**Week 2 Reflection**

Terri Wilkinson

University of Northern British Columbia

EDUC 402 - Diverse Classroom

Melanie Baerg

Jan 21 2025

**Week 2 Reflection**

 This is a lot of information and resources for us to get through. It felt a little overwhelming, so I decided to do a quick look through it all and then focus on learning from 3 to start. I dove into the SOGI Education Resources, the BCTF SOGI Lessons and MOECC SOGI Policy Guide. I first realized that all the resources emphasize the importance of fostering inclusive learning environments that respect and celebrate sexual orientation and gender identity diversity. I chose the SOGI Education Resources and BCTF lessons to look through in hopes of finding strategies for my future classroom, there were some good ones. I liked the part for professional development (for example, Professional Development Lens), the book selection (for example, An Owl Without a Name) and classroom discussion that normalize LGBTQ2S+ identities. I feel lucky to know that I will have so many resources at my fingertips for my future classroom.

 As for affirming takeaways, one would be the importance of using language thoughtfully, such as using “students” instead of “boys and girls” to avoid gendered assumptions. I think this small shift holds significant power in making every student feel included. Another takeaway would be the amount of resources and help that is out there for teachers. However, we as teachers have to make the commitment and promise to continue to grow as more information resources become available. We need to put in the effort.

 The part that challenged my thinking in the MOECC SOGI Policy Guide, was the realization that the depth of systemic change required to truly embed inclusivity in schools is a big challenge. I of course support the principles of equity, I realize that creating a safe and affirming environment involves more than adding resources or having one-off lessons. It requires a continuous and comprehensive effort that engages students, staff, parents, and the community. Another part that made me think and have some connection is realizing this all similar to learning about the systemic discrimination that the Indigenous Peoples of Canada went through. We read the book WAYI WAH! By Jo Chrona in the first semester. Both SOGI and WAYI WAH challenge me as an educator to confront my own biases and systemic barriers while promoting practices that support the well being of all students.

 Thinking about my future classroom, I am committed to implementing strategies that support inclusivity and equity. I plan to integrate diverse literature, where students see themselves in all the stories, into my curriculum to spark meaningful discussions and help students explore identity in a safe and supportive place. I will be part of normalizing inclusive practices, like hanging posters and using inclusive language. Finally, I will aim to collaborate with colleagues to create a culture of inclusion that extends beyond my classroom.

 These resources have shown me that creating an inclusive classroom is an ongoing journey that demands intentionality reflecting and having an openness to learning. While it will be challenging work, it is essential to fostering a future where every student can thrive.

**References**

Ministry of Education and Child Care. (n.d.). SOGI policy guide. Retrieved January 18 2025, from <https://www2.gov.bc.ca>

*Teaching Resources | SOGI 123*. (n.d.). <https://www.sogieducation.org/resources/>

*Teaching Resources search*. (n.d.). <https://www.bctf.ca/classroom-resources/professional-development-teaching-resources-search?keyword=SOGI>

Chrona, J. (2022). *Wai wah! Indigenous Pedagogies: An ACT for Reconciliation and Anti-Racist Education*.