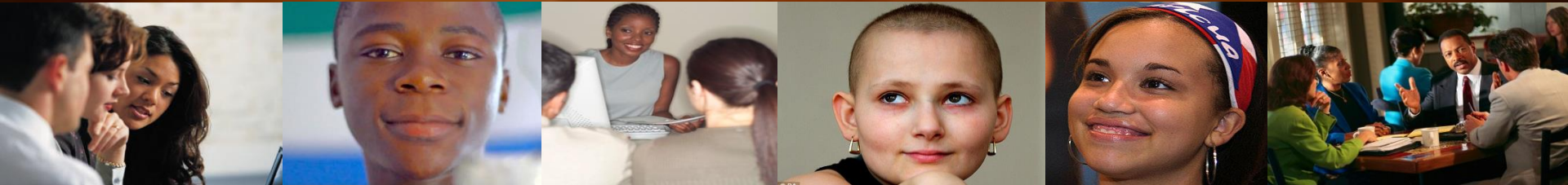


# Becoming an Equity-Oriented Educator: Demonstrating a Commitment to Social Justice in Education

## Session Two

Presented by Seena M. Skelton, Ph.D. and Tiffany S. Kyser, M.A.  
April 2, 2015



# Session Scope & Sequence

## Session One

Developing critical consciousness & facilitating conversations about difference, privilege and education

Present

Facilitate

Read

## Session Two

Sustaining efforts towards transformative change for equity & engaging a social justice framework for creating inclusive learning environments

Present

Facilitate

Read

# Session Two Objectives

## Participants will:

- describe the two components of critical consciousness and the role critical consciousness has in being an equity-oriented educator.
- explain the importance of reflective practices in creating inclusive learning environments/spaces
- discuss and practice applying a framework for social justice education

# Recalling our commitments for engaging in courageous conversations

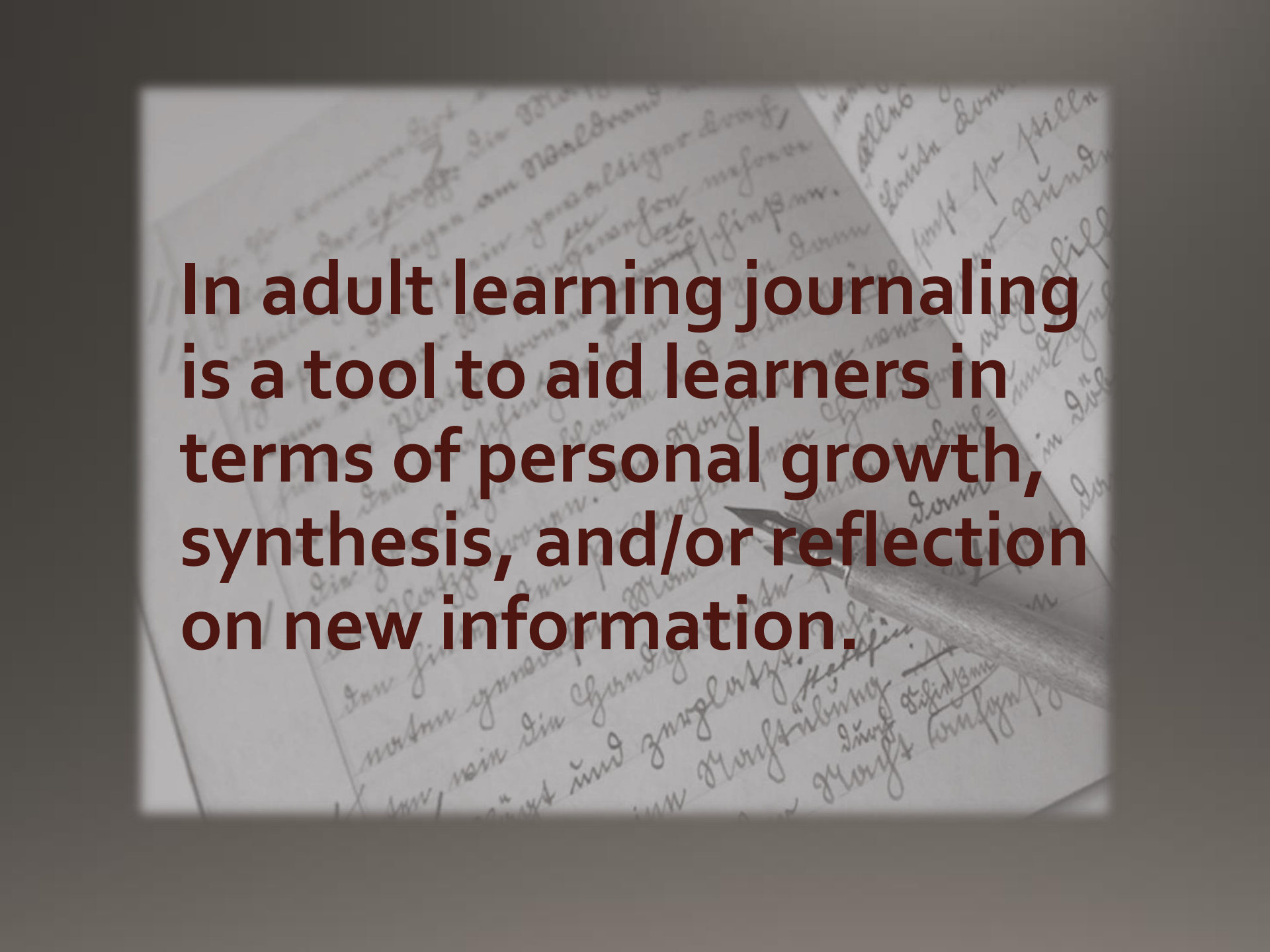
Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure

Singleton & Linton (2006)

The background of the slide features a faded, grayscale image of a handwritten document. The text is written in a cursive script, likely German, and is partially obscured by a large, semi-transparent text box. A quill pen is visible in the lower right quadrant, resting on the document. The overall aesthetic is that of a historical or academic journal.

**In adult learning journaling is a tool to aid learners in terms of personal growth, synthesis, and/or reflection on new information.**

# Group Processing Activity



Individually

Think about core concepts that you recall from session one.



Pairs

1. Discuss the concepts from session one.
2. Share if and how the information affected your reflections or practices since session one



Small  
Group

1. Complete the Wow and Wonder T-Chart regarding the core concepts listed at the top of your chart.
2. Choose a spokesperson for your group to share chart with the whole group.

Possessing  
Critical  
Consciousness



Equity-  
Oriented  
Educator

Commitment  
to Social  
Justice



# Recognizing Implicit Bias

# Understanding Power and Privilege



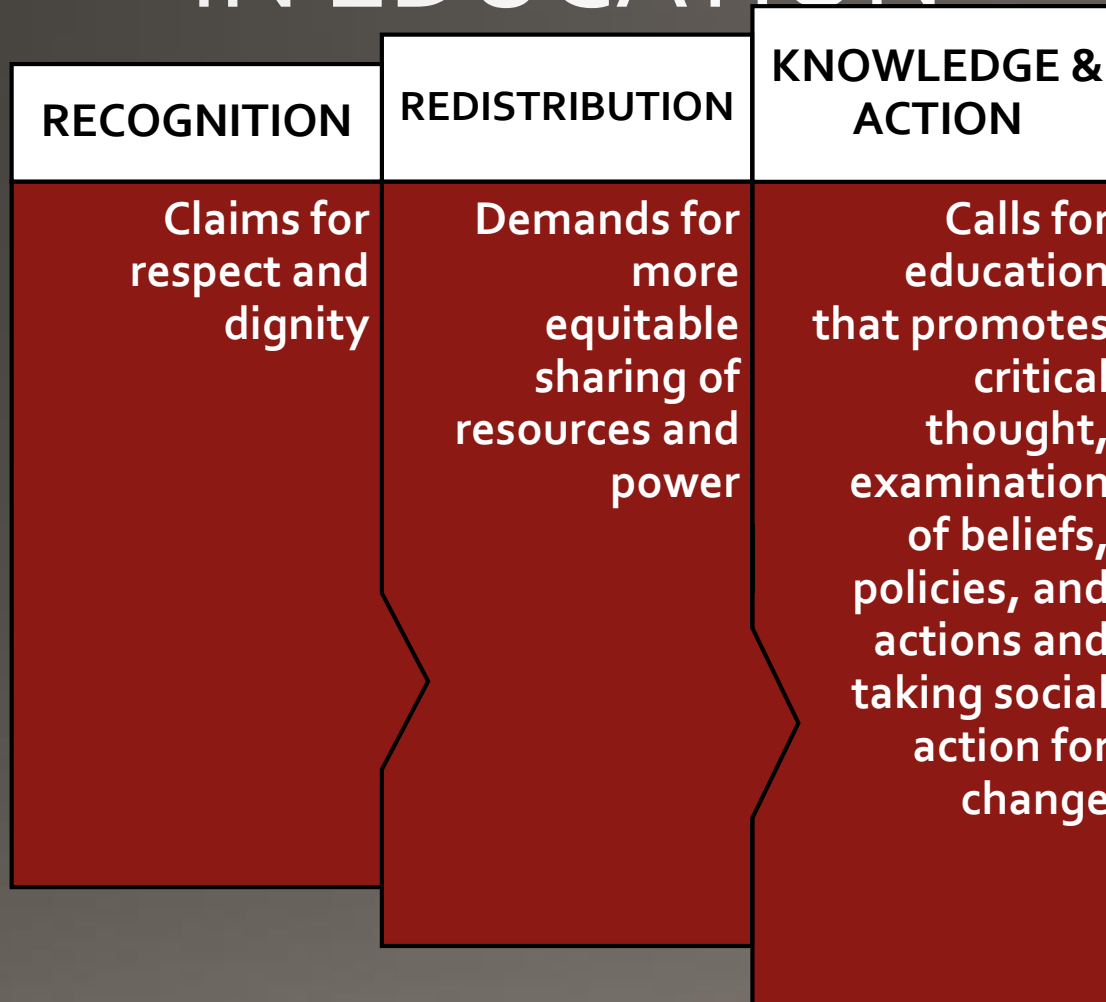
Recognition

to

Redistribution

Knowledge & Action

# KEY DIMENSIONS OF SOCIAL JUSTICE IN EDUCATION



(Cochran-Smith, 2009; North, 2008; Rodriguez, 2012)

# Two minute Journal Entry



# 3-2-1 Video Debrief– 10 minutes



## •Discuss

**3** Key ideas that resonated with you from Dr. Hackman's Video

**2** Questions that you have about the information from Dr. Hackman's presentation

**1** Action you will personally take that reflects a commitment social justice in your practice

# Reflect on the following questions...

What is your role in creating social justice and equity for all students?

What assets can you bring to bear to ensure social justice for your students

In which areas would you like build personal capacity to create socially just schools ?

IN WHAT SPECIFIC WAYS WILL YOU INCREASE CAPACITY FOR SOCIAL JUSTICE?

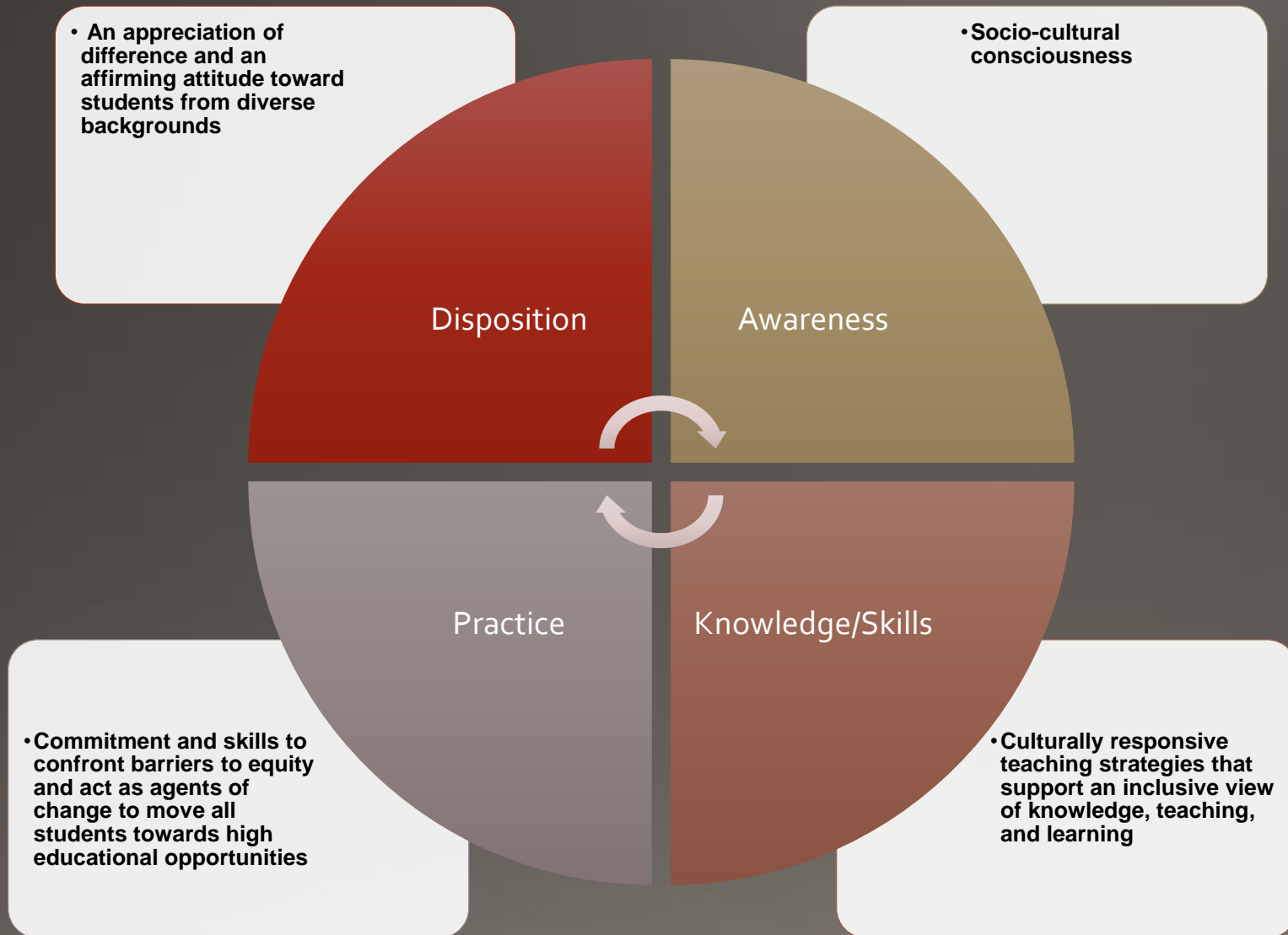
In what ways will you leverage your assets as an equity leader moving forward?

What is your greatest hope for achieving social justice in your educational setting?

# 5 Minute Break Time



# A Framework for Social Justice



# Taking Action

## What we do

- Interactions with colleagues, students & families
- Actions/behaviors

## What we Share

- Discourse
- Decisions

## What we value

- What we choose to act upon
- Things we reward
- Things we acknowledge



# Disposition

**An appreciation of difference and an affirming attitude toward students from diverse backgrounds**

significantly impacts their learning, belief in self, and overall academic performance. By respecting differences and adding learning experiences relevant to students lived experience, students and programs become inclusive.



# Awareness

## **Socio-cultural**

### **consciousness** means

understanding that one's way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language. Therefore, educators must critically

examine their own socio-cultural identities and the inequalities between schools and society that support institutionalized discrimination to maintain a privileged society based on social class, skin color, gender and dis/ability. Educators must inspect and confront any negative attitudes they might have toward cultural groups.



# Knowledge/Skills

**Culturally responsive and sustaining teaching strategies** support the inclusive view of knowledge, teaching, and learning. Educators actively work to promote academic achievement; maintain students' cultural, linguistic and historical heritage; and provide students with tools to understand and critique inequity and the social power structures that create inequity (Ladson-Billings, 1995; Paris, 2012).



# Practice

**Commitment and skills to confront barriers to equity and act as agents of change to move all students towards high educational**



opportunities. Educators act collaboratively to recognize and surface beliefs, policies, practices and structures that marginalize student groups and engage in deliberate actions to redress inequities.

# Social Justice Framework Activity

**An appreciation of difference and an affirming attitude toward students from diverse backgrounds**

significantly impacts their learning, belief in self, and overall academic performance. By respecting differences and adding learning experiences relevant to students lived experience the students, programs become inclusive.



Choose roles

- Facilitator/Speaker
- Note-taker
- Timekeeper

Read scenario

- Apply the social justice framework to move this school towards equitable outcomes.

Share your completed framework worksheet with the who group

# Social Justice Practices Quick Check: Ensuring Equal Opportunity

Will our specific actions move students closer towards educational opportunity?

Do we talk precisely about the causes of racial disparities?

Do we talk in detail about which students need which opportunities?

# Five Shifts of Consciousness for Multicultural Educators (and the questions we should be asking ourselves) Paul Gorski

Read and Reflect

Answer Questions

Share one insight you had  
regarding the “Shifts in  
Consciousness”

**EdChange**  
"Partnering parents,  
empowering our schools,  
transforming our world."  
[www.edchange.org](http://www.edchange.org)

## Five Shifts of Consciousness for Multicultural Educators (and the questions we should be asking ourselves)

by Paul C. Gorski <[pgorski@edchange.org](mailto:pgorski@edchange.org)>  
for EdChange <<http://www.edchange.org>>  
Revised September 19, 2010

- 1. Advocating equality → Advocating equity**
  - a. Does every student who walks into my school or classroom have an opportunity to achieve to her or his fullest capability regardless of race, ethnicity, sex, gender identity, sexual orientation, religion, socioeconomic status, home language, (dis)ability, and other social and cultural identities?
  - b. Do I understand that equity requires eliminating disparities in access to opportunities and resources—what some might call *discrimination*—and sometimes when we offer equality (giving everybody the same thing) we fail to meet the requirement?
  - c. When I advocate for equity in educational access do I take into account all types of “access”? Do I consider physical access as well as social, economic, and cultural access? For example, although all students in a particular high school might have “access” to upper-level mathematics classes in the sense that such classes are offered to anybody who has taken the prerequisites, do I consider in my equity advocacy the many ways in which some groups of students—women, for instance—are excluded not to pursue mathematics (or any other STEM field) as a course of study and that this, too, is about access?
- 2. Finding fault in disenfranchised families → Radicating disfranchising practices**
  - a. Do I tend to find fault in students of color, low-income students, and other students and families from disenfranchised identity groups while failing to examine ways in which policies, practices, and pedagogies, as well as larger societal factors (inequities in access to living wage work, health care, and safe and affordable housing, for instance) influence educational outcome disparities?
  - b. Do I tend to institute strategies for addressing these disparities which are aimed at “fixing” disenfranchised families rather than those conditions which disenfranchise families?
- 3. Color-blindness → Self-examination**
  - a. Am I ignoring the existence of difference as a way to avoid addressing the difficult issues related to them?
  - b. Is color-blindness possible? And, if so, is it desirable when it denies people what may be important dimensions of their identities?
- 4. Learning about “other” cultures → Fighting for the rights of disenfranchised families**
  - a. Although learning about my students’ individual cultures is, indeed, a valuable pursuit, do I stop there or do I commit to and fight for their rights, such as the right not to be placed unjustly into low academic tracks (or to be tracked at all)?
  - b. “Other” than what?
- 5. Celebrating diversity → Committing to sustaining an equitable learning environment**
  - a. Am I asking students who already are alienated by many aspects of education to celebrate a difference for which they may experience bias? If so, to whose benefit?
  - b. Might celebrating diversity in place of working toward a more equitable vision of multiculturalism perpetuate the very inequities multicultural education is supposed to redress?

# Facilitating Change: Equity Facilitators' Assignments

Provide an overview of what you learned in the two Equity Facilitators' sessions

Facilitate an article discussion using the *Implicit Bias* study excerpt or *The Trouble We're In: Privilege, Power and Difference* book chapter

Facilitate a video discussion using the Dr. Heather Hackman Video Clip

Complete one Journal entry reflecting on the experience



# Planning your sessions



When



Where



How

**That's  
a  
Wrap!**

- **Session Evaluation**

[https://www.surveymonkey.com/r/valparaiso\\_post](https://www.surveymonkey.com/r/valparaiso_post)

- **Facilitation with Staff**

“ Education is a human right with immense power to transform.

On its foundation rest the cornerstones of freedom, democracy

and sustainable human development.

- Kofi Annan