



2022 SAIS DEI Institute

**Same, Same
but Different**

**Robert Landau
Sherill Spruill, Ed.D.**



SERVING & ACCREDITING
INDEPENDENT SCHOOLS



2022 SAIS DEI Institute



Relationships,
Positivity, &
Harmony



Same Same But Different Project

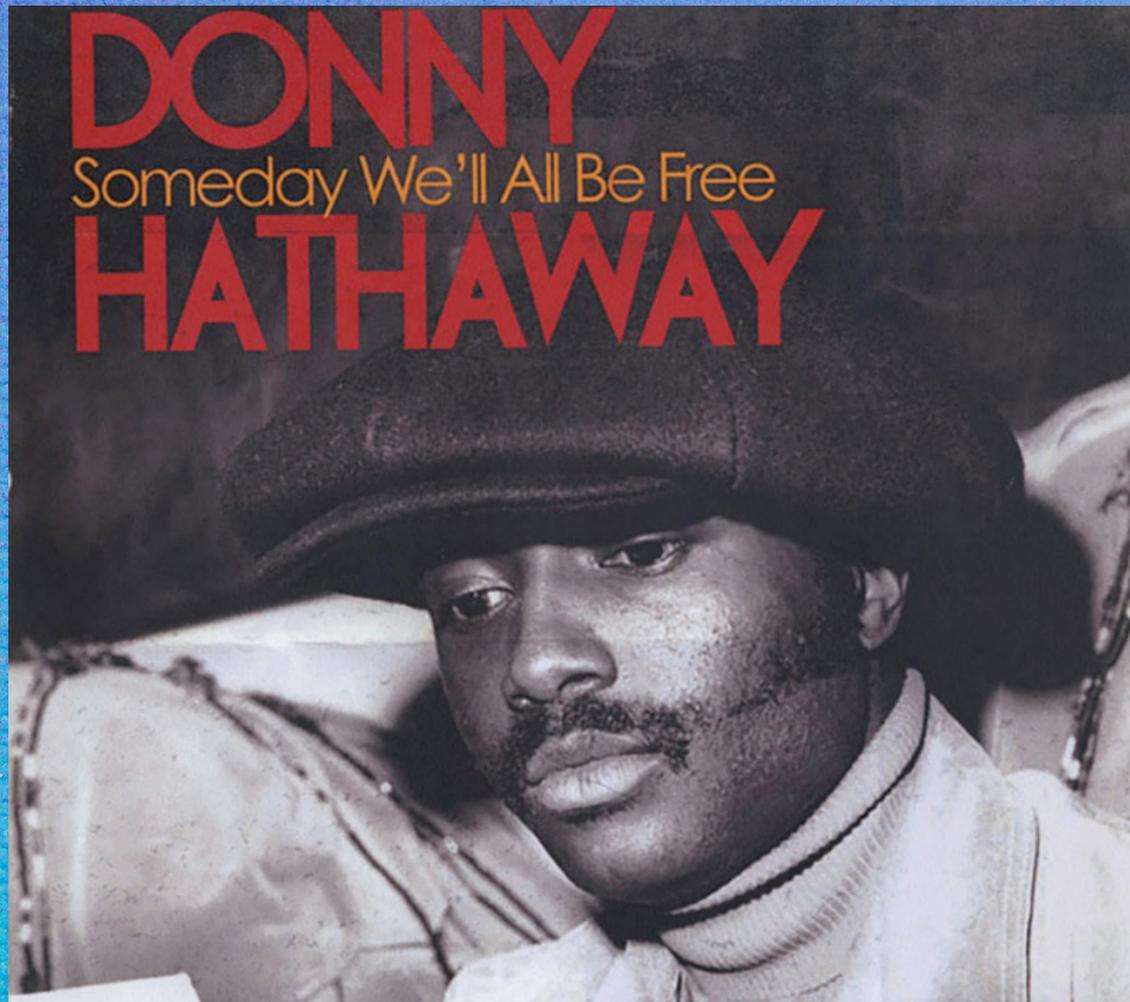
Appreciation &
Respect



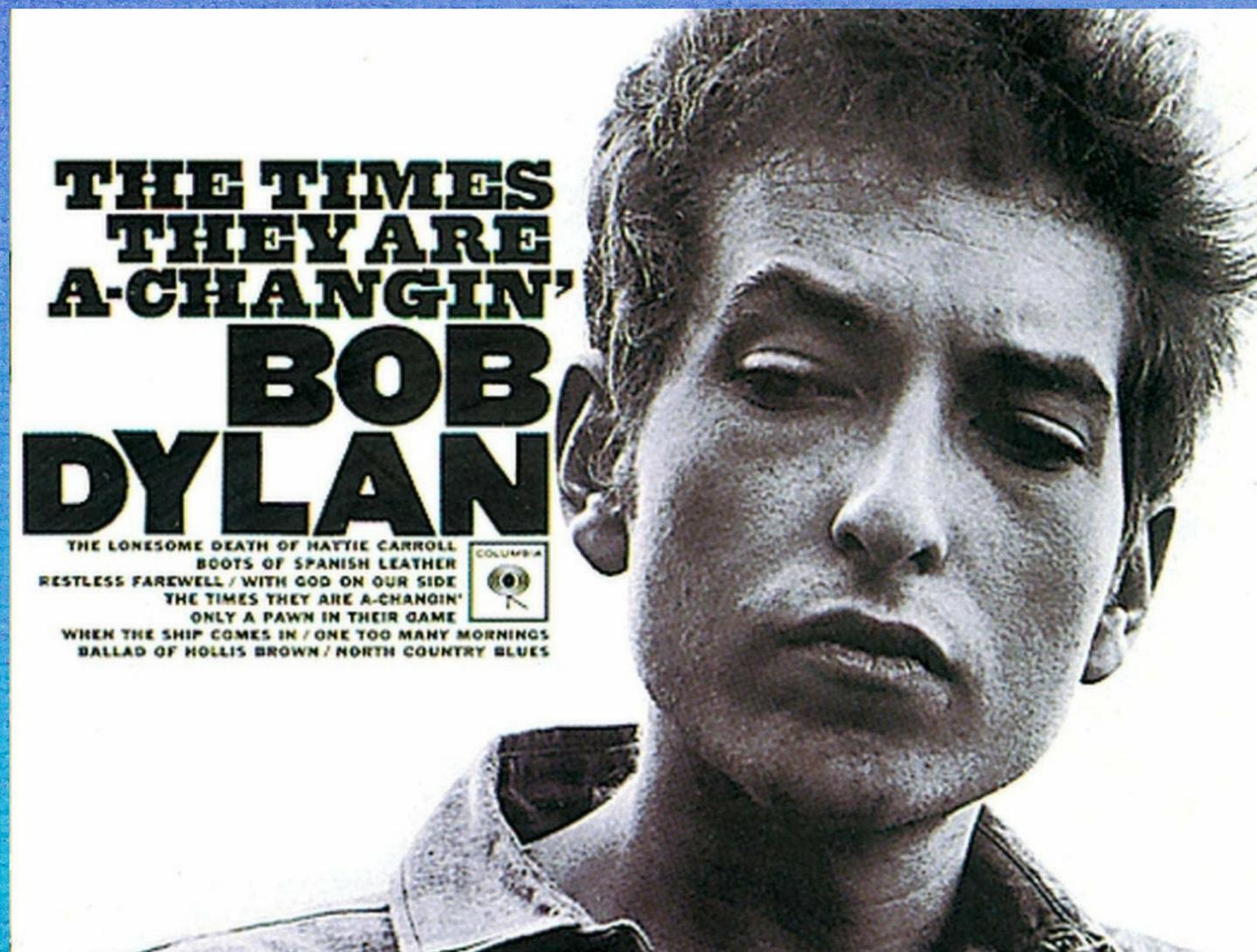
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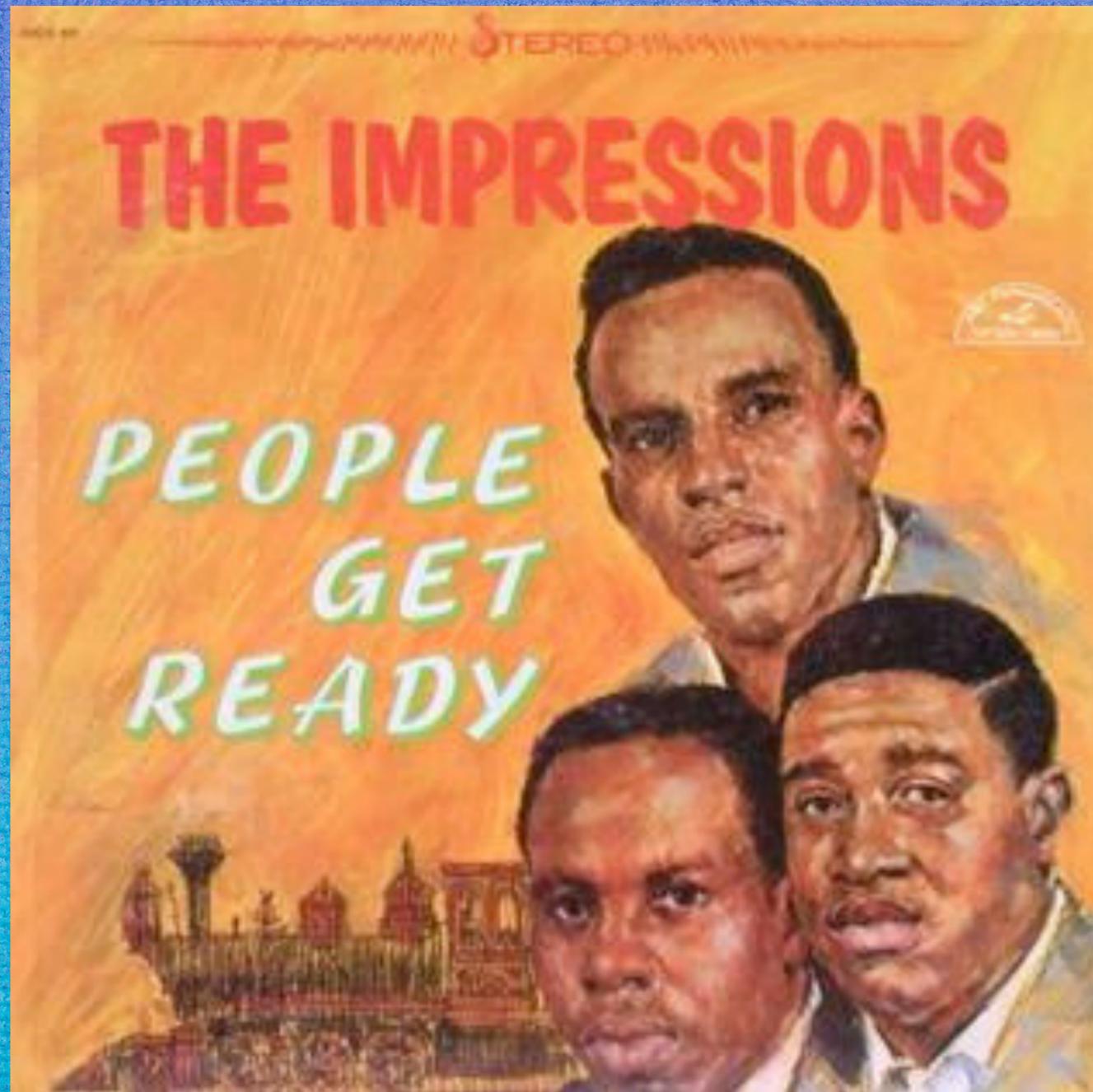
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Hang on to the world as it spins around
Just don't let the spin get you down
Things are moving fast
Hold on tight and you will last
Keep your self-respect, your manly pride
Get yourself in gear
Keep your stride
Never mind your fears
Brighter days will soon be here
Take it from me, someday we'll all be free



Come gather 'round people
Wherever you roam
And admit that the waters
Around you have grown
And accept it that soon
You'll be drenched to the bone
If your time to you is worth savin'
And you better start swimmin'
Or you'll sink like a stone
For the times they are a-
changin'



People get ready, there's a train a
comin'

You don't need no baggage, you
just get on board

All you need is faith, to hear the
diesels hummin'

Don't need no ticket, you just thank
the Lord



I am no better and neither are you
We're all the same, whatever we do
You love me, you hate me
You know me and then
You can't figure out the bag I'm in
I am everyday people
There is a long hair
That doesn't like the short hair
For being such a rich one
That will not help the poor one
There is a yellow one that won't
Accept the black one
That won't accept the red one
That won't accept the White one
Different strokes for different folks
And so on and so on, scooby-doo-by-doo
[WE] are everyday people

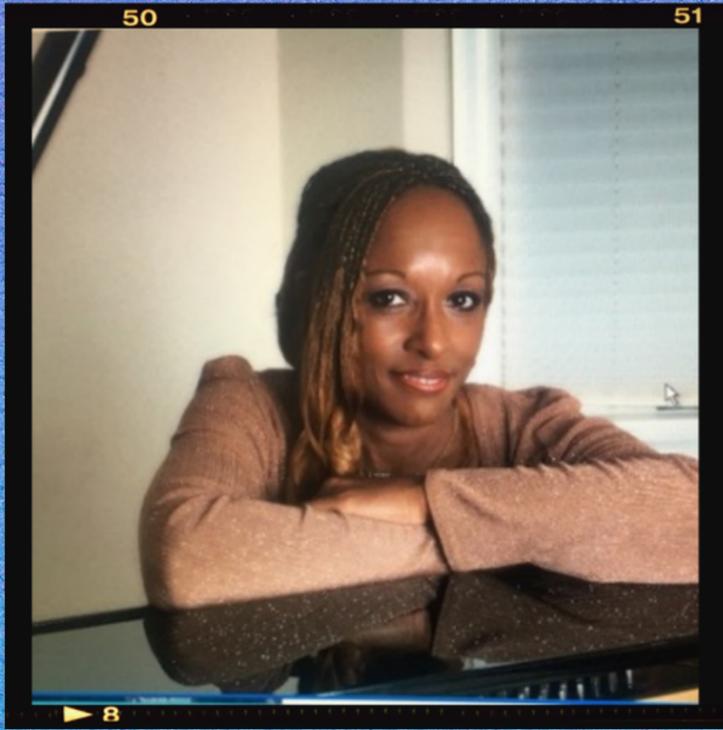
WELCOME

- Our story.
- Analysis of the recent study results from EXPLO Elevate Innovative Schools Cooperative.
- Same Same But Different in your schools.
- Exit ticket: Personal Mission and Vision Statement.

OUR STORY



CliftonStrengths®



- Significance
- Futuristic
- Individualization
- Focus
- Maximizer



- Strategic
- Futuristic
- Relator
- Ideation
- Activator



- After hearing the Sherill and Robert story what is one word that comes to mind?
- Do you have a similar relationship with someone? Who?
- How, has the relationship been sustained.



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AND USE THE CODE **6436 2433**



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Ka wā ma mua, ka wā ma hope.
"Lessons from the past are the key to the future" - 'ōlelo no'eau



EXPLOELEVATE
INNOVATIVE SCHOOLS COOPERATIVE

Making the Hidden Visible:

**The Lived Experience of the
Diversity, Equity, Inclusion,
and Justice (DEIJ) Practitioner
at Independent Schools**

Leadership & Support	Environment & Culture	Strategies & Tactics
1. Both explicit and implicit support from the board and head of school are critical	4. To do DEIJ work effectively is to be a disruptor in a space that is ready for disruption (e.g., a school ready for institution-wide change)	7. Practitioners have a clearly defined skill-set, and they are also learners on this journey
2. A team-based structure and embedding DEIJ initiatives across the school support long-term sustainability and impact	5. Practitioners, the majority of whom are people of color, experience personal and professional challenges trying to change the system in predominantly White institutions	8. The work is multifaceted, complex, and sometimes hidden to the rest of the school community
3. The title of the position carries significant meaning, both for the practitioner and for others	6. Independent schools must own their histories and pasts, as a collective and as individuals within that school	9. Students can help lead the charge when empowered to do so and provided with key skills

10. Practitioner burnout is real, and schools can provide supports that promote self-care and are energy restoring

FINDING 1:

Both explicit and implicit support from the board and head of school are critical.

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FINDING 2:

A team-based structure and embedding DEIJ initiatives across the school support long-term sustainability and impact.

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"Including yourself, how many people at your school are directly responsible for implementing diversity policies and practices?" -
EXPLO Elevate Innovative Schools
Cooperative

Is DEI(J) embedded in the Curriculum using standards that translate into program? Single subject, interdisciplinary, PBL, or other?



1

**CULTURE &
IDENTITY**

Knowing our identity, contributing and celebrating to how we see ourselves and others.

2

**CIVICS & SOCIAL
JUSTICE**

Engaged citizens who can think critically and are empowered to participate in charting the course of their community and country.

3

**STEWARDSHIP &
GLOBAL ISSUES**

Serving our planet and community; recognizing the interconnectedness among social, environmental, health, and economic issues through positive action.

4

**INNOVATION &
ENTREPRENEURSHIP**

Identifying barriers, designing solutions and persevering while embracing challenges and opportunities with imagination and compassion.

5

**INTERNSHIPS &
APPRENTICESHIPS**

Participating in hands-on opportunities to hone understanding, application and expand real-world experiences .

FINDING 3:

The title of the position carries significant meaning, both for the practitioner themselves as well as for others.

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FINDING 4

To do DEI work effectively is to be a disruptor in a space that is ready for disruption (a school ready for institution-wide change).

FINDING 4

To do DEIJ work effectively is to be a disruptor in a space that is ready for disruption (a school ready for institution-wide change).



ACTIVISM

**IS MY RENT
FOR LIVING
ON THE PLANET**

- Alice Walker



FINDING 5

Practitioners, the majority of whom are people of color, experience personal and professional challenges trying to change the system in predominantly White institutions.

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FINDING 6

Independent schools must own their histories and pasts, as a collective and as individuals within that school.

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You look back. You look back because that is where the answers lie. You look back to understand the present.

From your vantage point, the present is unstable, a confusing clamor of competing voices. It is only by casting your mind back to an earlier time, a time when the plans were being drawn up, that the present regains its stability.

You understand how your school came to be what it is. And, you become wiser about the future because you saw its seeds being sown in the past.

Knowing more about Context enables you to absorb and analyze information that informs better decisions.

People who truly understand context create safety by ensuring that mistakes are not repeated. They can promote inclusivity by understanding individual and group histories.



This statue is on your campus. Do you:

a. Keep it?

b. Move it?

c. Destroy it?

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Same Same
But Different
Project

MOVE IT

TUOL SLENG GENOCIDE MUSEUM - CAMBODIA



FINDING 7

Practitioners have a clearly defined skill-set, and they are also learners on this journey.

Practitioners as Learners

"The DEIJ space is research- and evidence-based and is also ever-evolving with new insights and perspectives from scholars, educators, and leaders. Practitioners spoke about the expertise they bring to the work, but that they are also on an **ongoing journey** of learning and reflection."

- EXPLO Elevate Innovative Schools Cooperative

FINDING 7

Practitioners have a clearly defined skill-set, and they are also learners on this journey.



An ongoing journey of learning and reflection

Be ready for a popcorn activity!

What's next on your learning and reflection journey?

FINDING 8

The work is multifaceted, complex, and sometimes hidden to the rest of the school community.

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what's the
opposite of
needle in haystack?



fruitful, potent, productive,
profitable, useful, valuable,
worthwhile, consequential,
sensible, wise



Culture





FINDING 9

Students can help lead the charge when empowered to do so and provided with key skills.

FINDING 9

Students can help lead the charge when empowered to do so and provided with key skills.



Some noted that their school prioritizes empowering student voice and action in a variety of ways:

- Building a culture of trust between students, faculty, and school leadership by listening and engaging student voices actively.
- Students leading discussions and groups on key issues occurring on a national level, and inviting other students to join in.
- Grading practices that are equitable and supportive and thereby promote student agency and build confidence; noting that grading can be one of the ways that students can feel disempowered in a school.
- Students participating in councils and other decision-making bodies that influence overall policy and change across the school.
- Having reporting systems in place (openly or anonymously) when an incident takes place at the school.

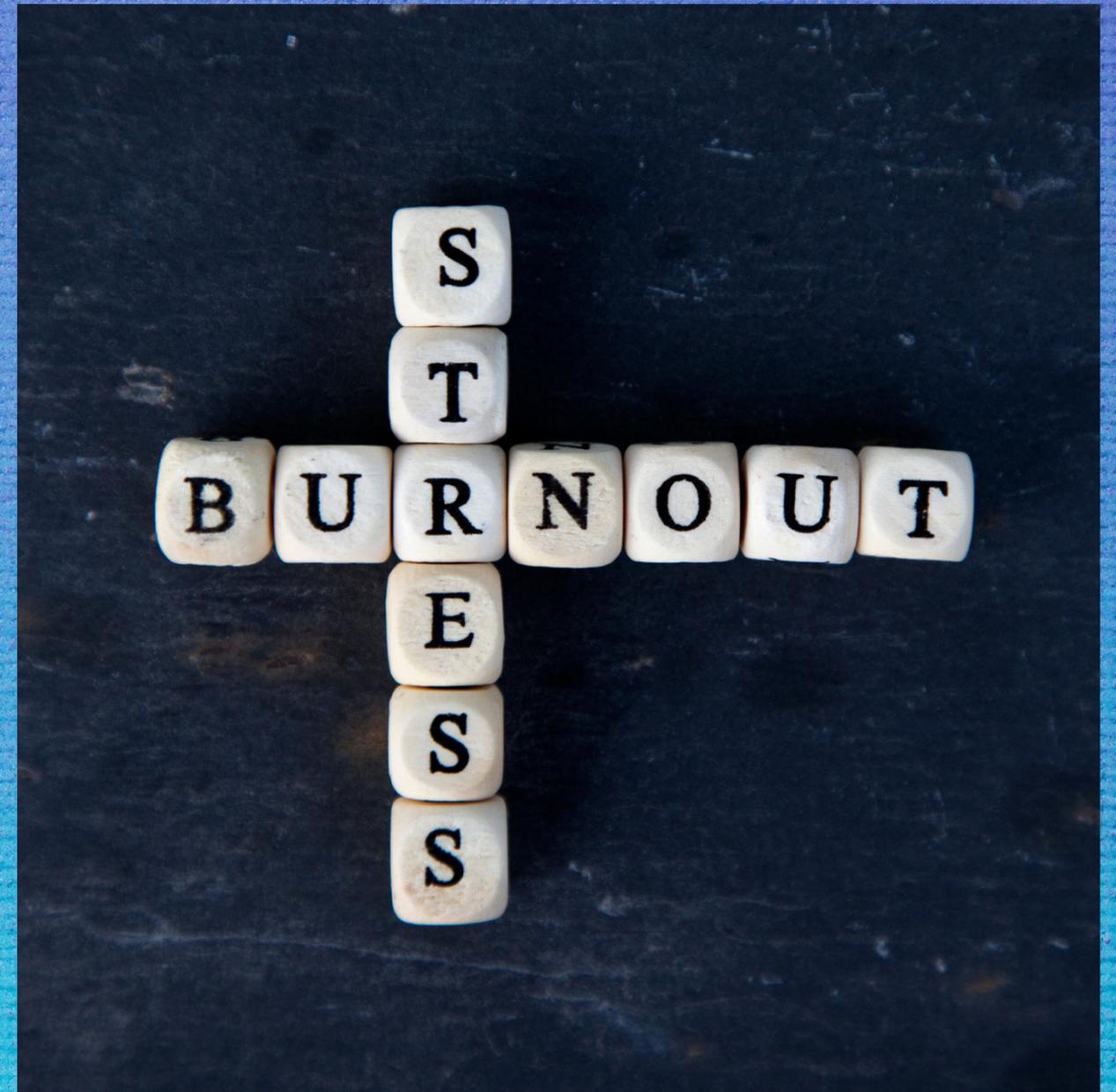


**Same Same
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Finding 10

Practitioner burnout is real, and schools can provide supports that promote self-care and are energy restoring.

100% of practitioners spoke about the need for both self-care and community care. The work can be very consuming, and while they aren't in it for the thank you's, the position can feel thankless.



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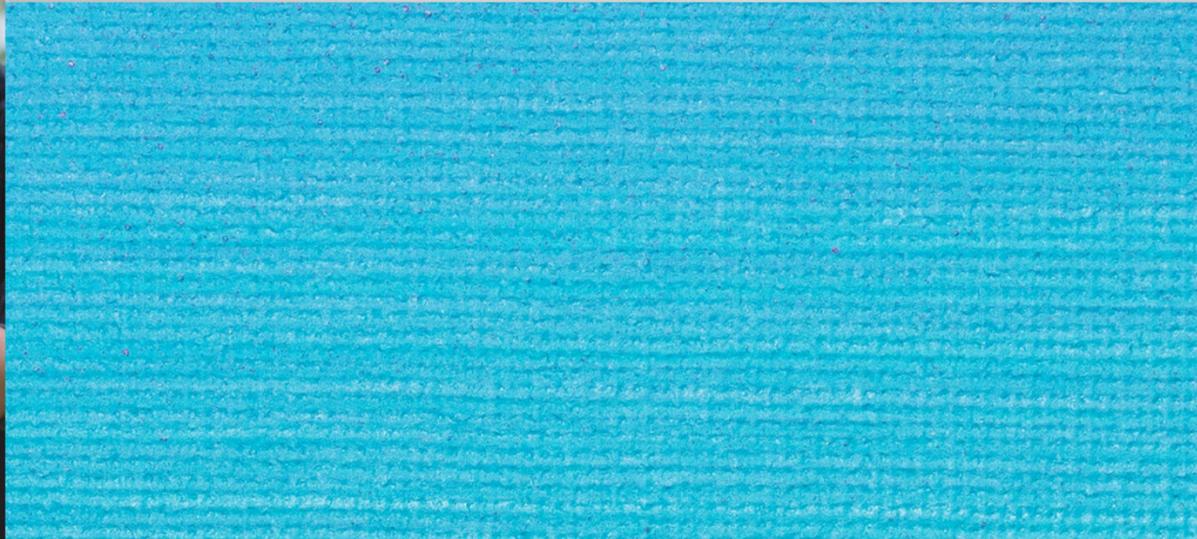
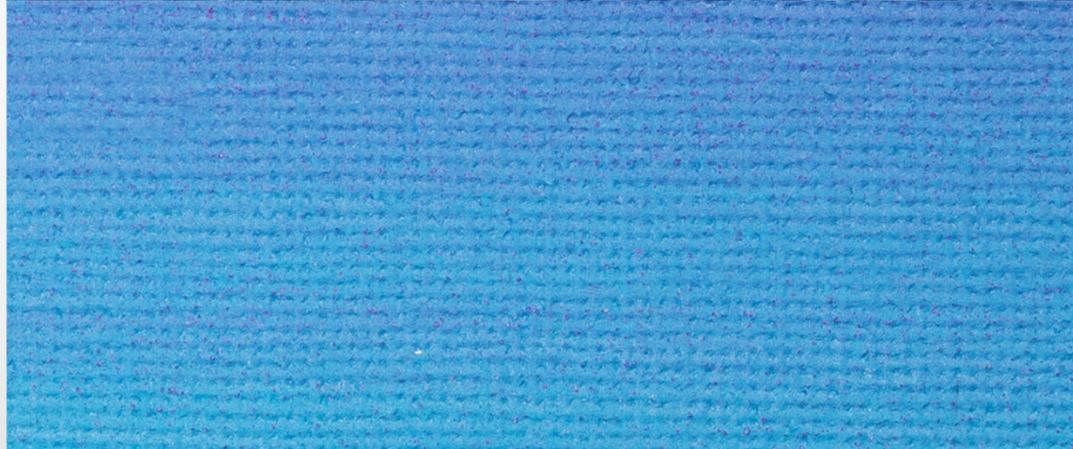
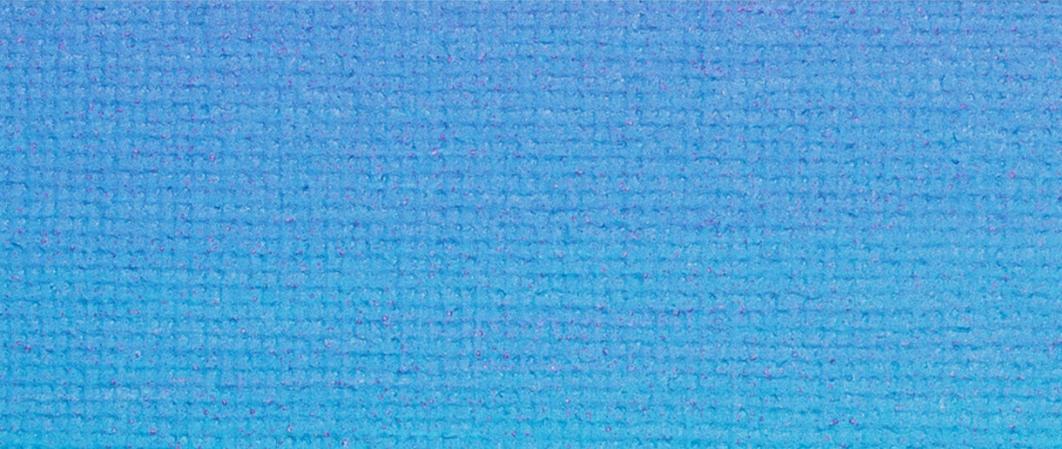
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ANYTHING MISSING?

Category 1:
Leadership and Support

Category 2:
Environment and Culture

Category 3:
Strategies and Tactics



Relationships,
Positivity, &
Harmony



Same Same
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Project



Appreciation &
Respect



Same Same But Different Project





Same Same But Different Project

Same Same But Different Project is meant to celebrate, demonstrate, articulate, and motivate us to appreciate that in many ways we are all the same - but in other fundamental ways, we are different. Both sides are needed to foster lasting respectful and authentic relationships among all people.

*The "When we listen and celebrate what is both common and different, we become a wiser, more inclusive, and better organization." - Pat Wadors
(Talent Officer)*

*"A lot of different flowers
make a bouquet." -
Islamic Proverb*

Goals

- Same Same But Different behavior-based diversity training that goes beyond simply raising awareness. It focuses on what it means to think and act inclusively.
- Challenges learners with realistic scenarios, videos and interactive exercises that explore assumptions and stereotypes about people and groups.
- Provides practical strategies and tactics for being more inclusive in day-to-day relationships, interactions and decisions.
- Raises everyone's awareness of the importance of working together with people from different backgrounds, cultures, and beliefs.
- Learn how to recognize and manage behaviors that can undermine individuals and teams, along with positive actions that, together with everyone's commitment and the right policies, can create a culture in which everyone has opportunities to thrive and participate in the organization's operations and leadership.
- Gain a deeper understanding of the many benefits of an inclusive culture and how to treat everyone with civility and respect.

Process

Same Same But Different is designed as a 1/2 day professional growth and development experience for administrators, teachers, middle and high school students, and/or parents. The workshop is meant to be activity-based where the outcomes are derived from self and group discovery not lectures or speeches.

The workshop covers four areas:

- Culture & Identity
- Civics & Social Justice
- Relationships
- Personal and Community Same Same But Different Mission & Vision Statements



EXIT ACTIVITY

VISION →

MISSION →

① *vision*

② *mission*

③ *strategy*

④ *action*



Nearly 50 years ago, a quarter-million people traveled to the National Mall in Washington for the March for Civil Rights. The words they heard that summer afternoon in front of the Lincoln Memorial rang across the reflecting pools, through the halls of Congress, and into the classrooms of every American.

"I dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

– Dr. Martin Luther King Jr.

The persuasive speech that Dr. Martin Luther King Jr. delivered that day framed the fight for civil rights for his generation and countless more. Dr. King's words also defined who he was as a leader — someone with a **mission**, **vision**, and dream to transform the United States.





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NEWKID





What are we striving for?
What are we trying to achieve? Every significant action we do will ultimately be contributing toward this vision.



Why do we come to school every day? What is our purpose? Used for planning, assessment, professional growth, evaluation.



Potential

Purpose Passion

HO'ĀLA

BECAUSE WE CARE ABOUT THE FUTURE

AISV GUIDING STATEMENTS

OUR MISSION

CONNECT SUBURTI | **INSPIRE** ĮKVĖPTI | **EMPOWER** SUTEIKTI GALIŲ

OUR VISION

Prepared to realize our personal potential, pursue our passions and positively impact our ever-changing world.

Pasiruošę atskleisti savo asmeninį potencialą, siekti tikslų ir pozityviai veikti besikeičiantį pasaulį.

OUR VALUES

Empathy | Open-Mindedness | Curiosity | Accountability | Perseverance

Empatija | Atvirumas | Smalsumas | Atsakomybė | Atkaklumas

融合 激发挑战: 教育

Connect, Inspire, Challenge: Make a Difference

R I F F A V I E W S I N T E R N A T I O N A L S C H O O L

مدرسة الرفاع الدولية

IGNITE PASSIONS - PERSONALIZE THE JOURNEY - IMPACT THROUGH ACTION



**WHAT'S YOUR DEI VISION
AND MISSION STATEMENT?**



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