



ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

Learning from Diverse Voices Video Series Resource Map

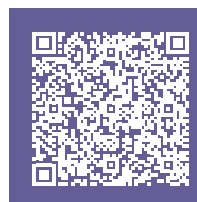
The Association has curated the **Learning from Diverse Voices Video Series** for professional development on a variety of topics related to accessibility, inclusion, diversity, and equity (AIDE). In this series, Indigenous and equity-deserving members of the Association from across the province shared their personal lived experiences, and their professional knowledge.

The intent of these videos is to begin conversations in professional contexts such as Association meetings, events, and professional development with colleagues. This is a starting point, and you are encouraged to further your own understanding far beyond the scope of this video series. These 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 on how to apply these concepts in the classroom, the Association offers AQ courses, webinars, and other professional development opportunities. As is the case 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 series for your consideration. It includes a list of topics introduced in the videos in the sequence they appear, suggested Member Spotlight Videos which reinforce content, reflection questions for teachers and Association leaders, as well as additional resources created by the Association and others.

SCAN ME

Watch the Learning from
Diverse Voices Video Series



Video & Running Time	Topics Introduced	Additional Videos	Reflection Questions	Additional Resources
<p>Teaching First Nations, Métis, and Inuit Students</p> <p>11:06</p>	<ul style="list-style-type: none"> • Celebration • First Nations, Métis and Inuit ways of knowing and doing • Learning about histories, cultures, and worldviews • Recognizing significance of land • Importance of Indigenous languages • Relationships • Building trust • Positionality and privilege • Power of representation • Truth and Reconciliation • Residential school survivors • 60s Scoop • Contact • Colonization and colonialism • Respect & understanding • Appropriation vs. appreciation: What is meaningful integration of First Nations, Métis, and Inuit perspectives in education systems 	<p>Member Spotlight Videos</p> <p>Kyla: What you need to know about Indigenous Education</p> <p>Sharon</p> <p>Tesa</p>	<p>For Teachers</p> <ul style="list-style-type: none"> • Rather than specific resources, the teachers in this video shared a variety of educator values. What are these? Which ones do you need to consider in your classroom? • How are you educating yourself about Truth and Reconciliation? • Do you know the Indigenous lead at your board? Do you know if your board has a vetted list of guest speakers? <p>For Association Leaders</p> <ul style="list-style-type: none"> • How do you demonstrate a consistent commitment to Truth and Reconciliation? Upon which Indigenous land is your unit situated and what is its colonial history? Are you demonstrating respect for Indigenous ways of knowing in the events you run beyond a (generic) land acknowledgement? • Are there any adjustments you can make as a leader in your unit that will build trust and positively impact the unit's relationship with Indigenous members? • How do you uphold the rights of First Nations, Métis, and Inuit educators to ensure fair and equitable working conditions? 	<p>OECTA</p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit classroom resources <p>OECTA Book Club Features</p> <ul style="list-style-type: none"> • <i>Five Little Indians</i> by Michelle Good (discussion guide available by request to professionaldevelopment@catholicteachers.ca) • <i>From the Ashes: My Story of Being Métis, Homeless and Finding My Way</i> by Jesse Thistle (discussion guide available by request to professionaldevelopment@catholicteachers.ca) <p>External</p> <ul style="list-style-type: none"> • CBC Beyond 94: Where is Canada at with reconciliation? • Ministry of Education First Nations, Métis and Inuit Connections: Scope and Sequence of Expectations • First Nations, Métis, and Inuit Education Association of Ontario [FNMIEAO]

Video & Running Time	Topics Introduced	Additional Videos	Reflection Questions	Additional Resources
<p>Teaching Black Students</p> <p>10:31</p>	<ul style="list-style-type: none"> • Power of representation • Student-centered curriculum • Celebrating Black excellence • Safer spaces • Listening • Love • Diversity of Black students • Individuality • History beyond enslavement • Importance of celebration and joy • Know your learners • Confronting stereotypes • Empathy • Culturally responsive pedagogy • Self-reflection • Importance of questions • Bi-directional learning • Unlearning & relearning • Acknowledging the past • Teachers as changemakers • Black Joy • Belonging 	<p>Member Spotlight Videos</p> <p>Ann Marie</p> <p>Felicia</p> <p>Michael</p> <p>Patrice</p>	<p>For Teachers</p> <ul style="list-style-type: none"> • Some of the members featured shared classroom strategies. Which ones would you like to try? How would you adapt them to your classroom? How do you know your students are feeling seen and heard? • Throughout the video, many members talked about the balance of sharing the history of Black people as well as focusing on positive aspects as well. What are some ways you can center “Black joy” in your classroom? • What culturally responsive and relevant resources, projects/ assignments, and guest speakers could you incorporate in your classroom to ensure that your Black students feel celebrated and heard? <p>For Association Leaders</p> <ul style="list-style-type: none"> • The participants in this video discussed the importance of self-reflection. Using one or two of the guides in the Additional Resources column reflect on your own journey. • Has a Black member or a member of a Black community ever described you as an ally? • Are there safe spaces in your unit for Black members? How can you support building or expanding those spaces? • As an OECTA representative, how can you support the learning of your members to ensure that Black educators feel supported by both their local unit and fellow teachers? 	<p>OECTA</p> <ul style="list-style-type: none"> • Catholic Teacher Magazine “Advocacy in action: Catholic teachers making space.” February 2024 • Catholic Teachers’ Safer Spaces Series: Reflection Tool: Checklist for Safer Spaces • Moral Elements of Care • Identity and Allyship <p>OECTA Book Club Feature</p> <ul style="list-style-type: none"> • <i>How to be an Anti-Racist</i> by Ibram X. Kendi (discussion guide available by request to profession aldevelopment@catholicteachers.ca) <p>External</p> <ul style="list-style-type: none"> • Parents of Black Children: Education Resources • Parents of Black Children Booklist • School Mental Health Ontario: A Love Letter to Black Students Part 1 Part 2 Part 3 Part 4

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<p>Teaching Racialized Students</p> <p>9:04</p>	<ul style="list-style-type: none"> • Diversity among racialized students • Importance of representation • Learning and unlearning • Being open to listening • Individualization • Patience • Celebrating differences • Space for sharing • Importance of connections and support • Relationship building • Being multiracial • Strength-based focus • Seeking awareness • Challenging stereotypes • Demolishing tokenism • Being trauma-informed • Finding joy in teaching 	<p>Member Spotlight Videos</p> <p>Aileen</p> <p>Marissa</p> <p>Therese</p>	<p>For Teachers</p> <ul style="list-style-type: none"> • How do you create space for recognizing, sharing, learning, and celebrating each of your students? • What strategies do you have to increase cultural relevance in your classroom without tokenizing your students? • How can you work with your colleagues and administration to include books/media that are representative of the student population? <p>For Association Leaders</p> <ul style="list-style-type: none"> • How do you overtly demonstrate respect for the diverse cultural backgrounds of your members? • How do you specifically advocate for racialized members in your unit? • How do you promote greater participation from racialized members in leadership positions, committees, and initiatives? Is there representation of racial diversity on your local unit executive? • Are you trauma aware? How can you increase your own awareness? Review the resources mentioned in the Additional Resources column on trauma and use the reflection guides to help bolster your understanding. 	<p>OECTA</p> <ul style="list-style-type: none"> • Catholic Teachers' Safer Spaces Series: Understanding Trauma • Being a Trauma-Informed Release Officer <p>OECTA Book Club Feature</p> <ul style="list-style-type: none"> • <i>Brother</i> by David Chariandy discussion guide available by request to professionaldevelopment@catholicteachers.ca)) <p>External</p> <ul style="list-style-type: none"> • The National Child Traumatic Stress Network's Addressing Race and Trauma in the Classroom • Queen's University's, How Literature Teachers Can Create Anti-Racist Classrooms • School Mental Health Ontario: The First 10 Days and Beyond • Mentally Healthy Schools and Learning Environments

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<p>Teaching 2SLGBTQIA+ Students</p> <p>8:17</p>	<ul style="list-style-type: none"> • Rainbow & safety • Respect • Kindness • Importance of pronouns • Catholic Social Teachings • Dignity of the human person • Self-discovery • Trust • Family/parents • Vulnerability • Uniqueness • Including queer content • Student centered classrooms • Representation • Safer spaces • Addressing fear 	<p>Member Spotlight Videos</p> <p>Abby</p> <p>Elizabeth</p> <p>Erin</p>	<p>For Teachers</p> <ul style="list-style-type: none"> • How do you support 2SLGBTQIA+ students across curricular areas? • What fears/concerns might you have in doing so? • What resources do you use in your teaching that allows 2SLGBTQIA+ students to feel seen? • How is your space safe and welcoming for 2SLGBTQIA+ students? <p>For Association Leaders</p> <ul style="list-style-type: none"> • How do you advocate for 2SLGBTQIA+ members in meetings with board officials? • How are you inclusive of both gender and sexuality? Review OECTA's infographic resources listed in the Additional Resources column to consider best practices on pronouns. • Has a 2SLGBTQIA+ member described you as an ally? Where? When? How? • How do you use events in your unit to build trust and provide safer spaces for 2SLGBTQIA+ members? 	<p>OECTA</p> <ul style="list-style-type: none"> • Accessibility, Inclusion, Diversity and Equity and Catholicism: A Backgrounder • 2SLGBTQIA+ and Coming Out: A Guide for Catholic Teacher Leaders • Gender and Sexuality Glossary of Terms • Gender Identity Infographic Series for OECTA Leaders • Gender Pronouns, Why They Matter in Inclusion <p>OECTA Book Club/Study Features</p> <ul style="list-style-type: none"> • <i>Love Lives Here: A Story of Thriving in a Transgender Family</i> by Rowan Jetté-Knox (discussion guide available by request to professionaldevelopment@catholicteachers.ca) • <i>This is How it Always Is</i> by Laurel Frankel (discussion guide available by request to professionaldevelopment@catholicteachers.ca) • <i>Building a Bridge: How the Catholic Church and the LGBT Community Can Enter Into a Relationship of Respect, Compassion and Sensitivity</i> by Fr. James Martin (resources available by request to professionaldevelopment@catholicteachers.ca) <p>External</p> <ul style="list-style-type: none"> • Fr. James Martin's Outreach. Faith: an LGBTQ Catholic Resource • Egale Canada's many resources • The 519's many resources

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Teaching Students with Disabilities 11:14	<ul style="list-style-type: none"> • Ableism • Deficit vs. strength-based education • Social model of disability* • Differentiation • IEP/accommodations • Universal design for learning • Student/teacher relationships • Invisible and visible disabilities • Empathy • Justice <p>*Language and theory are ever evolving. Currently, the social model of disability is most often reflected in decisions made by the Supreme Court of Canada. (see “What is Disability?” from the Ontario Human Rights Commission). Others have adopted the human rights model or other models still in development. See Lawson, Anna (2020). The Social and Human Rights Models of Disability: towards a complementarity thesis for more information.</p>	Member Spotlight Videos Eric Kristi Therese	For Teachers <ul style="list-style-type: none"> • What associations or connections do you make to the words disability, disabled, ableism, and accessibility? • In the video, Mary Ellen says “It’s hard to legislate empathy, understanding, and flexibility.” What do you do to make your classroom inclusive for all learners? What else do you need to do this better? • Some students with a disability may not have an IEP. How can you use universal design for learning to support these students? For Association Leaders <ul style="list-style-type: none"> • Can all members, regardless of ability or disability, access your office spaces and services? How do you ensure this? Is this advertised when promoting events? NOTE: this could include physical and non-physical barriers. • What considerations or accommodations could you make to address the needs of members who have disabilities? • How familiar are you with the <i>Accessibility for Ontarians with Disabilities Act</i>? 	OECTA <ul style="list-style-type: none"> • Inclusive Language • Inclusive Events Checklist <p>NOTE: Best practices on language are evolving. As a result, these resources will be continually updated as the Association continues work related to AIDE.</p> <p>External</p> <ul style="list-style-type: none"> • Edutopia’s Setting up a Disability-Inclusive Curriculum • Invisible Disabilities Association’s What is an Invisible Disability? • Review the work of noted social scientist, bioethicist, and disability activist Tom Shakespeare • Respect individual preferences on language. Some people use person-first language, putting ‘person’ ahead of ‘disability’ so it becomes a person with a disability. Others find that this practice erases or negates the disability. The article Social Model of Disability: Language from Disability Rights UK discusses this. • Accessibility for Ontarians with Disabilities Act – free online training

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<p>What is Allyship?</p> <p>7:12</p>	<ul style="list-style-type: none"> • Privilege • Use of power • Positionality • Listening • Questions, conversations, and building connections • Identity • Connection and celebration • Lived experience • Awareness • Courage/bravery • Intersectionality • Being informed • From learning to doing • Community • Relationships • Human dignity • Safer spaces • Discomfort leading to growth • Love • Allyship is ongoing 	<p>Member Spotlight Videos</p> <p>Aileen</p> <p>Erin</p> <p>Marissa</p> <p>Michael</p> <p>Patrice</p>	<p>For Everyone</p> <ul style="list-style-type: none"> • Read the document, “Catholic Teachers’ Safer Spaces Series: Allyship and Beyond.” How are you an ally, an accomplice, and a co-conspirator? Use the reflection guide to help you consider this. • What is your definition of allyship? 	<p>OECTA</p> <ul style="list-style-type: none"> • Catholic Teachers’ Safer Spaces Series: Safer Spaces? Braver Spaces? Our Collective Responsibility • Allyship and Beyond <p>NOTE: Scroll below the ‘Mental Health and Wellness Series.’</p> <p>OECTA Book Club Feature</p> <ul style="list-style-type: none"> • <i>White Fragility: Why It’s So Hard for White People to Talk About Racism</i> by Robin DiAngelo (discussion guide available by request to professionaldevelopment@catholicteachers.ca)

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<p>What is Intersectionality?</p> <p>7:33</p> <p>NOTE: In 1991, noted legal theorist Kimberlé Crenshaw coined the term ‘intersectionality’ while recognizing the concept comes from a long tradition of Black feminist thought. A link to a video including Crenshaw’s explanation can be found under the Additional Resources column.</p>	<ul style="list-style-type: none"> • Multiplicity of identity • Unique experiences • Overlapping components • Importance of representation • Social location • Avoiding stereotypes • Systems of oppression • Racism, sexism, ableism, genderism, social location, class, Indigeneity and settler identity, Christian dominance • Navigating spaces • Creating safer spaces • Justice • Privilege and vulnerability • Intersectionality in the classroom 	<p>Member Spotlight Videos</p> <p>Aileen</p> <p>Tesa</p> <p>Therese</p>	<p>For Everyone</p> <ul style="list-style-type: none"> • Intersectionality is a multi-faceted lens that helps people understand the power that exists between various groups, and the systems of oppression including ableism, racism, and colonialism. • Many depict this lens using Venn diagrams or circular metaphors. Using one or more of the identity Wheel resources noted in the Additional Resources column, consider the ways in which your identities converge and diverge to shape your experiences of the classroom, of OECTA, of your school board, or other contexts that are meaningful to you. • How can understanding intersectionality enhance a teacher’s pedagogical practices and support students? • Observe how you enter a space with others. Which parts of you feel a sense of safety, ease, anxiety, or fear? • Observe the parts of yourself that feel resistance when you encounter someone who is different from you. What do you notice? 	<p>OECTA</p> <ul style="list-style-type: none"> • Identity Wheel • Catholic Teachers’ Safer Spaces Series: Reflection Tool: Checklist for Safer Spaces • Identity and Allyship <p>OECTA Book Club Feature</p> <ul style="list-style-type: none"> • <i>Scarborough</i> by Catherine Hernandez (discussion guide available by request to profession aldevelopment@catholicteachers.ca) <p>External</p> <ul style="list-style-type: none"> • Government of Canada “Wheel of Privilege and Power” • Dr. Amy Tan’s “Power and Privilege Wheel,” shared by UBC • Legal expert Kimberlé Crenshaw is credited with coining the term ‘intersectionality.’ In this short video, she explains it in her own words.

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<p>Where do you find joy as a teacher?</p> <p>7:57</p>	<ul style="list-style-type: none"> • Seeing the feelings of pride in each student • Professional joy is tied to personal joy • Lived experiences • Student development • Being present • Helping students overcome fear • Power of representation • Helping students improve • Building relationships • Allyship • Cultivating joy in others • Building confidence • Indigenous reclamation and celebration • Black joy • Experiential learning • Building connections 	<p>Member Spotlight Videos</p> <p>Elizabeth</p> <p>Kristi</p> <p>Marissa</p>	<p>For Everyone</p> <ul style="list-style-type: none"> • Where do you find joy as a teacher? How has this changed since you began in the profession? • Allison shares the joy she feels when students see themselves in the curriculum. How do you facilitate the joy of your students? • How do you create connection with your students? • What are some ways you can integrate your students' voices in the curriculum? <p>For Association Leaders</p> <ul style="list-style-type: none"> • Where do you find joy as an Association leader? • How do you facilitate joy for Indigenous and equity-deserving members in your local unit? • How can you provide meaningful spaces for your members to share joy with other members? 	<p>OECTA</p> <ul style="list-style-type: none"> • Catholic Teachers' Safer Spaces Series Intent vs. Impact <p>External</p> <ul style="list-style-type: none"> • Edutopia's Restoring the Joy in Teaching • Harvard Health Publishing's How Can You Find Joy (or at Least Peace) During Difficult Times? • Forbes' How to Find Joy in Your Everyday Life, According to Psychologists • Kimberly Tsai Cawkwell's article The Vital Role of Joy for Educators

Video & Running Time	Topics Introduced	Additional Videos	Reflection Questions	Additional Resources
<p>Where do you find joy in life?</p> <p>4:26</p>	<ul style="list-style-type: none"> • Family • Friends • Self-care • The arts • Pets • Hobbies • Nature • Travel • Trying new things • Teaching • Game night • Learning about culture and honouring one's heritage • Involvement in union, school, and other communities • Helping others and giving back • Cooking • Physical activity 		<p>For Everyone</p> <ul style="list-style-type: none"> • Jessica talks about self-care. What do you do for self-care? • Who fills your cup and gives you energy? • How do you take time to experience joy and celebrate it? • Try this reflective moment: Take three breaths. With each breath, give thanks for one blessing you experienced today. <p>For Association Leaders</p> <ul style="list-style-type: none"> • How can you use the information in this video to help you ensure members from Indigenous and equity-deserving groups experience joy at Association events such as the AGM, on committees, and in your unit generally? 	<p>OECTA</p> <ul style="list-style-type: none"> • Catholic Teachers' Mental Health and Wellness Series Strategies to Promote Mental Health and Wellness • Steps to Take if You Are Concerned about Your Mental Health <p>External</p> <ul style="list-style-type: none"> • National Museum of African American History & Culture's Black Joy: Resistance, Resilience and Reclamation • Ontario Non-Profit Network's Prioritizing Black joy is central to Black wellness • CBC 5 Stories that Brought us Indigenous Joy in 2023 • Faith Calls Us to Joy – Center for Action & Contemplation • Harvard Health Publishing's How Can You Find Joy (or at Least Peace) During Difficult Times?

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<p>What kind of teacher would you have wanted?</p> <p>6:37</p>	<ul style="list-style-type: none"> • Value of seeing each other • Belonging and community • Having someone to look up to • Thinking outside of the box • Having someone who instilled confidence • Value of support and presence • Learning to be a changemaker • Patience, slowing the classroom down • Good communicator • Someone who sees the value in their students • Diversity of educators • Safer spaces 		<p>For Everyone</p> <ul style="list-style-type: none"> • Your turn: What kind of teacher/OECTA leader would you have wanted? How are you that teacher/OECTA leader now? • Jamie says she “never felt seen.” What do you do to make sure that your students or members feel seen? • What have you learned as an adult that you wish you knew sooner? How does this impact you as a teacher or OECTA leader? • Ann Marie says she wanted a teacher that made her feel that being different was ok. How do you promote that message in your spaces? • In what ways do you make yourself available as a teacher, so that your students know they have your support? 	<p>OECTA</p> <ul style="list-style-type: none"> • OECTA & the Eastern Ontario Catholic Curriculum Corporation Mental Health & Wellness for Catholic Schools • Catholic Teachers’ Safer Spaces Series: Moral Elements of Care Moral Elements of Care and Allyship Reflection Tool Checklist for Safer Spaces