

The Halton Resource Connection

Partners in Professional Excellence

Winter Recharge 2022 Virtual Bag



MCRC

The Halton Resource Connection (THRC) is a program of The Milton Community Resource Centre (MCRC) In partnership with Halton Region.





The materials contained within this grab bag were chosen as an extension of Winter Recharge 2022 and provide information that is intended to support the journey toward diversity, equity and inclusion.

As THRC continues along our own journey of learning and action toward fostering equity and inclusion, we know that this work is ongoing.

We acknowledge that there is much to be done to create systemic change, and these materials, although not exhaustive, aim to be a catalyst in your journey toward creating equitable and inclusive spaces.

We welcome your questions and feedback at info@thrc.ca

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Winter Recharge Presenter(s) unlearn - Critical Thinking by Design

[Unlearn Home Page](#)



Abhi Ahluwalia – Founder & CEO

Abhi is a social enterprise whose vision is to inspire people to see the humanity in everyone. Abhi has championed human rights, equity and social justice in the private and public sectors working with school boards across Canada and a variety of organizations such as Crown Indigenous Relations Northern Affairs Canada, Parks Canada and Shell. Abhi is the recipient of the Lincoln M. Alexander Award and the Anne and Ed Mirvish Achievement Award which recognizes individuals that have made a significant and innovative contribution towards eliminating racial prejudice and discrimination in our society.



Lakhdeep Singh Dhaliwal - VP of Equity Education

Upon completion of a Master's Degree in Education, Lakhdeep went on to become certified as an International Language Instructor and has held various positions in academia such as Elementary School Teacher, Language Assessment Officer, LINC & ESL Teacher, College Instructor, and IELTS Invigilator. Lakhdeep has a passion and purpose for front line leadership in the field of Anti-Racism, Human Rights, Equity & Inclusion. He has worked with school boards, community service providers across Canada promoting dignity and respect for all.



Winter Recharge Presenter - Michael Lewis

Training, Motivation and Development
[Home Page](#)

Michael Lewis is Managing Director of Michael Lewis Training, Motivation and Development, a London, Ontario based training and development firm that was founded in 1994 and specializes in developing and delivering personal and professional development presentations, seminars, webinars, workshops, and teambuilding facilitation to a wide range of clients.

His clientele includes business, non-profit groups, associations, the public sector, retirement, and long-term care...and the childcare community.

In fact, the childcare community has always held a special place in his heart. Very early on, he was embraced by the educators and supervisors of childcare centres and programs all over Ontario and warmly received at numerous childcare conferences and symposiums.





Winter Recharge Presenter - Bibi Mohammed

MCRC's Diversity, Equity and Inclusion Specialist
bibim@mcrc.on.ca

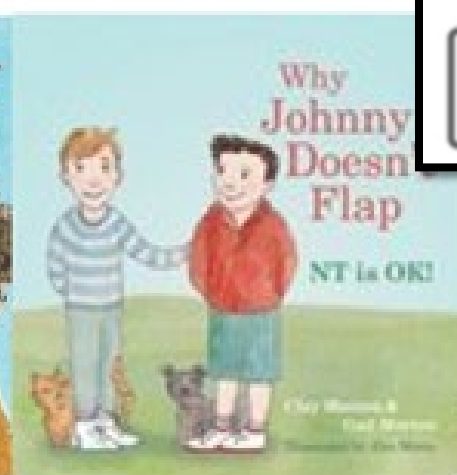
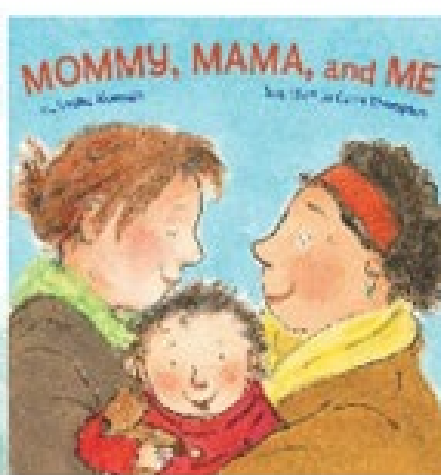
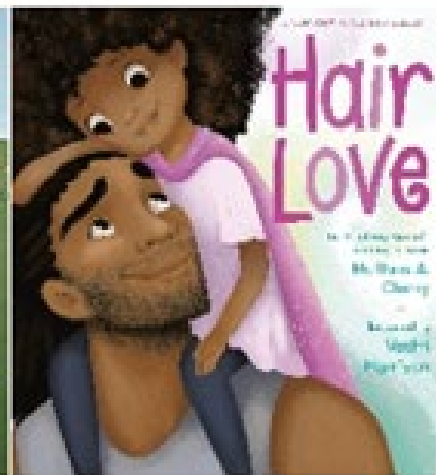
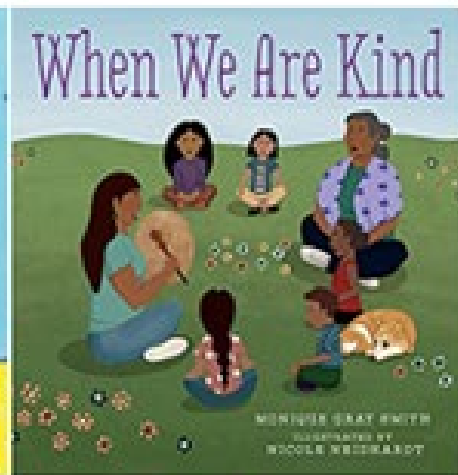
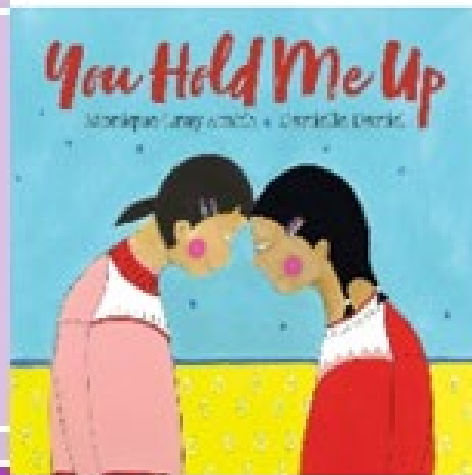
Bibi Mohammed is currently the Diversity, Equity, Inclusion Specialist at the Milton Community Resource Centre.

Her primary focus is employing an intentional framework to shift the organizational culture to foster an equitable and inclusive environment for staff, clients and the community.

Bibi has worked in the early learning and child care sector for over 10 years and has a Masters degree in Developmental Psychology and Education. Bibi is a member of the Halton Equity and Diversity Roundtable (HEDR), the Halton Newcomer Strategy (HNS), and sits on the InformOntario Board of Directors.

Her main passion is supporting the authentic identities of children.





Celebrate Diversity and Identity

- “Celebrating Diversity” book list
 - Calendar of significant dates
- Showcase diverse characters who challenge stereotypes e.g. female firefighters
 - Use gender-inclusive language e.g. “everyone” vs. “boys and girls”
- Purchase items that authentically reflect cultures from business owned by marginalized groups
- Have open discussions about food eaten at home, cultural clothing
- Encourage children to use authentic pronunciations of their names, and support all children to address them accordingly

Add text box with clickable link to THRC website



When we know better, we can do better

Combat Injustice and Bias

- Seek out opportunities to learn more about fostering diversity, equity and inclusion
 - When considering classroom activities, holistically consider the demographics of the classroom and the impact on all children with planned activities
- Normalize conversations of what is fair and unfair, and consider how to discuss fairness with children about injustices. Have a plan; involve families in these discussions
- Have open discussions about skin colour, body size, abilities, and emphasize the beauty of inclusion



Supporting Gender Identity

PFlag Halton

PFlag Canada is a national charitable organization, founded by parents who wished to help themselves and their family members understand and accept their LGBTQ2S children.

Visit the [PFlag Home Page](#) or call 1-888-530-6777 ext. 582 for more information / resources

SUPPORTING SOMEONE WHO COMES OUT TO YOU

Coming Out refers to an LGBTQ2SIA+ person's disclosure of their sexual orientation or gender identity to themselves or others

Coming out is unique for everyone and is a decision informed by safety, comfort, trust, and/or readiness

DO!

- Affirm them & appreciate their trust
- Check-in on how confidential this is
- Ask how you can best support them

DO NOT!

- Say "I always knew" or downplay the significance
- Ask invasive questions
- Out them to others

Remember that some people may be OUT in some spaces, and "IN" in others - always check!

PFLAG HALTON

PRONOUNS

PRONOUNS ARE WORDS IN THE 3RD PERSON THAT SERVE AS A PLACEHOLDER FOR SOMEONE'S NAME.

GENDER PRONOUNS SPECIFICALLY ASSOCIATE GENDER WITH AN INDIVIDUAL, BUT THERE IS ALSO A RANGE OF GENDER-NEUTRAL PRONOUNS.

SOME PRONOUNS

- HE/HIM/HIS
- SHE/HER/HERS
- THEY/THEM/THEIRS
- ZE/ZIR/ZIRS
- XE/XEM/XIR

Ask! Do not Assume!
It is impossible to know someone's pronouns just by looking at them or seeing their name.

SHARE YOUR PRONOUNS! HELP NORMALIZE THE SHARING OF PRONOUNS BY OFFERING YOUR OWN.

JADEN USES THEY/THEM/THEIR PRONOUNS THEY IDENTIFY AS NON-BINARY. I WILL USE THEIR PRONOUNS TO RESPECT THEM.

IF YOU MAKE A MISTAKE: CORRECT YOURSELF, APOLOGIZE, AND MOVE ON. DO NOT MAKE IT ABOUT YOU!

PFLAG CANADA

Kraft Canada launches a limited-edition book that supports an understanding of pronouns. To learn more from the author [Click here](#)

To order a copy of the book [Click here](#)

Supporting Truth and Reconciliation - Learning about Indigenous Culture



A virtual tour of the Mohawk Institute - residential school at Six Nations:

[Click here to learn more](#)

Uses of the four sacred medicines:

[Click here to learn more](#)

Video on First Nations Principles of Learning:

[Click here to learn more](#)

Ideas and activities for Early Childhood Programs:

[Click here to learn more](#)

Why borrowing or copying our cultural items is problematic:

[Click here to learn more](#)

Indigenous Books, Gifts and Publishing:

[Click here to visit the website](#)

Monique Gray Smith:

[Click here to learn more](#)

The Story of Orange Shirt Day:

[Click here to learn more](#)





Amplifying Black Voices – Learning About Anti-Black Racism

- **From Where We Stand: Conversations on Race & Mental Health:**

This Podcast highlights the experiences of Black, Indigenous and People of Color (BIPOC) Communities and their impact on mental health.

[Click here to learn more about the Podcast.](#)

- **Black professional Early Childhood Educators Association:**

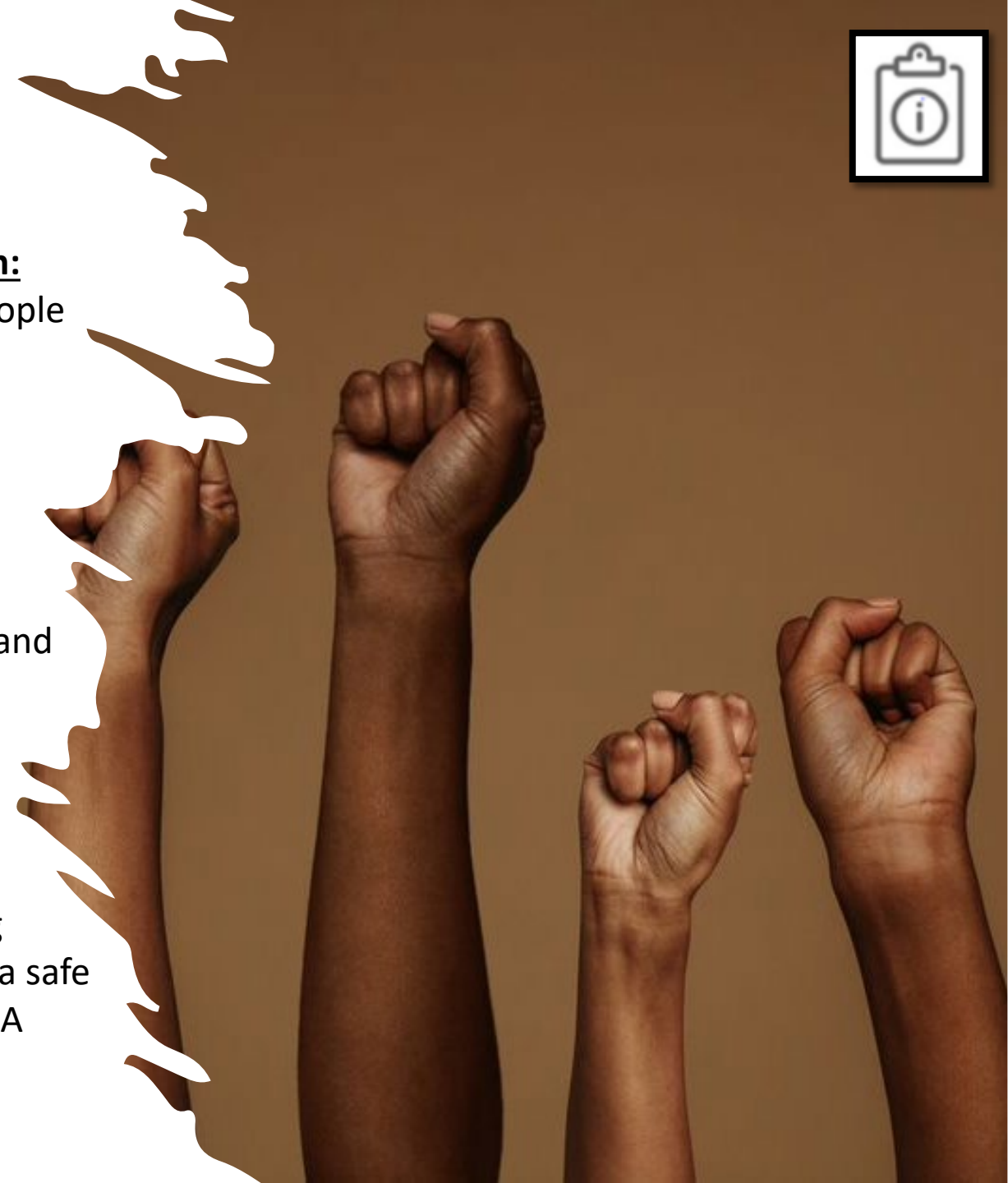
This association was created to support Black ECE's and other professionals in early childhood education who feel they are alone and without practical and moral support in their place of practice.

To learn more about this association, visit their Facebook Page.

- **Halton Black Voices:**

Halton Black Voices is a new grassroots collective, intended to bring youth, families and individuals together. Their purpose is to create a safe space in the Halton region for all Black people including 2SLGBTQQIA community, to establish new connections.

[Click here to learn more.](#)





Dismantling Islamophobia

Muslim Advisory Council of Canada

[Click here to learn more](#)

National Council of Canadian Muslims

[Click here to learn more](#)



Supporting Inclusive Practices

Websites, Podcasts, Resources and more...



[Five Moore Minutes](#)

[North Star Paths](#)

[Embracing Inclusion](#)

[Connectability](#)



[Click here to listen to the Podcast](#)

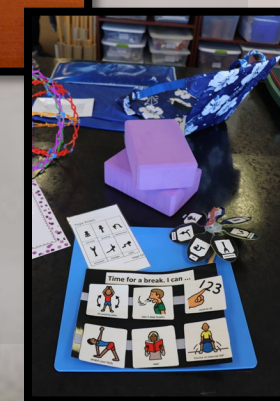
Did you know THRC Website has Information and Inspiration Sheets and Visual Supports to support Inclusive Practices ?



[Information and Inspiration Sheets](#)



[Visuals](#)



Having Conversations with Children



Race Matters: A Story about White Privilege:

[Click here to view](#)

Loaded Language: Changing how we talk about Gender:

[Click here to learn more](#)

How to talk to children about Residential Schools:

[Click here to learn more](#)

[Click here to view](#)



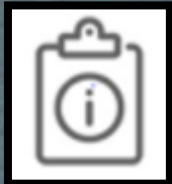


Reflecting on Anti-Bias Education in Action: The Early Years

A Film by Debbie LeeKeenan • John Nimmo • Filiz Efe McKinney




[Click here to view](#)



College of ECE's Practice Guideline:



Practice Guideline  May 2019

Inclusion of Children with Disabilities

Registered Early Childhood Educators (RECEs) make the well-being, learning and care of children their foremost responsibility. They value the rights of children and create learning environments where all children can experience a sense of belonging and inclusion.

Blm. A, Code of Ethics and Standards of Practice, 2017

Supporting the Full Participation of Children with Disabilities

The social model of disability is used in this practice guideline when referring to children with disabilities. This model states that children with disabilities are disabled by barriers within society and therefore refers to children whose participation is impacted because of any physical, mental, cognitive, emotional or social barriers within the environment. See page 7. Medical and social models of disability.

The purpose of this practice guideline is to help RECEs understand and uphold their responsibilities with regard to the inclusion of children with disabilities and their families. The inclusion of children with disabilities is important, not just because it is a human right and required by certain legislation, but because everyone benefits from engaging in a welcoming society where all members are supported to participate fully. RECEs advocate for inclusion because it is an ethical and professional responsibility. Inclusive policies and practices support children, families, colleagues, the profession and society as a whole.

The Code of Ethics and Standards of Practice emphasizes that RECEs develop caring and responsive relationships with children and families. RECEs collaborate with colleagues and community members to co-create safe environments that provide a sense of belonging, well-being and inclusion. Inclusive environments value and support children's varied interests and capabilities. There are places where children and their families can fully participate in ways that are meaningful for them (Standard 1).

This practice guideline:

- Describes inclusion, special needs and disability
- Provides practical approaches to support children with disabilities and their families.
- Highlights the role of the child, family, community and other professionals.
- Outlines the physical, social and attitudinal barriers and supports to inclusion.
- Offers reflective questions and scenarios to support practice and collaborative dialogue.

Inclusion of Children with Disabilities

Practice Guideline  October 2020

Diversity and Culture

Registered Early Childhood Educators (RECEs) respond to the uniqueness of individuals and groups of children. They identify appropriate strategies, access the necessary resources and design curriculum to ensure full participation of all children, taking into account ability, cultural and linguistic diversity and Indigenous identity. They provide all children with opportunities for engagement, exploration and expression.

Standard 9: C.A, Code of Ethics and Standards of Practice, 2017

The Code of Ethics and Standards of Practice (Code and Standards) demonstrates "a respect for diversity and a sensitivity to the multicultural character of the Profession" (Early Childhood Educators Act, 2007). It outlines the profession's core beliefs and values that are care, respect, trust and integrity. All RECEs are responsible for upholding them to guide their professional practice and conduct.

More attention is being placed on learning about and understanding what diversity and culture mean in theory and professional practice. Learning on this topic includes ongoing self-reflection and collaboration with others to become aware of the culture differences and similarities among individuals and groups of people. This resource is designed to help you increase welcoming and supportive environments with children, families and colleagues from various communities, nations, cultures, backgrounds and social structures that may differ from your own.

You can use this resource to help you learn about:

- the importance of reflecting on your beliefs and bias, and to consider how they influence practice;
- ways to build relationships and communicate across differences;
- how to co-create culturally responsive, inclusive learning environments that attend diverse perspectives, and;
- the significance of leadership in inclusive practice and policy development and review.



Figure 1. Illustration of a group of children outdoors.

Diversity and Culture



Celebrating Differences



[Click here to watch](#)



Louise
KOOL & GALT

YOUR FIRST CHOICE FOR QUALITY AND SERVICE FOR OVER 50 YEARS

[Click here to learn more](#)





THRC's Resource Library has a wide variety of resources to borrow that support Equity, Diversity and Inclusion.

Make an appointment to book an on-site visit or curbside support.

Visit:
www.thrc.ca

- A Diverse Community (**Resource #1515**)
- All Families Are Different (**Resource #1503**)
- Amazing Indigenous Experiences (**Resource #2068**)
- Indigenous Learning Experiences (**Resource #1687**)
- Meet my Family - LGBTQ [Preschool] (**Resource #2842**)
- The Inclusive Classroom (**Resource #1601**)
- We Are All Alike, We Are All Different (**Resource #1692**)
- Homes from Around the World (**Resource #1810**)
- Spinclusion (**Resource # 1775**)

[Click here for a full list of all the resources available.](#)





- *Add information about the THRC Space (Intent of the Space)
- Reflection on the Posters



In - Centre Support

A Support Facilitator collaborates with educators to enhance skills and strategies that support inclusion such as: routines and transitions, positive interactions, self-help and self-regulation skills, social interactions, utilizing visuals, and enhancing functional play skills.

[Click here](#) to watch a video to learn more about the role of a Support Facilitator.



Do you know what's available in Halton?

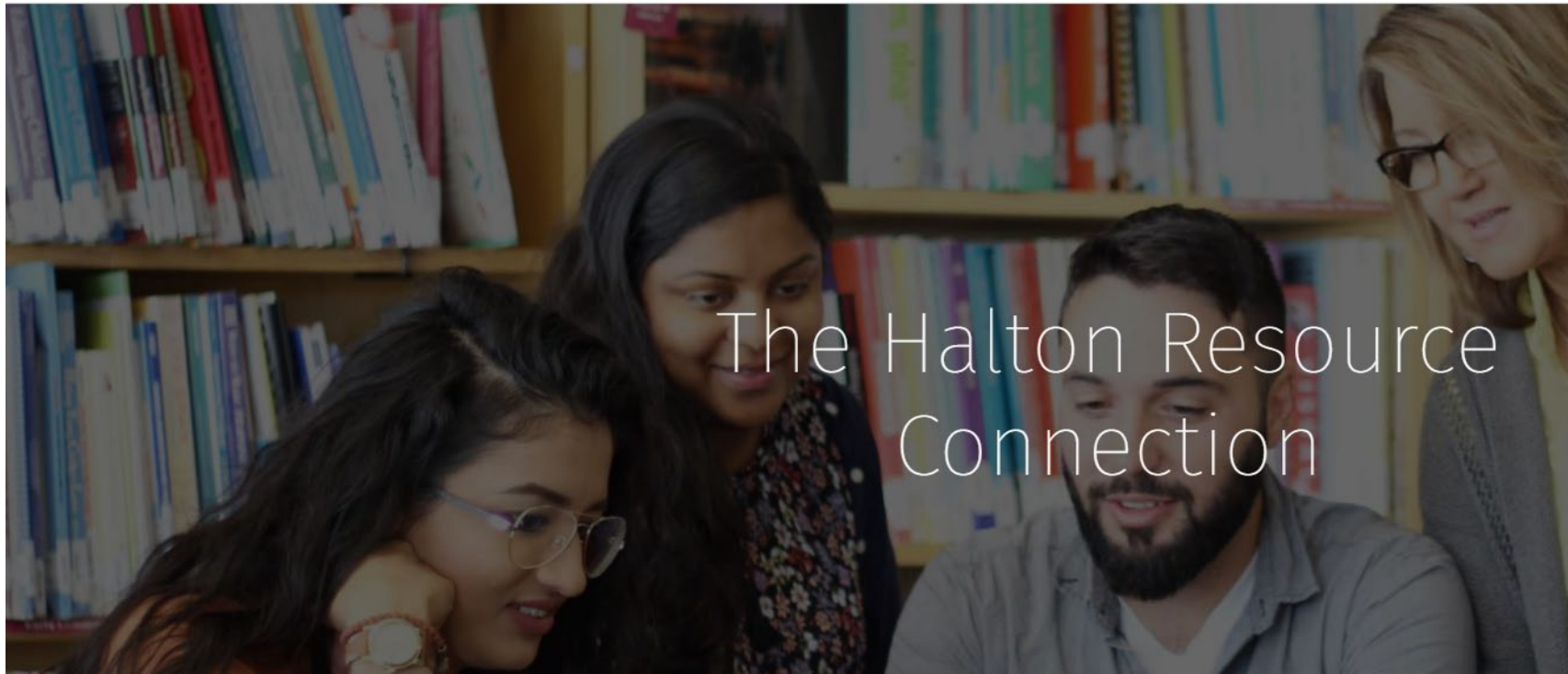
- [Sheridan College](#)
- [Diversity, Equity, Inclusion – MCRC](#)
- [Our Kids Network](#)
- [EDI Report Discussed by Elizabeth Wells](#)





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The Halton Resource Connection

[Professional Learning](#)

Reflecting on My Learning

Use this form to reflect on your learning. This form can be used as documentation of participation in your CPL.



| <p>What? <i>Describe the event.</i> What did you hear ? What was new learning ? What stood out to you ?</p> | <p>So What ? <i>Identify the implications.</i> What does this learning mean for your practice? What new questions do you have?</p> | <p>Now What? <i>Describe your course of action:</i> What will you do/try with this learning? How will you integrate this into your practice?</p> |
|--|---|---|
| | | |



Contact Us

If you have any questions, general inquiries or looking for program support please contact us at info@thrc.ca





DI·VER·SI·TY

All the ways in which people differ.



EQ·UI·TY

Fair treatment, access, opportunity, and advancement for all people. One's identity cannot predict the outcome.



IN·CLU·SION

A variety of people have power, a voice, and decision-making authority.

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[Having conversations with children resources](#)

[Video – Reflecting on anti-bias education in action: The Early Years](#)

Children's Book Lists

Halton Region Resources

College of ECE's – Practice Guidelines

THRC resources supporting EDI

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Reflecting on my Learning Form



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