



REGISTER OF OFFICIAL DOCUMENTS

Intercultural Policy

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1. INTRODUCTION

The Lester B. Pearson School Board believes that one of its essential roles is to promote intercultural education that reflects the values of its respective communities. The School Board believes that all students should receive an education in democratic values as legislated in the Canadian Charter of Rights and Freedoms and the Quebec Charter of Human Rights and Freedoms.

The Lester B. Pearson School Board acknowledges a growing cultural pluralism in Quebec society and an ever changing pattern of ethnic diversity and that all students should acquire the knowledge and aptitudes necessary to appreciate the rich diverseness of our local, national and global communities. The School Board also believes that students should acquire the necessary tools and education to better comprehend our society and its diversity, in order to interact respectfully with persons of varied backgrounds and to actively participate as global citizens.

The Lester B. Pearson School Board believes that schools and centres should provide a positive environment for each student along with a commitment to work in partnership with stakeholders to focus on building a common culture that takes diversity into account. Schools and centres will endeavour to actively pursue partnerships with organizations that promote awareness of multiculturalism and cultural diversity to focus on building common goals with combined resources.

2. PRINCIPLES

- 2.1 The Lester B. Pearson School Board affirms and promotes the dignity, equality and fundamental worth of all human beings regardless of age, capabilities, ethnic origin, gender or gender identity, language, race, religion, sexual orientation, socio-economic status or education background.
- 2.2 All School Board policies shall foster acceptance and understanding of all persons and encourage an appreciation of human diversity.
- 2.3 The School Board affirms and promotes the principle of equity and the notion of equality of opportunity for all persons.

3. GOALS

3.1 School and Centre Environment

The School Board shall:

- Ensure that the learning and social climate in its schools and centres

promotes mutual respect and fosters an environment free from discrimination (refer to item 2.1)

- Promote effective communication and continuing contact with ethnic and cultural communities at the school or centre level.
- Provide resources for activities that promote intercultural awareness, understanding and sharing among diverse cultures.
- Ensure the teaching of Canada's democratic values including equality, equity, participation in the affairs of state, the laws of the land, the peaceful resolution of conflict as well as individual and collective rights.
- Encourage the incorporation of intercultural education into each school's or centre's educational project (Refer to Addendum A).

3.2 Curriculum and Learning Resources

The School Board shall:

- Promote affiliations with organizations and programs which encourage a culture of peace, global citizenship and intercultural values.
- Encourage its personnel to seek learning opportunities that relate to working sensitively and knowledgeably with people of diverse backgrounds.
- Endorse pedagogical approaches that take into account individual, ethnic and cultural diversity in learning styles.
- Ensure that curriculum and learning resources are selected with sensitivity, balance and objectivity regarding cultural, religious and moral values. Students should be able to see themselves reflected throughout the curriculum and learning resources.
- Support curriculum adaptations and innovations that will help create positive attitudes and mutual respect among all stakeholders-

4. ROLES AND RESPONSIBILITIES

4.1 School Board

- Encourage the Quebec Government to develop and establish relevant and inclusive intercultural policies and programs and to provide the necessary support for staff training.
- Appeal to Colleges and Universities to better prepare educators for diverse school environments with multicultural, multilingual and multiethnic classrooms.

- Take a leadership role in working with community groups and service agencies that provide a support network for our diverse communities.
- Endorse the development of local intercultural projects by using the resources provided by the School Tax Management Committee.
- Encourage stakeholders who wish to expand their knowledge of intercultural education to consult available resources.
- Assist schools and centres to integrate interculturalism and global education into the curriculum and school activities with sensitivity, balance and objectivity.
- Encourage the implementation of the recommendations of the Truth and Reconciliation Commission of Canada¹.
- Make educational consultants and relevant School Board personnel available to assist school and centre staff in developing curriculum adaptations and innovations that will help create positive attitudes towards cultural diversity, cohesiveness and mutual respect.
- Support the PELO programs (programme d'enseignement des langues d'origine) in our schools.
- Encourage the Ministry of Education to increase the funding for intercultural initiatives.

4.2 Intercultural Advisory Committee

- Review the School Board's Intercultural Policy and make recommendations to the Council of Commissioners regarding proposed changes.
- Advise the School Board on intercultural concerns facing the Lester B. Pearson community.
- Recommend ways of integrating intercultural and global education into school and centre curricula and into the school life of Lester B. Pearson schools and centres.
- Review local intercultural projects and recommend the distribution of resources provided by the School Tax Management Committee.
- Encourage schools and centres to develop local intercultural projects.
- Recommend workshops and projects to the School Board to address intercultural concerns.

4.3 Principal/Centre Director

- Foster a warm and welcoming environment.
- Promote equal opportunity for individual success and personal

¹ Final report: <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525#chp2>

development as envisioned within each school's or centre's Educational Project.

- Work collaboratively with all stakeholders to create a learning and social environment in the school or centre that promotes Canada's democratic values, fosters mutual respect and is free from discrimination.
- Encourage staff to integrate interculturalism into the curriculum and student activities and to relate sensitively and knowledgeably to individual differences.
- Identify and address the intercultural professional development needs of his or her staff.
- Foster relationships with community groups and service agencies who promote awareness of multiculturalism and cultural diversity and who provide a support network to the school and centre communities.
- Encourage the development of local intercultural projects.

4.4 Governing Board

- Refer to the School Board's Intercultural Policy when approving and adopting matters related to the mandate of the Governing Board as determined in the Education Act.

Addendum A: Definitions and References

Intercultural Education

- To initiate the development of materials for education of intercultural and interfaith understanding in the interest of kindness, respect, inclusion and peace amongst all.
- To encourage learning about the diversity and wealth of cultural identities, open-mindedness to other cultures and the respect for human differences.
- To strengthen attitudes and mutual understanding towards diverse cultural and ideological perspectives.
- To develop global citizens.
- To develop a sense of self and appreciation of diversity.
- To affirm the values of social justice and human rights.
- To support the values of the Lester B. Pearson School Board.

Lester B. Pearson School Board Values and Vision

- Citizenship: We promote local and global citizenship through strong engagement.
- Inclusion: We reflect and celebrate diversity.
- Innovation: We support creativity and a spirit of inquiry.
- Integrity: We commit to honesty, equity and accountability.
- Respect: We foster a respectful, nurturing and safe environment.

Stakeholders

Every student, employee, designated or elected representative, volunteer, or person working in association with the School Board, providing services to it, or receiving services from it is considered a stakeholder in the present policy.