Creating Common Language for DEI Discussion & Action

THE MOUNT VERNON SCHOOL

Language

Name It

"**Barriers and obstacles to daring leadership is real...as long as we name them, stay curious, and keep showing up, they don't have the power to stop us from being brave**".

Brene Brown, Dare to Lead

Non-Exhaustive list

Multiculturalism

Globalism

Diversity

Equity

Inclusion

Belonging

Cultural Competency

Justice

Anti-Racism

Multiculturalism

Multiculturalism is a term which is used to describe the social condition of diversity among a specific population evident through various spatial formations, but particularly seen through the spatial lens of nation, states, and cities.

Globalism

An ideology based on the belief that people, goods and information ought to be able to cross national borders unfettered.

Diversity

A **variety** of representation, voice, and numbers

Equity

Ensuring that members of your community have what they need to **access** opportunities and resources.

Inclusion

Ensuring that members of your community are welcome and have a seat at the table when decisions are being made

Belonging

Ensuring that members of your community can show up as their whole authentic self and feel seen, heard, and valued.

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Ensuring that members of your community can show up as their whole authentic self and feel seen, heard, and valued.

Cultural Competency

Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency, or professional and enable that system, agency, or professional to work effectively in cross-cultural situations.

Justice

The act of dismantling barriers and disadvantages for underrepresented/marginalized groups in your community.

Anti-Racism

Actively change policies, behaviors, and attitudes that support systemic racism, prejudice, and oppression.

How do you decide where you need to start?

Mission Statement

Vision/Purpose

Who's in your community?

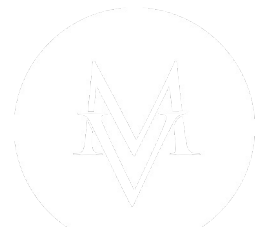What/who are your roadblocks/barriers?
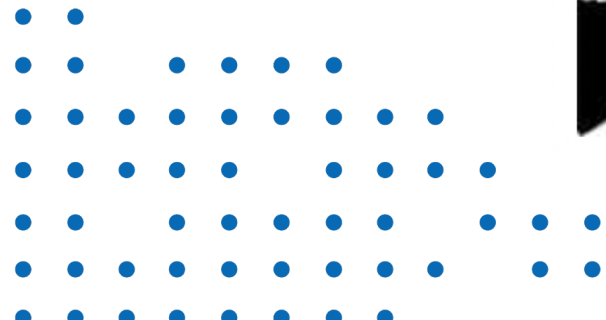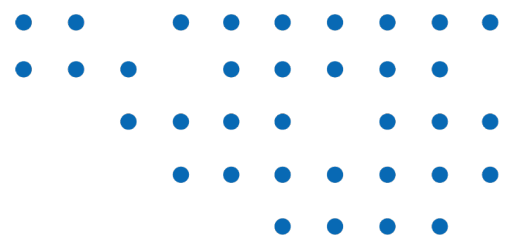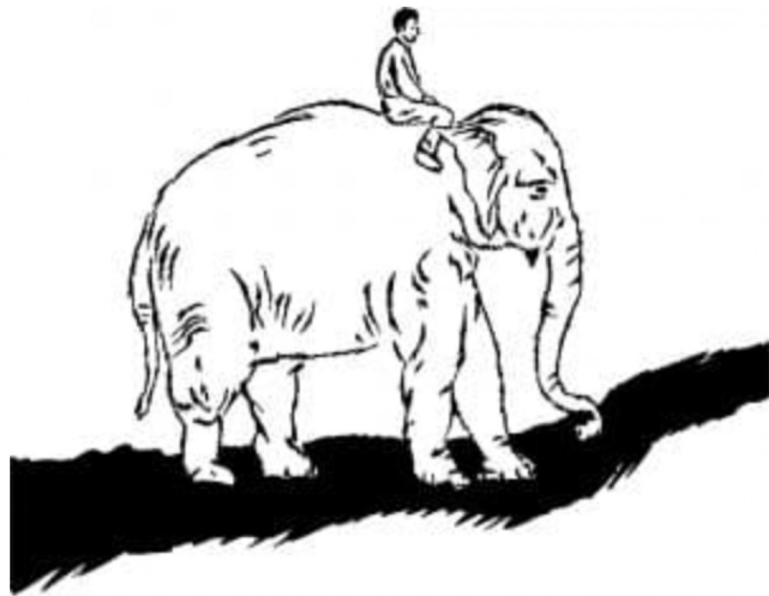
Have you been doing this work?

Action

How will you do the work?

1. Direct the Rider

2. Motivate the Elephant

3. Shape the Path

Heath & Heath, 2010

1.Direct the Rider

Human Frame

-**Head of School**
-**Board of Trustees**
-**Senior Administrative Team** (CFO, Advancement, Communications, Division Heads, Admissions, Multiculturalism Director, Fine Arts, Athletics, Technology and Information Literacy, Curriculum etc)
-**Administrative Team** (Assistant Heads, Team leaders, department chairs, multicultural coordinators, deans etc)
-**Faculty**
-**Staff**
-**Students**
-**Parents/Families**
-**Alumni**
-**Community Partners**

Resources/Credits:
Mann, R. (2013) BOLMAN AND DEAL SUMMARY AND REVIEW: REFRAMING ACADEMIC LEADERSHIP. [PDF]
NAIS (2017) Diversity Work in Independent Schools: The Practice and the Practitioner

Political Frame

Board of Trustees - Has a vision and accountability measures for DEI work and supports the HoS

Head of School - supports the vision around DEI work and has accountability measures, supports the work of the practitioner, understands legal and ethical issues

- **Senior Administration** understands the vision and implements the work to achieve the accountability measures, Given the necessary support and resources, benefit from the vision and accountability measures, has space to share their needs

- **Administrative Team** understands the vision and is a part of implementing the work, Given the necessary support and resources, benefit from the vision and accountability measures, has space to share their needs

- **Faculty** understands the vision and is a part of implementing the work, Given the necessary support and resources, benefit from the vision and accountability measures, has space to share their needs

- **Staff** understands the vision and is a part of implementing the work, Given the necessary support and resources, benefit from the vision and accountability measures, has space to share their needs

- **Students** benefit from the vision and accountability measures, has space to share their needs

- **Families** benefit from the vision and accountability measures, has space to share their needs

-**Alumni** benefit from and support the vision and accountability measures, has a space to share their experience

2. Motivate the Elephant

Structural Frame

- **Mission Statement**

- **Vision Statement**

- **Core Values**

- **Strategic Plan** (assessing readiness, capturing the climate, stating the commitment, accountability etc.)

- **Action Plan** for the work (vision, skills, objectives, incentives, resources, monitoring/evaluation)

- **Written Language** (student and family handbook, School website, school magazines and publications)

- **Policies** (admissions, athletics, curriculum, parent organizations, financial aid, hiring and recruitment etc)

- **Human Capacity**

- **Culture/Environment (implicit and explicit)**

- **Practices/Hidden Curriculum** (are parent meetings accessible to everyone? Do students see themselves in the curriculum etc)

- **Programs** (affinity groups, mentoring programs, student programming, new-family events etc)

- **Curriculum**

- **Budget**

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3. Shape the Path

Symbolic Frame

Evaluate, monitor, and report progress - assess climate, collect and analyze data

Maintain **continuous feedback** from Human and Political Frame

Does your **practitioner** have access to every element of the structural frame?

Professional Development (on and off campus) for Faculty/Staff/Board/Administration that targets their needs

Access to targeted resources that align with a school's focus area, mission, and vision.

What story will you tell with your words and actions?
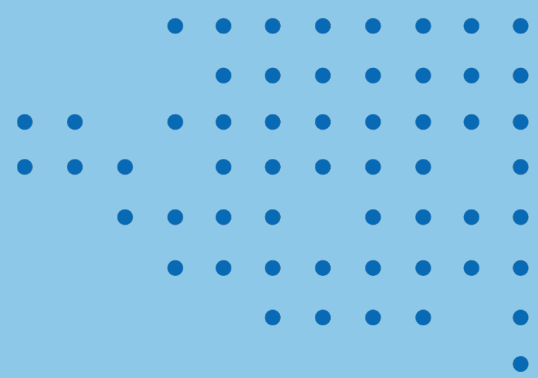
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Stages of Action
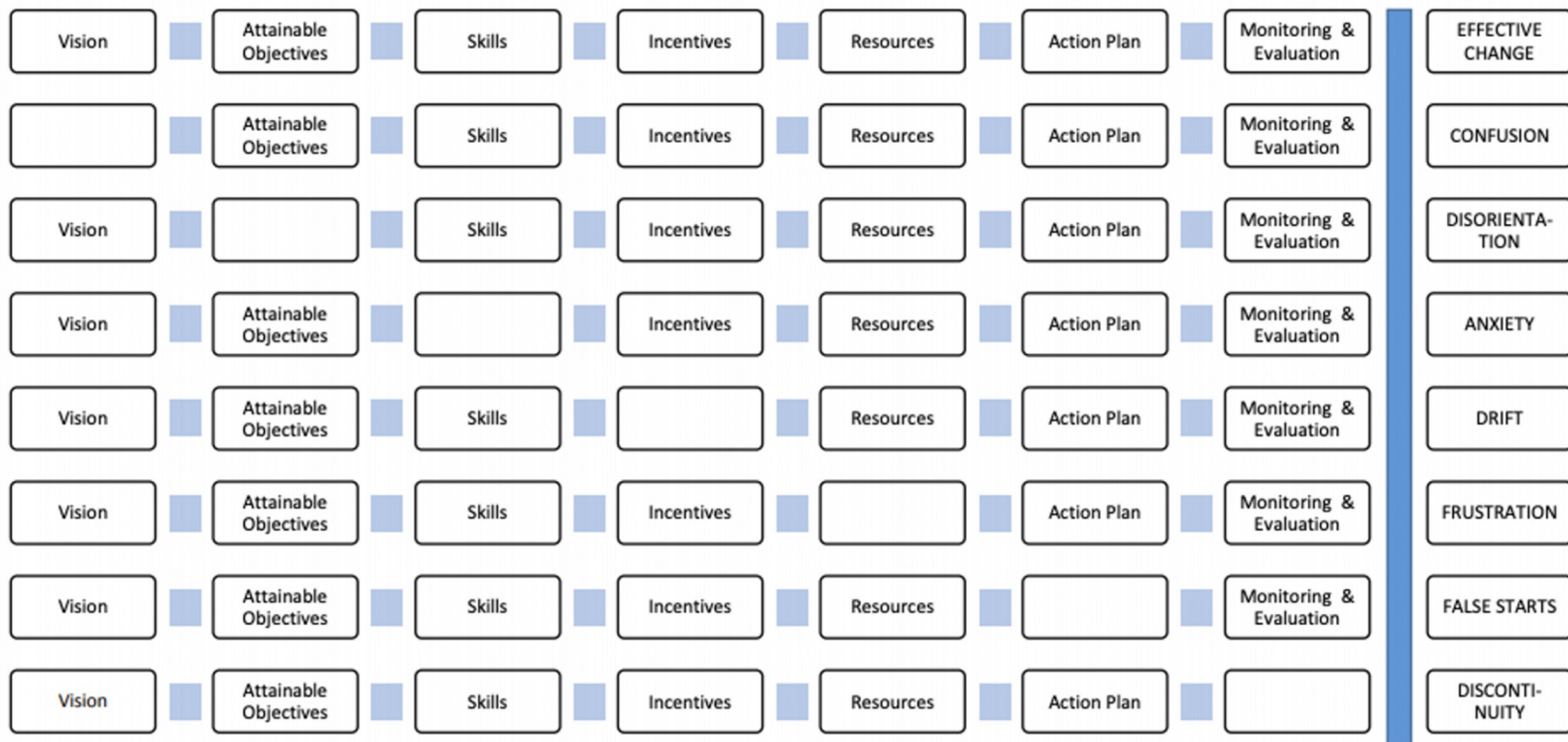
These are not always linear

Beginning	What is your personal why around this work? (Heads of School/BoT) What is the why for your school? Who will your alumni serve? How will this help your community thrive? What are you trying to achieve? What is your school and community ready for (this is a marathon not a sprint)?
Developing	What resources do you already have (based on the list of resources needed for this work)? Create an action plan from your why. How does this work support your school's mission? What does your school data tell you to focus on? How will you find training for your school that continues the development of your school *or* that ensures you continue to receive a roi?
Growing	Utilize your community feedback to continue this work. Do you have the human capital to complete your vision? What data can you collect from your school community that will inform your growth in supporting your community?
Sustaining	How will you monitor the changing culture of your school? How does your school shift with shifting times? How can you hone in on the current faculty/human capital resources? Can you maintain this momentum for 10 years? If not, create a model that is sustainable financially and institutionally.

Vision	Attainable Objectives	Skills	Incentives	Resources	Action Plan	Monitoring & Evaluation	CONSEQUENCES
Vision	Attainable Objectives	Skills	Incentives	Resources	Action Plan	Monitoring & Evaluation	EFFECTIVE CHANGE
	Attainable Objectives	Skills	Incentives	Resources	Action Plan	Monitoring & Evaluation	CONFUSION
Vision		Skills	Incentives	Resources	Action Plan	Monitoring & Evaluation	DISORIENTA-TION
Vision	Attainable Objectives		Incentives	Resources	Action Plan	Monitoring & Evaluation	ANXIETY
Vision	Attainable Objectives	Skills		Resources	Action Plan	Monitoring & Evaluation	DRIFT
Vision	Attainable Objectives	Skills	Incentives		Action Plan	Monitoring & Evaluation	FRUSTRATION
Vision	Attainable Objectives	Skills	Incentives	Resources		Monitoring & Evaluation	FALSE STARTS
Vision	Attainable Objectives	Skills	Incentives	Resources	Action Plan		DISCONTI-NUITY

Adapted from D. Fleming. Enterprise Management Ltd (1987

	Human Frame	Political Frame	Structural Frame	Symbolic Frame
	Critical people to support your project	*Critical communications to support your project*	*The details behind successful implementation*	*Ways the stakeholders or public will see progress/success*
Vision				
Goals/Objectives				
Skills				
Incentives – *Motivations; Inducements; Encouragements*				
Resources				
Action Plan				
Milestones *– Points of Celebration and Accomplishment*				
Monitoring Plans				
Evaluation Design				

(Bolman, L., & Deal, T., 2008, pdf)

*"You do not rise to the level of your goals. **You fall to the level of your systems**. Your goal is your desired outcome. Your system is the collection of daily habits that will get you there".* - James Clear, Atomic Habits

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