Equity Team 101 Toolkit

Overview and Training slideshow

Equity Team 101 Toolkit

1 - Introduction	2 - How to Guide		3 - Dismantling white supremacy		4 - Protocols and Best Practices	5 - Conclusion
A. Letter from Editor	A. Building Teams		A. Introduction to the concept		A. Introduction to the concept	A. Concluding thoughts
B. How to use this guide	B. Connecting to Bigger picture		B. Connecting to curriculum		B. Overarching themes	B. Credits
C. Definitions	C. Strategy					C. Sources
	2A - Subcommittees	2B - Projects	3A - Overarching Tenets	3B - Dismantling	4A - Protocols & Best Practices	
	A. Gifted Learning	A. Project Management overview	A. Allyship	A. Education System	A. Disabilities communities	
	B. Black Excellence	B. National Indigenous month	B. Intersectionality	B. Ableism	B. Black communities	
	C. GSA	C. Black History month	C. White entitlement	C. Mental Health	C. Indigenous communities	
	D. Mental Health & Wellness	D. Halton Pride		D. Hate speech	D. Muslim communities	
		E. Supporting Newcomers		E. Teachers and admin	E. 2SLGBTQ+ community	
		F. Combating Islamophobia		F. Peers		
				G. Culture of Champions		

Section One - Introduction

This section is written by the Leaders Circle of our Equity Team. sub-sections A, B, C are designed to help readers understand the overall purpose of the toolkit, how to utilize the contents and to provide brief insights into key equity-related definitions and concepts.

It is important for readers to understand how to utilize the guide, and be reminded of some overarching tenets of collaborating on equity efforts. Such as: this work is the culmination of hundreds of years of activists and lived experiences, equity is nuanced and intersectional, these efforts are to be undertaken sensitively and respectfully - and lastly that equity language, themes and actions evolve over time.

A. Letter from Editor
B. How to use this guide
C. Definitions and concepts - compiled efforts of the Equity Team

Section 2 - How to Guide

This section is written by the Leaders circle of our Equity Team, sub-sections A, B, C are designed to help readers understand how to navigate the school and community environment to establish empowered and functional equity-focused teams.

Section A explores how to establish a team, first connecting with staff, volunteers and stakeholders (budget/admin) and then understanding the logistics in putting a team together; establishing roles and responsibilities for example.

Section B centers its focus on the "what now?". Once a team has come together, how do they explore topics and choose where to focus their time and attention. Detailed support on SMART Objectives and project management lessons can be found here.

Section C looks deeper into how to build a case for support by stakeholders and the general public. Navigating relationships and collaboration with groups like school board, community organizations and others can be a delicate dance which requires intentional thoughts and clear action items. Equally important is telling your story after projects and events wrap up to build on the momentum of the efforts and to establish credibility (when earned). 2A (Sub-committees) and 2B (Project Ideas) are elaborated on the following slides.

A. Building Teams
B. Connecting to Bigger picture
C. Strategy

Section 2A - Subcommittees

This section is developed all members of the Equity team . After exploring section 2A, readers will have a foundational understanding on the role, best practices and impact sub-committees can have on an overarching Equity team.

A general introduction to sub-committees covers basic structure and lessons. While the other one-pagers go into more details including the context, significance of the topic, intended impact on the community it supports and other considerations.

Worth repeating on this slide and in the toolkit itself is the understanding that equity efforts are ongoing, require high level of sensitivity, a willingness to learn, humbly accepting mistakes will be made and rectified, and that connecting with diverse populations operates within a power structure that requires respectful language and actions. When in doubt, ASK. When you ask, LISTEN. And always AMPLIFY and GIVE CREDIT to the people and groups who share their knowledge, experience and wisdom with you.

Intro
- Gifted Learning Advocacy Program
- Black Excellence team
- GSA (Gender Sexuality Alliance)
- Mental Health & Wellness crew
- Truth and Reconciliation

Section 2B - Project Ideas

This section is developed by all members of the Equity Team. After exploring section 2B, readers will have a foundational understanding on the project management, brainstorming, and can pour through a number of projects ideas that tie into the sub-committees and protocol/best practices sheets covered in the toolkit.

A general introduction to project management covers basic structure and lessons. While the other one-pagers go into more details on the project ideas including the context, significance of the topic, intended impact on the community it supports and other considerations.

Remember, these project ideas serve as example and brainstorm talking points for readers. All readers of the toolkit are encouraged to understand the strengths of their team, focus on educating/informing teams on topics before tackling public facing efforts - and to build projects that address specific needs in their environment.

Project Management & Collaborative efforts
- National Indigenous History Month/Orange Shirt Day
- Black History Month
- Halton Pride - going beyond June & rainbows
- Belonging is the opposite of fitting in: Supporting Newcomers
- Combating Islamophobia

Section 3 - Dismantling white supremacy culture

This section is written by the Leaders Circle of our Equity Team, sub-sections A and B are designed to help readers understand the impacts and insidious nature of white supremacy in all its forms (patriarchy, racism, ableism, capitalism).

Section A explores in greater detail what is meant by "white supremacy"; the definitions, concepts and the sources we used to develop this section.

Section B centers its focus on clear curriculum connections, readers begin to build basic strategy for creating the case for equity work within the school structure. A key outcome of this toolkit is to equip young people with strategy skills to forge meaningful connections, translate ideas to different stakeholders and to mobilize knowledge into the community.

A. Introduction to the concept
B. Connecting to curriculum

Appendices - 3A (Overarching tenets) and 3B (Dismantling manifestations) are elaborated on in more detail on the following slides.

Section 3A - Overarching tenets

This section is developed by the Leaders Circle of the Equity team.. After exploring section 3A, readers will have a deeper understanding of the results and consequences of white supremacy culture.

The overarching tenets are four key topics that will strengthen a young person's knowledge on how to look at equity in the big picture and see how white supremacy culture can affects all of us in many ways to different degrees.

Overarching tenets
- Allyship
- Intersectionality
- White entitlement and privilege
- The importance of Representation

Section 3B - Manifestations of white supremacy

This section is developed by all members of the Equity Team. After exploring section 3B, readers will have a foundational understanding on the ways in which white supremacy manifests in their school and community environments.

A note to readers and those affected by their future equity efforts - we all win when we dismantle white supremacy. Equity efforts are not just the burden of those most negatively impacted by the structures and institutions. As discussed in the source "White supremacy culture - still here" , white supremacy is about disconnection. Disconnection from land, animals, self, family and others. It fosters isolation, breeds individualists, and strips us of our culture and identity. This means that everyone has a role to play in equity - and equity teams should find ways to address and communicate this in their efforts.

Manifestations in our schools and community - not an exhaustive list but explores some common manifestations (one pagers)
- Education System
- Ableism
- Mental Health
- Hate speech
- Teachers and administration who uphold white supremacy
- Peers who uphold white supremacy
- Creating a Culture of Champions

Section 4 - Protocols and Best Practices

This section is written by the Leaders Circle of our Equity team, sub-sections A and B are designed to help readers understand and unpack what it means to "support" various marginalized groups.

Section A explores in greater detail what is meant by "protocols and best practices", why it is important in equity efforts, and how to unpack a "saviour" or "guilt" focused complex.

Section B centers its focus on overarching themes when engaging with various communities. It challenges readers to do strong research, be clear on what/how they want to create efforts, and other important values to embody in connection.

A. Introduction to the concept
B. Overarching themes

Appendices - 4A (Protocols and Best Practices for specific populations) - developed by all members of the Equity Team

Section 4A - Protocols and Best Practices

This section is developed all members of the Equity team. After exploring section 4A, readers will have a foundational understanding on the role, best practices and impact sub-committees can have on an overarching Equity team.

These one-pagers go into detail on specific protocols and best practices including the local context, common missteps, intended impact on the community it supports and other considerations, and well as short list of community organizations/grassroots folks to contact.

Worth repeating on this slide and in the toolkit itself is that the listed communities below are not monolith. No one person can speak on behalf of an entire community. There will be opposing views within communities. There are many intersections where folks are (gender, race, income, etc.) that impact their perspective. Even the term "communities" is used to address the nuanced variances within groups. Language is so important in these efforts; be mindful, be vigilant and be open to updating your language.

- Disabilities communities
- Black communities
- Indigenous communities
- Muslim communities
- 2SLGBTQ+ communities

Section 5 - Conclusion

This final section creates space for us to acknowledge and give credit to the many people who brought this toolkit together, and to create a formal list of sources that we utilized for further reading.

We acknowledge the hundreds of years of activism, advocacy and wisdom for those who passed before us into this space. Their voices ring loud and clear in our words and our toolkit is merely a tiny compilation of past efforts.

We acknowledge the dozens of youth volunteers who took the time to learn about equity, white supremacy, allyship, and other topics before adding their contributions to this toolkit.

We acknowledge that we live, learn and act on the traditional territory of the Anishinaabe, Haudenosaunee, and the Huron-Wendat; now home to many First Nations, Inuit, and Métis peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. We also recognize the lasting presence and deep traditional knowledge and viewpoints of the Indigenous people with whom we share this land.

Incentives!

- **Wide reach -** The Equity Team 101 Toolkit will be distributed to and throughout the HDSB, HCDSB, and several community Partners (eg. Halton Youth Initiative, Our Kids Network, Halton Equity and Diversity Roundtable, etc.)
- **Leaders -** Those on the executive team will have the opportunity to have their full names listed on the toolkit (portfolio piece)
- **Celebration** - Week of August 23 - TBD
  - **Volunteer Awards** - Award ceremony to take place at celebration
    - HYI Excellence Award for Editing
    - HYI Excellence Award for Writing
    - HYI Excellence Award for Graphic Design
    - Equity Team Toolkit 101 MVP (Most Valuable Player)
    - Equity Team Toolkit 101 MIP (Most Improved Player)
- **Media Coverage** - Inside Halton, Our Kids Network, Toronto Star
- **Acknowledgement** - wrap up celebration with the HDSB and HCDSB superintendents and system principals of equity (mid-September)
- **Letter of Recognition** - HYI + HDSB and HCDSB superintendent and system principals of equity