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.
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Session Scope & Sequence

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

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

Present
Facilitate
Read

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

Commitment to Social Justice

Equity-Oriented Educator
Recognizing Implicit Bias

Understanding Power and Privilege
Commitment to Social justice

Recognition

to

Redistribution

Knowledge & Action

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Calls for education that promotes critical thought, examination of beliefs, policies, and actions and taking social action for change

Demands for more equitable sharing of resources and power

Claims for respect and dignity

(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 to 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 to build personal capacity to create socially just schools?

In what specific ways will you increase capacity for social justice?

What is your greatest hope for achieving social justice in your educational setting?
5 Minute Break Time

We’ll be back soon...
A Framework for Social Justice

- Culturally responsive teaching strategies that support an inclusive view of knowledge, teaching, and learning
- Commitment and skills to confront barriers to equity and act as agents of change to move all students towards high educational opportunities
- Socio-cultural consciousness
- An appreciation of difference and an affirming attitude toward students from diverse backgrounds
- Culturally responsive teaching strategies that support an inclusive view of knowledge, teaching, and learning

Adapted from Villegas and Lucas (2002)
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
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.
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.
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).
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.
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

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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?

Mica Pollock, 2008
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”
Facilitating Change: Equity Facilitators’ Assignments

1. Provide an overview of what you learned in the two Equity Facilitators’ sessions.

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

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

4. Complete one Journal entry reflecting on the experience.
Planning your sessions

When

Where

How
• Session Evaluation
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