



HOW TO MAKE SPACE FOR EVERYONE

In your program



WELCOME

Land Acknowledgement

Project Overview

Overview of EDI&D

EDI&D and LBS

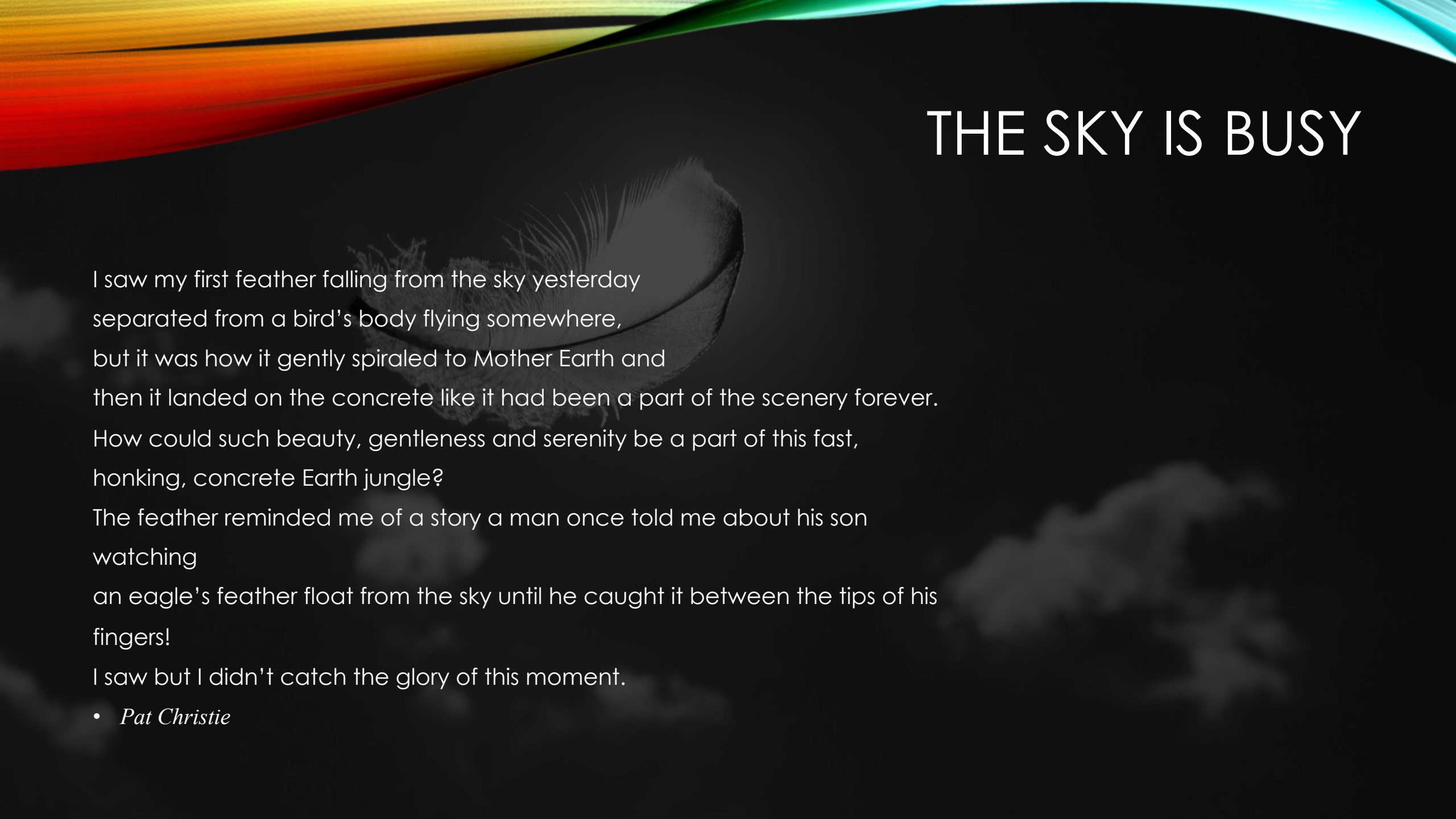
Northern program survey

Tools to use

- Existing resources library
- 3 Steps to Making Space for Everyone
- Bibliotherapy packages

LAND ACKNOWLEDGEMENT

THE SKY IS BUSY



I saw my first feather falling from the sky yesterday
separated from a bird's body flying somewhere,
but it was how it gently spiraled to Mother Earth and
then it landed on the concrete like it had been a part of the scenery forever.

How could such beauty, gentleness and serenity be a part of this fast,
honking, concrete Earth jungle?

The feather reminded me of a story a man once told me about his son
watching
an eagle's feather float from the sky until he caught it between the tips of his
fingers!

I saw but I didn't catch the glory of this moment.

- *Pat Christie*

WELCOME

Who is your presenter?

Not an expert, but a lifelong learner



Why EDI&D matters to me

PROGRESS OVER
PERFECTION



PROJECT OVERVIEW

- Literacy Network Northeast (LNN) core deliverable
 - Goal of supporting LNN and its agencies with research and training in equity, diversity and decolonization
- Literacy Network Northwest (LNW) and Mid North Network (MNN) joined as partners
- Ministry focus - promoting edi&d dialogue, encouraging programs to serve underrepresented groups
 - Skills for Success
 - Business plan priorities

PROJECT DELIVERABLES

- One pager to describe the initiative, steps that will be coming, and the intended outcome
 - to move programs along the continuum of understanding and implementing EDI in a realistic manner
- Survey Northern LBS programs to gain an understanding of steps programs may already have taken to further understand equity, diversity and decolonization
- Research what training, webinars and resources are already available

PROJECT DELIVERABLES

- Develop a tool for LBS staff- Who are they serving? Who are they not serving?
- Develop planning tool for LBS programs to use to look at objectives from a strategic perspective
- Promote new bibliotherapy packages to increase dialogue
- Prepare and deliver a webinar to explain how to put EDI&D into Action

OVERVIEW OF EDI&D

- Equity, Diversity, Inclusion and Decolonization (EDI&D) are 4 values
- Equity focuses on the “what”
- Diversity focuses on the “who”
- Inclusion focuses on the “how”
- Decolonization is about the right and ability of Indigenous people to have control over their land, cultures, and political and economic systems

SHAPING OF BIAS

Cultural Learning (norms, language, values, behaviors, practices)

Historic Group Learning & Cultural Narrative (experiences, stories, history, thematic beliefs)

Individual Learning & Narrative (individual experiences, trauma, & history)

Social & Institutional Learning (patterns of historic behavior in relevant institutions)

SERVING UNDERREPRESENTED GROUPS

- Issues with the term “URG” – politically correct “othering”
- Not everyone who finds identity in a group is the same
- Not everyone who finds identify in a group has the same experience

PROBLEM OF "OTHERING"

- Land Acknowledgments
- "Crab in bucket" theory
- Issues with the organizing of the "left"
- Finding similarities in our differences

EDI&D AND LBS

- Streams – already identified URGs
- Blanket as a provincial issue, but communities have different demographics
- Who is working in LBS? – opportunity to provide better service starts with hiring practices

EQUITY MINDED STAFF

Adapted from Public School Equity by Manya C. Whitaker



Beliefs

Diversity is an asset and resource

Knowledge is co-created

If uninterrupted, organizations are sites of social and cultural reproduction



Values

Democracy

Resistance

Affective learning experiences

Equity

Authenticity

Self-awareness



Attitudes

Empathy

Cultural humility

Hope

Love

NORTHERN PROGRAM SURVEY

- Goals
 - To see what knowledge of EDI&D already existed
 - To learn what was already being implemented to strengthen EDI&D
- 41 responses
 - 18 from LNN
 - 11 from LNW
 - 11 from MNN
 - 1 did not identify

NORTHERN PROGRAM SURVEY

- KNOWLEDGE - Before reading the definitions, were you aware of what each piece of EDI&D meant and how they differed?
 - Yes, somewhat – 39%
 - Yes, mostly – 34%
- KNOWLEDGE - Would you be open to learning/implementing new practices that could increase EDI&D in your organization?
 - Yes – 85%

NORTHERN PROGRAM SURVEY

- POLICIES & PROCEDURES - Do you have specific EDI&D policies, procedures and initiatives that you have implemented in your organization?
 - Yes – 37%
 - No – 32%
 - Unsure – 32%
- POLICIES & PROCEDURES - Are staff given the opportunity to shape and support EDI&D initiatives in your organization?
 - Yes – 68%

NORTHERN PROGRAM SURVEY

- POLICIES & PROCEDURES - Do you actively promote EDI&D as foundational values in your organization?
 - Yes – 59%
- POLICIES & PROCEDURES - Does your organization intentionally review written materials with a lens of EDI&D?
 - Unsure – 46%
 - Yes – 42%

NORTHERN PROGRAM SURVEY

- ORGANIZATIONAL CULTURE - Are clients given the opportunity to shape and support EDI&D initiatives in your organization?
 - Unsure – 44%
 - Yes – 39%
- ORGANIZATIONAL CULTURE - How effective do you think your organization is at creating an environment where all voices are heard and valued, regardless of their background or identity?
 - Scale of 0 to 6 – 0 being 0% effective, 6 being 100% effective
 - 4 – 32%
 - 5 – 32%

NORTHERN PROGRAM SURVEY

- ORGANIZATIONAL CULTURE - Does your organization promote cross-cultural understanding and collaboration between employees, clients and/or partners effectively?
 - Yes – 56%
 - Unsure – 44%
- ORGANIZATIONAL CULTURE - Has your organization provided professional development opportunities to your staff to help build their knowledge of underrepresented groups or EDI&D concepts?
 - Yes – 59%
 - Unsure – 24%

NORTHERN PROGRAM SURVEY

- ORGANIZATIONAL CULTURE - Does your organization regularly self-assess how well EDI&D is imbedded in your daily practices (at least once per year)?
 - Unsure – 51%
 - Yes - 29%

NORTHERN PROGRAM SURVEY LEARNINGS

- Strong KNOWLEDGE in several programs
- Lots of dialogue about EDI&D
- Good level of POLICIES & PROCEDURES related to EDI&D – room to grow
 - Opportunity to be specific about EDI&D processes

NORTHERN PROGRAM SURVEY LEARNINGS

- Opportunity to increase ORGANIZATIONAL CULTURE of collaboration related to EDI&D
- Opportunity to make EDI&D a core, foundational value
- Opportunity to share resources and practices that are already working in the North

TOOLS TO USE

Resource
“Library”

3 Step Tool

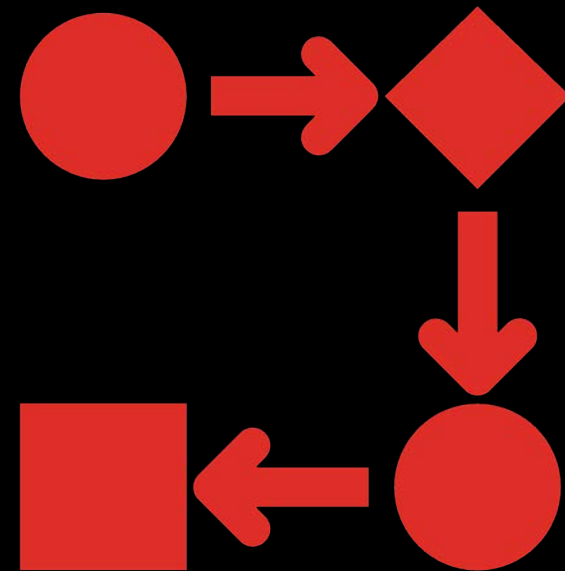
Bibliotherapy
Packages

RESOURCE “LIBRARY”

- <https://docs.google.com/spreadsheets/d/1SgG1S5KSOSRI4d8TPHjydU4MyhQY67xGdg5OLMr9EqE/edit?usp=sharing>
- Focus on concepts of EDI&D instead of naming URGs
- Resources can be added – living document

3 STEPS TO MAKING SPACE FOR EVERYONE

- 3 tools in one – progressive
- Choose to use what works/is needed
 - Where Are We Now – find your starting point
 - Where Could We Grow – identify opportunities
 - Inclusion in Action – opportunities into action



BIBLIOTHERAPY PACKAGES

- 2 sets of bibliotherapy resources – LBS staff and learners
- Bibliotherapy is a non-clinical development intervention that promotes connectedness and wellbeing through guided reading
- Use in project context – social arena for discussion of the experiences and perspectives of groups that have underrepresented, underserved and/or historically excluded
- LLN consultants & LiNDR staff created the documents



BIBLIOTHERAPY PACKAGES

STAFF packages

- Created to help staff better understand the experience of those they are serving or underserving
- Package of guided readings broken into topics of lived experiences
- How-to video at www.literacylinkniagara.com

BIBLIOTHERAPY PACKAGES

LEARNER Packages

- Created to integrate discussions of diversity into LBS learning experiences
- PowerPoint "A Voice Other than My Own" – use to introduce the topic and set the groundwork for respectful discussion
- Package of guided reading materials to pull from – general readings representing all identified groups
- Optional reflective writing exercises included in package
- How-to video at www.literacylinkniagara.ca

THANK YOU



Progress Over Perfection



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