Ensuring Safe and Inclusive School Cultures and Climate: Leadership Practices for Advancing Educational Equity Session One

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Leadership Practices for Advancing Equity Series

Session I
• Discuss key leadership practices for advancing educational equity and its relationship to civil rights legislation related to race, sex, national origin, and dis/ability.

Session II
• Discuss how equity-oriented leadership actions can be continually supported and cultivated to ensure safe and inclusive learning environments.

Session III
• Examine initial leadership actions district and building level administrators can take to promote educational equity at the school level.

Session IV
• Examine how equity-oriented leadership actions can be monitored to ensure safe and inclusive learning environments.
Session One Objectives

Understand civil rights legislation related to race, sex, national origin, and dis/ability and its relationship to safe and inclusive schooling.

Recall the framework for equity-oriented leadership.

Describe what it means to be critically conscious.
What is in your materials?

Participant Packet

Data Packet

E-Forum

Activity Handouts
Journaling will be used as a technique to aid us in terms of personal growth, synthesis, and/or reflection on new information.
Our commitments for engaging in courageous conversations

Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure

(Singleton & Linton, p. 18, 2006)
Having Courageous Conversations

Reflect on each commitment

Choose one that would be the most challenging for you

Turn to the person next to you and share the commitment that you selected and why
Two minute Journal Entry
Creating Safe & Inclusive School Cultures & Climate: Making Connections to Equity-Oriented Leadership
Educational equity - when educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities. (Fraser, 2008; Great Lakes Equity Center, 2011).
Transformative change towards equity is **persistent systemic change** that **disrupts and dismantles** historical legacies of **normative assumptions**, **beliefs**, and **practices** about individual characteristics and cultural identities that marginalize and disenfranchise people and groups of people (Great Lakes Equity Center, 2011).
Creating safe and inclusive school cultures & climate fosters educational equity.
Safe and Inclusive Schooling

- Social-Emotional
- Cultural
- Intellectual
- Physical
Two Imperatives Toward Realizing Educational Equity

Legal Imperative

Moral Imperative
Title VI, 1964 Civil Rights Act

Protects people from discrimination based on race, color or national origin in programs or activities that receive federal financial assistance. Title VI states that: No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.
Programs and activities that receive federal funds must operate in a non-discriminatory manner. These may include, but are not limited to:

- Admissions
- Recruitment
- Academic Programs
- Student Treatment
- Services
- Counseling and Guidance
- Discipline
- Classroom Assignment
- Grading
- Vocational Education
- Recreation
- Physical Education & Athletics
Additional Legal Mandates

- Title IX of the Education Amendments of 1972 (Title IX)
  - Prohibits discrimination on the basis of sex

- Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II)/IDEA
  - Prohibits discrimination on the basis of disability
A Moral Imperative

The quest for **educational equity** is a moral imperative for a society in which education is a crucial determinant of life chances. ~Henry M. Levin, Columbia University, 2009

**Education for All** is a “moral Imperative”
~Jesse Jackson, 2012

We are increasingly focused on what we need to do at the federal -- and the state and local level -- to advance equity through education reform ...it is our moral responsibility to act swiftly and dramatically to change educational outcomes for these kids. ~Arne Duncan, 2010
Two minute Journal Entry
Whole Group – 10 min

- Complete Equity Indicators Matrix
  - Look like
  - Sound like
  - Feel like

Small Group – 15 min

- Review data charts
- Compare Lebanon City Schools (LCS) data with Equity Indicators
- Discuss and Note on Post-Its
  - What insights do you have regarding students’ learning experiences across groups?
  - What questions surface for you about school structures, policies and practices and the relationship to students’ experiences across groups?

Whole Group Process – 15 min

- What statements of concern do we have related to equitable practices at LCS?
Two minute Journal Entry
Ensuring Safe & Inclusive Schooling: Framework for Equity-Oriented Leadership
Transformative change towards equity is persistent systemic change that disrupts and dismantles historical legacies of normative assumptions, beliefs, and practices about individual characteristics and cultural identities that marginalize and disenfranchise people and groups of people (Great Lakes Equity Center, 2011).
Possessing Critical Consciousness

Commitment to Critical Practice

Equity-Oriented Leader
Possessing Critical Consciousness

Critical Self Awareness and Self Examination

Recognizing Implicit Bias

Understanding Power and Privilege
Defining Critical Consciousness

The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others.

(Radd & Kramer, 2013)
Self-Awareness is the recognition of one’s social identities and the ways in which those identities interact to shape sense of self and experience (Diane J. Goodman, 2011)

Self-Examination is excavating how one’s identities inform their understandings of and experiences with complex social problems (Tania D. Mitchell, 2015)
Identity Wheel Activity

Split into groups of 2 or 3

Complete identity wheel using Post-Its with initials

Share your identity wheel with your partner(s), then post around the room
Positionality

The multiple, unique experiences that situate each of us.

By ‘positionality’ we mean...namely that gender, [gender expression], race, class, [ability, religion, national origin, language], and other aspects of our identities are markers of relational positions rather than essential qualities.

(Alcoff, 1988; Maher, 1993; Takacs, 2003)
Privilege refers to any advantage that is unearned, exclusive, and socially conferred (Allan Johnson, 2005).

Power is the legitimate control of, or access to, those institutions [resources and opportunities] sanctioned by the state [authorities] (Barbara Major, 2002).
Reading & Reflection
The Trouble We’re In: Privilege, Power and Difference
Allan Johnson, 2005

Read
- The Social Construction of Difference
- What is Privilege?
- Oppression: The Flip Side of Privilege

Reflect (In Journals)
- What do you think are the key points made by the author(s) and what evidence do the authors use to make those points?
- How significant is the article to your practice and how will it help you do your work?
Individually— 5 min

• Choose one identity from your identity wheel
• List at least 3-4 ways power and privilege have shown up in your life regarding that identity (e.g. what ways has your selected identity privileged you in the work place, community etc.?)

In pairs— 5 min

• Review and discuss your list with your colleague
• Both people complete the following statement:
• “The emotions that came up for me during the discussion were....”
Intersectionality

The study of overlapping or intersecting social identities and related systems of oppression, domination or discrimination. The theory suggests that—and seeks to examine how—various biological, social and cultural categories such as gender, race, class, ability, sexual orientation, religion, caste, age and other axes of identity interact on multiple and often simultaneous levels.

(Crenshaw, 1989)
Intersectionality Cont.

Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be cause by cars traveling from any number of directions and, sometimes, from all of them. Similarly, if a student of color is intellectually, culturally, socio-emotionally, or physically harmed because she is in the intersection, her injury could result from sex discrimination or race discrimination.

(Crenshaw, 1989, p. 149)
How does positionality and intersectionality help us better understand the dynamics and complexities of systemic barriers toward safe and inclusive schooling?

Helps us understand that identities within society do not act independently of one another. Instead, forms of identities interrelate, creating a system of oppression that reflects the "intersection" of multiple forms of discrimination.

Helps us understand that there is no singular experience of an identity.

Helps us understand that seemingly discrete forms and expressions of privilege are shaped by one another.

Helps us to realize that our identities are dynamic and without being constantly vigilant in our self awareness and self reflection, we may unintentionally allow the perpetuation of unsafe and inequitable schooling.
Wrap Up: 3-2-1 Discussion

3 Key take-aways from this session

2 Immediate next steps to forward this work personally

1 Thing that you would like to cover next session
It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.
~Audre Lorde, 1986
CALENDAR OF EVENTS
2015-2016 Learning Experiences
References


