

# CESBA Equity Lunch & Learn series

## **Moving Forward with Equity & Inclusion in Adult & Continuing Education**

**March 23, 2021**

**1:00-2:30 p.m.**

**Guest Facilitator, Ishwar Persad, Executive &  
Leadership Coach**



# Land acknowledgement

We acknowledge that we have gathered from across Ontario on lands traditionally occupied by Indigenous Peoples.

We are speaking to you from Toronto on the territories of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat.

We recognize the enduring presence of all First Nations, Métis and Inuit Peoples.

# Today's Agenda

1:00 pm	Welcome and setting the stage
1:05 pm	Highlights of the CESBA Lunch & Learn Equity & Inclusion series
1:15 pm	Introduction to writing exercise
1:20 pm	Rapid journal writing – A & B
1:30 pm	Courageous sharing in breakout groups
1:45 pm	Courageous large group sharing and leadership coaching
2:20 pm	Next steps for CESBA and our A&CE sector
2:30 pm	Adjourn

# Goals for today

- 1. Recap the CESBA Lunch & Learn Series** and identify highlights and evaluation results.
- 2. Participate in a coaching session** to reflect on possibilities for change and growth for ourselves, our organizations and our sector in diversity equity and inclusion.
- 3. Determine next steps for CESBA within the A&CE sector**, including opportunities for the new CESBA Equity Committee.

2021  
four-part  
lunchtime  
series

# EQUITY & INCLUSION

February 16, 1-2 p.m. - Inclusive Education with Indigenous Content and Methodologies

February 23, 1-2:30 p.m. - Beyond the Buzzwords: Upholding Human Rights and Equity; Challenging Anti-Black Racism

March 9, 1-2 p.m. - Making Ally a Verb: Inclusion of Two Spirit & LGBTQIA+ Peoples

March 23, 1-2 p.m. - Moving Forward Together: Inclusion in the Adult Education Classroom

 **LUNCH  
& LEARN**

# Part 1: Inclusive Education with Indigenous Content & Methodologies

**Presenter:** Bonnie Jane Maracle

## **Key messages:**

- **Indigenous education in Canada is a product of colonialism.**
- Western and Indigenous educational systems are very different.
- **There are many ways to decolonize and Indigenize** the curriculum, instruction and classrooms.
- **This involves integrating Indigenous ways of knowing** and cultural frameworks, and valuing land-based education.
- **Transforming and Indigenizing education are key Calls to Action** in the Truth and Reconciliation Commission report 2015.

# Part 2: Addressing Human Rights and Challenging Anti-Black Racism

**Presenter:** Gilary Massa

## **Key messages:**

- **A human rights approach to education** recognizes that the Ontario Human Rights Code has primacy over all provincial laws.
- **Anti-Black racism** is prevalent throughout Canada and our education system with negative effects on Black students.
- **As educators, we have privilege** that informs our implicit biases about others, including Black students.
- **We can take action against Anti-Black racism** and other forms of discrimination by being reflective, responsive and proactive.

# Part 3: Making Ally a Verb: Inclusion of Two Spirit and LGBTQIA+ Peoples

**Presenter:** Mitch Borsc

## **Key messages:**

- **Sex and gender are not interchangeable.**
- **Using correct pronouns** for Two Spirit & LGBTQIA+ people shows respect and promotes safer and more inclusive conversations.
- **Two Spirit** is a term used by some Indigenous communities. The specific teachings, roles, meanings and language must come from the community.
- **Being an ally** involves actions that show support. Don't assume that you know someone's gender or sexual orientation. Use gender neutral language and never out anyone without their permission. Be gentle with yourself and keep learning!



# Our facilitator and coach

**Ishwar Persad, MA,**

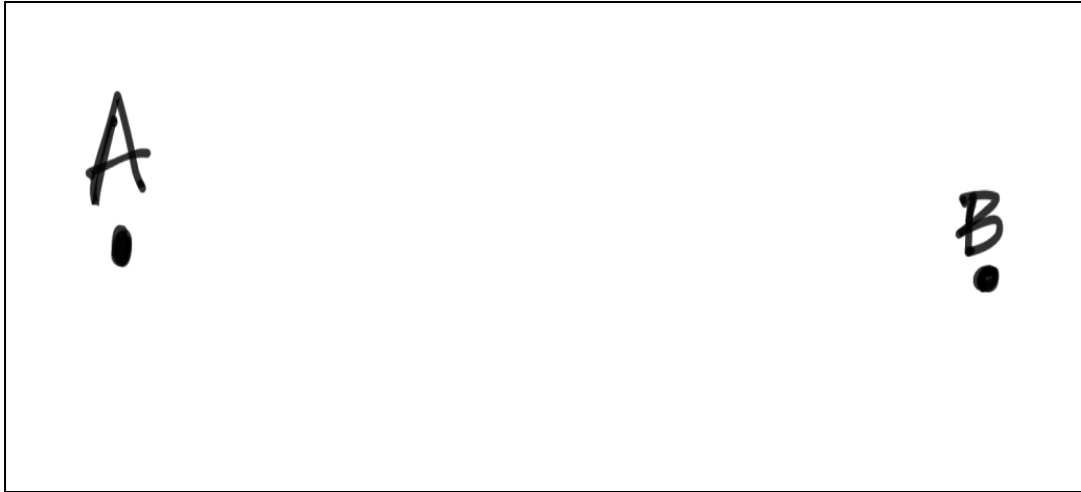
Executive Coach

*Supporting leaders and teams to manifest their dreams*

*Expertise in Diversity, Equity and Inclusion (DEI)*

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# A and B



The following A and B process has been adopted from Robert Ellis, Founder, Futurocity: <https://futurocity.com/>

# A and B

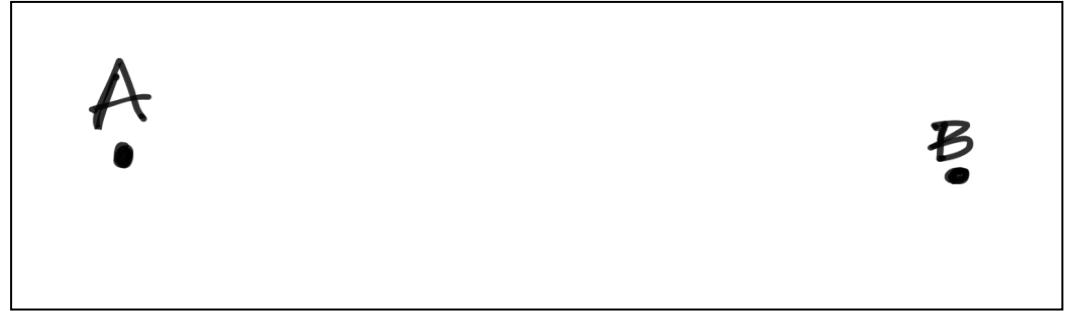
- A is where you are now.
- B is what you want to create.
- B can be anything: clarification of your essence or purpose; a change in feeling, mindset, or behaviour; the solution to a problem.
- To get to B, you first have to know what B is. That requires ***clarity and curiosity***. The first question to ask, then, is, “*What’s your B?*”

# 5-minute rapid journal – Your ‘B’

**Q: In terms of equity diversity and inclusion, where would you like to be? What would you like to see change? This is your ‘B’.**

- Focus on any or all of the following levels:
  - **Individual** – on a personal level (unconscious bias, thoughts, values, feelings, beliefs, assumptions)
  - **Intra-personal** – students and colleagues
  - **Organizational/institutional** – in our schools and school boards
  - **Systemic levels** – in our education system

# What's your A?



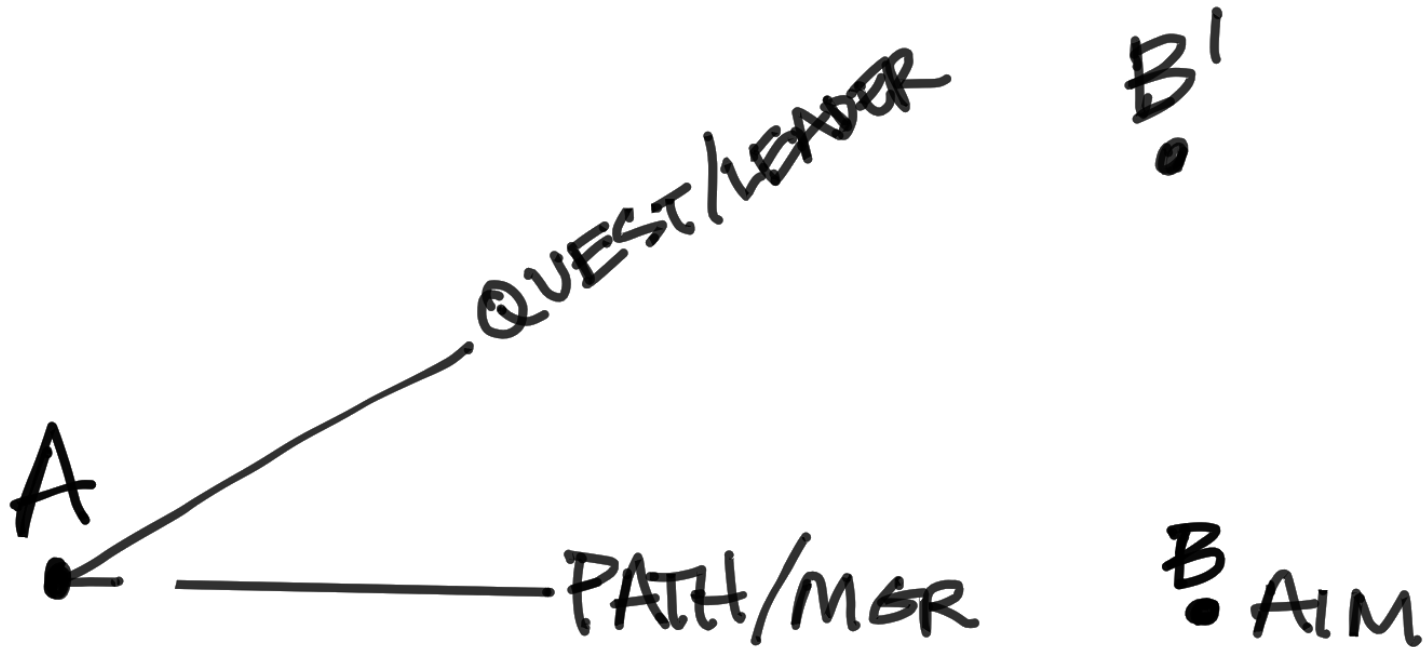
- Where are you now?
- What is A?
- That requires ***honesty***. You have to tell the truth about where you are.

# 5-minute rapid journal – Your ‘A’

**Q: In terms of diversity, equity and inclusion, when you honestly look at your current situation, what do you notice? Are there any issues related to racism/anti-Black racism, homo/transphobia, sexism, discrimination towards Indigenous people and ways of knowing?**

- Focus on any or all of the following levels:
  - **Individual** – on a personal level (unconscious bias, thoughts, values, feelings, beliefs, assumptions)
  - **Intra-personal** – students and colleagues
  - **Organizational/institutional** – in our schools and school boards
  - **Systemic levels** – in our education system

# B-prime



# B-prime – better than we can imagine!

- ***But what you really want is to get to something better than you can imagine when you set out from A. Let's call that B-prime.***
- Since you can't imagine it, you don't really know where B-prime *is*.
  - Something you've never done before.
  - Potential to have a bigger impact than B.
  - So aspirational that you recognize it will require a personal—or organizational—transformation for you to succeed.



- ***My role as a coach is to help my clients create B-prime – something that’s better than they can imagine as they begin their journey.***
- ***Your role as a leader is to help your organization move towards B and create B-prime.***

# Moving from A to B and on your way to B-prime

Now that you have an initial B and you have honestly articulated your A, how do you move from A to B?

- Start before you are ready!
- Try things out – experiment
- No failures – learning opportunities and gifts

# Courageous sharing in breakout groups

- Share about your A and B rapid journaling
- Share about moving from A to B
  - Why don't you have B?
  - What could you do?
  - What will you do?

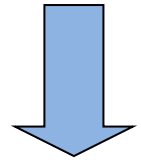


**Courageous large group share  
and  
leadership coaching**

# Create from the future. Begin before you're ready.

- Why don't you have B?
- What could you do?
- What will you do?

**Start here...**



Level of analysis/action	2. Why don't you have B?	3. What could you do?	4 .What will you do?	1. What's your B?
Individual				
Intra-personal				
Organizational/ institutional				
Systemic level				



# Next steps for CESBA

- Next steps for CESBA, including the new Equity Committee
- How can we help our sector move from A to B?

# For more information

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**Executive Coach**

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# Help us know about what you think....

Please complete the online survey...also coming to your inbox shortly!





Thank you/ Merci!