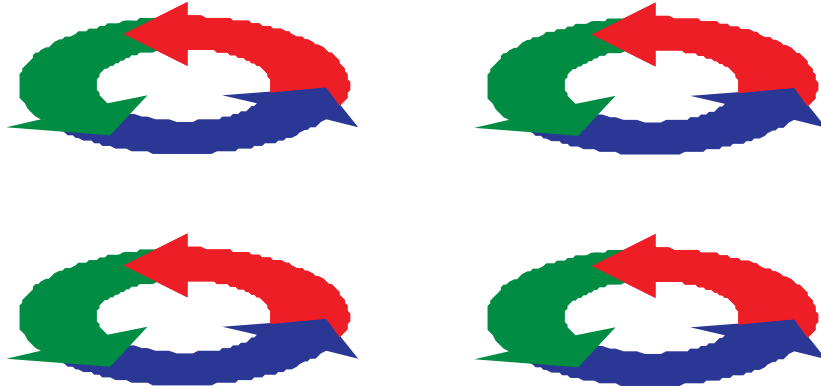


- Many teachers “nest” a number of important ideas into a single lesson. (ibid. p.22)
- Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill, and a content-specific skill. (ibid. p.23)
- The nested model of integration is a rich design used by skilled teachers. They know how to get the most mileage from the lesson, any lesson.
- Teachers, for example, design the unit on photosynthesis to simultaneously target consensus seeking (social skills) sequencing, (thinking skills) and curricula organizing (content).
- When you think about it, any lesson can be set up to incorporate the nested mode.(ibid p.25.)





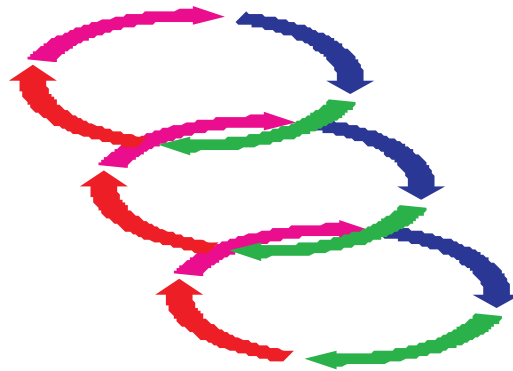
### 3.3 Sequenced



- This is the first model that has teachers reach across departments to plan and sequence some similar ideas. (ibid. p.32)
- Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects. (ibid. p.33).
- With limited articulation across disciplines, teachers can arrange the order of their topics so that similar units coincide with each other. Two related disciplines can be sequenced so that the subject matter content of both are taught in parallel. By sequencing the order in which topics are taught, the activities of each enhances the other. In essence, one subject carries the other and vice versa.
- Just by rearranging the order of topics, teachers can help kids make the critical connections.
- The sequenced model is useful in the beginning stages of the integration process by using two discipline areas that are easily tied to each other. (ibid p.36)



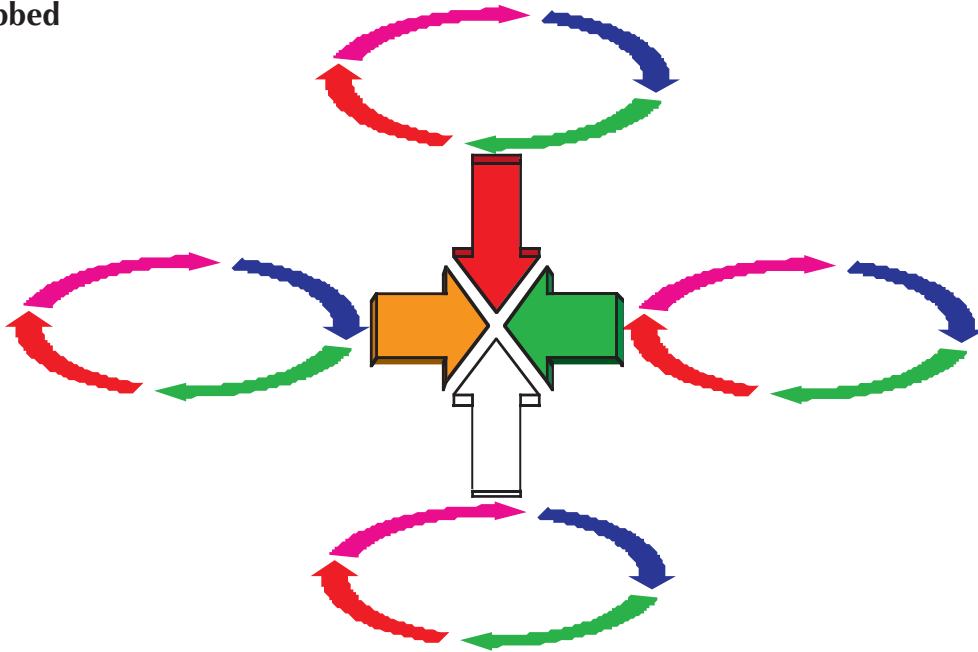
### 3.4 Shared



- Shared curriculum integration is like looking through a pair of binoculars. As the two lenses are adjusted, a more focused view results.
- Shared planning and teaching take place in two disciplines in which overlapping concepts or ideas emerge as organizing elements.
- Certain broad disciplines create encompassing curricular umbrellas: Math and Science paired as Science; Literature and History coupled under the label of the Humanities; Arts, Music, Dance, and Drama viewed as Fine Arts and Computer Technology; Industrial and Home Arts embraced as The Practical Arts (Technology).
- The shared curricula model is based on common ideas that come from within the disciplines.
- This model differs radically from the thematic approach in the conceptualization of the unifying concepts because the concepts result from shared elements rather than the introduction of a theme from the outside. This is what the Venn diagram represents – similarities in the overlapped section. The key is to look for commonalities of both curricula.
- The advantages of this model of shared curricula planning rest in the case of using this as an early step towards more fully integrated models encompassing the four major disciplines.



## 6. Webbed



- This is the most popular model of integration The webbed theme. Teachers view the curricula through a telescope for a picture of an entire constellation of subjects and activities.
- A fertile theme is webbed to curriculum contents and disciplines; subject teachers can use the theme to sift out appropriate concepts, topics, and ideas.
- Teachers present a simple topical theme... and web it to the subject areas. A conceptual theme, such as conflict, can be viewed from a greater depth using a thematic approach.



### 3.6 Threaded

- This threaded model of curricula integration focus on the meta-curriculum that supersedes or intersects the very heart of any and all subject matter content. The skills are, in essence, threaded through standard curricula content.
- Thinking skills, social skills, study skills, graphic organizers, technology, and multiple intelligences approach to learning thread through this approach.
- Advantages of the threaded model is developed around the concept of the meta-curriculum.  
This meta-curriculum is the awareness and control of the skills and strategies of thinking and learning that go beyond the subject matter content.
- Teachers stress the meta-cognitive behaviour so students learn about how they are learning.  
By making students aware of the learning processes, future transfer is facilitated.
- The focus is that in this integration model, not only does the content stay pure for each discipline, but the students reap the added benefit of a super-ordinate kind of thinking that has transfer power for life skills.

### 3.7 Integrated

- To view curricula through a kaleidoscope is to rearrange patterns and designs
- This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model,
- The integrated curricular model represents a cross-disciplinary approach similar to the shared model.
- As in the shared model, the integration is the result of sifting ideas out of subject matter content, not laying an idea over the subjects as in the webbed themes approached.
- The integration originates from within the various disciplines and matches are made with the curriculum as commonalities emerge.
- A distinct advantage of the integrated mode is the ease with which the learner is led to the interconnectedness and interrelationship among the various disciplines.
- The integrated model builds understanding across departments and fosters appreciation of staff knowledge and expertise
- The integrated model, when successfully implemented approaches the ideal learning environment for an integrated day externally and for an integrated learner focus internally. (ibid. p.77)
- The integrated model also carries with it an inherent motivational factor as students and ideas gain momentum from class to class.





### 3.8 Immersed

- The disciplines become part of the learner's lens of expertise; the learner filters all content through this lens and becomes immersed in his or her own experience.
- It's an up close and personal view through the microscope
- All learning of subjects like math, science, history etc. is filtered lens of experience and expertise.
- The ultimate advantage is that integration must take place within the learner, which is exactly what is illustrated in this model. The learner is self-driven by an insatiable hunger to understand. "The more we know, the more we know we don't know" becomes an unhidden truth. As the student digs deeper into a field of interest, the related areas and new pathways seem unending.



### 3.9 Networked

The networked model of integrated learning is an ongoing external source of input, forever providing new, extended, and extrapolated or refined ideas. In the search for knowledge, learners come to depend on this network as a primary source of information that they must filter through their own expertise and interest.

- Learners network with others both within their chosen field and outside that field as they continually link new ideas to old.
- Learner filters all through the expert's eyes and makes internal connections that lead to external networks of experts in related fields. (ibid, p.95)
- This integrated learning approach is extremely pro-active in nature, with the learner self-initiating the searches and following the newly emerging paths. The learner is stimulated with relevant information, skills or concepts that move his learning along.



## Learning Outcomes

Students do not attain the outcomes through a set of prescribed learning experiences in one program area or in one grade; they attain them through a wide range of experiences encountered over several grades (The Common Curriculum. Policies and Programs. M.E.T. 1993, p.23)

### **Meaningful participation: the individual in society**

...[Students] should learn, through concrete examples, that individuals of all racial and ethno-cultural groups can and do make meaningful contributions to society. They should learn to value human rights and social justice and be equipped to participate in the development of a more equitable society. They should also be encouraged to accept challenges and take risks, and to learn from both their successes and their failures.(ibid. p.86 )

### **Understanding Diversity and Valuing Equity**

... Through learning to understand and appreciate their own cultural backgrounds, students can develop a positive sense of self. Through working with people from other backgrounds, students can learn to understand others and to respect their views and rights, and can thus develop a sense of social responsibility.

In studying people and events of the past, students can develop a sense of connection with people of diverse racial and ethno-cultural groups of their times, as well as an understanding of their achievements and contributions to society. (ibid. p.89)



## Part III. Section B

### Exemplary Practice Models

#### 1. Multicultural, Antiracist, and Ethnocultural Equity Goals and Programs for Young Children

- 1.1 *Anti-Bias Curriculum: Tools for Empowering Young Children* .....III-33  
Louise Derman-Sparks, 1989
- 1.2 *Multicultural Early Childhood Education* .....III-38  
Keith McLeod, (Ed.) 1989
- 1.3 *Self Image: 16 Activities for K-6 Children* .....III-39  
Barbara Schubert and Marlene Bird, 1979
- 1.4 *Let's Stop Racism: Elementary Grades Teachers' Guide* .....III-40  
(Canadian Heritage, 1992)
- 1.5 *The Multicultural Classroom Binder: Cultural Profiles; .....III-42*  
*Multicultural Focus Weeks in Your Elementary School*  
(Saskatchewan Multicultural Association, 1992).
- 1.6 Cultural Profiles Catholic Immigrant Centre Ottawa .....III-44  
Faculty of Social University of Toronto

#### 2. Resources and Strategies for Celebrations

- 2.1 Holiday customs around the world .....III-48  
Barbara Schubert and Marlene Bird
- 2.2 Multicultural Calendar .....III-49
- 2.3 The Easter Seal Calendar .....III-50

#### 3. Antiracist and Ethno-cultural Equity Goals and Programs in the Pre-Teen (Grades 6-9) and Teen (Grades 9-12) Years

- 3.1 *Open Minds to Equity* .....III-51  
Nancy Schiedewind, Ellen Davidson
- 3.2 *Making the Peace* .....III-53  
Paul Kivel and Allan Creighton
- 3.3 *Let's Stop Racism* .....III-55  
Sybil Wilson
- 3.4 *Multiculturalism Means Business* .....III-57





## **1.1 *Anti-bias Curriculum: Tools for Empowering Young Children***

(Louise Derman-Sparks and the A.B.C. Task Force, 1989)

This book is one of the best known resources dealing with sensitive issues and manifestations of bias in young children. The book discusses the philosophy of anti-bias education, provides an understandable definition of important terms for the age group, useful suggestions for integrating anti-bias concepts and activities in the daily activities and instructional school programs. The book presents a general philosophy of anti-bias education and provides insight into how bias manifests itself in young children of colour in comparison to those who are white. It also provides a range of structured activities through which to engage two year-old and three, four and five year-olds in learning about diversity.

Provided below are highlights reproduced for easy reference.

### **A. Philosophy**

The “practice of freedom” is fundamental to anti-bias education. Curricula goals are to:

- construct a knowledgeable, confident self identity;
- develop comfortable, empathetic, and just interaction with diversity;
- develop critical thinking and the skills for standing up for oneself and others in the face of injustice (p.ix).

### **B. Student empowerment**

#### **For Children of Colour**

... that they develop both a positive and strong self-identity to withstand the attacks of racism.

#### **For White children:**

... to develop a positive identity without White ethno-centricism and superiority.

### **C. Examples of Classroom Practices**

#### **Beginning work with two year-olds**

1. To provide a rich, accurate, non-stereotypic 'data base' about gender, race, culture and physical abilities.
2. To enable children to become familiar with differences in gender roles, racial characteristics, language, and physical abilities.
3. To encourage and support two year-olds budding curiosity about their physical and social selves and about others.



### **Developmental Tasks and Guidelines for Child-Teacher Interactions**

- Awareness of gender usually appears first.
- By the age of two and a half, children are beginning to be aware of cultural aspects of gender and ethnic identity.
- Two year-olds can also take the very first steps toward awareness of cultural diversity if appropriate experiences are part of their daily classroom life (ibid. pp.21-24).

### **Integrating Anti-bias Content into the Daily Environment and Schedule**

Younger children's daily schedule can be used to accommodate this as follows:

1. Free play/choice time
  - Art material
  - Manipulatives
  - Dramatic Play
  - Large motor equipment
  - Blocks, trucks, small people figures
  - Sand, water
2. Small-group snack time
3. Large group/Circle time



The table below shows an organizer for student activities which can be scheduled throughout the week.

Daily schedule	Days of the Week				
Time Structures	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Free Play / Choice Time</b>					
Art					
Dramatic Play					
Manipulatives					
Blocks					
Water Table					
Sand Table					
Books					
<b>Clean-up Time</b>					
Snack and Small - Group Activity					
<b>Recess</b>					
Large Group Activities					

- Time slots can be modified to fit regular classroom practice.
- Anti-bias activities can be slotted into each day's schedules



## Learning about Racial Differences and Similarities

(Three, Four, and Five Year-Olds)

### Goals:

1. To encourage children to ask about their own and others' physical characteristics.
2. To enable children to feel pride, but not superiority, about their racial identity.
3. To enable children to develop ease with and respect for physical differences.
4. To help children become aware of our shared physical characteristics; what makes us all human.

### Racial Differences and Similarities:

- Preschoolers are aware of variations and wonder where they fit in;
- Preschoolers want to know how they got their colour, hair, and eye characteristics;
- Preschoolers wonder if skin colour, hair, and eyes remain constant. They are aware that getting older brings physical changes.

## Learning about Cultural Differences and Similarities

Cultural diversity is about the myriad ways people solve the daily challenges of being human. First, through experiences in their families, and then in ever-widening circles of influence – neighbourhood, school, church and temple, media – children construct their cultural or ethnic identity and way of being in the world. (ibid. p.57)

### Goals:

1. To affirm and foster children's knowledge and pride in their cultural identity.
2. To foster children's curiosity, enjoyment, and empathetic awareness of cultural differences and similarities.
3. To teach children to overcome any inappropriate responses triggered by cultural differences.

### Developmental Tasks

- Connect cultural activities to individual children and their families;
- Remember that while cultural patterns are real and affect all members of an ethnic group, families cultural experiences unfold in unique ways;
- Connect cultural activities to daily life;
- Explore cultural diversity within the principle that everyone is part of a cultural group;
- Have cultural diversity permeate the daily life of the classroom, through frequent tangible, hands-on experiences related to young children's interests;
- Avoid the editorial "we" when talking with children;
- Explore the similarities among people through their differences;
- Begin with the cultural diversity among the children and staff in the classroom.



### **In all-white classrooms**

The main task is to intervene in children's developing the belief that the dominant White culture is superior to other ways of life.

### **In All-Black, (Non-White, Asian, Native) Classrooms**

The first task with children of colour is to build their sense of personal and group identity.

## **Learning to Deal with Racist Stereotyping and Discriminatory Behaviours**

### **Goals:**

1. To help children change discomfort and inappropriate responses to differences in to respectful, comfortable interaction.
2. To expand preschoolers' developing concept of fairness and feelings of empathy for each other.
3. To foster children's critical thinking about stereotyping.
4. To enable children to gain the tools and self-confidence to stand up for themselves and others against biased ideas and discriminatory behaviour.

### **Suggestions**

- Handling discomfort with difference
- Dealing with discriminatory exclusion
- Learning to recognize and criticize stereotyping
- Learning to problem solve discriminatory behaviour

### **Holiday Activities in Anti-bias Curriculum**

Guidelines for such activities are provided on pages 85-95

Other resources include: Children's Books listed by: Title, Themes, Age-appropriateness. (ibid.pp.119-121)



## 1.2 *Multicultural Early Childhood Education*

(Keith McLeod, (ed.), 1989)

### Focus

#### **Antiracist and Multicultural Early Childhood Education**

“ First of all, that we recognize that a child's list of rights includes those of historical heritage and, secondly, that we accept that we live in a multicultural society. Multiculturalism must be the centre of the curriculum and of the practices in our schools” (*To Herald a Child* Commission of Inquiry into the Education of The Young Child, 1981 p.7)

### Content

This book, *Multicultural Early Childhood Education*, provides suggestions for teaching children about diversity. The activities which follow the typical Canadian early childhood curriculum are presented as three units:

- Unit One. Me
- Unit Two. Me and My Family
- Unit Three. Me, My school and My Community

Each unit contains 16-18 topics. The topics are organized as lesson plans with:

- Objectives;
- Materials/Resources;
- Procedure methods;
- Outcomes/evaluation.

The lessons in this resource provide the opportunity for applying several curriculum integration models a such as:

- linking of ideas about similarities and differences;
- making connection between personal uniqueness and the uniqueness of others, who we are and what we look like nesting additional content activity to allow children to think and use social skills such as cooperative behaviours;
- webbing to other content areas to allow children to see relationships.

Editorial comments and information inserts are included throughout Chapters 1 through 6.



### 1.3 *Self Image: 16 Activities for K-6 Children*

(Barbara Schubert and Marlene Bird, Reflections & Images publication, 1979)

#### **Focus**

This 1979 publication is a useful supplement to activities identified in *Early Childhood Education Activities*, 1993.

Designed especially for children K-3, it provides sixteen units that can be integrated in four subject areas: Reading, Math, Social Studies, and Art.

The Authors state that “each of the activities has been chosen for its relevance to the study of this particular culture, for its skills content, its suitability for various levels of development and for generally widening the child's concept of the world about him.” (Preface).

#### **Philosophy**

The philosophy which guided the development of this material is captured in the quotation from a teacher, namely:

“I had a great feeling of relief when I began to understand that a youngster needs more than just subject matter. Oh, I know mathematics well, and I teach it well. I used to think that that was all I needed to do. Now I teach children, not math. I accept that fact that I can only succeed partially with some of them. I have found further that my own person-hood has educable value. When I don't have to know all the answers, I seem to have more answers than before when I tried to be the expert. The youngster who really made me understand this was Eddie. I asked him one day why he thought he was doing so much better than last year. He gave meaning to my whole new orientation, “It's because I like myself now when I'm with you,” he said.”

A teacher quoted by Everett Shostrom in *Man, the Manipulator*, (1967)

#### **Content**

The introduction provides an excellent listing of the purposes that the material can serve as well as skills development in each of the four areas: Reading, Math, Social Studies and Art. Among these are specific developmental outcomes which are relevant to an Anti-Racist and Ethno-cultural Equity Curriculum, namely:

- Develop an appreciation of others;
- Develop further understanding of others;
- Develop appreciation of customs;
- Develop an appreciation of traditions;
- Strengthen the “inquiry” approach to learning;
- Foster self reliance and self-identity.

The units are organized under the headings that include:

- Description, materials, instruction and in some cases additional activities;
- Overview of content topic and subject integration.



## 1.4 *Let's Stop Racism. Elementary Grades Teachers' Guide*

(Canadian Heritage, 1992)

This material was first developed in 1992. It has been modified each year subsequently to include other topics and references.

### Objectives:

The objectives for these resources are to:

- Help educators eliminate racism and racial discrimination from schools;
- Teach students what racism means and what they can do to help eliminate racism from society;
- Stimulate the cognitive and emotional development of students; increase communication skills by developing listening, speaking, reading and writing ability and drawing on documents and experiences that are familiar to children;
- Enable teachers to incorporate principles and strategies aimed at stopping racism in their lesson plans.

### Target Groups

Students at the primary and elementary grades.

### Suggested Approach

- Select ideas from the guide that they can incorporate in their lesson plans throughout the year.
- Create an atmosphere of trust where everyone, regardless of culture or race, will feel comfortable and willing to take part in activities.
- Set ground rules for interpersonal interactions.
  - all opinions must be respected and taken seriously;
  - everyone must listen to the person who is speaking;
  - comments based on stereotypes must be avoided;
  - the privacy regarding the revelation about experiences must be respected.





## Organization of the material

The materials are divided according to suitability for the primary grades, K-grade 3, elementary grades 4-6

Within each section, the activities are organized as lesson plans under the headings of:

- Theme
- Objectives
- Materials/ Resources
- Procedure

There is a useful reference list, teacher references as well as literature material that are useful for classroom reading.



### Common Themes

- Perceptions
- Unequal treatment
- Community

### Primary Grades

- Understanding and accepting differences
- Cultural diversity

### Common themes

- Writing and cultural artifacts
- Heroes
- Name calling

### Elementary Grades

- Language and words
- Music
- Fairness



## 1.5 **Multicultural Classroom**

(Saskatchewan Association of Education, 1991)

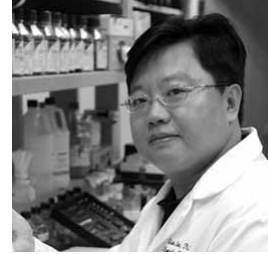
This binder is in two parts

### **Part 1: Cultural Profiles**

This is a listing of 25 of the main cultural groups that live in Saskatchewan.

Each is described with respect to:

- Early Settlement
- Location and Major Occupation
- Culture and Customs: Culture, Greetings, Visiting, Eating, Communication
- Holidays and Celebrations: Special Days and Celebrations  
Life Style; The Family. Work, Education, Recreation
- Community Activities:  
Sources of Additional Information



### **Saskatchewan Cultural Profiles**

Chinese	Czechoslovakians	East Indians	Ethiopians
Filipinas	First Nations	Franksaskois	Germans
Greeks	Hutterites	Italians	Vietnamese
Italians	Japanese	Jews	Koreans
Laotians	Metis	Nicaraguans	Poles
Romanians	Salvadorans	Swedes	Ukrainians

The content of this part of the binder provides useful information for understanding who are Canadians and in dispelling the myth that only Toronto and Ontario have diverse populations.



## Part 2: Multicultural Focus Weeks in Your Elementary School – K-8

This part of the binder has a lengthy introduction in which is discussed:

- the aims of Multicultural Focus Weeks;
- how to organize for such events;
- content that goes beyond folklore;
- integrating the content with the curriculum and the common essential of learning;



Four different celebration weeks are described.

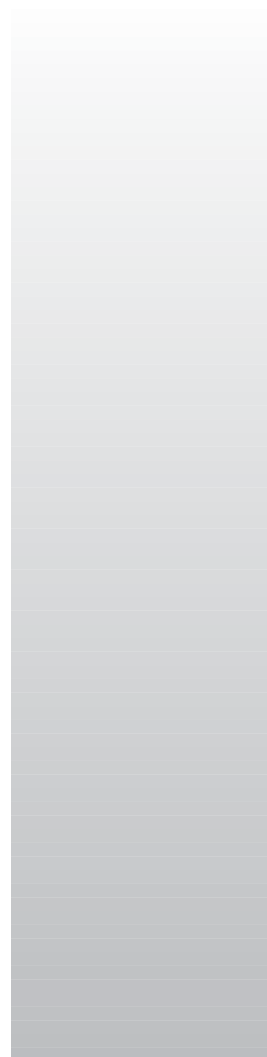
1. Celebration Week
2. Indian and Metis Awareness Week
3. Welcome to Canada Week
4. Right On For Human Rights Week



Each celebration week is presented under the headings of:

- School-Wide Plans for the Celebration Week
- Classroom Activity Ideas for Celebration Week which can be integrated into:
  - specified subject areas and curriculum topics.
  - resources for Celebration Week

Additional information about organizations and resources is given in the appendices to the document.





## 1.6 Cultural Profiles

(Catholic Immigration Centre and Faculty of Social Work, University of Toronto)

This series of booklets was “designed primarily for volunteers working in organized Host Programs. These programs match newcomers with volunteers who offer friendship, orientation to the community and an opportunity to practice English”.

The series provide information about the countries from which the new immigrants come under the following headings:

- Landscape and Climate
- A Look at the Past
- Spirituality
- Education/Learning
- Health Care
- At Work
- Eating
- Holidays and Leisure
- Folklore/Music and Dance
- Culture/Family Life
- Language and Literature
- If You Want To Learn More (References)

There are a variety of themes in this series of booklets. Each booklet is sixteen pages in length with all or some of the topics and themes listed above. The language is simple and readable. Each page is illustrated with maps, pictures or drawings and include fact sheets inserted appropriately throughout.

These booklets could be used in conjunction with the cultural profiles of groups from each of these countries who now live in Canada so as:

1. To raise children's awareness of such factors such as the countries from which fellow students and their families come.
2. To become aware of the customs and life styles and whether these have changed since arriving in Canada.
3. To explore the reasons for these changes where they are identified.
4. To be aware of the contributions the cultural groups make to Canadian life, language and literature.





## Multi-Faith and Cultural Calendars

For more than the past two decades schools across Canada have had access to a variety of annual calendars that highlight the religious and cultural days celebrated by the various cultural groups in Canada.

### The Multi-faith Calendar

The Multi-faith Calendar first published in 1982 is constructed around a universal theme as the central focus. For example, the theme for the 1999 Calendar is Human Rights–Sacred Roots



### Previous themes include:

#### Multi-faith Calendar

Year	Themes	Year	Theme
1987	Holy Days	1993	Peace
1988	Prayer and Meditation	1994	Family Religious Observations (for the International Year of the Family)
1989	Sacred Place	1995	Spiritual Principles in International Affairs
1990	Lights	1996	Justice, Peace, Dignity, Equity (Celebrating the 10th Anniversary of United Nations)
1991	Sacred Symbols	1997	Sacred Words and Human
1992	The International Year of Religious Understanding and Co-operation	1998	Spirit Sounds

Students could be guided in researching the themes and topics for the years 1999- 2008.

Year	Theme
1999	_____
2000	_____
2001	_____
2002	_____
2003	_____
2004	_____
2005	_____
2006	_____
2007	_____
2008	_____



Each Calendar provides a ready reference of the special holidays celebrated by the twelve major world religions. A summary page highlights beliefs and practices of each of these groups.

The calendars are illustrated by works of art, quotations and religious symbols.



### **The 1999 Calendar**

The theme of this Calendar is highlighted throughout by quotations from the scriptures of the Christian faith and from other sacred books. Issued as a commemorative piece for the 50th Anniversary of the *United Nations Declaration of Human Rights*, this Calendar integrates selected articles from the Declaration on Human Rights into the artwork which appears opposite each of the twelve months.

### **Other Publications**

#### ***Special Days Celebrated by Children in the City of Scarborough***

This 1985 binder was developed in the same period as the first Multi-faith Calendars.

The binder is written in an intimate and up-front style and is useful in introducing new concepts to young children. The introductory page is written as a “guideline for using the booklet” These range from encouraging children to participate, respecting children's right not to disclose information about family and cultural practices, the value of accenting the positive, creating a positive and respectful learning environment, informing parents of the unit and inviting their participation. The booklet in binder form is divided into three main sections.

#### **Section 1. A unit of study based on eight key ideas**

- 1.1 Most of us celebrate Special Days of some kind
- 1.2 Many Special Days are celebrated by children in the class
- 1.3 We may know something about the Special Days celebrated by children in our class but there is more that we can Learn
- 1.4 Special Days have stories behind them
- 1.5 There are ways in which we answer the questions we have about the Special Days celebrated by children in the class
- 1.6 There are similar and different ways in which people all over the world celebrate Special Days
- 1.7 Sometimes we are limited in participating in a friend's special day celebrations by not being sure what to do.
- 1.8 We can appreciate learning about the Special Days of children in our class celebrate

Each section is followed by appropriate activities that expand the key ideas. In some cases there are illustrations to illuminate the activities.



### **Section 2. Provides a compendium of activities**

Forty activities are listed which are easy to plan and apply in the classroom.

### **Section 3. A Calendar of Special Days**

This section lists and offers a description/ explanation of the main holidays celebrated each month and popularly celebrated in 1985.

### **The Multi-faith Calendars**

The Multi-faith Calendars have provided information and encouraged attention to a more extended list of holidays.



### **Additional Information**

There are sections on resources. Some of the selections are dated but very usable of profiles of national/ethnic communities in contemporary Canada. More recent and up-to-date material are listed in the Classroom Binder from Saskatchewan, 1991.



## **2.1 Holiday Customs Around the World: 16 Cultural Activities for K-6 Children**

(Barbara Schubert, Marlene Bird, 1977)

The Table of Contents provides a listing of the 16 activities, the psycho-motor skills that are required for each activity and the main subject areas (reading and language; Mathematics and Social Development, and Art) in which they can be integrated. Some of the more popular holidays celebrations such as Hanukkah, Christmas, Advent, Diwali, St Lucia, and Easter are included.



In the preface, the authors list a number of general outcomes for the activities. Among these are:

- Improve co-ordination
- Develop oral language
- Develop listening skills
- Develop logical thinking
- Develop skills in following directions
- Develop reading readiness
- Develop an appreciation of others
- Develop an understanding of others
- Develop further understanding of self
- Develop an appreciation of customs
- Develop an appreciation of traditions
- Foster self-reliance and self-identity
- Develop decision-making abilities
- Encourage responsibility
- Stimulate spontaneous creativity

The investigative processes that the activities will encourage and the concepts that will be developed are listed for each subject area: Reading, Mathematics, Social Studies and Art. The sixteen activities are laid out under the headings of:

- Description
- Materials
- Instructions

Each activity is suitably illustrated with pencil drawings of objects for cut-outs, instructions for individual or group activity, and labels



## 2.2 *Multicultural Calendar*

(Creative Cultural Communications: Sheena Singh)

The Multicultural Calendar began appearing in 1992. Each Calendar contains:

- Holy Days for each faith and national groups
- Cultural Festivals
- United Nations Day.

In addition, as with the Multi-faith and Cultural Calendars, each year's Calendar focuses on a special theme. In 1997, the theme was Cultural Interpretation of Colours. The content of the calendar is expanded to include ten colours (Red, Purple, Orange, Saffron, Green, Blue, Indigo, Violet, White and Black). Each colour (except Black) is described according to: personal preference; its significance to different cultural groups and its association with superstitions or beliefs.

Each month in the calendar is beautifully illustrated by the artist Sheena Singh. A colour associated with a significant cultural event form the central theme of the painting.

In addition to the reminder and information on holy and festival days, teachers can use the pictures to direct attention to cultural practices, beliefs and values.

Children can contribute by bringing in pictures and other objects where the colours have special significance there by sharing and learning details of their own and other's cultures.



### 2.3 *The Easter Seal Calendar, 1998*

Easter Seal Society

The Easter Seal Calendar, 1998 tells the story of the formation of the Easter Seal Society since 1922. It is illustrated with selections of brightly coloured summer blooms.

... (Children) can be guided into understanding how different people have different needs and the concrete things that children and adults can do to help.  
The Easter Seal Society

#### **Helping Others**

This Calendar can be used to focus attention on the needs of children with disabilities as a diversity issue. They can be guided into understanding how different people have different needs, and the concrete things that children and adults can do to help. The Easter Seal Story, the personal profiles of the 1998 Easter Seal Children, its mission statement are elements which can be used to focus children's attention on the annual telethon. Other stories of personal and community involvement can be added to extend the concept of helping others.

**The Easter Seal Mission**  
We are dedicated to helping children with physical disabilities achieve their full potential and future. Easter Seal people make a difference in the lives of children and their families by providing direct services, programs, research. There is much to do.

#### **Activity:**

From your knowledge and experience can you add to this list of resources

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### 3. Antiracist and Ethno-cultural Equity Goals and Programs in the Pre-Teen (Grades 6-9) and Teen (grades 9-12) years

#### 3.1 *Open Minds to Equity: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity,*

(Nancy Schiedewind /Ellen Davidson, Allyn and Beacon, 1993)

##### **Purpose/Focus**

This sourcebook for classroom learning activities taps students' fundamental demands for equity. The activities will help them expand their understanding of what is and isn't fair in our society and guide the development of productive strategies for change. The activities examine the ways that racism, sexism, class bias, ageism, and competitive individualism in school and society reinforce inequity.

The book generates more equality among students in your classroom, both academically and interpersonally. Unintentional discriminatory practices in classrooms and schools often hinder student learning. When you and students work together to remove these barriers, students will feel more positively about their competencies and self-worth. All students will be more motivated and able to achieve academically (ibid. p.1).

##### **Approach**

The material lends itself to the best known process for the young to understand personal and institutional inequality.

- a supportive, warm environment is needed for students to feel safe enough to examine their attitudes and explore ideas that may challenge pre-conceived notions.
- learn the skills for working together.
- infuse student spelling lessons with names and experiences of minority persons.
- math problems including spending patterns of low-income people.
- student activities such as lining-up arrangements can be on factors other than gender such as colour, clothes or other identifiable characteristics (ibid. p.3-4).

##### **Organization of the materials**

The material is organized as lesson plans with the headings listed below:  
Objectives, Implementation, Discussion, Going Further (Enrichment)

Editorial comments/information inserts are included.





### 3.2 *Making the Peace: A 15-session Violence Prevention Curriculum for Young People.*

(Paul Kivel & Allan Creighton with the Oakland Men's Project, 1997  
Hunter House, Publishers)



#### **Objectives**

The authors write that:

“The curriculum begins with five sessions that introduce basic concepts and provide a framework of safety and respect for the class to operate within.”

- Session 1** introduces concepts of violence and safety and helps students think about how violence affects their lives.
- Session 2** defines violence and creates group agreements to build a climate of safety for subsequent sessions.
- Session 3** looks at the causes of violence in social, political and economic inequality and how these create a cycle of violence.
- Session 4** introduces the core concept of being a bully and how we can take an active role in making the peace and stopping self-destructive violence, interpersonal violence, and violence caused by social injustice.
- Session 5** for uses on how violence is learned and what kinds of violence happen to young people.

These five sessions set the groundwork for the next six sessions which look at the particular forms violence takes.

- Sessions 6 and 7** look at alternatives to intra- and inter-racial violence and anti-semitism,
- Session 8** helps young people understand how violence can be rooted in economic issues.
- Sessions 9 and 10** look at gender relationships and present tools for preventing physical and sexual violence toward women
- Session 11** examines strategies for reducing violence associated with guns and other weapons.



The last four sessions focus on healing from past experiences of violence, on individual and group action, and on youth leadership in making the peace at different levels, including:

- the personal (**Session 12**),
- interpersonal (**Sessions 13 and 14**) and,
- social (**Session 15**).

The handouts in Session 15 describe different directions young people may choose to follow up on as active allies to themselves and to each other. (p.4).

Each session is organized with sidebars that:

- specify the aims, skills to be learned and preparation necessary
- highlight key elements / approaches in presenting the session

**On your own** assignments are included to help students reflect on the session's content after class and to prepare them for upcoming material. These assignments contain basic information and thought-provoking questions the students, their friends and families will consider, discuss, and benefit from. (p.7)

### **Subject Area Integration**

The writers suggest that “the curriculum can be incorporated into social living, health, social studies or current issues courses (p.3). In sessions 6-10 Race Class and Gender: the Difference that Difference Makes (pp.75-128), the focus is on:

- Who I am, Where am I from?
- Who we are going to be ?
- Economic Class
- Women and Men Together
  - Gender Roles
  - Homophobia and Heterosexuality
- Violence against Women
- Sexual Harassment





### 3.3 *Let's Stop Racism. Teachers' Guide, Secondary Grades.*

(by Sybil Wilson, Canadian Heritage, 1992.)



#### **Focus**

While respecting and honouring the mosaic of Canadian society in all its diversity, there are vehicles for highlighting the fact that, above all else, we are all Canadians as beneficiaries of a proud heritage. Traditionally, symbols have provided connections across great expanses of space and time and have been a source of unity and pride. They can also be used as connections across voids of misconceptions and falsely based perceptions about other members of our society (p.6).

#### **Content**

The document provides:

1. A definition of racism as both racist behaviours and racist attitudes:

##### **Racist behaviours:**

- verbal abuse, including name-calling, insults, jokes and mockery
- discriminatory or different treatment
- rejection, exclusion from the group ( refusing to play or associate with members of certain groups)
- physical violence and abuse ( intimidation, fighting)
- denial of positions or rewards
- expressions of anger and resentment, even if they are non-verbal
- an attitude of superiority towards a group
- vandalism against the personal property of others.

##### **Racist attitudes:**

- defining people in terms of stereotypes
- blaming minorities for social and economic problems
- believing that immigrants cause overcrowding [and other social ills].

2. A glossary of terms suitable for use with high school students.
3. References with extensive listings of Audio Visual material suitable for this age group as well as teacher reference materials.



## Organization of the Content

The content is presented in two sections.

1. Eight units of materials suitable for the junior high school level.
2. Ten units suitable for the high school students.

Each unit is organized as lesson plans with: themes, objectives, materials/resources, and activities.

### Unit Themes

1. Canadian Symbols
3. Prejudice and Discrimination
5. Values
7. Sports and Fair Play

### Junior High School

2. Canadian Diversity
4. Integration
6. Exclusion
8. Conflict Resolution and Peer Mediation

### Unit Themes

1. Many Faces of Racism
3. Laws that Bind
5. Racism and Popular Culture
7. Discovering Others
9. Violence Prevention

### High School

2. People who Matter
4. Power
6. Accepting Others
8. Multiculturalism means Business
10. Winning Ideas to Stop Racism

## Subject Area Integration

In what subject areas could these themes and topics be integrated?

List these and give reasons for your choice.

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### 3.4 *Multiculturalism Means Business. A Directory of Business Contacts*

(Canadian Heritage, 1993)

Increasingly, Canadians understand that multiculturalism goes far beyond the issues of language, heritage, and culture. It extends to the way people earn a living and reach into the world of business. Canadians are recognizing the economic contributions made by ethno-cultural groups and the tremendous additional reserve of business skills and energy that exists within this element of the business community. (Forward)



#### **Purpose**

It is hoped that this directory will prove a valuable resource for all Canadians. It should highlight another source of economic dynamism and promote the networking that is the foundation of commerce today. (Forward)

To enhance the appreciation of the economic advantages that diversity offers Canadian society by facilitating contact, networking and cooperation.

#### **Content**

An update to the first edition: *Directory of Canadian Ethno-cultural and Bilateral Business Organizations, 1989.*

The introduction gives an overview of the role of diversity in the Canadian economy.

The index is arranged by ethno-cultural groups and it is an easy reference for the identification of specifics.

This edition is divided into three sections:

- Section I provides a listing of over 130 ethnic businesses by province,
- Section II lists the Advisory Committees of the Federal Business Development Banks in each province
- Section III contains a list of the Bilateral Trade Councils across the country, including:
  - i Ethno-cultural Credit unions
  - ii Ethno-cultural Businesses and Community Directories
  - iii Ethno-cultural Media Associations

Bibliography under headings:

- Economic Role
- International Trade
- Ethno-cultural Marketing
- Managing Diversity

Index of Ethno-cultural group reference of community businesses.



This information can be integrated into subject areas such as:

- Economics
- Social studies

The introduction provides useful information on immigration and population distribution in Canada. The involvement of some of the newly arrived groups in international and domestic trade is highlighted.

**It suggests:**

There is general agreement that a country's human resources are the most important economic asset. Given Canada's growing ethno-cultural diversity, effective utilization of these resources depends on harmonious race relations and cross-cultural understanding, especially in the workplace. Discriminatory or ill-informed business and employment practices can lead to the creation of reduced productivity that diverts precious energies from urgent economic challenges at hand. The removal of barriers to equitable participation in the workplace will expand [Canada's] human resource potential and strengthen our capacity to attract and retain expertise, investment capital, and tourism from abroad. (p.v)



## Part III. Section C

### Exemplary Practice Models

#### 1. Building Positive Relationships – Mentoring

1.1 Overview .....	III-60
1.2 Ten real benefits of a mentor program .....	III-61
1.3 Mentoring as empowerment .....	III-62
1.4 What are the expectations of mentors .....	III-63
1.5 Personal attributes in the mentoring relationship .....	III-64





## Part III. Section C

### Exemplary Practice Models

#### Building Positive Relationships – Mentoring

##### 1.1 Overview

**Mentoring is described as ‘a gift from one person to another’.**

**It is believed** that the mentoring process encourages:

- Creativity.
- Personal best performances
- Excellence in personal achievement.

**Mentoring can focus** on one or more of the following:

- Education and achievement
- Careers and access to opportunities
- Cultural knowledge and values
- Economic literacy
- Political education and the development of strategies for participation
- Citizenship competencies
- Interpersonal relationships

**Mentoring can involve** a variety of interest groups and individuals:

- Students and other young adults
- Parents and family members
- Community counselors
- Business managers and leaders
- Professional and skilled workers
- Seniors

**Mentoring is about:**

- Matching: People with experience (knowledge skills, competencies, know-how) with people needing experience. (knowledge, skills, competencies, know-how)
- Modeling: Behaviours which promote success and personal well-being.
- Maintaining an on-going and productive exchange of ideas, information and resources.
- Establishing mutually beneficial relationships.





## 1.2 Ten Real Benefits of a Mentor Program

### Protégé will:

- See new opportunities through the experiences of others
- Recognize and use supports in the community
- Match aspirations and expectations with the help of experienced others
- Get appropriate assistance with career and life goals
- Have a sounding board for new ideas
- Explore new horizons with the guidance of others with know-how
- Improve interpersonal relationships by constant and ongoing positive relations with a significant other
- Affirm self worth through positive feedback from relationships and experiences with mentoring from others
- Gain respect for self and others through share work and/or experiences
- Be able to communicate the essential qualities of self-confidence.



### 1.3 Mentoring as Empowerment

Experimental learning can result in empowerment whereby the individual, in interacting with others and with the environment, becomes aware of new opportunities, mechanisms for coping with change, and, in the process, develops new strategies to manage self and life circumstances.

Mentoring can create the context for this learning. Used in the broadest sense it encourages a holistic approach to learning whereby the individual confronts him/herself, conception of who he/she is; his/her need for change and growth as a stage in goal achievement, his/her willingness to learn new ways of acquiring knowledge and skill. It is an acknowledgement of the benefits of the personal commitments of another, respect for the expertise of others, and the willingness to engage in establishing a trusting relationship with the hope that his/her needs, achievements and expectations will be met.

#### The skills and attitudes necessary for personal empowerment in a mentoring relationship include:

Interpersonal Skills	Personal Attributes	Personal & Situational Management Skills
<ul style="list-style-type: none"><li>✓ Assertiveness Skills</li><li>✓ Communication Skills</li><li>✓ Decision Making Skills</li><li>✓ Leadership Qualities/Skills</li><li>✓ Collaboration Skills</li><li>✓ Conflict Management Skills</li><li>✓ Critical Thinking Skills</li><li>✓ Problem Solving Skills</li><li>✓ Creative Thinking Skills</li><li>✓ Information Gathering Skills</li><li>✓ Risk-taking Skills</li></ul>	<ul style="list-style-type: none"><li>✓ Positive Self-esteem</li><li>✓ Trust</li><li>✓ Respect</li><li>✓ Empathy</li><li>✓ Understanding</li></ul>	<ul style="list-style-type: none"><li>✓ Planning and Organization</li><li>✓ Time Management</li><li>✓ Goal Setting</li><li>✓ Assessment of Achievement</li><li>✓ Problem Solving</li><li>✓ Risk assessment and Management</li><li>✓ Decision Making</li><li>✓ Performance Management</li><li>✓ Evaluation of Success</li></ul>

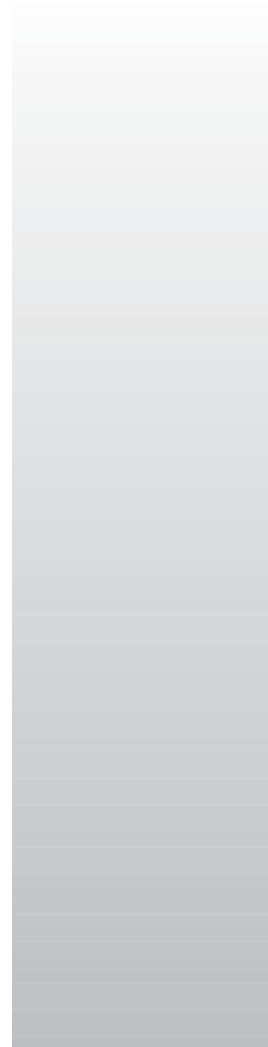
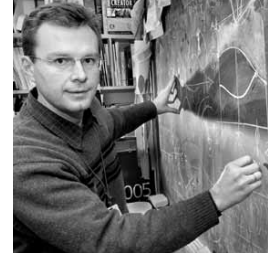


## 1.4 What are the Expectations of Mentoring

In a pilot project intended to mentor Student Leaders as future Teachers (OMAMO, 1995-95), evaluation by various interests revealed the need to look critically at what such programs were intended to achieve, how they function and whether there were identifiable outcomes. Thus:



- Mentors pointed to the need for more well-defined goals and measurable outcomes in the design of such programs
- Students/protégés said that mentoring should include other career areas beyond teaching.
- Community leaders emphasized the value of mentoring in developing social skill and acquiring cultural knowledge as a requirement for dealing effectively with one another and significant others in working with the young
- Businesses stressed the importance of mentoring in inculcating the work ethics and workplace behaviours in current and future workers and citizens





## 1.5 Personal Attributes in the Mentoring Relationship

### High Self-esteem

Self-esteem can be defined as the value we place on ourselves. The extent to which we value ourselves is a product of our past experiences, our successes and failures, and the support and recognition we receive from others, especially those who are very significant to us. Our self-esteem is established and increased through:

- a) Recognition of our strengths
- b) The positive feedback we receive from others
- c) The tasks/challenges we are willing to take on
- d) Our ability to assess risks and estimate consequences

### Respect for self and others

Respect creates an environment in which each person can feel secure, knowing that he/she will not be criticized unfairly or ridiculed. Respect does not mean agreeing with everything that others tell us. Respecting people simply allows them the right to express their own points of view. This results in:

- a) Enhanced self-esteem
- b) Encouraging self-disclosure and growth
- c) The realization that they are valued

### A trusting attitude

Trust is the key to personal involvement. A safe environment is critical for risk-taking. Developing positive experiences and experiencing successes will allow trust and personal confidence to evolve.

### Acceptance of responsibility

In life, we search for contentment or satisfaction. Each person has his or her picture of what satisfaction looks like or what it means. Satisfaction means getting our needs/wants met.

Responsibility means having the 'ability' to 'respond'. If we apply this definition to the concept of getting our needs/wants met, then responsibility means using our ability to respond to our environment in a way that gets our needs and wants met in life.

### Empathy

Empathetic understanding of other people's needs for self-esteem, for feeling of self-worth, and for success.

(Adapted from Pietrofesa, John and Splate, Howard, Career Development Theory and Research, 1975)





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