



UNIVERSITY  
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# Equity, Diversity, & Inclusivity Resource List

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Centre for Healthy Communities  
School of Public Health



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# Introduction

Centre for Healthy Communities:  
Health Equity | Healthy School Communities

Developed by the Centre for Healthy Communities (CHC), this document is a compilation of equity, diversity, and inclusivity (EDI) resources that can be applied to various environments, including workplaces, research, post-secondary institutions, and K-12 schools. The purpose of this document is to raise awareness around EDI and to support those who plan to implement EDI in their research, institutions, organizations, and (or) classrooms. Readers will find EDI resources, such as websites, toolkits, reports, guidebooks, workshops, courses, certificates, and videos throughout this document.

Divided into eight sections, the first three sections of this document include topics, such as inclusive terminologies, gender identity and sexual orientation, and race and ethnicity. Section 4 comprises toolkits, guides, and certificates that support the incorporation of EDI into workplaces. Section 5 focuses on EDI in research and contains reports, webpages, and links to compilations of EDI resources prepared by research organizations and institutions.

As part of the collaboration between the CHC's Health Equity and Healthy School Communities thematic areas, the final three sections (Sections 6, 7, & 8) specifically highlight EDI resources dedicated to post-secondary and K-12 education systems. Within Section 8, there are sub-sections of 'General Resources' and 'COVID-19 Resources' to help educators navigate the complexities of addressing equity, diversity and inclusion within multi-aged populations. These resources range from Alberta curriculum-based lesson plans to recommended readings for educators interested in developing EDI in their teaching practice.

As some categories may also be present in other sections, readers are encouraged to explore beyond their respective interests. While the majority of resources are linked to webpages, there are also some resources that are available in the form of a PDF or a book. These are indicated by a  and a  symbol respectively. There are also several private webpages that require payment or registration to access the resources. These webpages are indicated by the  symbol.

Currently, the CHC is exploring developing a companion to this document, that would specifically focus on Indigenous knowledge.

## Equity, Diversity, and Inclusivity Definition

At the University of Alberta, a strategic plan for Equity, Diversity and Inclusivity was developed to strengthen and commit to a culture that "values, supports and promotes equity, human rights, respect, and accountability among faculty, staff, and students". As part of the guiding principles for the strategic plan, the university defines EDI as:

### Equity

Refers to "fairness in access to education and employment and in the opportunity to succeed in these domains" and to "enable equitable access, representation, opportunities, and meaningful participation of socially diverse people - from the federally designated and other equity-seeking groups such as women, members of visible minority groups, Indigenous Peoples, persons with disabilities, and LGBTQ2S+ people".

### Diversity

Indicates "demographic or identity diversity, including that based on the protected grounds". "Within universities, diversity encompasses these, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities".

### Inclusion

"Means valuing and cultivating full and meaningful engagement of historically and structurally excluded individuals and groups". Within universities, "Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity seeking groups meaningfully represented in all aspects of university life and decision-making roles university wide".

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# 1. EDI Terminology

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## [Critical Terminologies: Race, Racism, Power, Privilege, Intersectionality, Whiteness](#)

A quick fact sheet created by the Centre for Race and Culture (CFRAC) about terms, such as race, racism, power, privilege, intersectionality, and whiteness.

## [CRRF Glossary of Terms](#)

Created by the Canadian Race Relations Foundation (CRRF), this glossary contains definitions of concepts, such as race, Canadian identities, and citizenship rights.

## [Equity, Diversity, & Inclusion Glossary of Terms](#)

An extensive list of equity, diversity and inclusion (EDI) terms developed by the Canadian Association of Chiefs of Police (CACP). This glossary covers concepts around disability, ageism, Indigenous Peoples, race and culture, gender diversity, equity, discrimination, and power.

## [Equity & Inclusion Glossary of Terms](#)

Developed by the University of British Columbia (UBC), this webpage contains a list of equity- and inclusion-related terms, including their respective definitions, contexts, and usage.

## [Gender and Sexual Diversity Glossary](#)

The Government of Canada (GOC) created a glossary that provides up to 193 gender and sexual diversity concepts, along with respective designations and definitions. Information is available in English and in French.



 [\*\*Inclusive Terminology Glossary\*\*](#)

Developed by Algonquin College, this glossary includes inclusive terminologies, terms to avoid, and suggested alternatives.

 [\*\*Indigenous Peoples: Language Guidelines\*\*](#)

Developed by UBC, this guide provides insight on why proper terminologies matter in the context of Indigenous Peoples, what terms should be used and avoided, and other key considerations.

 [\*\*Terminology Guide: Research on Aboriginal Heritage\*\*](#)

The Library and Archives Canada prepared a guide in 2012 that contains a detailed list of terminologies related to Indigenous Peoples, along with the history, cultural changes, and time when these terms were used.

[\*\*The 519 Glossary of Terms\*\*](#)

Created by The 519, this webpage contains a list of definitions around equity-, diversity-, inclusion- and awareness-based terminologies.

 [\*\*Words Matter - Guidelines on Using Inclusive Language in the Workplace\*\*](#)

Written by the British Columbia Public Service Agency, this document provides a list of inclusive terminologies with guiding principles to promote a respectful workplace. Terminologies encompass culture and ancestry, political beliefs, religion, marital status, disability, gender diversity, and age.

## 2. Gender Identity & Sexual Orientation

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### [Gender-Based Analysis Plus \(GBA+\)](#)

GBA+ is “an analytical process used to assess the potential impact that identity factors, such as sex, gender, race, ethnicity, religion, age and mental or physical disability, may have on an individual’s experience”. Offered by the Government of Canada, this webpage provides courses on how to define key concepts related to GBA+ and to apply GBA+ to your work, and additional learning resources.

### [Gender Diversity](#)

Designed by UBC, this webpage provides guides and resources on gender diversity to promote an inclusive and welcoming campus environment. This includes resources on names, gender markers, pronouns, transgender health, inclusive forms, and inclusive washrooms and change rooms.



### [Gender Equality Lens](#)

The City of Ottawa and the City for All Women Initiative (CAWI) created a guidebook that offers information on how to take on a gender equality lens, as well as a checklist to follow along. This content is useful for work related to research/information gathering, consultations, policy development, project/program development, communication, service delivery, and evaluation activities.

### [Positive Space Initiative: LGBTQ2+ Awareness](#)

Made available by the Government of Canada, this is a 4-hour virtual course that presents "concepts, terminology, and vocabulary related to gender and sexual diversity, as well as the importance of Positive Space and how to become an ally".





## WWEST Industry Resources

The Westcoast Women in Engineering, Science and Technology (WWEST) provides info sheets that discuss the importance of gender diversity and incorporating it into your organization through hiring practices, workplace culture, and retention and promotion.

## 3. Race & Ethnicity

### [Anti-Racism Education](#)

The Centre for Race and Culture offers a two-part series workshop that includes lessons on context, history, and terminology of racism as well as organizational and systemic racism, and building an anti-racism lens.

### [Anti-Racism Learning Series](#)

Designed by the Government of Canada, this resource includes learning tools, events, courses, and workshops that are focused on "anti-Black racism, unconscious bias, disaggregated data, mental health, and the challenges faced by visible minorities in the public service". An [Anti-Racism Event Series](#) and a list of [Anti-Asian Racism Resources](#) are also available.

### [Anti-Racism Resources](#)

Made available by Equity at McGill, this webpage includes self-care and educational resources on general anti-racism, as well as strategies to confront anti-racism and anti-Black racism.



### [Campus Tool-Kit for Combatting Racism](#)

Created by the Canadian Federation of Students (cfsfcée), this toolkit provides information on promoting anti-racism and building a more inclusive infrastructure and environment for First Nations, Métis, Inuit, and racialized students in a campus setting.

### [Challenging Discrimination through Community Conversations](#)

The Centre for Race and Culture hosts an ongoing online series of round-table meetings. Discussion topics include strategies for education, intervention and allyship on different forms of discrimination and exclusion in the Canadian context.



## **Racism: Problems and Solutions**

The Canadian Race Relations Foundation offers a series of videos on understanding racism and discrimination through the experiences and perspectives of different individuals.

## **Sustaining the Black Lives Matter Movement in the Workplace: A Toolkit for Employers**

Designed by the Canadian Centre for Diversity and Inclusion (CCDI), this toolkit provides strategies and frameworks on how to continue raising awareness and addressing anti-Black racism in the workplace. A list of terminologies, background of the movement, and implications are also discussed. Additional resources are also listed in the document.

## 4. EDI in Workplaces



### [A Toolkit for Inclusion](#)

Developed by the City of Edmonton, this toolkit is useful for businesses and organizations that offer programs and services to Edmontonians. Content includes guidance on how to form a diverse and inclusive committee, develop action plans, promote diversity, and educate, assess, and evaluate the inclusivity of an organization.



### [ANIMA Leadership](#)

This website offers in-person and online inclusive consulting and training services with relation to diversity, equity, and inclusion solutions, strategic planning, and visioning processes. [Inclusive management online certificate](#) is also available for users who are interested in developing their leadership skills in an inclusive school and workplace environment.

### [Canadian Centre for Diversity and Inclusion \(CCDI\) Toolkit](#)

This webpage contains reports and toolkits on diversity, inclusion, employment equity, and leadership in Canadian workplaces. Each toolkit provides information, such as background of the topic, the implications and impact of the topic, and strategies to address the issue.



### [Canadian Certified Inclusion Professional \(CCIP™\)](#)

Created by the Canadian Centre for Diversity and inclusion (CCDI), this certificate covers three essential courses including diversity and inclusion fundamentals, introduction to unconscious bias, and respect in the workplace.



## [Canadian Equality Consulting](#)

A diversity, equity, and inclusion (DEI) consulting firm that supports organizations via capacity building to improve diversity. This involves providing a baseline assessment, actionable recommendations, DEI strategy, and customized training. Users can also acquire an [Equitable and Inclusive Leadership certification](#).

## [Employing a Diverse Workforce: Making it Work](#)

A resource guide created by the Government of Alberta to support diversity and inclusion in the workplace and among small- and medium- size businesses in Alberta. Content includes definitions, real-life examples of effective practices, a basic implementation model, and a list of other helpful resources.

## [Equity and Inclusion Lens Handbook](#)

Created by the City of Ottawa and City for All Women Initiative (CAWI), this handbook is useful for municipalities who are interested in creating inclusive planning strategies and programs. Content includes community engagement, training, strategic planning, policy development, and monitoring and evaluation.

## [Equity Diversity Inclusion: Action Toolkit for Organizations](#)

Designed by the American Public Health Association (APHA), this toolkit is useful for organizations who are interested in incorporating EDI into their work space, "assess their current practices, and find resources to ensure continued growth in diversity and equity". Assessment guides along with tools and resources are available in each section.



## [Gender Inclusivity in the Workplace](#)

The Centre for Race and Culture developed this guide to provide information on gender inclusivity, gender equality, discrimination, policy and training, workplace guidelines, and exercise sheets that can be used by all employees.

## [Leading Diversity](#)

Developed by the Government of Canada, this is a 36-minute online course that "presents techniques to help promote diversity in the workplace and leverage it for the benefit of the organization". Topics covered include acknowledging diversity, "relating diversity to business operations", and the role of policy and leadership in promoting diversity.

## [Success in the Workplace Employer Toolkit: Strategies from Autistic Employees](#)

Designed by Worktopia, this toolkit is helpful for employers and HR professionals who are interested in promoting an inclusive workplace for autistic employees. Overarching topics include creating an inclusive workplace, definition of autism and neurodiversity, as well as ways to attract, recruit, and retain autistic employees.



## 5. EDI in Research

### [Best Practices in Equity, Diversity and Inclusion in Research](#)

This guide is useful for New Frontiers in Research Fund (NFRF) applicants and reviewers who are interested in promoting and incorporating EDI in their research. Contents include an overview of "Systematic barriers that exist in the research ecosystem", "Addressing EDI in applications", and EDI considerations in research design.

### [CARE Principles for Indigenous Data Governance](#)

The Global Indigenous Data Alliance (GIDA) explains the importance of incorporating the CARE principles in addition to the existing FAIR principles for open data movement to fully respect the values, rights, and interests of Indigenous Peoples.



### [Considering Equity, Diversity and Inclusion in Research](#)

Created by the Chair for Women in Science and Engineering – Quebec Region, this info sheet provides the definition of EDI, as well as suggestions on how to incorporate EDI via a list of "Questions to Consider". A list of resources supporting EDI in research is also provided.



### [Ethical Principles in Resilience Research: Respect, Relevance, Reciprocity and Responsibility](#)

Written by McCubbin and Moniz (2014), this paper "discusses the ethical issues and associated limitation of extant resilience research and its assumptions of commonalities". It also describes an overview of the 4 Rs and how it is fundamental to resilience-focused research and fostering strong partnerships with Indigenous communities.



## [Equity, Diversity and Inclusion](#)

Developed by the Government of Canada, this webpage includes a list of EDI resource guides for different research organization and funding applications. Topics include sex and gender considerations in research, Indigenous health research, and EDI frameworks from CIHR, Canada Research Coordinating Committee (CRCC), Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC).

## [Equity, Diversity and Inclusion in Research](#)

A list of recommended EDI resources pooled together by the Sunnybrook Research Institute, the University of Toronto, and partnering hospitals in the Toronto Academic Health Science Network. Categories include EDI initiatives, unconscious bias, gender/sex considerations, promoting EDI in recruitment and team training, and work leaves.

## [Equity, Diversity and Inclusion Resources](#)

Created by the Canadian Institutes of Health Research (CIHR), this webpage provides a wide range of resources on how to incorporate EDI in research design, practices, and peer reviews, such as promoting gender diversity, limiting bias, "respectfully involving Indigenous communities", and promoting research excellence.



## [Equity, Diversity and Inclusion \(EDI\) Resource for Researchers](#)

This 6-page document was prepared by the University of Guelph and discusses the meaning of EDI in the field of research, EDI in grant applications, research training and composition considerations, and additional resources.





## **[Equity, Diversity, Inclusion and Indigenization \(EDII\) Wise Practices in Research](#)**

Prepared by the Queen's University Research Services, this webpage provides quick tips on "Key EDII considerations" in research and recommendations on how to incorporate EDII.

## **[Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications](#)**

Developed by the Social Sciences and Humanities Research Council (SSHRC), this guide describes the importance of EDI and how it can be incorporated into research practice and design via examples and guiding questions. Additional resources on antiracism, disability, intersectionality, and Indigenous research are also available.

## **[Harvard's Implicit Association Test \(IAT\)](#)**

Created by Project Implicit, the purpose of this test is to educate the public about implicit bias to raise awareness and encourage self-reflection. This test should not be used as a diagnosis tool.

## **[Indigenous Initiatives \(II\) + Equity, Diversity, and Inclusion \(EDI\) and Research](#)**

Put together by the University of Alberta, this webpage contains links to internal and external resources on EDI policies, practices, and information that are related to research.

## **[NIH Scientific Workforce Diversity Toolkit](#)**

Developed by the National Institutes of Health (NIH), this toolkit supports diversity in research institutions through strategies on how to incorporate diversity during the recruitment stage, conduct an unbiased talent search, take on a person-centered outreach and networking method, and foster mentorships.

## **TCPS 2 (2018) - Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada**

Chapter 9 of the Tri-Council Policy Statement (TCPS) 2 serves as a guide for ethical conduct among researchers who are interested in involving Indigenous Peoples. This chapter explains "key concepts and definitions", "interpreting ethics framework in Indigenous contexts", and "applying provisions of this policy in Indigenous contexts".



### **The Ethical Space of Engagement**

Written by Willie Ermine (2007), this paper discusses the ethics and rules of engagement involving Indigenous Peoples and Western society with relevance to the Indigenous law and Canadian legal systems .



### **The First Nations Principles of OCAP®**

Made available by the First Nations Information Governance Centre (FNIGC), this self-guided training course covers the foundation of OCAP®, "information governance", and "First Nations data sovereignty". A quick fact sheet about OCAP® can be found [here](#).

### **Two-Eyed Seeing**

Shared by the Institute for Integrative Science & Health, Two-Eyed Seeing is grounded in Mi'kmaq knowledge and is one of many resources that provides guidance on the inclusion of Indigenous and Western Knowledge Systems in health research.



## 6. EDI in Post-Secondary Schools



### [Beyond Inclusion: Equity in Public Engagement](#)

This report is based out of Simon Fraser University's (SFU) [Morris J. Wosk Centre for Dialogue](#) with 8 principles to “support the meaningful and equitable inclusion of diverse voices in public engagement processes across sectors”. The report also includes case study examples and accessibility, wellness, security questions to consider. It is more overarching and applicable to many sectors but it has merit in the education sector.



### [Equity, Diversity and Inclusion at Canadian Universities: Report on the 2019 National Survey](#)

Conducted by Universities Canada, this report examined the responses from the national survey to understand universities' perspective on EDI and the existing policies, strategies, and action plans around EDI. Additionally, challenges faced and promising practices were also discussed.



### [Ten Tips for Enhancing Equity, Diversity and Inclusion \(EDI\) in University Administration](#)

Written by Women in Science and Engineering NSERC Chair - Atlantic Region , this document lists recommendations to improve EDI within the university's faculties, including training, hiring processes, policies, barriers, and providing support.


### [Equity, Diversity and Inclusion Initiatives at Canadian Universities](#)

Developed by the Universities Canada organization, this webpage contains resources used by universities across Canada to promote EDI. Users can easily navigate via filters, such as province, type of under-represented group, different topics, and type of resources.



 **[Equity, Diversity & Inclusion: A Toolkit for Postsecondary Campuses](#)**

Written by the [Centre for Innovation in Campus Mental Health](#) and the Ontario Canadian Mental Health Association (CMHA), this toolkit focuses on EDI in the context of mental health on campus. This guide covers EDI, social determinants of health (SDOH), and individual-, program-, and policy-level interactions that will enhance student experiences on campus. This resource is useful for all post-secondary staff, students, faculties, and administrators.

 **[Policy Analysis of Equity, Diversity and Inclusion Strategies in Canadian Universities - How Far Have We Come? \(2019\)](#)**

This paper presents data collected through policy analysis of 50 strategic documents from 15 Canadian universities between 2011 and 2018. Findings from this survey demonstrates that "equity, diversity and inclusion activities have become a policy priority attached to a variety of institutional action plans and performance reports".

 **[Underrepresented & Underpaid - Diversity & Equity Among Canada's Post-Secondary Education Teachers \(2018\)](#)**

Written by the Canadian Association of Teachers (CAUT), this paper discusses the trend and changes in employment and wage equity among academic staff across Canadian post-secondary institutions in 2016.

**[WISEST Equity, Diversity, Inclusion \(EDI\) Toolkit](#)**

Developed by the Women in Scholarship, Engineering, Science, and Technology (WISEST) at the University of Alberta, this toolkit is useful for educators and parents who are interested in "raising awareness and education about EDI issues in and out of the classroom as it relates to Science, Technology, Engineering, and Mathematics (STEM)". Topics of discussion include the importance of EDI, teaching resources, and resources for supporting diverse students.

## 7. Teaching Remotely & EDI

### [Accessible Online Engagement in the Age of COVID-19](#)

This tipsheet from SFU discusses common barriers faced during online learning, questions to consider, and practical strategies to address those barriers in an equitable manner.

### [COVID-19 Best Practices for Equitable & Inclusive Student-Centred Learning](#)

McGill university has put together a list of best practices and resources to better support student learning during the COVID-19 crisis. Topics include relationships, communication, accessibility, collaboration, and technology & course design.

### [Equity, Diversity, and Inclusion \(EDI\) in Remote Teaching](#)

Written for Dalhousie University, this article has practical steps that all educators and course designers can take to implement inclusionary and equitable access for their students. Examples include making PDFs searchable and ensuring that there is captioning or live transcription in lectures.

### [Equity, Diversity, and Inclusivity \(EDI\): Support for Teaching](#)

Prepared by the Centre for Teaching and Learning at the University of Alberta, this webpage contains a list of resources for instructors who are interested in incorporating inclusive teaching and learning in an online setting.



### [Equity, Diversity and Inclusion-Minded Practices in Virtual Learning Communities](#)

Developed by Jill Provoe and the Nova Scotia Community College (NSCC), this document serves as a guide for online teaching and research settings in the context of COVID-19. This document focuses on equity-minded teaching and learning practices for online learning.



## [Inclusion, Equity, and Access while Teaching Remotely](#)

Written for Rice University, this article provides 3 headings on how course designers can implement equitable access to the online learning experience. Topics include "provide a balance between asynchronous and synchronous tools and course materials", "address unequal access to technology, hardware, and software", and "create an environment that includes and values all students". Each topic has actionable tips for next steps.

## [Inclusive Teaching](#)

Developed by UBC, this webpage contains an online course and resources on how to create inclusive learning environments. The course addresses power privilege and bias, decolonization, inclusive teaching, Universal Design for Learning (UDL), and difficult conversations related to hateful incidents and complex classroom dynamics. The resources provide specific examples on challenges and barriers, such as microaggressions in the classroom, an inclusive syllabus, and more. It also includes case studies to draw from and other non-UBC resources.

## [Open Access Surveys to Assess Remote Learning Needs](#)

[Survey #1](#) and [Survey #2](#) - Created by Danya Glabau from New York University and a Medical Anthropology professor from the University of Florida respectively, these surveys are example of questionnaires that instructors and supervisors can use to identify students' needs, preferences, challenges, and expectation in a virtual learning environment. Topics includes access to internet, availability of learning equipment, and preference of learning materials.



## [Open Education Resource \(OER\) Accessibility Toolkit](#)

Developed by Open UBC, this is a toolkit on universal design and best practices for teaching and learning online. There are a total of eight separate best practices with drop down menus of guidelines when creating and sharing educational materials. It provides recommendations regarding image styles, font size, color contrast, and more. In the appendix, handouts of posters for quick access to information are presented.

## [Resources from the 2020 Remote Teaching Institute](#)

The Centre for Teaching, Learning and Technology's (CTLT) Remote Teaching institute at UBC formed this resource page to support educators who are teaching in remote learning spaces. Topics covered include blended learning, maintaining EDI in remote online teaching, Indigenous initiatives resources, and student engagement.

## [Teaching Online: Guiding Principles](#)

Written by UBC, this document offers guidance and suggestions for designing and teaching courses online. It includes six high-level guiding principles: commitment to compassion and care during course development, time management, access to technology, creating an inclusive online learning community, addressing academic integrity, and student progression.

## 8. EDI in K-12 Schools (General Resources)

 [Alberta Teachers' Association - Here Comes Everyone: Teaching in the Intercultural Classroom](#)

A resource guide that provides information on how to assist teaching in a diverse classroom and identify culture and intercultural skills. It includes activities for educators to address developing an intercultural perspective and transform instruction in classrooms.

 [Canadian Centre for Diversity and Inclusion \(CCDI\)- Various Toolkits](#)

The CCDI toolkits address the employee and employer workplace diversity, equity and inclusion. Toolkits that pertain to schools and classrooms include: [Navigating Race in Canadian Workplaces](#), [Diversity and Inclusion Councils](#), and [Toolkits 1-5 on addressing diversity and identity, power and privilege, prejudice and bias, allyship, and building a school-wide initiative](#).

### [Empathy Mapping and Service Design Prototyping with Ever Active Schools](#)

Initiated by Ever Active Schools and KidSport, this document describes an empathy mapping process via a community-informed approach to assess and promote EDI in physical activity. The document includes case studies, action steps, and reflection questions that were discussed by participating organizations.

### [Experience Canada - Diversity & Inclusion](#)

This resource contains lesson plans aimed at developing an understanding to the question "What are the benefits and barriers to true diversity and inclusion in your community?" Activities include the 'privilege walk', interviews and more for students to develop the language and capacity to understand the nuances of diversity and inclusion. This [website](#) also contains other topics, such as [Reconciliation Conversations](#) and [Anti-Racism resources](#).





 **Health Promoting Schools: Experiences from the Western Pacific Region**

From the World Health Organization, introduces six key factors of a health promoting school and eight key implementation components. It includes a report from member states of the Western Pacific region, as well as school-specific examples.

**John Humphrey Centre for Peace and Human Rights**

These learning guides present a variety of topics with specific lessons and activities to support conversations. Topics include Indigenous Peoples and Water Rights, Dignity, Peace Education, Reconciliation in schools, Human Rights education, and many more. Many of these have direct tie-in to the Alberta curriculum, primarily middle and high school ages.

**K-12 Intercultural Communication and Diversity**

Assembled by SFU, this is a resource guide to books, websites, workshops, webinars, government information, and more on the teaching and learning of diverse strategies and resources for the classroom. This resource also contains a similar guide for universities.

  **Observations of EDI in Teaching and Learning: Checklists**

Created by Equality & Diversity UK (EDUK), this toolkit of checklists addresses a tutor (educator's) inclusion of EDI principles. This includes an assessment of their resources, support, diverse topics, impacts of learning, methods, and classroom management. Additionally, EDUK also has a list of equality and diversity resources that are available for purchase.



## [#Ophea100 Learning Series: Starting with Gender Equity in Mind](#)

For this learning series, the Ontario Physical and Health Education Association (Ophea) hosted a [webinar](#) to help educators explore gender equity considerations in K-12 education. Resources, such as the [Starting with Gender Equity in Mind Slide Deck](#), key terminologies, and reflection questions are also available on the blog.




## [Edmonton Centre for Race and Culture - Race and Respect: A Human Rights and Anti-Racism Resource for Secondary Teachers and Youth Educators](#)

Through 4 themes ("human rights and responsibilities", "stereotypes, prejudice, and discrimination", "social justice and inclusion", and "race and racial discrimination"), this resource guide has activities for educators to engage in conversations with secondary students/youth on different facets of race, discrimination and respect. It also includes 11 steps to respond to discrimination.



## [Teacher education for diversity: conversations from the Global South | edited by Elizabeth Walton and Ruksana Osman](#)

Drawing from experiences in the 'global south' (Brazil, China, SA, NZ, Malawi, etc.), these resources analyzes how history has impacted teaching education, and how to move forward on teaching diversity, promote social justice, and reduce inequalities.



## 8. EDI in K-12 Schools (Establishing EDI in Schools)

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### [British Columbia Teachers' Federation Social Justice Resource](#)


This section on social justice from the British Columbia Teachers' Federation (BCTF) includes online and teaching resources, action groups, free classroom posters, and other publications.

### [Establishing A Local Diversity, Equity and Human Rights Committee](#)

Following the establishment of Diversity, Equity and Human Rights Committee (DEHR) within the Alberta Teachers' Association, this is a position paper to address the DEHR Committee's resources and responsibilities. This document provides templates to create and establish local and district DEHR committees, as well as local organizations across Alberta.

### [Taking Action: Building a School-Wide Initiative](#)

Developed by Canadian Centre for Diversity and Inclusion (CCDI), these toolkits provide support to staff who are interested in teaching high-schools students to value diversity and inclusion. They offer customizable curriculum content to suit classroom needs (club, lesson, etc.). Topics covered include 'call-out' culture, designing social media campaigns, and action planning. This resource also includes facilitator guides and examples.



## 9. EDI in K-12 Schools (Impact of COVID-19)

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### [UNESCO - Five Steps to Support Education for All in the Time of COVID-19](#)

This 5-part documentary addresses five ways to support education during COVID-19. The parts include “coordinate, plan and communicate”, “maintain operations capacities during school closures”, “provide continuous support to teachers, learners, and their families”, “provide hygiene and health education”, and “prepare for school re-openings”.

### [OECD Policy Responses to Coronavirus \(COVID-19\): The Impact of COVID-19 on Student Equity and Inclusion: Supporting Vulnerable Students During School Closures and School Re-openings](#)

A breakdown of resources and strategies all OECD countries have used to address EDI and COVID-19 school disruptions. Topics include supporting parents with online school, inclusive access to education for rural students, support when reopening schools, addressing learning gaps, teacher support, etc.

### [Physical and Health Education \(PHE\) Canada - Return to School 2020: Equity, Diversity and Inclusion](#)

This COVID-19 Back to School resource addresses cultural safety (Indigenous perspectives), as well as presents a classroom cultural safety checklist, educator week/month questionnaire for internal bias, and a lesson-planning questionnaire on elements of EDI to be mindful of in a classroom setting.