

Equity and Inclusion Definitions

Culture: provides a history that describes who a collective is and, for each person, it reflects their own unique form of identity. It consists of the beliefs, behaviors, objects, and other characteristics common to the members of a particular group or society. Thus, culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations, and institutions.

Diversity: The presence of a wide range of social characteristics within a group, organization, or society. The dimensions of diversity include, but are not limited to, age, ancestry, colour, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion or faith, sex, sexual orientation, and socio-economic circumstance.

Values are the core of one's beliefs and are manifested in all behaviours. Everyone has biases and prejudices based on their values.

Bias is a tendency to affiliate with one side, showing a preference or choice.

Unconscious Bias: when we form ideas about certain groups of people without being aware we are doing it.

Prejudice is a preconceived opinion, thought or feeling which is held on to despite the availability of contrary information, experience or without any valid proof or supporting evidence. When our prejudices are "acted out", resulting in some form of negative treatment of disliked groups and their members or preferential treatment for one's own reference group, discrimination occurs.

Discrimination, unlike prejudice, is more than an attitude or feeling. It is action and intimately connected to a misuse power that leads to negative actions towards persons based on an aspect(s) their identity.

Racism: prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized. The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.

Anti-Racism: the policy and practices of opposing racism and promoting cultural safety

Equity (in education): Equity is a process through cultural humility, to work to eliminate dis-proportionality and disparity. Equity is achieved when imbalances, barriers and gaps between different groups are removed. Equity does not mean treating people the same without regard for individual differences.

Stereotypes are preconceived notions about groups of people. They often include strong tendencies to overgeneralize about individuals solely on the basis of their membership in particular racial, ethnic, or religious groups, and an unwillingness to consider new information which might lead to alterations or revisions in one's opinions.

Cultural stereotyping causes us to overlook individual characteristics which do not match our preconceived ideas. We must be ready to revise and change these generalizations when dealing with individuals from a particular cultural group, as we gain more information about them. Keeping standardized pictures of people from other cultures will lead us to over-simplified opinions, attitudes or judgements. The pictures may be based upon real cultural differences. However, many individuals from these cultures may not fit these standard generalizations. Making assumptions can interfere with communications and prevent us from knowing the real person who is unique as a human being.

Cultural Safety: The goal of cultural safety is for all people to feel respected and safe when they interact with the Education system. Culturally safe spaces are free of racism and discrimination. People are supported to draw strengths from their identity, culture and community. **Practitioners are self-reflective/self-aware** with regards to their position of power and the impact of this role in relation to patients. (This statement can be re-worded to fit teachers and staff).

"Safety" is defined by those who receive the service, not those who provide it.

Cultural Awareness: Recognizing that differences and similarities exist between cultures. An attitude that includes awareness about differences between cultures.³

Cultural Sensitivity: An attitude that recognizes the differences between cultures and that these differences are important to acknowledge in health care.³

Cultural Competency: An approach that focuses on practitioners' attaining skills, knowledge, and attitudes to work in more effective and respectful ways with Indigenous patients and people of different cultures.^{4, 5}

Cultural Humility: Cultural humility is a lifelong journey of self-reflection and learning. It involves listening without judgement and being open to learning from and about others. It involves learning about our own culture and our biases. Cultural humility is a building block for cultural safety. It is an overarching principle that is threaded through our learning and acts as the process by which change can occur.

Culturally Responsive Curriculum: A curriculum that accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that acknowledges and respects the diverse social backgrounds, identities and experiences of all students, and places them at the centre of the learning environment. The curriculum provides opportunities for students to understand the similarities, differences and connections between

people of diverse communities. The curriculum helps students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their peers and among all members of the society.

Culturally Responsive Teaching: Teaching that recognizes that all students learn differently, and that uses the social and cultural backgrounds and identities of the students, their prior knowledge, and their experiences and interests, to build, extend and share knowledge among students. Culturally responsive teachers establish a positive emotional connection with each student in order to build trust, and consistently communicate high expectations for success to each student and to the parent or caregiver.

Culturally Responsive and Relevant Pedagogy- it seeks to empower students intellectually, socially, emotionally and politically. Educators who ascribe to this pedagogy foster student voice by:

- **Holding High Expectations,**
- **Acquiring Cultural Competence and**
- **Nurturing Critical Consciousness.**

Differentiated Instruction: Differentiated instruction is any instructional strategy that recognizes and responds to the interests, current abilities, prior experiences, preferred learning styles, and specific learning needs of individual students while maintaining expected curriculum standards for those students. It is based on the premise that, since students differ in all of these areas, teaching strategies, materials, and pace should vary accordingly. The teacher uses differentiated instruction to create learning situations that match students' current abilities and preferred learning styles while stretching their abilities and encouraging them to try new ways of learning.

Marginalized: A person or group treated as insignificant or peripheral.

Microaggression: a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority) *a/so:* behavior or speech that is characterized by such comments or actions

Oppression: How one group is dominated by another more powerful, individual or group through physical, psychological, social, economic threats or force and frequently by an ideology or dominance.

Privilege: Privilege exists when one group has something of value that is denied to other's simply because of the groups they belong to, rather than because of anything they've done or failed to do.

Systemic barriers: Barriers that arrive out of apparently neutral institutions policies or practices, that it is reinforce by institutional structures and power dynamics, and that result in the differential and unequal treatment of members of certain groups.

Unconscious biases: Also known as implicit biases, are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness and individuals may not notice that they exist. Notably implicit biases have been shown to trump individual's stated commitments to equality and fairness, thereby producing behaviour that diverges from the explicit attitudes that many people profess.

Xenophobia: Fear or hatred of foreigners, people from different cultures, or strangers.

Challenging Systemic Barriers -Kike Ojo Thompson Definitions/glossary

Legacies: seven events rooted in history that continue to negatively impact equity today.

- Capitalism – an economic system of private and for-profit ownership. It has led to unequal distribution of power and wealth globally.
- Colonialism – when a powerful country rules over a less-powerful country and uses its resources to gain more power and money.
- Imperialism – policies that increase a country's influence through physical, political, or economic control over another.
- Patriarchy – a system that values masculinity over femininity. Patriarchy disadvantages women and all people who do not conform to traditional gender roles.
- Religious Universalism – the idea that there is one set of religious beliefs that everyone should follow.
- Slavery – when one person owns another. A slave does not have the same human rights as a free person.
- Theft and Conquest of the Americas – when Europeans took American lands from the Indigenous peoples through force and unfair contracts.