SPP 7.25: Inclusion, Diversity, Equity, and Access (IDEA)

26-02-02

Purpose	This Statement of Policy and Procedure is to define and support a caring and inclusive culture in the workplace, to foster creativity and openness, to embrace diverse backgrounds, languages, strengths, ideas, contributions, and perspectives, and, as a result, to ensure PHE Canada is more relevant and valuable to PHE Canada members.
Scope	This Statement of Policy and Procedure applies to everyone working with, member of, or participating in PHE Canada programs and activities, and they are to adhere to both the principles, particulars, and spirit of this policy.

1. POLICY (what we do)

1.1. PHE Canada will be diverse in its Board and employee demographics, leadership, experiences, and perspectives.

1.2. PHE Canada is committed to substantive equity in its governance structure.

1.3. PHE Canada will uphold the human rights of individuals and groups as expressed in the United Nations Declaration on the Rights of Indigenous Peoples (2007), the Canadian Charter of Rights and Freedoms (1982), the United Nations Universal Declaration of Human Rights (1948), and the Convention on the Rights of the Child (1991), specifically:

- **Respect for Human Dignity and Diversity:** PHE Canada and its members will respect the inherent value and dignity of all individuals, honouring differences, diversity, and fundamental human rights.
- **Commitment to a Safe Environment:** PHE Canada will pursue a safe, inclusive learning and working environment, free from maltreatment, and will actively promote equal opportunities while prohibiting discriminatory practices.
- **Honouring Truth and Reconciliation:** PHE Canada acknowledges the Truth and Reconciliation Commission of Canada's Calls to Action as a legal and moral obligation. PHE Canada specifically commits to advancing the Calls to Action related to education (Calls to Action 62 and 63) and Physical Education and Sport (Calls to Action 87 to 90).
- **Provision of Quality Education:** PHE Canada will promote meaningful participation and safeguard protection measures, always acting in the best interests of the child and in a way that helps them fully develop their talents and abilities.

1.4. This policy includes not engaging in, allowing, condoning, or ignoring behaviour that violates this policy.

1.5. No personal reason or perspective shall exempt any individual from their duty to adhere to this policy.

1.6. To foster cultural safety and belonging, where possible, individuals from equity-deserving groups will not be placed or recruited as a single representative but within a group of three or more. This practice reduces isolation, distributes responsibility for cultural representation, and strengthens the collective voice and divergent decision-making.

2. PROCEDURES (how we do it)

2.1. It is the responsibility of the President to ensure that each Board Director and the Executive Director & Chief Executive Officer are aware of this policy and adhere to it in their respective roles, duties, decision-making, and conduct.

2.2. It is the responsibility of the Executive Director & Chief Executive Officer to ensure that all members of PHE Canada are aware of this policy, agree to adhere to both the principles and particulars and spirit of this policy, and articulate a clear and accessible complaints process.

2.3. All Board Directors, Officers, the Executive Director & Chief Executive Officer, employees and members are expected to:

- Exercise the duty of care and demonstrate empathy and responsiveness in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity toward all.
- Consider the present and long-term effects that settler-colonial actions have on people and educational practices and spaces.
- Demonstrate respect to individuals regardless of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, and/or disability.
- Make decisions in a manner that respects the dignity and independence of all individuals and promotes cultural safety.
- Seek learning/unlearning and capacity-building opportunities that increase understanding the impact of colonial actions, intergenerational trauma, and the role that physical and health education can play in walking the path of reconciliation. (TRC Calls to Action 92iii and 62i).
- Practice cultural humility by exploring their perspectives, privileges, biases, and assumptions and how they impact their interactions with others.
- Ensure that all PHE Canada products, services, and individual behaviours uphold child rights for quality education and engage children and youth as active participants in their K-12 and post-secondary learning.

2.4. The Nominations Committee and the Executive Director & Chief Executive Officer will:

- Advance the participation of disadvantaged groups in both membership and leadership to reflect the communities served.
- Continuously identify and address possible systemic barriers embedded within the recruitment and selection of new members and employees.
- Investigate how they can personally create opportunities for historically underrepresented groups and contribute to PHE Canada's transformation into a more equitable, diverse, and inclusive environment.
- Acknowledge contributions fairly, respecting people's rights and responsibilities, and ensuring equitable treatment.

2.5. The Executive Committee and the Executive Director & Chief Executive Officer, and any person involved in recruitment, will use recruitment practices that are culturally safe and inclusive. This includes inclusive job postings, culturally safe recruitment practices, training and awareness, representation in hiring panels, confidentiality and respect, and continuous improvement.

2.6. It is the responsibility of the Executive Director & Chief Executive Officer to ensure that all employees of PHE Canada, including full-time, part-time and temporary employees, contractors,

interns, and co-op placements, are aware of this policy and adhere to it in their respective roles, duties, decision-making, and conduct.

2.7. All employees are expected to:

- Review and uphold Indigenous, Human, Child Rights and the Truth and Reconciliation calls to action.
- Incorporate equity, diversity and inclusion matters into programs, resources, services, and events.
- Ensure that equity-deserving groups are portrayed equitably in promotional materials and official publications.
- Ensuring that people-first and identity-first language is used in all communications.
- Address possible systemic barriers embedded within administration, policies, communications, resources, programs, events, and other activities that inadvertently exclude individuals.
- Include educational and training programs within their annual workplans to build awareness and respect among individuals, teams, leaders, and organizations.
- Share responsibility for seeking and holding meaningful and sustained relationships with Indigenous communities and organizations, nationally and locally, based on equality, good faith, and mutual respect, to work collaboratively towards equitable, accessible, and culturally relevant and responsive learning opportunities for Indigenous children, youth, and families. (TRC Call to Action 66).
- Assess and modify how they work and make decisions, considering how habits or practices, particularly the impact of unconscious biases, may exclude people from opportunities to contribute and participate.
- Explore ways that they personally can open doors for people who have been historically underrepresented, and help PHE Canada become a more equal, diverse, and inclusive environment.
- Make decisions in a manner that respects the dignity and independence of all individuals and promotes cultural safety.
- Acknowledge contributions fairly, respect their rights and responsibilities, and ensure equitable treatment and remuneration for all employees, including full-time, part-time, and temporary employees, contractors, interns, and co-op placements.
- Practice cultural humility by exploring their perspectives, privileges, biases, and assumptions and how they impact their interactions with others.

3. DEFINITIONS

- Diversity
- Equity
- Equality
- Equitable
- Inclusion
- Cultural Humility
- Cultural Safety
- Substantive Equity

4. RELATED FORMS / RESOURCES

- None

Key Terms	Definition	SPP usage
Diversity	Diversity has many facets that intersect, such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, sexual orientation, ability, age, family status, religion, and language. It also refers to the unseen dimensions of identity — beliefs, ideologies, worldviews, and knowledge systems.	SPP 7.25
Equity	Equity is a just, fair, and principled approach to uphold equal treatment for all. It does not just mean equal treatment for all; it means acknowledging and dismantling the barriers that cause people to experience things differently.	SPP 7.25
Equality	Equality is the state of being equal, especially in status, rights, and opportunities. It means that all people enjoy the same conditions and treatments without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), gender, pregnancy, sexual orientation, disability (physical or mental), age, marital status, family status, and other diversities.	SPP 7.25
Equitable	Equitable is being fair and reasonable in consideration of the facts and circumstances.	SPP 7.25
Inclusion	Inclusion means that all people have the right to be valued, appreciated, and respected as members of your classroom and school community. Fostering a sense of inclusion is critical for supporting all students.	SPP 7.25
Cultural Humility	A lifelong journey of self-reflection and learning. It involves listening without judgment and being open to learning from and about others. It involves learning about our culture and our biases. Cultural humility is a building block for cultural safety.	SPP 7.25
Cultural Safety	Ensures that all individuals feel respected and secure during their interactions with PHE Canada. Cultural interactions are free of racism and discrimination. Where possible, individuals within PHE Canada board, committees and from marginalized groups should not be alone but in groups of three or more. People are supported to draw strengths from their identity, culture, and community. The journey often starts with cultural awareness—recognizing that differences and similarities exist between cultures. Learning about the histories that impact Indigenous peoples in Canada is an important part of developing cultural awareness.	SPP 7.25
Substantive Equality	Is achieved when the differences in characteristics and circumstances of minority communities are taken into account to ensure that the minority receives services of the same quality as the majority. To ensure diverse perspectives and equitable participation in decision-making, a minimum of 51% of the board shall reflect intentional inclusion of individuals from underrepresented groups. Simply appointing one equity-deserving group does not satisfy this policy. The goal is to ensure that voices from multiple underrepresented equity-deserving groups are represented so that the board benefits from a range of lived experiences, perspectives, and identities. For this policy, equity-deserving groups include: Indigenous peoples, women, persons with disabilities, members of racialized or visible minority communities, 2SLGBTQIA+ individuals experiencing systemic barriers, and the intersecting identities within these groups.	SPP 7.25