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Tensions and Transformations: EDI in a Diverse Urban School Division

Lesley Eblie Trudel, PhD
Kishi Anderson Leachman , PhD
Wayne Davies, EdD
University of Winnipeg

THE UNIVERSITY OF WINNIPEG

Why this study?

- **EDI is a priority in Canadian Education**
- **Inclusive intent is strong but a gap exists between policy and practice**

Aim: To explore how EDI is lived in a school division - not just declared

Research Questions

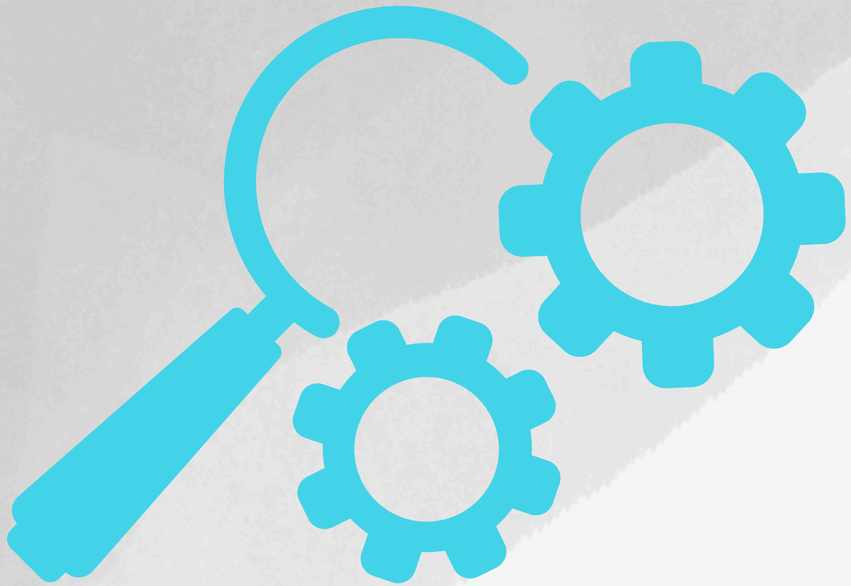
How do individuals in different roles in the school division experience EDI?

Where is EDI meaningfully embedded and where does it fall short?

What systemic tensions and transformative opportunities emerge?

Framework

- Critical Race Theory (Bell, 1992)
- Intersectionality (Crenshaw, 1989)
- Ecology of Inclusive Education (Anderson et al., 2014)
- Collective Efficacy (Bandura, 1977, 2000; Goddard et al., 2004)



Methods

Design: Mixed Methods

Tools: Adapted survey + 6 Focus Groups

Participants: 29 Survey Respondents + 23 Focus Group Participants

Purpose: To understand how EDI is enacted systemically and relationally

Descriptive Statistics by Dimension

Subscale	Min	Max	Mean	SD
Dimension 1	3.52	4.45	4.06	0.58
Dimension 2	2.93	4.14	3.68	0.69
Dimension 3	2.76	4.24	3.68	0.74
Dimension 4	2.59	4.04	3.34	0.77
Dimension 5	2.81	4.37	3.65	0.68

Focus Group Themes

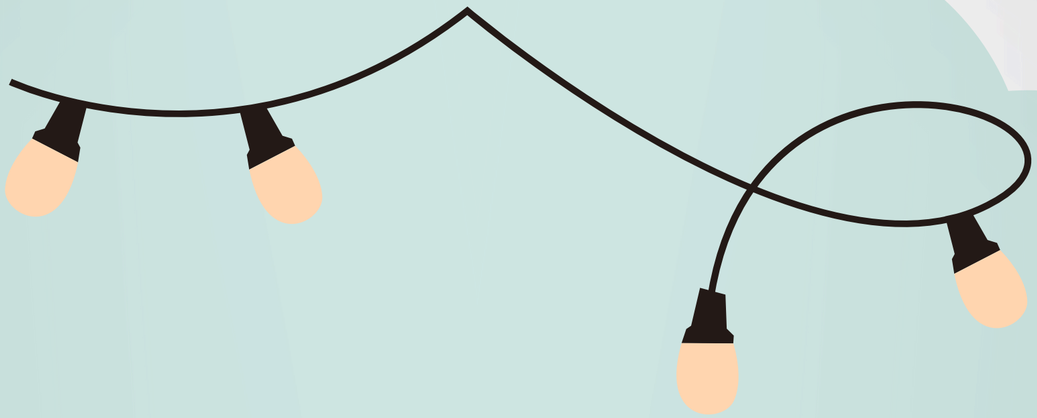
- Administrators
- Clinicians
- Educational Assistants
- Parents/Caregivers
- Students
- Teachers

Integrated Themes (System Level Tensions)

“Stakeholders shared a strong commitment to EDI, but face five systemic tensions: Uneven implementation, inequitable access to supports, structural barriers, stretched capacity, and unclear leadership accountability.”

Implications and Recommendations

- Develop a shared EDI framework
- Address structural accessibility
- Advance representative and inclusive hiring
- Embed EDI into professional learning
- Integrate EDI into leadership accountability



EDI lives in the space between knowing and doing. Tensions, when held with care and courage, can become the starting point for transformation.

THANK YOU

l.eblietrudel@uwinnipeg.ca
k.andersonleachman@uwinnipeg.ca
w.davies@uwinnipeg.ca