



## ICTP DEI Statement

### Guiding Values

First Nations and Aboriginal people have shared a similar worldview in sacred teachings since time immemorial. Whether you are in Coast Salish, Cree or Saulteau territories, a visitor will find these teachings applied to everyday life and work for First Nations and Aboriginal peoples. Some call them the Seven Sacred Teachings, others call it working 'in a good way' or with 'a good mind and good spirit'. The traditional concepts of respect and sharing that form the foundation of First Nations and Aboriginal ways of life are built around the seven sacred teachings. Each teaching honours one of the basic virtues intrinsic to a full and healthy life.

We are a diverse and rapidly evolving faculty and staff of professional, innovative and dedicated team members and leaders. We uphold community-based approaches to transforming learning and enhancing wellness for First Nations, Metis and Inuit peoples and communities.

Seabird College values diversity and is an organization that is welcoming of all cultures, educational backgrounds, age, gender, sexual orientation, abilities and disabilities. As a First Nations organization we recognize and celebrate the diversity of all First Nations, Aboriginal, Metis and Inuit peoples, and promote cultural competency of each individual.

As an educator, Seabird College is committed to respecting diversity within our participants. We welcome and recognize each and every diverse culture.

We offer these definitions to be sure we are operating under the same understanding:

- **Equity:** Equality presumes sameness and is blind to the effects of systemic disadvantage on marginalized groups; in other words, it gives everyone the same thing without regard to different needs. Equity takes a more nuanced approach in ensuring that groups are not only given equal opportunity, but also given the things they need to pursue opportunity with equal ability and access.
- **Diversity refers to difference:** difference in worldviews, values, perspectives, backgrounds, and knowledge. Diversity is valuable and enriches organizations, and the people who make up these organizations.

### Vision of Affirmation- Guidelines for Students, Coaches and Faculty

Below are some general guidelines which are in no particular order. It should be noted that these guidelines are exactly that, generalized tips. They are not a substitute for formal training. They aren't meant to be applied uniformly and rigidly across all groups or even people within groups, lest it begin to resemble stereotyping. There's a delicate balance to be struck between wanting to affirm people versus making it solely about the person's identity, the latter of which borders on problematizing the identity itself instead of recognizing how the identity informs the person and their experiences. Ultimately, this is



about getting to know the individual you engage with and making the best possible environment for them specifically.

- While it is necessary to recognize diversity, differences, and issues specific to certain populations, it's also important to recognize what people share and what common ground they have. Everyone coming to the Indigenous Coach Training Program with experience to draw upon - there is power in being able to draw from shared experience.
- Learn more if you don't know. If you're unsure about something, find out more about it. Read an article, search the internet. Don't focus only on academic materials, but also find stories and accounts of lived experiences, which are empowering and facilitate emotional understanding instead of simply "rational", surface level knowledge. However, if it's a necessary question specific to a particular person or a specific person indicates that they are fine with questions, approach with politeness and your discretion.
- Apologize when needed and strive to correct yourself. Making mistakes is human, and unlearning language and assumptions involves rewiring of long-used habits and ideas. Acknowledge the mistake, apologize sincerely, and commit to doing better next time.
- Ask open-ended questions that don't operate on presumptions about relationship status, gender, race or culture, identity of participants or clients.
- Share your pronouns when introducing yourself. Invite others to do the same, if comfortable. Some people won't be comfortable sharing, and some people won't be familiar with the idea of sharing pronouns, which is fine.
- Take the time to conduct a thorough exploration of yourself; your privilege, your socialization, your social positionality (what are the social categories you hold along race, gender, class, ability, etc. lines, and how do they influence you?) what makes you uncomfortable and how your background influences your beliefs. The first step is to be aware of these factors, and then to be active in identifying them as they arise and challenge them.