

Access, Equity, and Inclusion

OAME/AOEM Position Statement

(June 2019)

The goal of each OAME/AOEM Position Statement is to outline OAME/AOEM's beliefs on issues surrounding math education by providing transparency and guidance to those involved with mathematics education in Ontario. Any clarification regarding a position or how to proceed in accordance with it can be brought to the attention of the OAME/AOEM Executive Committee.

Focal Question

How do we as a community of educators promote access, equity, and inclusion in mathematics education in Ontario?

Summary

In order to promote and sustain an inclusive environment for students and teachers:

- All students should have equitable access to a high-quality, research-informed mathematics education that meets their diverse needs and is provided in a safe and inclusive environment. This includes equitable access to resources and should not be hindered by geographical location, socio-economic status, race, religion, gender, ability, or any other distinguishing feature.
- All teachers should feel empowered to embed practices that are culturally responsive and relevant to all of their students' needs and identities.
- All teachers see themselves reflected in organizations such as OAME/AOEM.

Equity and Access within OAME/AOEM

All educators should feel valued, reflected, and represented within the OAME/AOEM's Board of Directors, Chapter officers, and the associated learning opportunities. The voices of a diverse membership create a strong mathematics learning community.

Elections within OAME/AOEM and its chapters are open to all members (refer to By-Laws 11 and 12 in the *OAME/AOEM Constitution* for more details of elected positions). The OAME/AOEM Board of Directors and Chapter Officers will engage the membership by informing it of the opportunities to run for elected positions, and reporting results of the election in accordance with the *OAME/AOEM Constitution*.

It is important and desirable to have a Board of Directors that is representative of the Ontario population that it serves. OAME/AOEM envisions that all members have opportunities to access professional learning, either in person or via innovative opportunities such as the eConference, webinars, and archived content. OAME/AOEM endeavours to ensure that speakers and facilitators of professional learning reflect the diversity of our membership, students, and the Ontario population. The resources and learning opportunities OAME/AOEM provides will reflect and support the diversity of our membership, students, and the Ontario population.

Equity and Access in Teaching and Learning

All students can succeed in learning mathematics. Teachers play a vital role in ensuring students receive equitable environments to learn mathematics. We recognize that "building relationships is foundational to ensuring mathematics instruction is culturally responsive" (Beatty, 2016). By knowing their students' profiles (lived experiences, cultural perspectives, and capabilities), teachers are better able to develop a diverse and

dynamic learning environment for their students. That environment should be inclusive, and provide learning opportunities for all students, regardless of racial, ethnic, religious, linguistic, gender, and socio-economic backgrounds (and any other distinctions that might be exclusionary). The pathways available to students provide options for them to select courses suited to their current readiness and future pathways decisions. All pathways for students should be treated equitably. Regardless of what pathway a student has selected, he or she should have access to high-quality instruction and resources.

We advocate that all learners see themselves in mathematics programming that reflects their voices, choices, capabilities, identities, and experiences. It is the responsibility of all educators to continually be responsive and reflective with respect to their instructional practices in order to further build equity within the mathematics education community. All students should have access to high-quality instruction, regardless of their geographical location, socio-economic status, race, religion, gender, ability, or any other distinguishing feature. The history and development of mathematics should be honoured in an inclusive way that may include different ways of knowing and doing mathematics.

We encourage teachers to continually examine their practice and resources for biases. These opportunities, for investigating how we teach and how we view our students in the mathematics classroom, are moments for dialogue and professional growth. The OAME/AOEM supports the empowerment of teachers to address equity, access, and inclusion within their roles.

Equity and Access to Resources

Achieving equity and accessibility with regards to resources requires both deconstruction and construction. The goal must be to deconstruct the barriers that impede student success, while simultaneously constructing communities and environments where all parties are included, and all resources are accessible. Teachers, schools, and school boards should have up-to-date policies and resources to ensure that they reflect and honour the community and environment of the student. All students should be able to access resources, regardless of their differences. All teachers should have access to high-calibre professional learning, including the implementation of sound pedagogical resources, that is dedicated to creating a high-quality learning environment for all students. In addition, teachers should have access to professional learning opportunities that allow them to learn how to incorporate these resources in an appropriate manner that is culturally responsive and benefits student learning.

References/Resources

- Beatty, R. (2016, August 15). Exploring indigenous culturally responsive mathematics [blog post]. Retrieved from www.thelearningexchange.ca/culturally-responsive-mathematics/
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