



FOSTERING EQUITY: ADDRESSING RACIAL PREJUDICE, OPPRESSION IN CANADIAN SCHOOLS AND ROLE OF EDUCATORS.

In an era marked by diversity and a collective call for social justice, the discourse surrounding racism in education has become more imperative than ever. As classrooms mirror the rich tapestry of our societies, it is crucial to scrutinize the challenges of prejudice, discrimination and biases that persist, to shaping the educational experiences of students. This topic is important because addressing racial prejudice in Canadian schools is crucial for creating an inclusive and equitable educational environment. By recognizing and actively combating discrimination, educators contribute to the wellbeing and success of all students. This issue is applicable not only in Canada but also globally, as fostering inclusivity and combating racism in educational settings is a universal concern for promoting social justice and equality.

FINDINGS

Identification of forms of oppression: -

- **Intersectionality Framework:** - Kimberle Crenshaw's article, "intersectionality as a framework for inclusive Education," is important for understanding the complexity of oppression and how individuals may experience multiple forms of oppression. This works on intersectionality nature of social categorizations (Race, gender, class etc.) and how they overlap, influencing experience of oppression. Crenshaw's framework emphasizes that students bring diverse and intersecting identities to the learning environment. Recognizing and understanding these intersections is crucial for creating inclusive and equitable educational spaces. In Canada from 1980 to 2017 (The Palgrave handbook of race and ethnic inequalities in education) five major traditions are identified Mobility / Meritocracy, Individual Discrimination/Prejudice/discrimination/racism, identity values , aboriginal education and institutional processes.



Impact on academic Achievement



THE IMPACT OF OPPRESSION IN SCHOOLS CAN HAVE SIGNIFICANT AND DETRIMENTAL EFFECTS ON ACADEMIC ACHIEVEMENT. OPPRESSION, WHETHER BASED ON RACE, GENDER, SOCIOECONOMIC STATUS, OR OTHER FACTORS, CREATES A HOSTILE AND INEQUITABLE LEARNING ENVIRONMENT. HERE'S AN OVERVIEW OF THE POTENTIAL IMPACT ON ACADEMIC ACHIEVEMENT :

1. MENTAL AND EMOTIONAL WELL-BEING:

- OPPRESSION CAN LEAD TO HEIGHTENED STRESS, ANXIETY, AND MENTAL HEALTH CHALLENGES AMONG AFFECTED STUDENTS. THE EMOTIONAL TOLL OF EXPERIENCING DISCRIMINATION MAY HINDER CONCENTRATION, FOCUS, AND OVERALL MENTAL WELL-BEING, DIRECTLY IMPACTING ACADEMIC PERFORMANCE.

2. DECREASED MOTIVATION AND ENGAGEMENT:

- OPPRESSED INDIVIDUALS MAY EXPERIENCE A DECLINE IN MOTIVATION TO ENGAGE IN LEARNING ACTIVITIES. A SENSE OF HOPELESSNESS OR THE PERCEPTION THAT EDUCATIONAL OPPORTUNITIES ARE BIASED AGAINST THEM CAN LEAD TO DISENGAGEMENT FROM ACADEMIC PURSUITS.

3. STEREOTYPE THREAT:

- AS DISCUSSED IN STEELE'S RESEARCH ON STEREOTYPE THREAT(CLAUDE M. STEELE'S , "WHISTLING VIVALDI)", INDIVIDUALS FACING OPPRESSION MAY BE BURDENED BY NEGATIVE STEREOTYPES. THIS THREAT CAN IMPAIR COGNITIVE FUNCTIONING, LEADING TO UNDERPERFORMANCE IN ACADEMIC TASKS.

4. DISPARITIES IN EDUCATIONAL RESOURCES:

- OPPRESSED COMMUNITIES FINDS ITS HARD TO ACCESS THE QUALITY EDUCATIONAL RESOURCES. SCHOOLS IN MARGINALIZED AREAS MAY LACK FUNDING, EXPERIENCED TEACHERS AND UPDATED LEARNING MATERIALS, CONTRIBUTE TO LOWER ACADEMIC ACHIEVEMENT.

5. DISCRIMINATION AND BIAS IN GRADING:

- OPPRESSED STUDENTS MAY FIND DISCRIMINATION AND BIAS IN GRADING WHICH AFFECT THEIR ACADEMIC EVALUATIONS AND PERFORMANCE. IMPLICIT BIASES FROM EDUCATORS CAN RESULT IN LOWER GRADES AND FEWER OPPORTUNITIES FOR ADVANCEMENT.

6. LIMITED ACCESS TO OPPORTUNITIES:

- OPPRESSION CAN LIMIT STUDENTS' ACCESS TO ADVANCED COURSES, EXTRACURRICULAR ACTIVITIES AND EDUCATIONAL OPPORTUNITIES. THIS LACK OF ACCESS FURTHER CREATES EDUCATIONAL INEQUITIES AND HINDERS ACADEMIC ACHIEVEMENT.

7. SCHOOL CLIMATE AND SENSE OF BELONGING:

- OPPRESSIVE ENVIRONMENTS MAY CREATE AN ANTAGONISTIC SCHOOL ENVIRONMENT AND AFFECTS STUDENTS' SENSE OF BELONGING. A LACK OF INCLUSIVITY CAN GENERATE A FEELING OF ISOLATION AND GENERATE A NEGATIVE IMPACT ON ACADEMIC ENGAGEMENT AND ACHIEVEMENT.

ROLE OF INSTITUTIONAL POLICIES

INSTITUTIONAL POLICIES CAN PLAY AN IMPORTANT ROLE IN MITIGATING OPPRESSION IN EDUCATIONAL SETTINGS. THESE POLICIES SHAPE THE STRUCTURE, CULTURE, AND PRACTICES OF INSTITUTIONS, INFLUENCING THE EXPERIENCES OF STUDENTS AND STAFF. THERE ARE SOME FACTORS WHICH CAN GIVE RISE TO OPPRESSION THROUGH INSTITUTIONAL POLICIES

1. Discriminatory Admission Policies:



Some institutions have admission policies that unintentionally or intentionally discriminate against certain groups based on race, gender and socioeconomic status, limiting access to educational opportunities

2. Biased Disciplinary Policies:



Disciplinary policies that disproportionately target may lead to oppression. Harsher penalties for minor mistakes produce bad impact on marginalized students.

3. Lack of Inclusive Curriculum Policies :



If Institutional policies lack inclusivity, leading to a narrow representation of diverse perspectives. This omission produce stereotypes and marginalizes in certain groups, contributing to oppression.

4. INEQUITABLE RESOURCE ALLOCATION POLICIES:

POLICIES GOVERNING RESOURCE ALLOCATION CAN BECOME A CAUSATIVE REASON OF DISPARITIES IN FUNDING, EXPERIENCED FACULTY, AND ACCESS TO EDUCATIONAL MATERIALS. THESE INEQUITIES LEADS TO AN UNEVEN EDUCATIONAL PLAYING FIELD AND PERPETUATING SYSTEMIC OPPRESSION.

5. INSUFFICIENT DIVERSITY AND INCLUSION POLICIES:

LACK OF COMPREHENSIVE DIVERSITY AND INCLUSION POLICIES CAN PRODUCE HOMOGENOUS AND EXCLUSIONARY ENVIRONMENT. THE ABSENCE OF PROACTIVE MEASURES TO FOSTER INCLUSIVITY CAN CAUSE MARGINALIZATION OF DIVERSE GROUPS.

6. HARASSMENT AND DISCRIMINATION POLICIES:

THE EFFECTIVENESS OF SCHOOL POLICIES TO ADDRESS HARASSMENT AND DISCRIMINATION IS CRUCIAL. INADEQUATE POLICIES OR A LACK OF ENFORCEMENT CAN CREATE OPPRESSIVE BEHAVIOR TO PERSIST, CREATING AN UNSAFE ENVIRONMENT FOR TARGETED INDIVIDUALS.

7. LIMITED AFFIRMATIVE ACTION POLICIES:

AFFIRMATIVE ACTION POLICIES, WHEN NOT IMPLEMENTED IN PROPER WAY OR NOT SUPPORTED WELL IT CAN PROVE UNSUCCESSFUL TO ADDRESS HISTORICAL DISPARITIES AND CONTRIBUTE TO ONGOING OPPRESSION BY PERPETUATING UNEQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES.

8. OPAQUE DECISION-MAKING POLICIES:

INSTITUTIONS WITH OPAQUE DECISION-MAKING PROCESSES INADVERTENTLY PERPETUATE DIFFERENT FORMS OF OPPRESSION. LACK OF TRANSPARENCY CAN AFFECT THE DECISION-MAKING PROCESS THAT DISPROPORTIONATELY AFFECTS CERTAIN GROUPS, REINFORCING SYSTEMIC INEQUALITIES.



ROLE OF TEACHERS IN PROMOTING QUALITY:

TEACHERS PLAY A CRUCIAL ROLE IN PROMOTING EQUALITY IN THE CLASSROOM. HERE ARE SOME DIFFERENT METHODS THEY CAN PROVE BENEFICIAL TO PROMOTE QUALITY IN SCHOOLS.

1. Cultivate Inclusive Teaching Practices:

- Create an inclusive classroom environment that values diversity of students. Addition of diverse perspectives into the curriculum, languages and representation of a variety of cultures, backgrounds, and identities.

2. Address Implicit Bias:

- Engage in self-reflection to identify and address implicit biases. Professional development and training opportunities can help educators in understanding and mitigating biases that may affect their interactions with students and school environment.

3. Establish Clear Expectations:

- Clearly convey about expectations for behavior and academic performance and also make sure that all the expectations are fair, consistent, and applied equally to all students, regardless of their background and race.

4. Encourage Student Voice:

- Promote student voice and participation. Inspire learners to share their experiences, perspectives, and cultural backgrounds. Develop a classroom environment where all students feel equal and respected.

5. FOSTER A SAFE AND INCLUSIVE SPACE:

MAKING A SAFE AND INCLUSIVE ENVIRONMENT WHERE EVERY STUDENT FEEL COMFORTABLE EXPRESSING THEMSELVES AND ADDRESS ANY INCIDENTS OF DISCRIMINATION PROMPTLY AND ESTABLISH A ZERO-TOLERANCE POLICY FOR BULLYING OR BIASED BEHAVIOR IN CLASSROOM AND SCHOOL.

6. PROVIDE EQUITABLE OPPORTUNITIES:

MAKE SURE THAT LEARNERS HAVE ACCESS TO THE SAME EDUCATIONAL OPPORTUNITIES. IT INCLUDES THE ACCESS TO ADVANCED COURSES, EXTRACURRICULAR ACTIVITIES AND DIFFERENT RESOURCES THAT SUPPORT THEIR ACADEMIC SUCCESS.

7. IMPLEMENT CULTURALLY RESPONSIVE TEACHING:

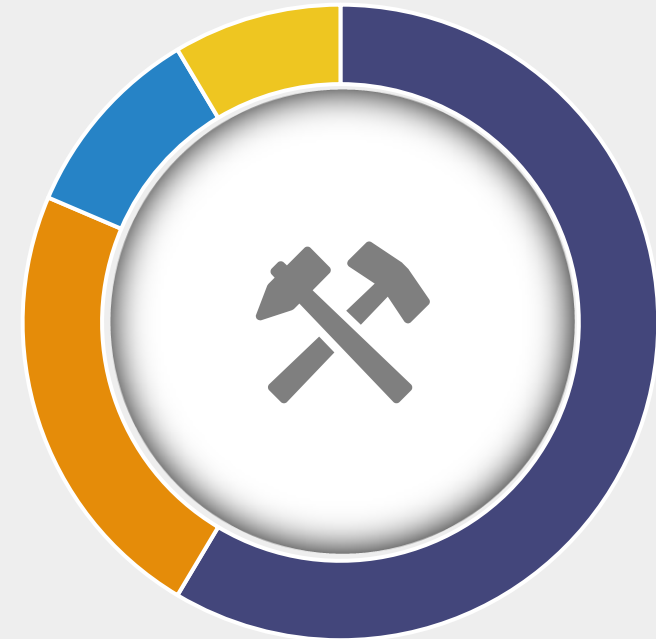
ADDITION OF CULTURALLY RESPONSIVE TEACHING STRATEGIES IN SCHOOL CURRICULUM THAT ACKNOWLEDGE AND INCLUDE THE CULTURAL BACKGROUNDS OF STUDENTS WILL HELPS TO MAKE A CONNECTION BETWEEN LEARNING TO STUDENTS' EXPERIENCES AND MAKES EDUCATION MORE RELATABLE.

8. COLLABORATE WITH COLLEAGUES:

COLLABORATE WITH COLLEAGUES AND CO-WORKERS TO DISCUSS ABOUT DIFFERENT PRACTICES AND SHARE STRATEGIES FOR PROMOTING EQUALITY. ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT TO STAY INFORMED ABOUT NEW AND INCLUSIVE TEACHING PRACTICES CAN BE PROVED HELPFUL.

CONCLUSION

In conclusion, investigating the promotion of equality in education aligns with broader societal goals, including social justice, economic development, and the cultivation of an informed and engaged citizenry. This topic realised me to think about the challenges and obstacles faced by the students in schools ,therefore, I want to apply above mentioned teaching strategies and methods in my class to address discrimination and to promote equity. Moreover ,Societies that invest in equal education opportunities often experience long-term benefits, including reduced crime rates, improved health outcomes, and increased civic engagement. By understanding and addressing disparities in education, communities and nations can work toward creating more inclusive, equitable, and prosperous societies.





REFERENCE:

- Ladson-Billings, G. (1994). *The Dream keepers: Successful Teachers of African American Children*. Jossey-Bass.
- Anderson, J. D. (2015). Education and oppression: A critical pedagogy perspective. *Journal of Education and Learning*, 4(2), 15-25.
- Jones, L. (2019). Institutional Policies and Practices: A Critical Analysis of Their Role in Perpetuating Oppression. *Journal of Education Policy, Planning and Administration*, 9(2), 56-70.
- Kimberle Crenshaw , Article ,Intersectionality as a framework for inclusive education
- Django paris and H samy alim, journal article “culturally sustain pedagogies ,teaching and learning for justice in a changing world”