

## AN ACTIONABLE DIVERSITY EQUITY INCLUSION AND JUSTICE POLICY AT (X) SCHOOL (PAGE 1 of 2)

At *\*Your School's Name here\**, we believe that each student and member of the community warrants a kind, tolerant and safe learning environment. We believe that an educational experience that leads to a deeper understanding of the causes and justifications for global and local inequities will prepare learners to be able to make better decisions, and ultimately, help students become of greater service to the world.

- We know that having a diverse and inclusive community creates strength, compassion and sustainable ways of being, and we will actively work as a community, towards goals that ensure that no one explicitly or implicitly excludes those who are deemed different.
- We will work to ensure that no one person or team within our organisation “carries” this work - we know it is a learning opportunity and actionable responsibility for all of us, with actionable support from senior leaders.
- We seek to acknowledge and understand our individual and collective power and privilege, and to assess where we contribute to inequity. We gratefully accept our responsibility to help create a more just world.

### INCLUSIVE PHYSICAL ENVIRONMENT

- We commit to fill our physical spaces with examples representing the faces of our students, encouraging them in their identity-centered learning.
- Throughout our program, we will encourage students to reflect on their identities and biases, addressing their internal and external selves, giving them space to do so, whether in advisory time, with learning mentors, or as part of our core curriculum.
- In the classroom, we as teachers commit to regularly auditing classroom spaces to better reflect diversity.
- We commit to our students physically “seeing themselves” on classroom walls and by giving them a broad range of references and mentors, allow them to identify with those celebrated in our hallways and at our ceremonies.
- We commit to auditing and reviewing our school libraries to include books and media that reflect the many faces of our community.
- We commit to improving the physical accessibility of all of our teaching and learning spaces on campus and ensuring that no one feels unwelcome or uninvited. We will endeavour to have gender-neutral bathrooms and to ensure that there are silent spaces of reflection, repose and worship.
- We commit to creating identifiable safe-spaces and or DEIJ mentors/leads in the community for students to be able to share or disclose difficult or troubling information.
- We commit to regularly reviewing and diversifying which national and international holidays we celebrate and give curricular space to.

### EXAMPLES IN CURRICULUM

- Through our curriculum we commit to our students that they will experience a wide range of sources relating to diversity, equity and inclusion. This is NOT just the job of the teachers of specific subject areas but to all teaching and learning contexts.
- Students are constantly learning in all subjects about the social systems that we all are part of. We commit that in each department, students learn of influential individuals within social systems around the world, who challenged oppressive systems and paved the way for the diverse communities that we have today.
- We commit to create connections with, and empathy for, different cultures in our teaching. When possible, students will explore the cultures of indigenous people of our local setting and/or explore ways of engaging with the host culture.

## **ONGOING COMMITMENT TO DIVERSITY, EQUITY, INCLUSION AND JUSTICE (PAGE 2 of 2)**

- We commit to measurement of DEIJ practices bi-annually and to ensuring record-keeping is taking place, to both celebrate learnings and progress, and to record our key priorities.
- We make a commitment to reviewing our staff recruitment policies and taking decisive actions to diversify our hiring process as well as our staff body.
- DEIJ will become an integral and ongoing part of a part of our PD for staff programming, with a roadmap for checking in on our progress as a team.
- We commit to building a DEIJ committee, and to supporting them with both curriculum time and resources to enable and effect their proposed changes.
- ALL of our staff, administrators and peripheral staff including Board members, are expected to participate annually in professional development which includes diversity training.

## **DEIJ RESOURCES**