



Identifying Systemic Barriers

When we see people treating each other unfairly, we may think that just by addressing the behavior, the problem is addressed. However, making the problem about individuals' behavior alone does not address the context in which the behavior is operating. We need to look beyond the surface to see what else is going on, because like an iceberg, 90% of what is happening is underwater and out of our view. That is, defined behavior expectations are critical to change, but we need to look at the structural problem to identify built-in mechanisms that support current behaviors in order to create new paths (policies, processes, practices) that will sustain change in a system.*

<p>What are the systemic barriers experienced by students, families and staff in your community?</p>	<p>What data supports this?</p> <p><u>Go to Understanding Context for resources using an equity lens with data.</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Check Assumptions*

Considering a situation from the perspective of people who are or who have been excluded is a key step in promoting equity and inclusion. It is an ongoing learning process for everyone.

- What assumptions do I have about various groups?
- What assumptions might members of various groups have about other groups (i.e., teachers and students, families and teachers, the board and school staff)?

* From the "Equity & Inclusion Lens Guide. 3rd Ed." 2018; 2nd Ed., 2015; 1st Ed., 2010. City of Ottawa and City for All Women Initiative (CAWI)

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Historically excluded groups*

There are specific groups or identities who have been historically excluded in an ableist, white, male-dominated, heterosexual society that favors urbanism. It is important to remember that there is diversity within each of these groups. All groups are not at risk of exclusion in every context. You may identify other people who have been historically excluded in a given context or in the work you are doing. This list is not intended to be all-encompassing. The way a group of people chooses to identify themselves can and will expand beyond the groups described below. Each of us could identify with more than one group. It is this intersection of who we are that affects how we experience our workplaces and the communities and geographic regions where we live.

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|----------------------------|---------------------------|-----------|
| Native & Indigenous people | LGBT2SQIA+ people | Women |
| People Living in Poverty | Immigrants & Refugees | Youth |
| People of Color | Older Adults | Who Else? |
| People with Disabilities | Minority Religious Groups | |

PROBING QUESTIONS	EVIDENCE
<p>What has been the experience of historically excluded groups in your school/district? What data do you have to support this?</p>	
<p>In what ways have members of these groups been meaningfully included in discussions and decisions?</p>	
<p>What policies or practices have contributed to their exclusion?</p>	
<p>Does the district have the resources in place to align goals/expectations and work to support all students through an equitable lens?</p>	
<p>Who is accountable for making changes that ensure inclusion?</p>	