



## Summary Section IX



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# Additional Information for Follow-Up in Building Effective Practices

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## Further Reading

Workshop Session Theme/Topic	Guide to Practitioners	Resource Material for Practitioners
Workshop I <ul style="list-style-type: none"> <li>Conceptual Framework for the Management of Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Forward</li> <li>Introduction: Rationale for Community-based Training for Educators and Community Leaders</li> </ul>	Part I.A Readings <ul style="list-style-type: none"> <li>Preface</li> <li>Background</li> <li>Envisioning the scope of Developing Competencies for the Management of Diversity – Dale Vaillancourt</li> </ul>
Workshop II <ul style="list-style-type: none"> <li>Examining Diversity Globally, Nationally and Locally</li> </ul>	<ul style="list-style-type: none"> <li>Mission Statement – TDSB</li> <li>Global Concerns about Diversity</li> <li>Recognizing Diversity in Canadian Society</li> <li>Spheres of Facilitation</li> </ul>	Part I.A Readings <ul style="list-style-type: none"> <li>Globalization and Diversity in Contemporary Society – Sybil Wilson</li> <li>Identity, Equity and Prosperity</li> <li>Global Concerns and Proposed Remedies, Exploring the Impact of Diversity</li> </ul>
Workshop III <ul style="list-style-type: none"> <li>Canadian Society and the Accommodation of Diversity</li> </ul>		<ul style="list-style-type: none"> <li>United Nations Instruments and Conventions on Human Rights</li> </ul>
Workshop IV <ul style="list-style-type: none"> <li>The Role of the Change Agent in the Management of Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of the Multiethnic Teacher See: Supplementary Reading Material Erickson in Banks and Banks 2007, pp.33-57; 51-53</li> </ul>	Part II.A Alternate Ways of Learning <ul style="list-style-type: none"> <li>Leadership Skills and Competencies for the Management of Diversity</li> <li>Integrating Various Element of Teaching and Learning Processes</li> </ul>
Workshop V <ul style="list-style-type: none"> <li>Facilitator Competencies and Leadership Training</li> </ul>		Part II.A Building Community Partnerships ad Identifying Learning Opportunities for Teachers and Community leaders to work collaboratively
Workshop VI <ul style="list-style-type: none"> <li>Model of a Program Design and Planning in the Management of Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Modeling Strategies for the Management of Diversity</li> </ul>	Part II.A Alternative Ways of Learning <ul style="list-style-type: none"> <li>Practices in Professional Development</li> <li>Educational Networking</li> <li>Accommodating New Learners to the Education System and the Community</li> </ul>
Workshop VII <ul style="list-style-type: none"> <li>The Change Agent and Effectiveness; Self Understanding through Reflective Practice</li> </ul>	Resource Identification and Management	Part II.B Competencies for Effective Citizenship <ul style="list-style-type: none"> <li>Understanding the Process of Active Intervention</li> </ul>
Workshop VIII <ul style="list-style-type: none"> <li>Evaluation of Program Outcomes and Assessment of Impact of Performance</li> </ul>	<ul style="list-style-type: none"> <li>The Personal Portfolio as an Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Designing Learning Experiences for Learners</li> </ul>

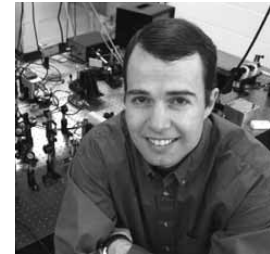
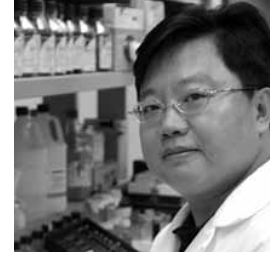


## Further Reading Material and References

### 1. Resource Package on Competencies for the Management of Diversity

### 2. Part IV. Glossary of Commonly Used Terms

- Diversity as Defined by Prohibited Discriminatory Categories in Human Rights Legislation.
- Groups that have become Victims of Prejudice and Discrimination.
- Commonly Used Terms in the Literature on Race Relations.
- Terms used in the Literature addressing Diversity and Social Justice.
- Terms used in Community Development Education and Related Areas



### Part. V. Annotated Bibliography. Prepared under the Supervision of Dr. Jon Young – University of Manitoba

- Introduction. p.1-4
- Multicultural Education, p.4
- Professional Learning, p.44
- Educational Change, p.55
- Multicultural Education, Professional Learning, Educational Change, (Updated)
- Web Links, p.63



## Appendix I.

### A. The Canadian Council For Multicultural and Intercultural Education/Conseil canadien pour l'éducation multiculturelle et interculturelle (CCMIE/CCEMI)

#### The Organization and its Role in Promoting Multicultural, Intercultural and Anti-racist Education

Established in 1981 as a not-for-profit organization, since its founding, the Canadian Council for Multicultural and Intercultural Education/Conseil canadien pour l'éducation multiculturelle et interculturelle (CCMIE/CCEMI) has promoted and nurtured expertise in the field of multicultural, intercultural, and anti-racist education.

In 1984, CCMIE/CCEMI adopted, among its guiding principles, the following:

- Equality of status of all cultural and ethnic groups within a framework of our officially bilingual country.
- The freedom of all individuals and groups to the retention and development of their cultures as part of the Canadian identity.
- Equity of access by all individuals and groups to employment and promotion, services, and supports.
- A commitment to sharing our cultures within the mainstream of Canadian society.
- An undertaking to participate in Canadian Citizenship and the democratic processes in terms of both rights and responsibilities.
- Respect for, and observance of, human rights and civil liberties as exemplified in the *Canadian Charter of Rights and Freedoms*, in common law, and in human rights codes.
  
- Among its accomplishments must be included:
  - its success in bringing together institutions and communities across Canada through scholarly research and publications;
  - Its many conferences and dialogues around the identification of common needs in a changing society.

CCMIE/CCEMI has worked in close association with its affiliated member associations at the provincial and national levels to encourage understanding and respect for cultural and social diversity among all citizens, and to elaborate innovative strategies for communicating its philosophy about multicultural, intercultural, and antiracist education.

Bringing communities of interest together, promoting within systems and organizations attitudes and values that recognize and respect differences, encouraging strategies aimed at providing a better understanding and adaptation of contents and educational practices in systems (schools,



colleges, and universities) and in community organizations and groups remain at the heart of the commitment CCMIE/CCEMI has to the development of citizenship qualities and competencies.



Affiliates include: Manitoba Multicultural Education Council. Association of Multicultural Association Nova Scotia; Ontario Multicultural Association Multiculturelle de l'Ontario (OMAMO)

### **B. Canadian Race Relations Foundation / Foundation Canadienne Des Relations Raciales (CRRF/FCRR)**

The Canadian Race Relation Foundation is committed to creating a future in which all Canadians are treated equitably and fairly.

Established in 1988, as part of the Japanese Canadian Redress agreement with a one-time endowment of \$24 Million, it is dedicated to work at the forefront of efforts to combat racism and all forms of racial discrimination in Canada. The Foundation has registered charitable status and operates on income derived from its investment and from donations

#### **Focus**

The CRRF focuses on eliminating racism against racial minorities and Aboriginal peoples, with particular emphasis on systemic discrimination in education and employment. Activities centre on:

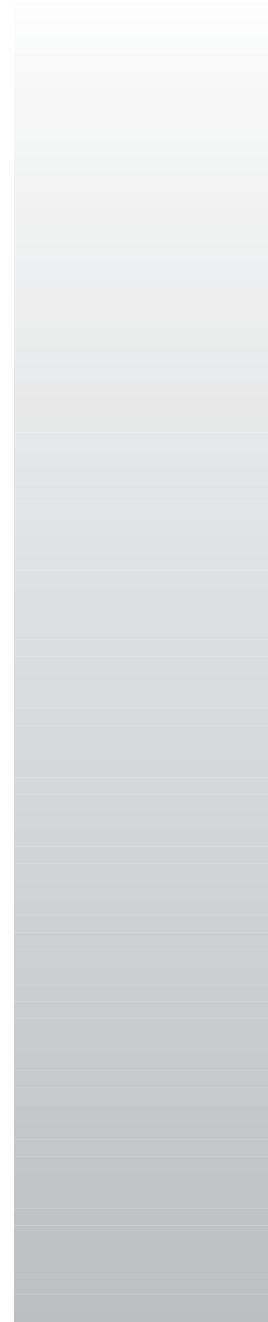
#### **Contract Research:**

The CRRF funds and publishes research reports on contemporary issues of racism in Canada. Proposals are invited every two years.

#### **Award of Excellence**

The CRRF awards outstanding initiatives in anti-racism work throughout Canada. A symposium accompanies the biennial awards to share information and facilitate networking among organizations and agencies doing anti-racism work.

#### **Publications**





CRRF publishes:

- A Newsletter: *Perspectives*
- *Facts About Series*
- *Annotated Bibliographies in the Critical Reading series*
- A research journal – *Directions*

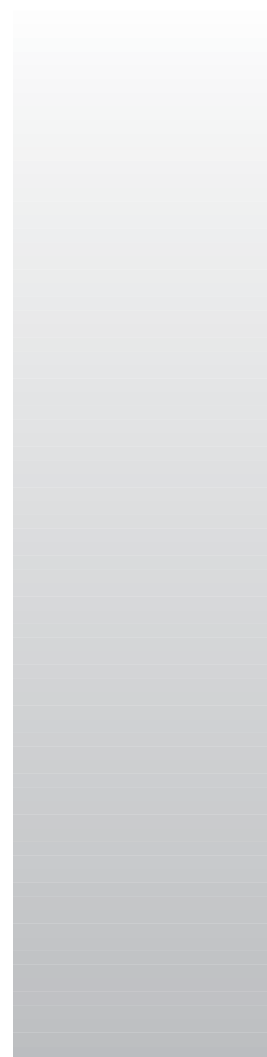


### **Forums and Workshops**

CRRF hosts community forums and education and training workshops on local, regional, and national issues annually in cities across Canada.



### **Appendix II.**





## Guide to Themes and Topics for the Professional Development of Practitioners

- Celebrating Diversity through Organized Opportunities that Draw Attention to Groups and Communities
- Conflict Resolution
- Equity in the Management of Diversity – Strategies for Economic Growth and Prosperity
- Citizenship Roles and Responsibilities
- Building Community Partnership for Teachers and Community Leaders and Identifying Learning Opportunities
- Equity in the Management of Diversity – Strategies for Economic Growth and Prosperity





## Celebrating Diversity through Organized Opportunities that Draw Attention to Groups and Communities

In the Global Community as the seasons come and go individuals and groups anticipate the cyclical recurrence of specific celebrations: religious, secular and seasonal. These are occasions for self expression and identification. As well such occasions are for sharing and remembering. They may include:



### Religious Observances

- Christianity
  - Christmas and Easter in the Christian Calendar.
- Judaism:
  - various celebration in the in the Jewish Calendar
- Islam
  - Ramadan and Eid in the Muslim Calendar
- Sikhism
- Hinduism
- Bahá'í
  - Buddhist celebrations and practices
- Native Spirituality
  - The contemplative Circle and other practices among Aboriginal Peoples
- Ukrainian Christmas
- Jainism
- Zoroastrianism

### Historical

- Black History Month
- Asian History Month
- Chinese, Korean Vietnamese New Year
- Nowruz Persian New Year
- St. Patrick's day

### Social and Cultural

- Mardi Gras
- Caribana
- New Orleans Celebrations
- Pride Fest

Add to the list in each category.

Knowledge of these celebrations and events and being pro-active in recognizing these are demonstrative of:

- respect, for example in the treatment of faiths and beliefs;
- appreciation for the significance of various celebrations, and
- recognition of the importance of cultural and other differences.



## Understanding the history and culture of particular groups



Among the more well-know practices currently emphasized in Canada are:

### Black Studies

- Black Heritage Studies in the Curriculum of Schools and Post Secondary Institutions
- Black History Month
  - Martin Luther King Day
- Black History Classes – curricular and/or co-curricular activities

### Asian Studies

- Asian History Month
- Asian Language Classes
- Festivals and celebrations

### Aboriginal Peoples

- History – People of Native Ancestry
- Aboriginal Day – June 21
- Aboriginal Week
- Symbols and Ceremonies
- Aboriginal Programs, and Celebrations
- Treaty Commissioner Public Education Program
- The Contemplative Circle
- Aboriginal Circle of Education (ACE)



## International Language Groups

### Other Approaches

The availability of resources (people, pictures, books, artifacts in libraries, religious symbols makes it possible to incorporate these events into the learning experience in institutions and community agencies and group activities.

Among other things, consider the following:

- The treatment of people's names should indicate respect. This would include taking the time to get the spelling and pronunciation as accurate as possible.
- Communication with the home or community interests should demonstrate knowledge of when, how and with whom to communicate. The use of interpreters/ translators and translated material are practices that are well-known and followed in many urban and suburban institutions, agencies and government services.
- Communities, groups, families, have life rhythms. Consequently it is important to understand the important of when is the most appropriate time in which to engage the attention of different groups.



- Use the opportunities purposefully for interaction between institutions, agencies and communities. The usual Parent-Teachers' interviews, for example, may not work at first.
- Determine who speaks for, or can be a representative or advocate.
- Promote and use organized entities such as Parent - Teacher Councils, advisory groups, student leadership groups and initiatives promoted by each to reach into the communities.
- Staff/Agency Profile. The composition and profile of the people who deliver services or facilitate learning are critical elements in engaging outsiders and in building trust.
- Select resources that are bias-free and which reflect the multi-dimensional culture of the community and the country: multi-cultural, multi-lingual, multi-racial, multi-faith, multi-abilities, age appropriate, and speak to a variety of experiences. These can serve as:
  - motivating factors in striving for success
  - opportunities for improving peer relationships and lessening social distance
  - reasons for attention to and improvement in the presentation of self
  - opportunities through which to confirm one's identity.
- Dealing with prejudice and discriminatory incidents and treatment.

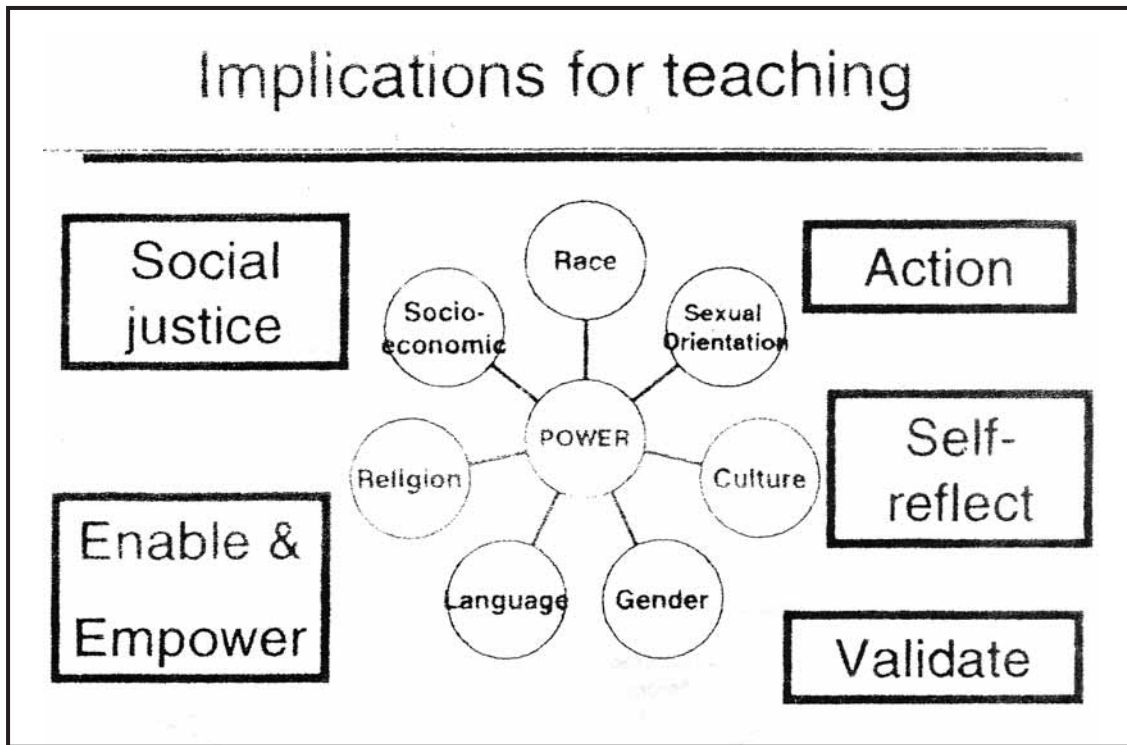
The practices that contribute to the culture of the institution/agency should reinforce human rights and equity principles. The atmosphere of the environment should communicate respect through a code of behaviour which is well articulated and known and to which everyone subscribes. This means:

  - Dealing promptly and effectively with racial discrimination such as name calling, slights, and social distancing
  - Articulating clearly what will not be tolerated and the consequences for infractions
  - Recognizing and rewarding contributions that promote a healthy and bias-free environment. (Our Cultural Heritage, 1990, MET, Ontario)





The objective is to empower individuals and groups to take action on their own behalf. Central to the use of power is the understanding of who has power, how it is used, and how individuals and groups may gain access power.



Williams-Taylor and Augustine. MET, October 21. 2005



## Conflict Resolution

Where there are differences conflicts will arise. Such conflicts may be in the form of:

- Bias which manifests itself as an opinion, preference, prejudice or inclination formed usually without reasonable justification which then influences an individual's or group's ability to evaluate a particular situation objectively or accurately.
- Cultural bias manifests itself when the majority group sets up a situation and takes on responsibility to transmit knowledge, skills, and values selectively. Cultural bias may also manifest itself between and among minority and ethno-cultural groups. This is especially so when one group has established economic and social roots and have become mainstreamed in the society.
- Discrimination. This is the conscious act of dealing with a person or persons on the basis of prejudicial attitudes and beliefs (rather than on the basis of individual merit). Prejudice is a state of mind while discrimination is an action. Discrimination is the denial of equal treatment, civil liberties, and opportunities - the unequal treatment of people or groups - which usually result in subordination and deprivation of political, social and economic rights with respect to education, accommodation, healthcare, employment, and access to goods, services and facilities. Discrimination may occur on the basis of race, nationality, gender, religion, political affiliation, ethnicity, age, mental or family status, physical development or mental handicap.  
Systemic discrimination: the policies and practices entrenched in established institutions, agencies, businesses which result in exclusion or promotion of designated groups.
- Prejudice which is a mental state or attitude of prejudging, (generally unfavourably) and attributing to a persons or group characteristics which exclude or tend to exclude them from opportunities, rights, and privileges.
- Stereotyping is a fixed image which allows one to attribute certain characteristics or habits to specific racial or ethnic groups.



Any of these attitudes, preconceived notions, behaviours or action can lead to conflict.

A Conflict Management Strategy should include the following action steps:

- I. Identify and define the problem: Is it an event?  
Is it an attitude?



- II. Show awareness of the situation by:
  - Immediate intervention in words or action
  - Provide counseling and /support
  - Design learning experiences in which all can engage;
  - Follow-up and review the situation at an appropriate time. If the problem persists.
- III. Negotiate-Using Guided Problem Solving Steps which may involve one or more of the following:
  - Negotiation
  - Facilitation
  - Mediation
  - Arbitration

It is important to treat the situation as one that merits serious consideration and respect for the process. An action-oriented approach should include:

- Making contact with the other party/parties in the conflict
- Collect and analyze background information
- Build trust and co-operation
- Begin any negotiation with an introduction, guidelines for the process, expectations and possible outcomes
- Define the issues and set out an agenda for action
- Uncover hidden interests through judicious probing
- Generate optional settlement procedures
- Assess the options making sure to work towards a win-win situation;
- Work towards a formal resolution in which all sides understand the expectations.



## Personal Qualities and Competences for Conflict Resolution

1. Good communication skills which should reflect:
  - Attentive listening
  - Ability to express feeling
  - Effective non-verbal communication
  - Knowing when and having the ability to give useful feedback
  - Knowing how to effectively use and encourage the use of 'I' messages.
2. Good Problem Solving Skills. Know the steps in solving a problem, namely:
  - Identify the problem
  - Brainstorm the solution
  - Identify possible consequences of each alternative posed as a solution
  - Select the best solution
  - Avoid the least effective solution
  - Decide on an alternative process
  - Assess the outcome(s)



## Equity in the Management of Diversity: Strategy for Economic Growth and Prosperity

Equity in the management of diversity is a successful approach when there is evidence of equal opportunity in the form of policies and guidelines that promote and enable access for all. The aim is the elimination of discriminatory practices.

### Suggestions for practices

- Think about and discuss how power relationships affect your life and the lives of others.
- Create a group to discuss the relationship between racism and sexism.
- Redesign the workplace (environment) to include positive images, action, contribution of women, aboriginal peoples, racial/ethno-cultural minorities and persons with disabilities.
- Become aware of stereotypes and work to eliminate them
- Create networks,
- Celebrate diversity
- Educate all children to the principle that everyone has a right to participate fully in the society.
- Include co-operative style activities in your teaching.
- Encourage cross-gender and inter-racial play.
- Encourage the promotion of women, aboriginal peoples, racial/ethno-cultural minorities and persons with disabilities to decision making and leadership positions. (Ibid.pp.15-16)

“Equal Opportunity is aimed at getting the most out of all people. The under utilization of women, aboriginal people, racial/ethno-cultural minorities and persons with disabilities represent a loss in not only economic terms but also a loss in the use of talent and creative individuals” (Ontario English Catholic Teachers Association: Equal Opportunity Handbook. p.8)

Many businesses have been proactive in ensuring that communication is facilitated and that business practices are understood. Matching front line service providers and client groups has been one strategy and action for this recognition.

Others have seen the benefit of an expanding market through the promotion of diversity in areas such as advertising and the deliberate attempt to present a public profile which reflects the community. This has been particularly evident in the service industry, (department stores advertising flyers for example) but less so in the trades and professions.



Banks fall into the first category. They recognized early the value of matching frontline workers with the client population with respect to linguistic capabilities, and business know-how, and in selecting locations for business where such workers have high visibility.



The Bank of Nova Scotia, for example, has as its guiding principle:

“if our people are one of our most important assets, we must manage them as assets by planning, setting targets, implementing plans to increase value and ultimately, measuring how we did compared to plan”

(Scotiabank; Diversity as a Business Strategy. Competencies for the Management of Diversity Symposium, October 21, 2005)

The Bank's motto is “One Team One Goal”. To this end it aims to be the best and most successful Canadian-based International financial service. Its role in service delivery includes an articulated Commitment to Community through which it attempts to project a values-based public profile:

The stated Core Values are:

- Integrity
- Respect
- Insight
- Spirit
- Commitment



Its Diversity Goals:

- To be recognized as an employer of choice, reflect the community, and attract and retain talent from various backgrounds.
- To strengthen relationship and brand image in diverse communities.
- To re-affirm the bank's commitment to be a positive workplace for all employees.

### **Scotiabank's Business Case for Diversity**

The bank has developed a diversity framework. It recognizes the impact which demographic groups can make on business, for example:

Women make:

- 83% of family purchasing decisions
- 50% of small business
- 55% of Scotiabank's retail customers.

Visible Minorities:

- had purchasing power of \$311 billion in 2001, and
- will be one fifth of Canadians by 2016.

Aboriginal Peoples:

- fastest growing labour force segment.
- These group had \$14 billion in land claims and resources



Persons with Disabilities: - represent 4.2 million Canadians many of whom are moving into the labour force

Aging: - a population which is definitely on the increase.

## Employment Activity and Outreach into the Community

Scotiabank encourages its employees through activities such as:

- Networking,
- Mentoring,
- Diversity education, and
- Internships.

Its community outreach activities attract diverse individuals and groups and include:

- Community Giving for Fairs, Trade Shows,
- Sponsorship of and donations to programs and activities,
- Employee Volunteer program, which is local, national, and international.

## Scotiabank's Goals

### Citizenship Roles and Responsibilities

Institutions and communities provide the context for the development of citizenship competencies, attitudes, and values.

These characteristics are pre-requisites for understanding the roles and responsibilities of citizenship in any society. Developing citizenship competencies begins with:

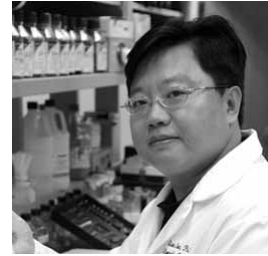
1. Raising awareness of the society in which one lives
  - The Community – neighbourhood
  - The Community – locale, environs
  - The Province
  - The Society as a whole
  - The Country and its profile and place on the international landscape.





**Understanding:**

2. The values and attitudes,
3. The symbols by which the values, attitudes and traditions are conveyed.
4. What constitutes achievements?
5. What constitutes success and how it can be realized?



**Knowing and showing appreciation for:**

6. The people:
  - Who they are?
  - How they differ?
  - What they contribute/are contributing?
7. Rights – Based on tradition and practices
  - Based on policy
  - Access to opportunities
  - Freedom from discrimination, stereotyping, and exclusion.
8. Roles of Citizenship
  - Participation in the life of the community, society,
  - Economic productivity,
  - Social engagement in the life of the society,
  - Political participation,
  - Contribution to the development and continuity of life in the community,
  - Advocates for change on issues: the environment, health care etc.
9. Responsibilities
  - Self management
  - Managing inter-personal relationships
  - Being productive - gainfully employed
  - Showing respect for the values and tradition of the society.
10. Issues as they affect self and others. These include:
  - Access,
  - Equal opportunities,
  - Recognition and acknowledgement of contributions and achievements,
  - Opportunities to be included and to participate.





## Appendix III.

### Questions and Issues for Discussion and Reflection

#### Discussing Canadian Citizenship

1. What characteristics do you value in Canadians?  
Consider, for example, attitudes, personal qualities, skills and competencies, values and how these are expressed.
2. What roles do businesses have in developing citizenship roles and responsibilities?  
Give example of business that have demonstrated acceptance of this Responsibility.
3. The notion of equality has and continues to receive attention. Issues that have surfaced include:
  - Equality of cultures
  - Equality of opportunities
  - Equality of options including life styles, where one lives, works, and enjoy cultural events.Should limits be set on equality?
  - In what areas of life?
  - What should those limits be?
  - Who should be responsible for imposing limits?
  - Are the limits that currently exist, the responsibility of any one groups or set of circumstances?
4. From your reading or observation share examples of equity principles that guide practice in the workplace at work.



## Appendix IV.

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