

## CHAPTER 7

# Pedagogical Strategies for Equity and Inclusion: Addressing Low–Socioeconomic Status Students in the Canadian Classroom

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This chapter will explore pedagogical strategies that teachers can implement to teach for equity with a focus on supporting students from low–socioeconomic status (SES) backgrounds. Additionally, it highlights relevant Canadian resources available to teachers to help them support students living in poverty. Throughout the chapter, we explore the question *How does one teach for equality and equity?* How can teachers ensure that their students from low-SES backgrounds will not be marginalized in the curriculum? How can teachers work with community agencies in lower SES and racialized communities to mitigate opportunity gaps perpetuated by systemic inequities? Thematic analysis outlining key barriers within the literature are combined with a case study from the Jane and Finch community in Toronto, Canada. As a collective, they outline how equitable resource allocation and culturally reflective teaching can mitigate the opportunity gap for students experiencing poverty, allowing them to overcome systemic barriers and flourish. Overall, the chapter outlines various resources, pedagogical strategies, and Canadian organizations to help educators provide equitable and culturally reflective opportunities to support students, parents, and schools situated in lower SES communities.

In Canada, promoting **equity** and inclusion in education is of paramount importance. By employing pedagogical strategies that prioritize their students' needs and inclusion, educators can create an equitable learning environment that supports the academic success and flourishing of all students relative to who they are and their circumstances. The Colour of Poverty (2019) fact sheets outline that "Canada has most often used the Low-Income Cut-Off (LICO) to measure financial hardship. The LICO shows how many households are spending a higher than average percentage of their income on the necessities of food, shelter and clothing. The After-Tax Low-Income Measure (LIM-AT) shows how many households have an income that is less than half the national median income for a similar-sized household" (p. 1). The face of poverty in Canada is diverse and multifaceted (Colour of Poverty, 2019; Tranjan, 2018). While poverty affects individuals and families across various demographic groups, certain segments of the population are more vulnerable than others, particularly people of colour and Indigenous communities. The experiences of rural poverty are also different than those of urban poverty. Additionally, recent immigrants, particularly those who have arrived within the past five years, face higher poverty rates than Canadian-born individuals (see chapter 6). Single-parent households, predominantly headed by women, experience a greater risk of poverty (United Way, 2019; chapter 6). Therefore, it is essential to consider these specific groups when addressing poverty-related policies, pedagogies, and interventions to ensure equitable outcomes for all Canadians.

Students in communities associated with low SES and increased levels of poverty experience more learning barriers, such as limited access to resources and infrastructure and widening achievement and **opportunity gaps** (Eizadirad, 2020; Gorski, 2012). At a neighbourhood level, those living in poverty are more likely to experience trauma related to violence, crime, homelessness, and/or transitional housing (McMurtry & Curling, 2008). Furthermore, the COVID-19 pandemic intensified the impact of systemic inequities, widening the disparity in educational opportunities between schools in lower and higher SES communities (Eizadirad & Sider, 2020; Gallagher-Mackay et al., 2021).

## LITERATURE REVIEW EXAMINING THE PANDEMIC'S IMPACT ON HIGH-POVERTY NEIGHBOURHOODS

In our selective literature review, we identified key studies between 2020 and 2023 that addressed COVID-19, SES, race, and its impact on marginalized communities. Within the articles retrieved, three main themes emerged: (1) limited

access to resources and infrastructure; (2) socioeconomic inequities and achievement/opportunity gaps; and (3) community and family influences (Ciuffetelli Parker & Conversano, 2021; Eizadirad & Sider, 2020; Silva-Laya et al., 2020; see also chapter 6).

### **Limited Access to Resources and Infrastructure**

Schools situated in low-SES communities often struggle with limited financial resources, outdated infrastructure, and inadequate learning materials (Borup et al., 2020; Hoglund et al., 2015; Muijs et al., 2004). Insufficient funding restricts the ability of these schools to provide quality educational opportunities and leads to overcrowded classrooms, outdated texts, and a lack of access to modern technologies. These can serve as barriers to students flourishing and achieving their full potential. According to a Canadian study by the Organisation for Economic Co-operation and Development (OECD, 2018), schools in disadvantaged communities are more likely to have inadequate physical facilities and fewer learning resources, thereby hindering student engagement and achievement. Students from low-income, rural, and First Nations households experience more challenges, with competing needs for devices and connectivity (Gallagher-Mackay et al., 2021; Royal Society of Canada, 2021; Toronto Foundation, 2021; see also chapter 18). In addition to affecting student achievement outcomes, the **digital divide** affects students' mental health through increased feelings of boredom, frustration, and isolation. This was evident during the COVID-19 pandemic when many students had to learn in isolation due to restrictions for gatherings and the shift to online learning.

### **Socioeconomic Inequities and Achievement/Opportunity Gaps**

Students from low-SES communities face a range of systemic barriers that affect their academic success and well-being. Factors such as limited access to health-care, unstable housing, food insecurity, and higher levels of stress can hinder their ability to concentrate, participate, and learn effectively (Eizadirad et al., 2023; McCoy & Hanno, 2023). These external barriers impact access to opportunities and career trajectories in terms of students flourishing based on their passions and interests. A study by Reardon and Portilla (2016) revealed that SES disparities contribute significantly to achievement and opportunity gaps. Moreover, the stigma associated with poverty can also negatively impact students' self-esteem, motivation, and participation in school activities, further widening the achievement gap (Reyna, 2008).

## Community and Family Influences

Communities grappling with poverty often lack the resources and support systems necessary to foster a positive and inclusive learning environment. Limited community engagement, higher crime rates, and limited access to extracurricular activities can further isolate students and hinder their growth and educational outcomes (McMurtry & Curling, 2008; Nubani et al., 2023; O'Brien et al., 2021). Additionally, the lack of parental involvement and support, often due to economic constraints or low educational attainment, can impede students' academic progress or extent of supports available at home (Đurišić & Bunijevac, 2017; Fenton et al., 2017; Hillier et al., 2019; Sheridan et al., 2011). This points to the need for strong family-school partnerships to create continuity of care between school and home environments so students can thrive by constantly feeling supported.

## PEDAGOGICAL STRATEGIES FOR TEACHING FOR EQUITY

Pedagogical strategies for teaching for equity are of paramount importance in creating an inclusive and just educational environment, particularly for schools situated in communities with higher levels of poverty (Gorski, 2012; Milner, 2017). These strategies recognize the diverse needs, backgrounds, and abilities of students—and the unique extent to which systemic barriers impact the community where the school is situated—to ensure equitable access to opportunities. The remainder of this section details a range of resources, teaching strategies, and Canadian institutions (also see the Discussion Questions and Activities section of this chapter for additional resources) that teachers can use to offer equitable and culturally relevant and responsive opportunities to support students, parents, and schools in lower SES communities. By employing such resources and pedagogical strategies, educators can actively counteract systemic inequalities and promote fairness in the classroom. They go beyond a one-size-fits-all approach, instead valuing individual differences and tailoring instruction to meet the specific needs of each student to support them in flourishing. Pedagogical strategies for teaching for equity not only cultivate a culture associated with educational excellence but also foster a more just society by preparing students to be compassionate, empathetic, and socially aware global citizens.

## Culturally Responsive Teaching

Culturally responsive teaching can be used to discuss relevant community issues and how the intersection of SES, poverty, race, and ethnicity impacts the school

and the unique experiences of each student. Culturally responsive teaching is characterized by three key principles. First, it recognizes and values the diverse cultural backgrounds, experiences, and perspectives of students and creates spaces to discuss lived experiences as valuable knowledge. Second, it promotes a positive and inclusive classroom environment that fosters respect, equity, and social justice to explore different perspectives. Third, it incorporates culturally relevant content and instructional strategies that reflect students' identities, interests, and lived experiences (see Ladson-Billings, 1995). Overall, teachers can employ culturally responsive teaching practices to bridge the cultural gap between students and the curriculum.

Oftentimes, the contents of the official curriculum, which tends to be Eurocentric, do not reflect all students' lived experiences, especially students from equity-deserving groups, including those experiencing poverty on a daily basis. Therefore, as educators, it is important to critically analyze the curriculum and pay particular attention to who is (re)presented, not represented, and misrepresented and how you can bring in supplementary external sources and guest speakers to prioritize and centre voices impacted by specific social issues, such as poverty (Tsang & Eizadirad, 2023). Implementing lessons or curriculum projects that examine complexities of identity and family histories is a great way to legitimize lived experiences as important knowledge. This approach incorporates students' diverse backgrounds, experiences, and perspectives into the classroom, making the learning process more relatable and meaningful for all students, particularly those who have become disengaged by a predominantly Eurocentric Canadian curriculum (Milner, 2017; see also chapter 3). This also includes seeing students as experts of their own lives who can make a difference in their community. Educators are encouraged to provide options for learners to apply what they are learning to real-life contexts in the hopes they can use these skills to change their lives and better their communities. Creating brave space where students can share their lived experiences and how they can take action on issues that impact them—including discussions on how to address the underlying structural issues that perpetuate inequities at the community level—is empowering. This is essential to becoming a global citizen. Inviting parents to be guest speakers in the classroom and have input in securing diverse books for the classroom can also create a more inclusive classroom environment. A great resource that outlines a range of educational resources for equity, diversity, inclusion, and Indigenization, grouped by grade and recommended age, is the following website, curated by the Equity, Diversity, Inclusion and Indigenization Coalition in the Faculty

of Education at Wilfrid Laurier University: [www.wlu.ca/academics/faculties/faculty-of-education/assets/resources/edi-resources-for-educators.html](http://www.wlu.ca/academics/faculties/faculty-of-education/assets/resources/edi-resources-for-educators.html).

## **Differentiated Instruction**

While poverty affects individuals and families across various demographic groups, certain segments of the population are more vulnerable. Therefore, teachers must be intentional in how they support students to meet their unique needs. Differentiated instruction allows teachers to tailor their teaching methods, curriculum content, and assessments to the individual needs of students and their preferred learning styles relative to each student's living circumstances and the resources and supports they have access to at home. For example, using closed captioning in videos shown in class helps those with hearing impairments or other exceptionalities, but it can also be helpful for English language learners and students who have attention deficits. This approach in providing support for all students through empathy and an ethics of care aligns with Universal Design for Learning principles (see CAST, 2018). A useful website that provides practical suggestions for accommodations and modifications, including how to differentiate instruction based on student exceptionalities, is the following: [www.teachspeced.ca/node/1](http://www.teachspeced.ca/node/1).

Educators can further identify, through student and class profiles, how each student best learns and can be supported to flourish through relationship-building with students and their families. This relevant information should be incorporated into decisions about what content is used in the classroom and in what ways. This includes being mindful of topics that can be triggering (e.g., discussions on poverty and healthy eating habits that may be unaffordable for some families) and ensuring that students are connected with support if triggered. Another strategy to differentiate instruction can be the infusion of storytelling as a form of pedagogy in which students are encouraged to explore their connections to the land they are on and their family histories. This creates opportunities for dialogue and discussions from different perspectives related to understanding what it means to decolonize and Indigenize education relative to each student's positionality and intergenerational history. Overall, by recognizing and accommodating diverse learning styles, abilities, and interests, educators can create a classroom that values and supports the unique strengths and lived experiences of all students.

## **Prioritizing Social-Emotional Learning**

Prioritizing social-emotional learning (SEL) in the classroom helps foster a supportive and inclusive environment (Durlak et al., 2011). This is significant for

students who experience poverty and are from single-parent households as they likely experience more trauma as part of their daily realities. No person wants to be the spokesperson for the historical or current trauma of their social group. As an educator, provide opportunities for discussion, but do not pressure or force anyone to speak. This can be done through circle sharing or restorative practices with options to pass. Silence itself is a form of response and at times is a coping mechanism for survival. There is no such thing as a safe space; therefore, educators should strive to create brave spaces where students are willing to come out of their comfort zone, talk about their emotions, and be vulnerable (see Eizadirad & Campbell, 2021, for more details about brave spaces and their key characteristics; see also chapter 10). Within brave spaces, (un)learning and growth can take place when social issues (e.g., challenges of living in poverty and lack of access to opportunities) are explored from different perspectives. When educators normalize talking about emotions in the classroom, students can become better at recognizing their triggers and learning that it is okay to ask for help, which counters what dominant discourse in society teaches them (e.g., being emotional is a form of weakness). To encourage students to be vulnerable and to build trust with students, educators should model and speak about their emotions and past and current lived experiences. Educators can find suggestions on how to implement various fun socioemotional learning games as part of character development via the following website: <https://proudtobepprimary.com/social-emotional-learning-games/>.

## **Collaborative Learning**

By encouraging collaborative learning, educators provide opportunities for students to explore different perspectives rooted in varied lived experiences. Collaborative approaches in the classroom are more student-centred. Projects or assignments involving different roles can be implemented using a strengths-based approach where people can take leadership roles based on what they are good at. This creates opportunities for students to help out one another and turn areas for improvement into strengths in a supportive environment where it is okay to make mistakes. Cooperative group projects, peer tutoring and mentorship, and inclusive classroom discussions foster a sense of community, respect, and shared responsibility among students. They also create opportunities for students to tell their own narrative rooted in their lived experiences versus others speaking on their behalf. A great website to check out, which provides many collaborative project-based lessons, is Lessons from the Earth and Beyond: [www.lessonsfromearthandbeyond.ca/](http://www.lessonsfromearthandbeyond.ca/).

## Connecting Students and Families with Additional Resources to Support Their Needs

The COVID-19 pandemic highlighted how a lack of resources, particularly access to digital technologies, private nonshared spaces, and a high-speed Internet connection can disadvantage students from lower SES backgrounds (Eizadirad & Sider, 2020). Therefore, it is important that educators identify students who may face financial barriers and provide them with extra resources, such as additional learning materials or access to technology. Educators can collaborate with school administrators, community organizations, or local initiatives to secure additional supports for students in need and their families (Jennings & Rentner, 2020). Educators can support families with system navigation, connecting parents to resources that they may not know about or have the cultural or social capital to find on their own. Building strong partnerships with families and communities ensures a holistic approach to student support. Educators need to consistently communicate with parents via different media that are accessible and convenient (e.g., texts, phone calls, emails, and/or feedback via a planner) to understand their needs, involve them in decision-making processes, and connect them with relevant community resources to address their concerns and unmet needs. This can lead to greater parental involvement and student engagement, particularly for families from lower SES backgrounds (Hillier et al., 2019). BGC Canada (formerly the Boys and Girls Clubs of Canada) and Pathways to Education are useful Canadian organizations to connect families with to support their children's needs outside of school hours (see the Discussion Questions and Activities section of this chapter for more details).

In the following section, we shift to examine a case study from the Jane and Finch community in Toronto, Canada, to learn how, through equitable resource allocation and culturally reflective teaching, a specialized math program was adapted during the COVID-19 pandemic to remain accessible and support students in flourishing to their full potential. We share this case study to emphasize how the strategies discussed in this section intersect with one another—rather than being separate and compartmentalized actions—in the realm of application.

## CASE STUDY: YOUTH ASSOCIATION FOR ACADEMICS, ATHLETICS, AND CHARACTER EDUCATION AND THE COMMUNITY SCHOOL INITIATIVE

In this section, through a case study in the Jane and Finch community in Toronto, Canada, we examine how low-SES students were supported to flourish, with various stakeholders working together to advocate for equitable outcomes. This



involved identifying with intentionality the local needs of a community and then strategically implementing pedagogical strategies to support the students and their families. The focus of the research project, funded by the Social Sciences and Humanities Research Council of Canada, was to explore how community-based programming could be adapted and mobilized during the pandemic to mitigate opportunity and achievement gaps for Black people, Indigenous Peoples, people of colour (BIPOC) and families from lower SES backgrounds.

The Youth Association for Academics, Athletics, and Character Education (YAAACE) is a Black-led, Black-focused, and Black-serving nonprofit community organization in the Jane and Finch neighbourhood that has been operating since 2007. It serves approximately 1,000 students and families annually through a range of programs in academics, athletics, expanded opportunities, and violence prevention and intervention. Jane and Finch is considered one of Canada's most under-resourced neighbourhoods. To put this into context, the Learning Opportunities Index produced by the Toronto District School Board ranks each school based on measures of external challenges affecting student success, with the school with the greatest level of external challenges being ranked number one and described as highest on the index. Of more than four hundred elementary schools assessed, three of the top five schools are located in the Jane and Finch community, indicating that there are extensive systemic barriers at the community level that impact educational achievement, such as high poverty rates, low parental education levels, and a large number of single-parent households (Toronto District School Board, 2023).

The Community School Initiative (CSI) is a partnership between YAAACE ([yaaace.com](http://yaaace.com)) and the for-profit enterprise Spirit of Math ([spiritofmath.com](http://spiritofmath.com)). It delivered a structured math curriculum to students in grades 2 to 8, aged 8 to 14 years old, from September 2020 to May 2021 at a subsidized cost and supported by a team of caring adults, including teachers, coaches, parents, and volunteers. Spirit of Math has been operating for 35 years and typically offers a structured math curriculum to high-performing and gifted students in kindergarten to grade 11 as a private service. The organization serves more than 11,000 students across 40 campuses in 20 cities in North America and Pakistan. The foundation of the Spirit of Math curriculum is based on four elements: drills, problem-solving, core curriculum, and cooperative learning. The length of the CSI program was nine months (36 weeks), and families had access to the program for a fraction of what the Spirit of Math program generally costs as a private support service (\$3000) because the cost was subsidized at \$100 per participant. CSI started off with in-person programming, switched to remote delivery due

to COVID-19 public health restrictions, and then made the switch to a hybrid model. Students participated in a two-hour Saturday learning session that was followed by a one-hour remote drop-in session on a weeknight to receive further assistance. Students were initially grouped by age. After diagnostic assessments, some students were identified as lacking in certain age-appropriate math skills, and as a result, some older pupils were placed into lower-level classes. To deliver the program, Spirit of Math instructors trained and assisted YAAACE teachers. Students were evaluated on a weekly basis through homework, math exercises, examinations, and a final exam.

Surveys were conducted with 35 Black parents and 35 students to examine YAAACE's transition to remote learning. Insights from their experiences helped identify how programming offered by YAAACE and similar community organizations could be tailored to reflect students' and parents' needs in a manner that was accessible and feasible in relation to circumstances caused by COVID-19 as well as adaptation for programming post-COVID. Surveys and a focus group were also conducted with the eight teachers who delivered the program curriculum to understand what they felt was needed to engage students and increase the quality of YAAACE's programs, particularly with remote teaching.

### Findings from the Case Study

All data was examined by the research team, who looked for key words and re-emerging big ideas expressed by the research participants involving the students, parents, and teachers. Similar codes were grouped together to identify main themes. This included themes related to holistic and **culturally reflective teaching and learning**, structured programming, communication and parental engagement, digital divide and inequality, and effective pedagogies.

Each student was provided with an individualized binder to keep track of their progress. This allowed teachers to spend less time preparing lessons and more time supporting students. Teachers also expressed that the consistency in the program's structure helped identify struggling students who needed additional support. Parents echoed similar sentiments about the structure and consistency of the curriculum being a positive aspect of the program. One parent stated, "Accountability, responsibility, ownership, pride, confidence all developed from program consistency." Teachers further emphasized that the technologies and resources made available to the students as part of the program, such as "iPads, AppleTV, laptops, and applications such as Brightspace, Microsoft Teams, and ActiveInspire," were very helpful. These were resources that many of the students did not have access to or would have been unable to afford if it were

not for the subsidized program. Recognizing that similar programs exist but at a much higher price, one parent expressed gratitude, stating that “Programs outside of YAAACE do not fit the budget.”

Another integral characteristic of the program was the fact that it was offered through people who had established trust and rapport with the community and who understand the local needs of the neighbourhood, including the magnitude of systemic inequities influencing learning conditions. For example, one teacher shared the following:

I don't know if it was so much the points system that was getting these kids on board or if it was the coaches. The coaches were a phenomenal resource because when they came online to support homework help, they would see who wasn't there. They would disappear for a bit, and then all of a sudden kids would just start popping up into the homework help and the coach would come back to hold them accountable.

Another teacher similarly said, “When we first started, we didn't have the coaches and it was like night and day in terms of the difference in terms of behaviour when the coaches got involved and were present.”

One major challenge with program implementation was that teachers had difficulties supporting students who did not have adequate access to technologies and the Internet at home. Once this was recognized, YAAACE provided devices on loan to help mitigate the digital divide and enhance student engagement for distance learning. YAAACE also created how-to videos to support students and parents in navigating the learning platform. One parent observed that “remote learning is not an ideal model for a child with ADHD [Attention Deficit Hyperactive Disorder],” and another parent also noticed that it was “harder to focus and learn compared to in-person learning.” Teachers stated that teaching remotely made gauging student engagement, supporting students one-on-one, and collecting student work more difficult. Body language was not observable when cameras and mics were turned off during the online learning sessions. Teachers also noticed more inconsistent attendance from the students in a remote context, which made it challenging to progress through the Spirit of Math curriculum expectations.

Overall, teachers working in lower SES schools can play a critical role in mitigating the opportunity gap by partnering with community agencies to support families beyond the individual in the classroom (see chapter 6). After-school hours, weekends, and summertime are crucial times for programs to connect with

families. Schools can partner with local community organizations or actively promote their programs and services to families to meet their unique needs and create continuity of care. Low-SES communities not only need these programs, but they need them to be accessible and culturally reflective.

Findings from both the literature review and the case study highlight the importance of connecting students and their families with holistic and socio-culturally relevant community organizations to help students develop their well-being, health, achievement, and capacity for continued success (Eizadirad, 2019; Kearney & Graczyk, 2014; Samuels, 2018). Findings emphasize the significance of structured education programs offered by nonprofits in mitigating the impact of learning loss from the pandemic, particularly for racialized and under-resourced students and communities (Gallagher-Mackay et al., 2021; James, 2020; Toronto Foundation, 2021). This is where there is potential for synergetic collaborative partnerships between the public/nonprofit and the private sector to work together to mitigate systemic barriers impeding student achievement and flourishing of the community. This will differ for each community, and by extension each postal code, as every neighbourhood has its own unique challenges driven by systemic inequities such as the intersection of poverty and racism.

## CONCLUSION

To continue to understand how teachers can work with community agencies in lower-SES schools to mitigate the opportunity gap perpetuated by systemic inequities, first, it is important to put greater investments into facilitating access to programs that are affordable, accessible, and led by diverse educators and practitioners who reflect the community demographics. This is essential for ensuring the flourishing of not only students, but also their families and the larger community where the school is situated. Second, it is important to invest in holistic and culturally reflective teaching and learning that reward diverse identities and lived experiences and to prioritize relationships and have people with trusted connections in the community involved with program delivery (e.g., BIPOC teachers and coaches working together with students and families). Third, teachers and leaders in the education system must provide multiple avenues to help parents navigate educational platforms to support their children remotely and at home, with consideration for digital literacy (e.g., information letters, how-to videos, and administrative support).

In conclusion, addressing the opportunity gap in racialized and under-resourced communities with high levels of poverty requires a multifaceted

approach that involves collaboration between educators and community agencies to ensure that students, families, and the entire community flourish. Teachers can work with community agencies to identify students who would benefit from local programs and connect them with the appropriate resources to create continuity of care between school hours, evenings, and weekends. Part of this is also recognizing and identifying what systemic barriers impact students and impede their flourishing so actions taken can be intentional. Finally, educators need to be proactive in creating a classroom environment and culture of excellence that promotes equity and inclusion. This involves incorporating diverse perspectives and experiences into the curriculum; creating opportunities for students to engage in meaningful dialogue around issues of race, equity, and social justice; and fostering a sense of belonging and community in the classroom. By implementing pedagogical strategies that prioritize inclusivity and implementing resources designed to support students living in poverty, educators can create an environment where all students can thrive and flourish regardless of their socioeconomic status.

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## KEY TERMS

**Culturally reflective teaching and learning:** A strengths-based approach to teaching that views Black people, Indigenous Peoples, and people of colour (BIPOC) as innately diverse, works with their strengths, and considers their unique lived experiences for optimal teaching and learning conditions.

**Digital divide/gap:** The gap between people who can easily access and use information and communication technologies (e.g., computers, tablets, the Internet) in their daily lives and people who cannot.

**Equity:** Practices, processes, and policies that promote and ensure fair access to opportunities and outcomes for diverse identities within an institution.

**Opportunity gap:** The way that systemic inequities create barriers to minoritized identities and communities accessing opportunities to achieve to their full potential.

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## DISCUSSION QUESTIONS AND ACTIVITIES

1. What challenges do you think schools in low-income areas face? What would be some alternative approaches and innovative solutions to support students attending schools in communities with high levels of poverty?
2. How can schools work better with community agencies and nonprofit organizations to more holistically support students and their families outside of school hours, particularly during evenings and on weekends, to create continuity of care?

3. How can schools deliver programming and services so that they are accessible and culturally reflective of the demographics of the communities they serve? What resources would be needed for implementation, and how can such resources be secured through equitable allocation by school boards?
4. As a class or school faculty, find local organizations and/or resources that you can share with families in your school community as part of community asset mapping. Add these to the list in question 5. Make this a living document so that resources can be continually added and updated. Discuss how you can share these resources with families and what relevant media you can share them through.
5. The following are various resources and organizations for supporting students living in poverty. In small groups, consider how these resources could be introduced and used in the classroom.

*Pathways to Education* ([www.pathwaystoeducation.ca/](http://www.pathwaystoeducation.ca/)): A national organization dedicated to supporting students living in low-income communities by providing a comprehensive set of academic, financial, social, and advocacy supports.

*BCG Canada* ([www.bgccan.com/](http://www.bgccan.com/)): A nationwide network of clubs that offer affordable after-school programs, mentorship, and support services to children and youth, including those from low-income backgrounds. Children and youth can experience new experiential opportunities, overcome barriers, build positive relationships, and develop confidence and skills for life.

*Canada's History* ([www.canadashistory.ca/education/classroom-resources/#/?page=1&format=8b1b6045-2cae-47c2-b646-03ff251302b9](http://www.canadashistory.ca/education/classroom-resources/#/?page=1&format=8b1b6045-2cae-47c2-b646-03ff251302b9)): Access a range of free lesson plans and activities related to history. A search can be done by themes, grade level, and type of resource (e.g., webinar, podcast, lesson plan, video, book, or article).

*Google Earth: Canada's Residential Schools* (<https://earth.google.com/web/data=CiQSIHlgYTBINWFkNDVhMjBiMTFIN2IzZmQzZjBhY2YwNDZiOWE>): A collaboration between *Canadian Geographic* and the National Centre for Truth and Reconciliation. Students can read about the history of residential schools while being taken to corresponding locations on Google Earth.

*Wilfrid Laurier University's Educational Resources for Equity, Diversity, Inclusion, and Indigenization* ([www.wlu.ca/academics/faculties/faculty-of-education/assets/resources/educational-resources-for-educators.html](http://www.wlu.ca/academics/faculties/faculty-of-education/assets/resources/educational-resources-for-educators.html)): This collection draws on a range of English and French digital sources and includes a variety of resources suitable for educator self-growth and teaching in K–12 classrooms grouped by the following categories: anti-discrimination, celebrating identity, diversifying knowledge, Indigenization, and library resources. It is a living collection that is monitored and updated annually.

*Lessons from the Earth and Beyond* ([www.lessonsfromearthandbeyond.ca/](http://www.lessonsfromearthandbeyond.ca/)): This comprehensive resource aims to bring about important conversations and critical inquiries

into the importance of Indigenous Knowledge systems in alignment with the Ontario curriculum for different subjects. This resource presents project-based critical explorations of how multiple knowledge systems come into dialogue with one another.

*TVO Learn Mathify* ([www.ontario.ca/page/learn-at-home](http://www.ontario.ca/page/learn-at-home)): This website provides free online math help for Ontario students in grades 4–12. Students can access the math tutoring website from any digital device to get homework help, prepare for math tests, get clarity on math concepts, or visually sketch math problems.

*Exploring by the Seat of Your Pants* ([www.exploringbytheseat.com/](http://www.exploringbytheseat.com/)): This organization seeks to inspire the next generation of scientists and explorers by bringing those on the frontlines of science, exploration, adventure, and conservation live into classrooms with virtual guest speakers and field trips. What they offer is always free for classrooms everywhere.

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