



BUILDING INCLUSIVE ORGANIZATIONS

EQUITY, DIVERSITY, INCLUSION & RECONCILIATION IN PRACTICE

How can organizations create long-lasting **transformational** change to promote and incorporate Equity, Diversity, Inclusion & Reconciliation (EDI &R) in their organization?

Definitions

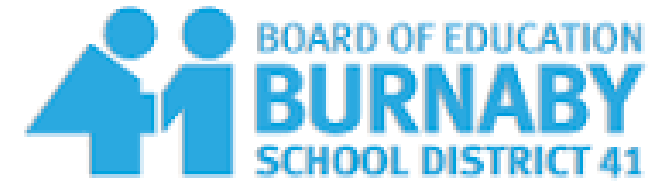
- **Equity** ensures fair treatment, access, and opportunity for all.
- **Diversity** brings a richness of perspectives that fuels innovation.
- **Inclusion** creates environments where everyone feels valued and heard.
- **Reconciliation** acknowledges historical harms and works toward healing and respectful relationships with Indigenous Peoples.

Definitions

Performative actions provide short-term visibility, but **they don't create safety, trust, or real change.**

Transformative change refers to a **deep, systemic, and sustained shift** in values, structures, behaviors, and relationships that leads to greater equity and inclusion. It **challenges the status quo**, redistributes power, and creates new ways of working that are rooted in accountability, respect, and collective well-being.

BURNABY SCHOOL DISTRICT



Mission and Values

Burnaby School District
mission and values

Our Mission



To engage and empower a caring, inclusive community of learners for the opportunities of today and tomorrow.

Our Values



- Students Come First
- The Power of Diversity
- Equity, Access, Inclusion
- Collaboration and Partnership
- Curiosity, Innovation, Discovery
- Excellence, Success, Improvement

Together these ways of thinking and acting help form the culture of our schools and workplaces. By upholding these values, we can build an environment that will lead to the fulfilment of our mission and vision.

Engagement

In June 2020, it was recommended that to start, it was important to survey staff, students, parents, and community to understand their lived experience and inform future anti racism policy and practice.

It was important to use the voice of students, staff, parents, and community in determining solutions.

Survey Report

- **Acknowledge** the deep structural and systemic racism and commit to racial equity
- **Anti-Racism working Group** - make permanent the ad hoc anti-racism working group for governance and decision-making that center voice and agency of BIPOC staff, students, and parents
- **Accountability Framework** - develop strategic Anti-Racism accountability
- **Data & Research** - make decisions evidence-based
- **Goals** - Commit to specific racial equity goals across the school-system
- **Embed** anti-racism and equity-lens in governance and leadership
- **Recruit, Retain, Recognize** - introduce deliberate strategy to increase BIPOC leadership and staff.
- **Monitor** - Conduct regular intersectional racial equity audits and monitor progress.

Foundational Opportunities

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Foundational Opportunities

Acknowledge the deep structural and systemic racism and commit to racial equity

Embed anti-racism and equity-lens in governance and leadership

Professional Development

for leadership team 2022/2023

Circle in the Box (foundational)

Blanket Exercise (foundational)

Standing Together & Caring for Each Other

Indigenous Trauma & Equity Informed Practice

Anti-Racism

Foundations of Equity, Diversity & Inclusion

Disrupting Unconscious Bias

Fundamentals of Anti-Oppression

Gender Diversity in the Workplace

Professional Development

for leadership team 2023/2024 and 2024/2025

Unlearning Anti-Blackness

Inclusive Leadership

Inquiry and Reflection

Equity, Diversity, Inclusion & Reconciliation – Case Studies

Identifying and addressing racism in schools and applying restorative practice

Understanding BC Teaching Standard 9

Understanding Bill 40 and how it impacts educational leadership

Mitigating unconscious bias in hiring

How to engage and empower staff in building knowledge and taking action toward EDI & R

Professional Development

self directed
for leadership team

Equity, Diversity, Inclusion and Reconciliation



Self-Directed Learning - Equity, Diversity, Inclusion & Reconciliation

Self-directed learning provides the opportunity for Burnaby Leadership Team members to independently access learning opportunities that may include:

Resource Documents:

- [Equity, Diversity, Inclusion Terminology](#)
- [Equity, Diversity, Inclusion Calendar \(Burnaby\)](#)
- [Truth and Reconciliation – 94 Calls to Action](#)

Courses:

- [Sanyas Indigenous Cultural Safety Training \(foundational learning\)](#)
- [BC Principals & Vice Principals Association \(BCPVPA\) Courses](#)
- [BC Public School Employer's Association \(BCPSEA\) Courses](#)
- [Safer Schools Together Courses](#)
- [Post-Secondary Courses](#)

Reading:

- [Recommended Reading](#)

Ted Talks /Webinars

- [Ted Talks /Webinars](#)

Professional Development

for staff

Equity, Diversity, Inclusion & Reconciliation

Foundations of Equity, Diversity, Inclusion & Reconciliation

Fundamentals of Anti-Racism

Standing Together & Caring for Each Other

Indigenous Cultural Safety



Professional Development

for support staff

Professional Development Human Resources Practices

supporting transgender employees

Professional Development for all of HR - Gender Diversity in the Workplace

Adjusted HR Information System to include “preferred name” in all documents/reports.

Worked with the IT department to make changes to email addresses.

Created a joint guideline for HR, Payroll, and principals/managers on how to support an employee who is transitioning.

Foundational Opportunities

Accountability Framework - develop strategic Anti-Racism accountability

Performance Commitment

for leadership team

A commitment by all leaders to action Equity, Diversity, Inclusion & Reconciliation performance objectives and/or professional growth in annual performance plans.

In the performance evaluation form, employees must share with their supervisors, the commitment they made to equity, diversity, inclusion and reconciliation.

Foundational Opportunities

Recruit, Retain, Recognize - introduce deliberate strategy to increase BIPOC leadership and staff.

Human Resources Practices

recruitment - diversity statement

A statement noting the districts commitment to diversity and inclusion is noted on all internal and external postings.

The Burnaby School District embraces diversity and inclusion as a strength and strives to create a welcoming community where everyone belongs. We encourage applications from all qualified individuals, including Indigenous, Black, and people of colour, people of all genders, LGBTQ2+ individuals, and persons with disabilities.

Human Resources Practices

recruitment - principals / vice principals

The District engaged two consulting firms to conduct a review of the recruitment process for new Principals and Vice-Principals. One of the firms provided an indigenous perspective.

The intent of the review was to recommend changes to the recruitment process that:

- result in more diverse candidates, and
- incorporate equity, diversity, inclusion, and reconciliation as a key leadership competency in the selection process

Human Resources Practices

recruitment – principals / vice principals

As a result, the District adjusted the process:

- **Information Package** - to provide candidates with the selection criteria and details of the process. The intent was to ensure that all candidates have access to the same information.
- **Selection Criteria** – revised the selection criteria to align with BCPVPA competencies. Included, *“Commitment and proven track record of promoting and implementing equity, diversity, inclusion and reconciliation initiatives within the school, program, or district community.”*
- **Interview Questions** – included questions that required candidates to demonstrate how they advanced equity, diversity, inclusion and reconciliation.
- **Interview Rubric** – assessed demonstrated advancement of EDI & R.

Human Resources Practices

recruitment - staff with Indigenous ancestry

Human Rights Exemption

- a) Those who identify as indigenous are prioritized for Indigenous Educator positions.
- b) Those in an Indigenous Education position are exempt from lay-off.



STUDENT SUPERVISOR



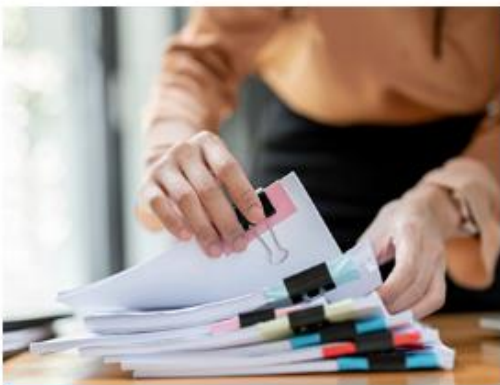
CROSSING GUARD



CUSTODIAN



TRADES (VARIOUS)



SUPPORT STAFF (VARIOUS)



EDUCATION ASSISTANT



EDUCATION ASSISTANT III



TEACHER



PRINCIPAL/VICE PRINCIPAL



PROFESSIONAL EXEMPT/
MANAGEMENT



INDIGENOUS PEOPLES
JOB INFORMATION



AMERICAN SIGN LANGUAGE
(ASL) JOB INFORMATION

Human Resources Practices

mental health & wellness



Understanding Mental Health



EFAP & Crisis Management



Sick Leave & Benefit



Resources



Resources for Indigenous Staff



Professional Development



Supporting a Colleague



Self-Care



Telus Health

Human Resources Practices

supporting indigenous staff build community

HR and the Indigenous Education Leadership partnered to provide:

Indigenous Education Team –the opportunity to receive support from an elder at team meeting - discussion, guidance, traditional ceremony, medicine, and healing.

Indigenous Staff District Wide – an invitation to indigenous staff to attend an afterschool event focused on building connection and community with other indigenous staff. The event provides connection with elders, storytelling, song, dance, and traditional ceremony.



Procurement Practices

supporting indigenous vendors

Paying elders and/or other indigenous vendors through cash as an honorarium.

Communications Practices

SHARING STORIES

Taking Pride in Diversity

There are a variety of opportunities in Burnaby Schools during Pride Month and beyond to celebrate diversity, inclusion, and being proud of who you are. When students feel represented, supported, respected, welcome and safe, they are more engaged in learning. What follows are some recent activities and events.



District Event Held at Maywood



Maywood Community School hosted the District's annual Family Pride Picnic. This year's event – which welcomes all families – was the largest yet, with more than 200 people attending.



Adjustments to Practice

- Professional Development (leaders and staff)
- Performance Evaluation (leaders)
- HR information system (gender diversity)
- Guidelines (LGBTQ2+ staff)
- Recruitment (principals/vice principals; indigenous staff; ASL; all staff)
- Mental Health & Wellness (indigenous staff)
- Purchasing - Payment to Vendors (indigenous vendors)
- Communications (school communities)

Group work

What conversations have you heard, either within your department or another business services area, that could spark a change in practice or lead to the development of a new initiative related to equity, diversity, inclusion, or reconciliation?

Group work

- What barriers might exist in turning that conversation into action?
- Who needs to be involved to move the idea forward?
- How could organizational culture support or hinder this change?
- What role could you or your team play in advancing the idea?

Why it matters?

Alignment with the districts
mission and **values**

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Why it matters?

- **For Students, Staff, Parents, Community:** representation, belonging, safety, empowerment, trust
- **For the Organization:** innovation, better decision making through diverse perspectives, retention, increased public trust and reputation
- **For Society:** social justice, reconciliation, and systemic change

How to do it?



Strategy



Intention