



Saskatoon Public Schools

Administrative Procedure Anti-Racism and Response to Racism

A commitment to the learning and unlearning - as well as the doing and undoing – that necessary to create learning experiences that inspire all students to reach their potential.




“The bottom line is that a trouble we can’t talk about is a trouble we can’t do anything about. Words like sexism [racism] and privilege point to something difficult and painful in our history that continues in everyday life in our society. That means there is no way to talk about it without difficulty and discomfort.”

ALLAN G. JOHNSON
Privilege, Power and Difference



Saskatoon Public Schools
Inspiring Learning

Agenda

- Examine how [AP 372](#)  **Connects** to work in other areas of Saskatoon Public Schools.
- Share how AP 372  **Extends** learning about anti-racism.
- Explore  **Challenges** that have surfaced and how they are navigated.



Connections

- [SPS Response to Truth and Reconciliation Commission's Calls to Action](#)
- [SPS Strategic Plan](#)
- Anti-Racist and Anti-Oppressive Committee
- [Leadership for Learning Framework](#)
 - [Equity, Anti-Racist and Anti-Oppressive Competencies](#)
- Indigenous Employee's Network

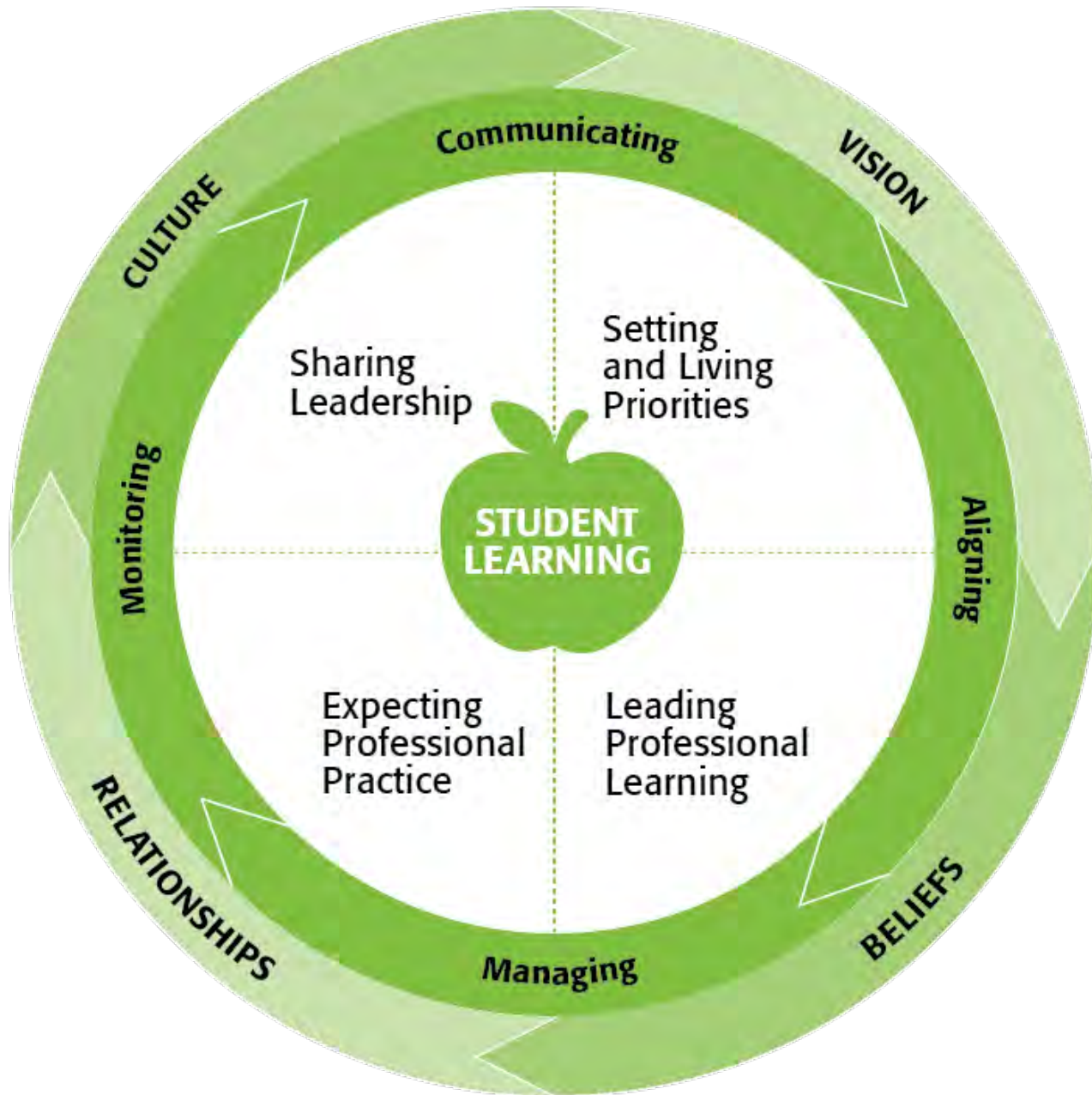
OUR VISION
Every Student is
Known • Valued • Believed In



OUR COMMITMENT
We will create learning experiences that inspire all students to reach their potential.

FULFILLING OUR COMMITMENT

- RELATIONSHIPS** We will
- foster caring and supportive relationships
 - honour diversity
 - create welcoming and joyful spaces
 - develop and grow community partnerships
- EQUITY** We will
- be open to all
 - maintain high expectations for all
 - enact anti-racist/anti-oppressive practices
 - pursue a representative workforce
- ACCOUNTABILITY** We will
- respond to student needs through evidence-based practices
 - focus on Indigenous student success
 - pursue continuous improvement
 - ensure safe, caring, and accepting environments



Equity, Anti-Racist / Anti-Opressive Competencies

FROM THE LEADERSHIP FOR LEARNING FRAMEWORK

Honoring diverse stories and experiences to better understand the past & present to envision a shared future
VISION

Value and consider others' needs, culture and background
RELATIONSHIPS

Recognize others' gifts and create opportunities for them to contribute to the learning community
RELATIONSHIPS

Grounding ourselves in the moral and ethical purpose of improving student learning
VISION

Creating an environment that supports risk-taking, innovation and reflection
VISION

Engaging all staff in processes that create and maintain a culture of equity
RELATIONSHIPS

Embodying, modelling and communicating a moral imperative of ensuring each students' success
RELATIONSHIPS

Recognizing and addressing bias to determine data that is relevant to strategic goals
MONITORING

Knowing, applying and modeling the ethics and technical skills of effective communication
COMMUNICATING

Focusing leadership decision making on students' holistic needs
ALIGNING

Enacting leadership actions in pursuit of equity, reconciliation and social justice
ALIGNING

Maintaining a safe and orderly environment that honours the diverse values & worldviews of the learning community
MANAGING

Enacting our division's Response to the TRC Calls to Action
ETHICAL PROFESSIONAL LEARNING

Intentionally building diverse teams while recognizing and cultivating equity of voice, world views, and opportunity to lead
TEAMWORK/LEARNING

Critiquing our own cultural identities and assumptions as we engage in and lead professional learning
LEARNING PROFESSIONAL LEARNING

Actively working with students, staff, families, and community to prioritize the goals & commitments of the division strategic plan and aspirations of the school community
ETHICAL LEARNING PRACTICES

Creating the conditions for collaboration, innovation, and risk taking, especially in our efforts to decolonize our educational practice
ETHICAL LEARNING PRACTICES

Persisting in our commitment to develop solutions that remove barriers to achieve division strategic plan
ETHICAL LEARNING PRACTICES





Connections

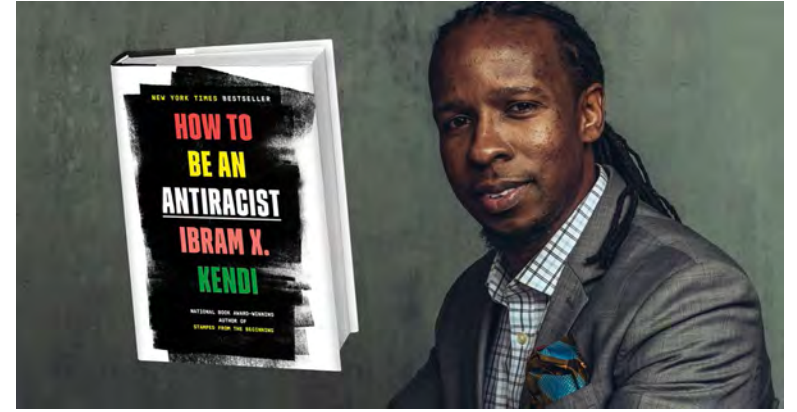
- Equity Professional Development - Leadership Cohorts
- Safe, Caring, and Accepting Schools
- Initial Development of Administrative Procedure
- Pandemic Supports
- Anti-Racist / Anti-Oppressive policy in relation to safe schools



AP 372 Anti-Racism and Response to Racism

- Presenting Administrative Procedure to leaders
- Supportive documents
- Partner organizations
- Our people

Racism as a System



Dr. Ibram X. Kendi



Racist

Anti-Racist





What is Anti-Racism?

- “Anti-racism is the work of being able to identify and eliminate inequities in the structures and behaviours that perpetuate racism, including structural racism.” (AP 372 page 5)
- Race as a socially constructed concept that is used as a tool to advantage and disadvantage. (AP 372 page 5)



Anti-Racism

- Consider how ***racial inequity*** is being produced or sustained in commitments and actions.
- Consider how ***racial equity*** is being produced or sustained in commitments and actions.

Conceptualizing Racism

Racism as solely individual, interpersonal actions



Racism as *structures of advantage and disadvantage*

Racism as an occasional incident that needs to be addressed when witnessed or reported



Racism as *ordinary and impacting everything, so it needs to be proactively addressed all the time*

Racism as solely a prejudiced belief system that can be adjusted with anti-bias training



Racism as the *accumulative impact of institutional, cultural, and structural racial injustice* that must be addressed at the ideological, institutional, cultural, and structural core

Table Discussions



How do you think AP 372 would connect to other initiatives already happening in your context?



What new ideas did you get that extended or pushed your thinking in new directions?



Challenges

What challenges have we experienced, or are we experiencing, in SPS? How have we responded to these situations? What next?

- Supporting leaders with responding
- Supporting parents and families with learning
- Documenting incidents

Table Discussions



What do you think is challenging about this work? What questions, wonders or puzzles do you now have?

