EDUCATING FOR PLURALISM

Learning Framework

Pluralism is an ethic of respect for diversity. In a pluralistic society, the dignity of each person is recognized, and everyone feels like they belong. This Framework responds to the opportunities and challenges associated with a changing, diverse and connected world by identifying the knowledge, skills and attitudes* that enable learners to:

1 | **REFLECT** on and **THINK CRITICALLY** about how historical narratives and interpretations of current events impact views of identity and ideas about who belongs.

Knowledge:
- Describe the structure of a worldview and the components that shape an identity.
- Provide examples of the societal norms, historical narratives and conceptions of national identity that can shape our way of seeing the world.
- Connect how perceptions of and responses to diversity can be shaped on and offline (e.g., echo chambers, filter bubbles and logical fallacies).

Skills:
- Apply a framework to explore the experiences, influences (e.g., family, friends, religion, media, school, government) and beliefs that shape a personal worldview.
- Apply a framework to understand why people may have different and conflicting ways of viewing an issue.
- Critically assess information gathered both on and offline.
- Identify manipulation techniques and the use of logical fallacies, especially when discussing diversity.
- Seek different perspectives from a variety of sources.

2 | **RECOGNIZE** and **ANALYZE** how "hardware" (institutions) and "software" (norms and attitudes) can reinforce systems of power and privilege or challenge group-based inequalities.

Knowledge:
- Explain how personal and dominant worldviews ("software") shape perceptions of who belongs and who contributes.
- Outline how institutions ("hardware") can reinforce inclusion and exclusion based on difference.
- Name some of the reasons behind inequalities and exclusion in your own context.

Skills:
- Analyze existing social and political systems from a critical perspective.
- Pursue and compare alternative viewpoints.
- Discuss inequality and the many ways in which people can be included and excluded in different contexts.

3 **ENGAGE** in dialogue that includes multiple perspectives, marginalized viewpoints and different forms of expression in order to widen practices of belonging.

Knowledge:
- Explore through dialogue the role of identity, cultural habits, mindsets and beliefs in fostering a sense of belonging.
- Reflect on the challenges and possibilities of engaging in dialogue with those holding different perspectives.

Skills:
- Actively listen to, question and learn from others' perspectives and stories.
- Analyze political and social issues in a way that considers multiple perspectives and ways of seeing the world.
- Use the internet to access multiple viewpoints and forms of expression.

4 **APPLY** a pluralism lens to social and political issues in order to **COLLABORATE** on and advance inclusion, recognition and respect for difference, locally and globally.

Knowledge:
- Define pluralism and explain how it differs from tolerance or acceptance of diversity.
- Explain how pluralism can lead to more dynamic, democratic, peaceful and secure societies.

Skills:
- Develop strategies to deal with and overcome discomfort, disagreement and conflict, for in-person and online interactions.
- Collaborate with others to plan an initiative that addresses an issue related to pluralism.
- Actively defend/promote diversity, recognition, inclusion, belonging and diversity as strengths.
- Demonstrate pluralistic attitudes in web-based interactions.

* The attitudes listed here are not tied to one specific skill: they are relevant across the Learning Framework.

Attitudes

THOUGHTFUL: Why do I see the world the way that I do? What are my biases and assumptions?

OPEN-MINDED: What are other explanations for this information?

CRITICAL: Is this a strong argument? How is it **justified**?

QUESTIONING: Who is represented here? From what perspective? Why? Who is missing?

ANALYTICAL: What is my relationship to larger societal structures? How have I benefited (or not) from existing power structures?

CURIOUS: I ask: Why do you see an issue the way that you do?

CONFIDENT: I feel equipped to work through conflicts and disagreements with mutual recognition and an ethic of respect.

OPEN AND COURAGEOUS: I share personal stories and perspectives, take risks and admit my ignorance/vulnerabilities.

EMPATHETIC: I am sensitive to different individuals' experiences.

CREATIVE: I consider different ways of approaching issues.

RESILIENT AND SELF-REGULATING: I stay centered and calm in the face of disagreement.

CO-OPERATIVE: I work with others towards shared solutions.

To learn more about the Education Program, visit **www.pluralism.ca/education** or contact the Education team at **education@pluralism.ca**