

QuaverEd™



Stance on
Diversity, Equity, and Inclusion

Introduction

QuaverEd believes that diversity, equity, and inclusion are critical to establishing a safe and welcoming environment for children. We also believe that our lessons provide mirrors—allowing children to see themselves represented in our resources, and windows—allowing children to see the world from another’s point of view. Our goal is to help children develop self-acceptance and a compassionate understanding of people and experiences that sit outside of their everyday lives.

Guiding Principles

To support these beliefs, we are committed to the following principles:

- Developing curriculum resources that are culturally accurate and representative of the diverse population of students and teachers we serve.
- Equipping teachers with age-appropriate resources and professional development to inform their students about diversity, equity, and inclusion.
- Proactively ensuring that there is no potentially offensive or inauthentic material in our resources through a rigorous evaluation process, headed up by our DEI committee (for more information about our resource selection process and detailed information about our Committee, see our [Diversity, Equity, and Inclusion Page](#)).
- Providing equitable access to our high-quality learning materials both in school and after the teaching day ends through free student accounts to all licensed schools.
- Creating a company environment that celebrates diversity of all types.

We believe accountability is an essential part of this commitment—making certain these principles become much more than just words on a page. As a result, we have created a system for our educators, parents, and community members to ask questions and provide feedback. We view this input as vital information to help us strengthen our position as advocates for diversity, equity, and inclusion in the classroom. Below are some recent examples of action steps taken, and changes made, in response to comments and questions we have received from our Quaver community:

- Changes in language, removing derogatory or demeaning terms (ex: updating the word *slaves* to *enslaved people*). See *Exhibit 1-1*.
- Changes toward inclusive language (updating the word *male* to *man* and *female* to *woman*). See *Exhibit 1-2*.
- Changes to increase equal portrayal. See *Exhibit 1-3*.
 - Classical music has largely been defined by the contributions of white men. We are working to highlight the work of men and women from diverse backgrounds who have played a part in this art form but are rarely credited. We are continuously expanding the selection of composers and songs to our catalog of music.

Exhibit 1-1



Exhibit 1-2

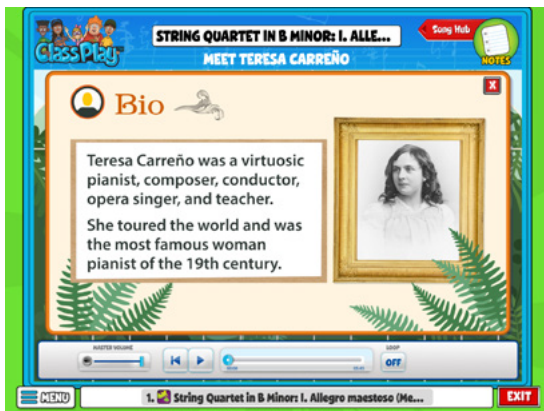


Exhibit 1-3



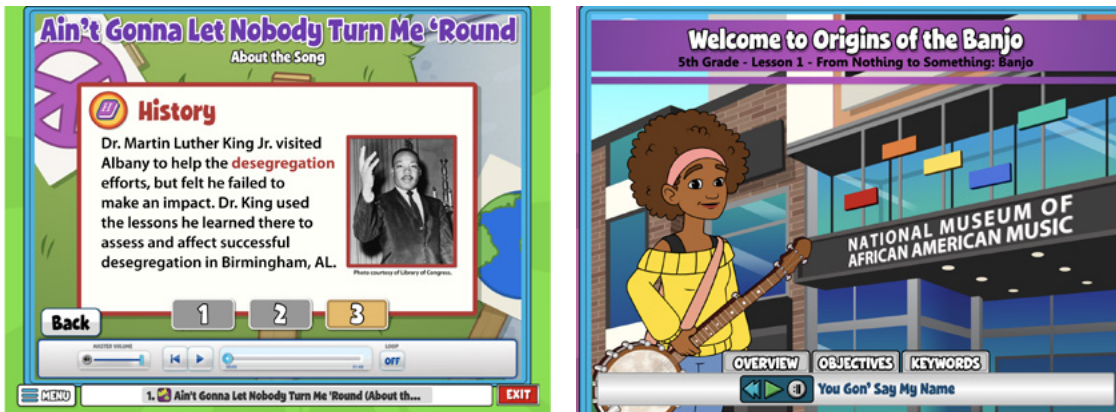
- World Folk Music is an integral part of the music classroom. We are expanding our musical selections to offer greater diversity in cultural representation. We create new resources after establishing a connection with culture bearers to ensure the music is presented through the authentic lens of the culture from which it comes. See *Exhibit 1-4*.

Exhibit 1-4



- In an effort to offer resources that represent diverse cultures and experiences we continuously add to our song collection. These resources contain supplemental information, providing students with authentic cultural and historical context for each song. One example of this is The Freedom Songs collection that provides context for the music during the civil rights movement. In addition to authentic video performances of the songs themselves, we also provide lesson screens designed to help students analyze the lyrics and present historical context for each song. We also produced a series of lessons in collaboration with the National Museum of African American music which highlight the stories and contributions of African Americans to the landscape of American music. See *Exhibit 1-5*.

Exhibit 1-5



- Additional characters and families have been added to reflect the diversity of students in all classrooms and to affirm inclusivity. See *Exhibit 1-6*.

Exhibit 1-6





- Changes in our lesson notes. We've provided additional support to teachers, helping them navigate complex discussions with students related to diversity, equity, and inclusion. These thought-provoking discussion starters are designed to affirm diversity and nurture inclusivity in the classroom:
 - **Throughout history, the contributions of women have been underrepresented. Ask students to consider why women were historically overlooked.** Compare/contrast the historical attitude toward women with attitudes of today. Ask students to reflect on how attitudes have changed over time.
 - **Minoritized groups have been denied equal rights and have fought for representation. Though laws have changed, the struggle for equality continues.** Guide a class reflection on the adverse depictions of minoritized groups throughout history. How have attitudes and depictions changed over time?
 - **Discriminatory practices and policies have led to harmful stereotypes that patronize or demean people because of their sexual orientation or gender identity.** Provide an opportunity for students to reflect on the negative impact of these demeaning stereotypes and how attitudes have become more open to equality and tolerance over time.
 - **Explain that the treatment of and respect for people with disabilities has changed over time.** Provide an opportunity for the class to reflect on those changes.
 - The United States was built and supported by a vast population, spanning all socio-economic and education levels. However, the contributions of all people have not been viewed equally. **Guide a class discussion, asking students to reflect on the different contributions of entrepreneurs, managers, and laborers in the American free enterprise system.**
 - The Constitution of the United States grants all citizens the freedom to practice any religious belief as well as the freedom to practice no religion at all. Religious representation is vast and varied. **Ask students to consider their own cultural and religious practices and to share their thoughts with the class if they feel comfortable.**

At QuaverEd, we understand that the pursuit of our principles is an ongoing process. Attitudes and language change over time. As a digital resource, we have the ability to generate new content often and edit previously released resources to reflect best practices in education. As a leader in online education resources, we have the responsibility to ensure our materials are held to the highest standards and avoid language or imagery that demeans, discriminates, or stereotypes.

References

- Richardson, C. and le Blanc, S. (2016) Diversity and Equity in Learning. University of Delaware Center for Teaching and Assessment of Learning.
- Doherty, M.L. (2019) Increasing Diversity and Equity in K-12 Ensemble Repertoire: Programming Diversity NAFME.
- Kelly-McHale, J. (2016) Why Music Education Needs to Incorporate More Diversity. NAFME.



