



## 2022/23 Grant Recipients

### SEXUAL ORIENTATION, GENDER IDENTITY, PHYSICAL CHARACTERISTICS AWARENESS

**Sir Winston Churchill High School, Calgary**

#### **PROJECT PROPOSAL**

Our goal is to improve the inclusion of all students and staff in our school and recognize our school's diversity. Our school development plan includes student and staff well-being and student engagement as our main goals. Students in the Tell Them from Me surveys have indicated that they sometimes don't feel supported by their peers on diversity issues.

We would like to host speakers at lunch hours at our school throughout the year to provide perspectives and role models from varying backgrounds, including physical/mental abilities and sexual orientations.

Our Spectrum Society and BLM Club would carry out anonymous surveys electronically of club members asking about perceived and anecdotal safety and support from peers and staff.

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### ROCKY VIEW SCHOOLS MIDDLE SCHOOL GSA CONFERENCE

**Muriel Clayton Middle School, Airdrie**

#### **PROJECT PROPOSAL**

Our goal is to create awareness within the greater community and Rocky View Schools (RVS) around gender and sexuality. By having an annual gay-straight alliance (GSA) conference, we are creating a network of teachers, staff and students who are able to connect and grow their presence, resulting in greater awareness in our communities.

This year, we are hosting the inaugural RVS Middle School GSA Conference. Our plan is to create a GSA Network from this event and host the divisionwide conference annually. This will allow GSAs to stay connected throughout the year and meet in person at least once per year to celebrate. The event itself will feature guest speakers from within schools and the greater community and activities for students to celebrate their identities, as well as learning opportunities through books and other resources.

We will evaluate our success through increased queer and trans representation in schools, more attendance each year at the GSA conference resulting from community awareness among families and more established GSAs in the schools.

## STUDENT COUNCIL FOR DIVERSITY AND EQUITY

### Balmoral School, Calgary

#### PROJECT PROPOSAL

The Balmoral Council for Diversity and Equity is a group of students and staff who are committed to building a climate of inclusion and mutual support in the school community. The council's main goals are to represent students' voices in matters concerning diversity and inclusion, engage the school in constructive discussions about antiracism and equity, and create a support network for all students.

Create action teams within the council to address various aspects of diversity and inclusion in the school, such as:

- Celebration Action Teams—Celebrate the diversity of our school community through various school events that position diversity as our strength. School events might include assemblies, guest speakers, music/dance residencies, cultural celebrations and more—all would be led by students.
- Instruction Action Team—Students and staff will work together to promote inclusive teaching and assessment practices, including text/resource selection and culturally responsive learning environments.
- Awareness Action Team—Students will raise awareness and educate the school community to reduce racist and homophobic language in the school. They will discuss and share strategies we can use at school to take a proactive approach to antiracism and implement restorative justice practices to use when incidents do occur.

Each action team within the council will set a goal for the year and determine what data they will need to gather to show progress and achievement. This data will be analyzed in May 2023 to determine impact and next steps. Data sources might include:

- Student/staff surveys about school culture/inclusion
- Tracking of text/resource selections that reflect diversity
- Tracking of culturally responsive teaching and assessment practices
- Tracking of school incidents related to racism or homophobia

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## THURBER QSA—WELCOME AND EDUCATE

### Lindsay Thurber Comprehensive High School, Red Deer

#### PROJECT PROPOSAL

Our Thurber queer-straight alliance (QSA) student group would like to host events to welcome and educate that include informational materials created by youth for youth about sexual orientation and gender identity and expression (SOGIE) within Red Deer Public Schools.

Our group would like to host welcome-and-educate sessions for students and the school district community. We would like to create a series of SOGIE educational materials that can be used within our events to dispel stereotypes and amplify truth for LGBTQ2A+ youth.

We will record the date and participants of each event hosted or presented. Upon project completion, we will share created materials for events. We will keep a record of comments from event participants to confirm the success of our welcome-and-educate project and its impact.

# THE POWWOW AND ITS IMPORTANCE TO INDIGENOUS CULTURE

**Madonna Catholic School, Sherwood Park**

## **PROJECT PROPOSAL**

Our goal is to increase student knowledge about Indigenous culture and practices, so that students have an understanding and appreciation of current Indigenous cultural practices, as well as the impact that residential schools and the removal of these practices had on Indigenous culture and society.

Our plan is to host a Knowledge Keeper who will work with the whole school to introduce the powwow and how it is employed as a traditional gathering and celebration. This will be two half-hour sessions that will occur prior to the main half-day event.

The half-day event will include speakers and performers who will inform students on the seven dances of a powwow as well as drumming. Each dance will be performed by dancers, and the history and purpose behind each will be explained to students as well.

Success will be measured by assessing student knowledge of the powwow and its importance to Indigenous groups. Teachers will facilitate student discussion on the impact of the loss of these social gatherings to emphasize the loss of culture, spirituality and recreation.

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# CELEBRATION OF INDIGENOUS PEOPLES

**Art Smith Aviation Academy, Cold Lake**

## **PROJECT PROPOSAL**

Our goal is to bring together our Indigenous, military and school communities to celebrate Indigenous culture. We are trying to build a stronger connection between the communities that make up and surround our school.

We plan to have a first annual Indigenous Peoples Day celebration and invite Indigenous guests to come together with our school kids and military personnel to share their culture with our wider community. We hope that this will deepen bonds and make connections that will continue to grow throughout our school and throughout the years. Students will experience Indigenous food, beading activities, drumming, storytelling by Elders, making dream catchers and so on.

We will evaluate the success of our project by looking at the number of people in attendance (Indigenous, military and community members). We will also see what bridges are created between these communities by looking at what future activities come of this. We will also create a short three- or four-question survey for guests to complete before they leave that will provide us with some feedback.

## PRIDE SPIRIT AND INCLUSION TREE ART DISPLAY

### Banff Elementary School, Banff

#### PROJECT PROPOSAL

Our goal is to develop our newly launched Junior High Gay–Straight Alliance, which would allow a safe space for LGBTQ2S+ and their allies to meet and spread messages that celebrate gender diversity and equity throughout our community. We will address the need for more representation, inclusivity and respect for all gender identities.

We will address the issue by having the Junior High Gay–Straight Alliance lead our school (K–8) in creating more awareness and acceptance of gender diversity by hosting a series of activities during Pride Week, including flag raising, chalk art, dancing, storytelling from LGBTQ2S+ perspectives and, finally, including the entire school in creating a mixed media giant art piece of a tree with leaves the colours of the rainbow labelled with inspirational words and quotes on diversity and inclusion. The piece will be unveiled at the end of the week and will have a lasting impact on our school community.

We will get feedback from the students about why diversity and inclusion are important and how they felt when they saw the mural. We will also gather feedback from the GSA about what went well and what we can improve upon in the future.

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## COLLABORATION MURAL AND FIRST NATIONS, MÉTIS AND INUIT EDUCATION

### Ecole Marie Poburan, St Albert

#### PROJECT PROPOSAL

Our goal is to expand our garden into an outside area to be used throughout the school year; to cultivate a sense of ownership, collaboration and pride when students are in this special place; and to make connections to the Medicine Wheel, learn from the land and infuse First Nations, Métis and Inuit education.

1. Paint a collaborative mural that reflects our school garden theme

At the beginning of the school year, an artist would paint a tree and children would add a handprint for the leaves. Each year, new students add their handprints to the mural. The mural will help create a special place for learning and reflection.

2. Create a rock garden inspired by the Medicine Wheel

Each student would place a painted rock in the garden in one of the four colours of the Medicine Wheel.

3. Create a plant garden inspired by the Medicine Wheel colours and suggested plants

Students, staff and families will gain knowledge and understanding of a special space for learning based on the Medicine Wheel. It will be a peaceful and welcoming area to learn about First Nations, Métis and Inuit plants.

## **MAKING MEANINGFUL MUSICAL CONNECTIONS**

**David Thomas King School, Edmonton**

### **PROJECT PROPOSAL**

Recognizing that most music used in school is reflective of a Eurocentric understanding of music, the goal of this project is to connect students directly with community musicians to create music. Through active musical connections, students will have an opportunity to explore and create diverse musical content alongside community musicians.

Community musicians selected will be reflective of the student population, particularly the marginalized or underrepresented communities. Making these relational connections will take a significant amount of the work for this project and will start with the University of Alberta, specifically in the music education and ethnomusicology departments. Community musicians will be invited into class to actively make music together with students. The expectation is that each connection will involve a series of lessons and will include creative music-making, learning about diverse music, learning about the lived experiences of community musicians, and relationship building between students, teachers and community musicians.

Students will see themselves and their peers in community musicians and the music shared in class. Students will foster respect for diverse cultures and collective lived experiences. Through this program we will strengthen connections between school and community, and these relationships can continue to be nurtured in future years.

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## **PROFESSIONAL DEVELOPMENT IN INDIGENOUS CULTURE: ENGAGING TEACHERS, STUDENTS AND COMMUNITY**

**Sturgeon Composite High School, Namao**

### **PROJECT PROPOSAL**

Our goal of our PD Indigenous Day is to inspire and teach teachers the knowledge of Indigenous culture through local Indigenous music, art, food and language. Teachers will have the skills and teachings delivered through Elders, which will allow them to infuse Indigenous culture into their classrooms in an engaging and diverse way.

Through various sessions led by local Elders from our neighbouring Nations in Treaty 6, teachers will experience the stories of traditions and lessons first-hand. These tangible experiences will instill confidence in our teachers to go back to their classes and share the Indigenous culture experiences with our students. Through various activities, like making bannock in Math 10-3, beading in Art 10 and smudging in CALM classes, teachers will heighten awareness of the Indigenous culture in our students. Students will have equitable access to knowledge through the teachers and learn first-hand true Indigenous experiences.

Feedback from staff, students, board members and senior administration through a Google Form will reflect the learnings and experiences through the PD sessions. The impact will be the conversations in the classrooms and the increase of teacher involvement with students through activities and engagement with students. The culminating leadership team, consisting of students and teachers, will lead an Indigenous culture night open to families and public that will engage others into greater understanding of the depth of diversity of our student population and Indigenous culture in our community.

## **KINDNESS AND DIVERSITY CLUB (KDC)**

### **Ponoka Elementary School, Ponoka**

#### **PROJECT PROPOSAL**

Our goal is to establish a club that promotes kindness and diversity within our school. The club will provide students with a safe place, as well as help to create a school culture of acceptance and inclusion.

Weekly meetings will be held with club members. Club members will plan and promote multiple schoolwide events. This includes but is not limited to Pink Shirt Day (antibullying), Wacky Sock Day (for World Down Syndrome Day), Community Garbage Clean-up (for Earth Day), designing hats (for Hats On for Mental Health) and Rainbow Day (in support of the 2SLGBTQA+ community).

Student participation in both the club and events would be the main way we would evaluate success.

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## **JUSTICE EQUALITY DIVERSITY INCLUSION (JEDI) COMMITTEE**

### **Father Lacombe High School, Calgary**

#### **PROJECT PROPOSAL**

We would like to establish a student-led JEDI (Justice Equality Diversity Inclusion) Committee to plan and organize events to consistently acknowledge and celebrate our rich and diverse school community. For the past four years, we have been celebrating Black History Month, Asian Heritage Month and Indigenous Peoples History Month.

In previous years, our student-led Social Justice Committee has addressed cultural diversity in our school. By creating our student-led JEDI Committee, we would address and celebrate our diverse histories and cultures throughout the school year. Students will plan, organize and execute events and activities to build a community that reflects the rich, diverse culture in our building. Events would include local guest speakers, schoolwide announcements (honouring significant people in relation to racial justice and equality), cultural days and holidays, field trips, food fairs and teacher advisor challenges.

By building a positive school community, students and staff of all backgrounds will feel represented, empowered and accepted. We will create a Google Form for students to share their thoughts and suggestions for the following school year.

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## **CRUSADER JEDI INITIATIVE**

### **Holy Cross Elementary School, Calgary**

#### **PROJECT PROPOSAL**

The goal of the Holy Cross Justice, Equity, Diversity, Inclusion (JEDI) Group is based on a three-year plan to foster a safe, caring environment for our students whereby they can celebrate their diversity and engage in learning about issues that affect marginalized groups. The three-year plan will focus on:

1. Community building and fostering healthy relationships and a safe environment:

- Guest speakers
  - Cultural ceremonies such as smudging, bead making, blanket exercise and so on
  - Cultural night
  - Book/film study
2. Wellness and mental health that stem from issues faced by BIPOC, LGBTQ+ and other intersectionalities
    - Workshops hosted by mental health professionals from BIPOC backgrounds
    - Working with AHS to provide in-school presentations
  3. Engagement in learning about antiracism education and actively promoting and participating in social justice initiatives
    - Student and teacher reflections
    - Ongoing feedback surveys and questionnaires (Google Form)
    - Informal conversations that are ongoing

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## **LAND-BASED LEARNING: GROWING NE CALGARY JUNIOR HIGH TEACHERS' CAPACITY**

**Dr Gordon Higgins School, Calgary**

### **PROJECT PROPOSAL**

Many teachers lack confidence and skill in facilitating meaningful land-based learning, and many students lack access to natural spaces. Our goal is to increase teachers' capacity to provide land-based learning opportunities for students more consistently, to support Indigenous learners and to provide all students with experiences in Indigenous ways of knowing.

NE area junior high schools will collaborate to organize a PD series with Indigenous Knowledge Keepers on land-based learning

- to build teachers' knowledge of local parks and natural areas in order to expand possibilities for more land-based learning field trips,
- to support students and teachers to engage with the land through our school grounds as accessible natural spaces year-round,
- to honour the land as teacher, while recognizing the limited capacity of Indigenous Elders and Knowledge Keepers who are overstretched by the increasing demands on their time, and
- to develop and encourage the use of our new stone circle outdoor learning space.

Success of the project will result in more teachers taking students and classes outside more often and engaging in meaningful land-based learning.

To measure success, we will conduct a before and after survey of all teachers to assess their confidence and experience with engaging in land-based learning in the 2022/23 school year.

## LAND-BASED LEARNING

### Galbraith Elementary School, Lethbridge

#### PROJECT PROPOSAL

Our goal is to infuse Indigenous ways of knowing and land-based teaching into our daily classroom practice.

We would like to purchase natural play materials, including materials for Indigenous outdoor games to increase our students' engagement with Indigenous ways of knowing and land-based learning.

We will observe the increased use of the outdoor learning space and classroom infusion of Indigenous ways of knowing, survey teachers on the impact of this project, and survey students to see if they feel like there are increased opportunities for land-based learning.

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## ELDER-IN-RESIDENCE

### Dorothy Dalgliesh School, Picture Butte

#### PROJECT PROPOSAL

An Elder-in-residence program at Dorothy Dalgliesh School would help us foster deeper relationships between Indigenous and non-Indigenous members of our school community, increase students' understanding of Indigenous cultures and traditions, and counter racism and discrimination toward Indigenous members of our school community. This would be an incredibly positive step toward reconciliation in our small town.

We plan to counter racism and discrimination through education, relationship building and authentic learning opportunities. Our Elder would be invited to share traditional Blackfoot teachings and further our school's work around the 7 Grandfather Teachings: Wisdom, Love, Respect, Bravery, Honesty, Humility and Truth. Our Elder would visit each classroom every six weeks!

- Increase in compassion and empathy among students; desire to celebrate difference!
  - Increase in engagement of our Indigenous families; sense of belonging for our Indigenous students
  - Decrease in altercations between Indigenous and non-Indigenous students and families
  - Staff feedback and new learnings
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## WHAT'S IN A PRONOUN

### Meadowbrook School, Calgary

#### PROJECT PROPOSAL

Our intent within Local 35 DEHR is to create pronoun stickers and pins for staff and students. Our goal is to normalize having pronouns visible and entice open communication. We are trying to address the educational gap that exists around pronoun use and create safe spaces for all staff and students.

We are aiming to create a sense of community among staff by using the colours of our successful 2019 Respect campaign on our stickers and pins. By providing free stickers and pins to any staff and students who would like to display their pronouns, we will create a normalized environment. The stickers and pins will be attached to a postcard with information to educate



on pronoun visibility. The hope is that staff and students who are not yet comfortable or feeling isolated will see the stickers and pins as an invitation to have open conversations and have visibly safe people to approach.

The impact that we are hoping to effect is a normalized environment where pins and stickers are visible within the classroom and at ATA events. The goal of the postcards attached to the stickers and pins is to help educate people about the importance of pronoun use and acceptance.

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## DIVERSITY EDUCATION AND CELEBRATION

### Ecole Dickinsfield School, Fort McMurray

#### PROJECT PROPOSAL

- Increase students, staff and school families feeling safe, understood and accepted
  - Increase students, and staff's sense of belonging in the school
  - Increase resources in which students are represented
  - Increase resources for staff to gain understanding and empathy for different experiences and issues
  - Help staff understanding of the complexity of issues
  - Have diversity education as one of two key school goals for the year
  - Staff will receive 2SLGBTQ+ training through PrideYMM and have school receive Rainbow Space designation
  - Complete installation of gender-neutral bathrooms
  - Purchase books for staff on all diversity topics (faith, gender, race, heritage, physical characteristics) and meet for discussions
  - Purchase French and English diversity books for sign out from the library, and display them in a prominent area
  - Signage throughout the school celebrating diversity and encouraging allyship
  - Include diversity information in parent newsletters
  - Include information in daily announcements for the whole school
  - Develop a school Diversity Committee with students and staff to find ways to include more education and information
  - Create a GSA and celebrate Pride Week
1. AEA Survey: For 2021/22 students filled out an AEA survey (Alberta Education Assurance). Our school was identified as being 12 per cent below the provincial average in sense of belonging. We will reassess with the same survey in the spring of 2023 to see the increase in sense of belonging.
  2. Internal School Survey: Staff will be surveyed anonymously to assess knowledge and concern areas, at the beginning and the end of the year.



The Alberta  
Teachers' Association

**DEHR =**  
**DIVERSITY, EQUITY**  
**AND HUMAN RIGHTS**