



ONTARIO ENGLISH  
Catholic  
Teachers  
ASSOCIATION

## Learning from Diverse Voices Video Series Member Spotlight

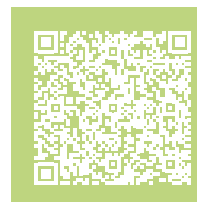
The Member Spotlight Video Series features Indigenous and equity-deserving teachers who work in Catholic Schools from across the province. These videos further reinforce concepts introduced in the [Learning from Diverse Voices Video Series](#) by highlighting individual OECTA members' perspectives on a variety of topics related to accessibility, inclusion, diversity and equity [AIDE]. In this series, the participants share their personal lived experiences and professional knowledge.

The intent of these videos is to foster conversations in professional contexts, such as Association meetings, events, and professional development with colleagues. This is a starting point – you are encouraged to expand your understanding far beyond the scope of this video series. **The videos are not intended as classroom resources**, though contained within are helpful ideas and advice on how to make your classrooms more inclusive. For further learning related to classroom applications, the Association offers AQ courses, webinars, and other professional development opportunities. As with any resource, it is important to follow the direction of your principal, superintendent, or other school board personnel with responsibilities in AIDE, Indigenous education, or special education for classroom ideas.

The chart below summarizes the content of the Member Spotlight Series for your consideration, including a list of topics introduced in the videos in the sequence they appear, and reflection questions for teachers and for Association leaders. You can also find additional resources on the [Catholic teachers website](#) including the [Mental Health and Wellness Series](#), the [Safer Spaces Series](#), and the [AIDE webpage](#).

**SCAN ME**

Watch the Learning from  
Diverse Voices Video Series



Member & Running Time	Topics Covered/Quotations	Reflection Questions
<p><b>Abby</b></p> <p>(she/her) 3:05</p>	<ul style="list-style-type: none"> <li>• Importance of educating ourselves</li> <li>• Parent of a trans girl</li> <li>• Making 2SLGBTQIA+ students a priority</li> <li>• Relationships with teachers may be some of the most important ones in students' lives</li> <li>• Creating safer spaces</li> <li>• Allyship is being clear about love, connection, and being present</li> <li>• Recognizing unique gifts of each 2SLGBTQIA+ students</li> <li>• Understand the balance between recognizing and celebrating their uniqueness, and treating students with equity, allowing them to fit in</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Abby shares “just because [2SLGBTQIA+] students might have that identity, it doesn’t mean that they want to live in that same light.” How do you create spaces that respect each 2SLGBTQIA+ student’s unique needs?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• There is a unique vulnerability for 2SLGBTQIA+ members in coming out in Catholic contexts. How do you create space for this, but not require it, in your Association events?</li> </ul>
<p><b>Aileen</b></p> <p>(they/them) 6:09</p>	<ul style="list-style-type: none"> <li>• Importance of inclusive symbols i.e. rainbow flag</li> <li>• Intersectionality</li> <li>• Being seen is a powerful need</li> <li>• Recognition of identities</li> <li>• Navigating and creating safer spaces</li> <li>• Importance of affirmation</li> <li>• Putting the human at the front of our education system</li> <li>• Good allyship requires us to have a strong sense of our own identity</li> <li>• Implicit bias</li> <li>• Systems of oppression</li> <li>• Internalized homophobia, transphobia</li> <li>• Addressing fear</li> <li>• Envisioning better systems</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Aileen says, “Good allyship requires us to have a strong sense of our own identity.” What is your identity? How could investing in your own self-knowledge increase your capacity for understanding and supporting others?</li> <li>• Does love or fear operate in your decision making around supporting diversity and equity in your classroom? What are you hopeful for? What are you afraid of? What could you do to shift your practice to where you would like to go?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• How ready are you to model your own journey around AIDE topics to members? What impact could sharing your story of learning/unlearning have on others?</li> <li>• Which perspectives inform your leadership decisions? How are you taking care to consider ideas and experiences you may be missing?</li> <li>• What issues related to AIDE do you avoid? How does this manifest for you at Association events?</li> </ul>

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<p><b>Ann Marie</b></p> <p>(she/her) 6:15</p>	<ul style="list-style-type: none"> <li>• Culturally responsive pedagogy</li> <li>• Creating relationships</li> <li>• Teaching Black students</li> <li>• George Floyd</li> <li>• Difficult conversations</li> <li>• Teachers need to be uncomfortable to get comfortable</li> <li>• Addressing fears about having hard conversations</li> <li>• Rev. Dr. Anthony Bailey's work</li> <li>• Asking for help and knowing you are not alone</li> <li>• Challenging stereotypes</li> <li>• Knowing your learner</li> <li>• Importance of learning and pronouncing names accurately</li> <li>• Microaggressions, such as touching hair</li> </ul>	<p><b>For Everyone</b></p> <ul style="list-style-type: none"> <li>• Ann Marie says, "Teachers need to be uncomfortable to get comfortable." How have you experienced this in your role? What next steps do you need to take to further address uncomfortable topics?</li> <li>• How did you react to the murder of George Floyd? What steps have you taken since to support of Black communities?</li> </ul>
<p><b>Elizabeth</b></p> <p>(she/her) 2:58</p>	<ul style="list-style-type: none"> <li>• Spirituality, sexuality, and gender identity can uplift each other</li> <li>• Power of representation</li> <li>• Discomfort coming to terms with personal identity</li> <li>• Addressing shame</li> <li>• Finding confidence</li> <li>• Checking in with students</li> <li>• Psychological safety in the classroom</li> <li>• Diversity of student experience</li> <li>• Avoid assumptions</li> <li>• Catholic community includes all identities</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• How do you show all students that God loves them?</li> <li>• Think about the students in your class. Do your class materials reflect their lives? Which ones do? Which ones do not?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• In what ways do you lead out of fear or out of courage? How are these the same? How are they different?</li> </ul>

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<p><b>Eric</b></p> <p>(he/him) 6:08</p>	<ul style="list-style-type: none"> <li>• Teaching students who are deaf and hard of hearing</li> <li>• Everybody is different and unique</li> <li>• No consensus within the deaf community on things like hearing ‘aids’ and cochlear implants</li> <li>• Challenging the notion of having a ‘teacher voice’</li> <li>• Using sound field systems</li> <li>• Giving students leadership opportunities</li> <li>• “Teach my students to be leaders, not followers.”</li> <li>• Talk to the student, not the interpreter</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Eric suggests, “Teach my students to be leaders, not followers.” What does he mean by that? How might you apply this idea to your classroom?</li> <li>• What can you do to minimize background noise in your classroom?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• How do you advocate for members who require hearing accommodations in the workplace?</li> <li>• How do you consider different learning needs in your events?</li> </ul>
<p><b>Erin</b></p> <p>(she/they) 4:02</p>	<ul style="list-style-type: none"> <li>• Teaching 2SLGBTQIA+ students</li> <li>• 2SLGBTQIA+ students are still children</li> <li>• Give space for children to get to know themselves</li> <li>• Importance of representation</li> <li>• “I am so glad you are here, and I am so glad I have someone to talk to. I am so glad that there is someone like me in the classroom.”</li> <li>• Bringing students hope and joy</li> <li>• Allyship as standing up for someone whose experience you don’t have</li> <li>• “You will earn your allyship through the eyes of the people you are being an ally for.”</li> <li>• Learning to do better and acknowledging mistakes</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Erin relays the story of a student sharing, “I am so glad you are here, and I am so glad I have someone to talk to. I am so glad that there is someone like me in the classroom.” Whether you have a similar identity to your students or not, how do you create a space that affirms different voices?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• Erin suggests that good allies “earn [their] allyship through the eyes of the people you are being an ally for.” What feedback have you gotten about your allyship? What do you look for in an ally?</li> </ul>

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<p><b>Felicia</b></p> <p>(she/her) 4:42</p>	<ul style="list-style-type: none"> <li>• Black students want to see themselves represented all throughout the year; in books, curriculum, and in their teachers</li> <li>• “You don’t look like any of the teachers at my school.”</li> <li>• Check your biases</li> <li>• Ask your students what they need</li> <li>• Hearing different voices</li> <li>• Incorporating representation through different career pathways</li> <li>• All students need to read about Black histories, stories, and celebrations</li> <li>• Seeing joy in our own children</li> <li>• Navigating the system together</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• How do you share identity as a source of strength in your class room? How do you do this with students whose identities are different than yours?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• How do you create space for Black members to engage? If inappropriate language is used, do you address it without tokenizing others? How do you do this?</li> <li>• Are you able to identify covert or systemic racism? How do you address it?</li> </ul>
<p><b>Kristi</b></p> <p>(she/her) 4:14</p>	<ul style="list-style-type: none"> <li>• Universal design for learning</li> <li>• Disability</li> <li>• Accessibility</li> <li>• Accommodations</li> <li>• Checking in with students</li> <li>• Valuing all learners</li> <li>• Student-centered learning</li> <li>• Multiple entry points to access curriculum</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• How do you connect with students and their learning needs?</li> <li>• What brings you joy in your profession?</li> <li>• How do you provide multiple entry points to access curriculum?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• Do you have representation from all equity deserving groups on your executive and committees? How do you work towards this while avoiding tokenism?</li> <li>• How do you provide multiple access points for leadership?</li> <li>• How do you make Association events inclusive to all members?</li> </ul>

Member & Running Time	Topics Covered/Quotations	Reflection Questions
<p><b>Kyla</b> (she/her) What you need to know about Indigenous Education 5:05</p>	<ul style="list-style-type: none"> <li>• School board personnel - Indigenous Education Consultant/Lead</li> <li>• Importance of Indigenous education in classrooms</li> <li>• Working step by step and making space for youth</li> <li>• Importance of sharing personal experience as Indigenous educators, if possible</li> <li>• Teach from the heart “in a good way”</li> <li>• Collaborate with colleagues who are responsible for Indigenous education</li> <li>• Avoid teaching craft as content</li> <li>• Cultural appropriation</li> <li>• Be aware and sensitive to the needs of Indigenous students</li> <li>• Land acknowledgements are settlers acknowledging Indigenous land</li> <li>• Indigenous self-identification</li> <li>• Indigenous resilience and resurgence</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• How do you include Indigenous histories and art without culturally appropriating? What considerations do you make?</li> <li>• How do you include Indigenous content throughout the year?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• Do you know what Indigenous land you are on?</li> <li>• Do you consider what it means to be in treaty relationships with Indigenous Peoples? Do you know which treaty covers your area?</li> <li>• How do you demonstrate or allow space for Indigenous resilience and resurgence?</li> </ul>
<p><b>Marissa</b> (she/her) 3:52</p>	<ul style="list-style-type: none"> <li>• Understanding multiracial families and students</li> <li>• Being an ally to students and families who have autism</li> <li>• Joy in seeing lightbulb moments</li> <li>• Influencing students to pursue passions and different professions</li> <li>• Supporting student entrepreneurship</li> <li>• Addressing tokenism</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Marissa suggests that good allyship looks like someone who accesses resources in collaboration with others in the community and the union. Are you aware of resources provided in your board or union? If not, how can you find out? If you are unsure, ask your unit president for more information.</li> <li>• Do you understand what tokenism is? How can you avoid it in your classroom?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• How are you making your members aware of OECTA resources to help address a variety of AIDE concepts?</li> <li>• How are you incorporating OECTA AIDE resources into meetings at your local unit?</li> <li>• How are you consistently making Association events more inclusive?</li> </ul>

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<p><b>Michael</b></p> <p>(he/him) 3:36</p>	<ul style="list-style-type: none"> <li>• Listening to students</li> <li>• Being open</li> <li>• Co-creating learning with students</li> <li>• Teaching Black students</li> <li>• Importance of representation</li> <li>• Hip Hop Headucatorz</li> <li>• Sharing personal interests/student interests</li> <li>• Using youth culture to engage students</li> <li>• Sharing stories in a non-conventional format</li> <li>• Good allyship sounds like silence</li> <li>• Each one, reach one, teach one</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Michael shares that an original intention of Hip Hop is “Each One, Reach One, Teach One.” How can you apply this concept to your classroom?</li> <li>• How do you use “what’s hot for the students” to create engagement? What research do you need to ensure this is effective?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• Michael suggests, “Good allyship sounds like silence.” How can you use this idea in your role as rep, release officer, VP Equity, or other?</li> <li>• How do you know when to be silent, and when to speak up?</li> </ul>
<p><b>Patrice</b></p> <p>(she/her/elle) 4:09</p>	<ul style="list-style-type: none"> <li>• Power of representation</li> <li>• Black is not a bad word</li> <li>• Capitalize Black</li> <li>• Diversity of Black experiences, backgrounds, cultures, food, religious beliefs</li> <li>• Black history is much more than slavery</li> <li>• Black excellence, Black joy</li> <li>• Allyship</li> <li>• Educating yourself</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• What do you know about the diversity of Black history, cultural experiences, food, etc.? How is this reflected in your classroom throughout the school year? (<a href="#">See resources from Parents of Black Children</a> for ideas).</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• What have you done to educate yourself so that you can better represent Black members in your unit? What actions have you taken with this knowledge?</li> </ul>

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<p><b>Sharon</b></p> <p>(she/her/elle/wiin) 4:16</p>	<ul style="list-style-type: none"> <li>• Importance of Indigenous languages</li> <li>• Importance of accessing resources and taking responsibility for your own learning</li> <li>• Understanding terminology ie. Indigenous, Anishnaabe, Odawa</li> <li>• Including Indigenous ways of knowing in the classroom</li> <li>• Residential Schools, 60s Scoop</li> <li>• Indigenous cultural reclamation and celebration</li> <li>• Indigenous visibility</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Sharon suggests inviting Indigenous knowledge keepers, healers, and Elders to the school. Each school board has an Indigenous lead and an Indigenous advisory committee or council who help to appropriately vet the speakers. Do you know who leads that initiative at your board? Reach out to this person for advice on how to do this 'in a good way.'</li> <li>• How do you balance acknowledging past harm with celebration and a focus on strength?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• What learning have you done about Indigenous ways of knowing, history, and culture? What do you still need to do?</li> </ul>
<p><b>Tesa</b></p> <p>(she/her) 5:17</p>	<ul style="list-style-type: none"> <li>• Power of relationships, especially community mentors, Elders, and Knowledge Keepers</li> <li>• Indigenous women's knowledge</li> <li>• Connecting ancestral teachings with current contexts</li> <li>• Humility of educators</li> <li>• Connecting personal experiences</li> <li>• Power of Indigenous languages</li> <li>• Student engagement and relationships</li> <li>• Going beyond arts and crafts and performative tasks</li> <li>• Honouring and respecting Indigenous world views</li> <li>• Indigenous cultural safety</li> <li>• Recognize power, privilege, bias, and responsibilities</li> <li>• Allyship</li> <li>• Positionality</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• Tesa talks about honouring Indigenous world views. What are some Indigenous world views that you know? How do you honour them in your classroom?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• Association leaders have a lot of power and privilege in OECTA spaces. Consider your experience of this. What privileges do you hold? How do you use your privilege to be an ally, accomplice, and co-conspirator?</li> </ul>



Member & Running Time	Topics Covered/Quotations	Reflection Questions
<p><b>Therese</b></p> <p>(she/her) 5:43</p>	<ul style="list-style-type: none"> <li>• Racialized students are not a monolith</li> <li>• Patience, listening, taking time</li> <li>• Philosophy of individualization</li> <li>• Ableism</li> <li>• Sunshine calls</li> <li>• Transition times</li> <li>• Fireside chat</li> <li>• Understanding disability</li> <li>• Challenging stereotypes</li> <li>• Disability is inevitable</li> <li>• “We live with a certitude of fragility and vulnerability.”</li> </ul>	<p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>• How do you see and acknowledge each of your learners?</li> <li>• Which of the strategies suggested do you, or could you, use in your classroom?</li> </ul> <p><b>For Association Leaders</b></p> <ul style="list-style-type: none"> <li>• Notice how Therese speaks about ableism and disability. How does she explain these terms? How does this challenge or coincide with your own understanding?</li> <li>• Does the information shared impact how you interact with your colleagues? How?</li> </ul> <p><b>For Everyone</b></p> <ul style="list-style-type: none"> <li>• Therese says, “We live with a certitude of fragility and vulnerability.” How does this resonate with you as a person? As a teacher?</li> </ul>