

SAIS Fundamentals Conference

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Building an Equitable and Inclusive Community

Sonja L. Taylor, Ed.D.

The students (and employees) who thrive in my school are _____.

In my school, inclusivity is evidenced by _____.

I define equity as _____.

Begin a conversation.

Explore our thinking about challenges and opportunities for change.

Plan for brave action.

OUR MISSION

Charlotte Latin School's mission is to encourage individual development and civility in our students by inspiring them to learn, encouraging them to serve others, and offering them many growth-promoting opportunities.

SCHOOL FACTS

- Founded in 1970
- 1550 students
- Grades TK-12
- Nonsectarian and co-ed
- 20% students of color
- "Official" diversity, equity, and inclusion leadership since 2007

OUR BELIEFS

- We believe in **whole child education**, where every student's emotional, physical, and social well-being is as important as their intellectual progress. In fact, we recognize that academic achievement is inextricably linked to the emotional, physical, and social factors that shape each student's ability to fully engage and thrive in school.
- We believe that our **talented and dedicated employees are a treasured resource** and that we must remain committed to their success, growth, and well-being.
- We believe that **all students can lead**. Leadership is a state of mind that is not tied to position or perceived status. It is reflected by one's commitment to act in a manner that empowers and celebrates others and improves our world.
- The future of Latin provides **practical, experiential opportunities** that allow students to apply content knowledge through investigation, engage in perspective-taking, think critically, and learn from their successes and failures. What students can **do** and how they **respond** to challenges are as important as what they **know**.
- The future of our world is increasingly **diverse** and driven by a global innovation economy. Our students must be prepared for cross-cultural interactions in academic, social, and professional settings with people whose lived experiences inform differing perspectives.
- A school community with the resources of **Charlotte Latin has a responsibility** to produce conscientious citizens who can contribute to the world with purpose and passion and, as an institution, model that commitment to the community.

Does your school have shared language with respect to equity and inclusion work?

How do individuals' personal language advance or impede equity and inclusion progress?

DIVERSITY
(Representation)

Who (or what) is present within or absent from our school community?

INCLUSION
(Quality of experience)

To what extent are invited persons able to participate?

EQUITY
(Access)

Who is able to gain entry and obtain the needed supports to remain and thrive in the community?

JUSTICE
(Response)

How do we prepare for and respond to situations that threaten perceptions of fairness and our sense of community?

BELONGING
(Safety)

Is our campus climate safe (emotionally, psychologically, etc.) for all to show up authentically?

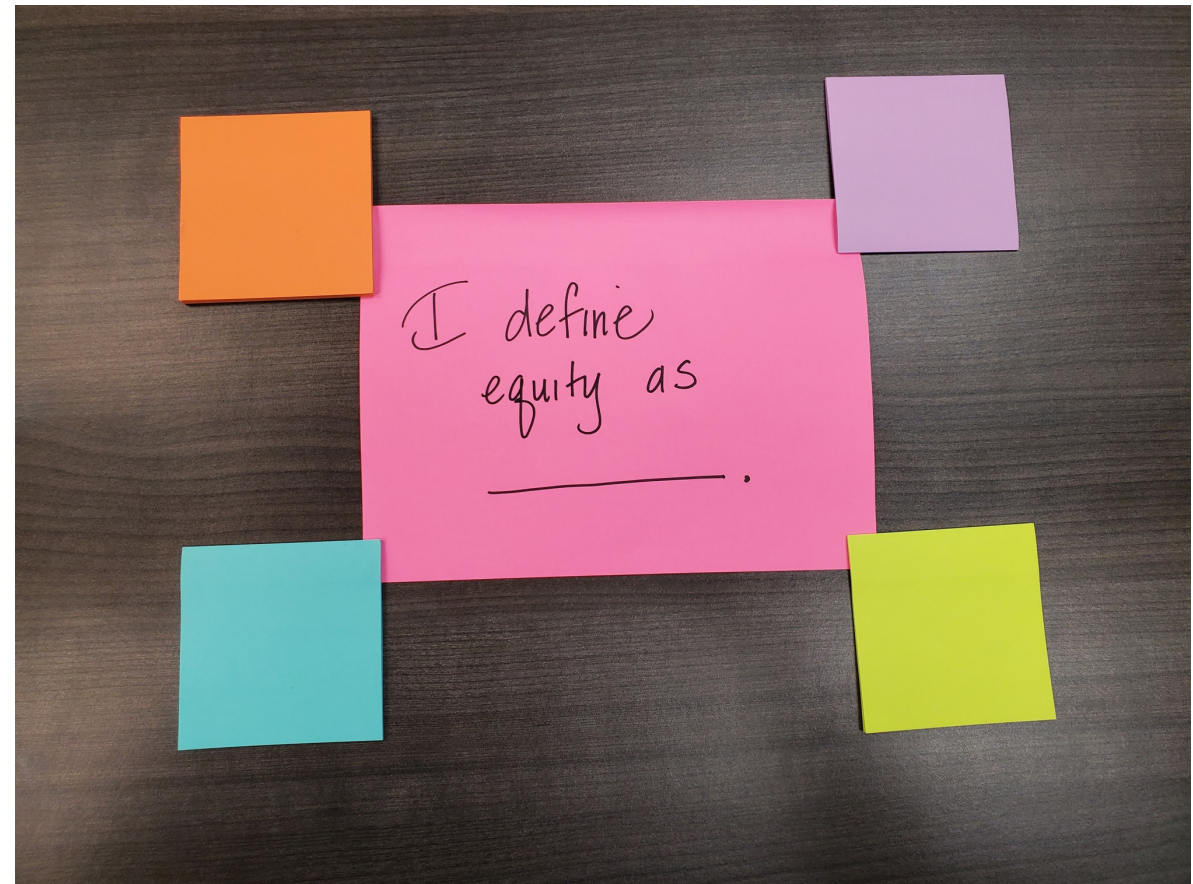
EQUITY

(Access)

Key Question:

- *Who is able to gain entry and obtain the needed supports to remain and thrive in the community?*

To what extent does your definition of equity align with this key question?



Building equitable and inclusive schools is a change management process.

“Change management provides structure and oversight within change to quell peoples’ apprehension and fear. With effective change management, change is far from scary. And with inspirational leaders at the helm, change is inviting, it is fun, and it is energizing. In addition to strong leadership, sustainable change requires a guiding vision, skilled team members, individual incentives, adequate resources, and a plan of action.”

-Rothstein, E., Worley, E., & Murphy, A. (2018). *Change management guide for schools*.

Preparing for Change*

- Am I ready to lead or actively support this change?
- Why this change and why NOW?
- What is the right strategy?
- What are the implementation needs?
- If successful, what will be the impact?
- Is the impact worth the effort?
- What does success look like?
- How will you handle pushback?



*Image obtained from Human Capital Hub blog

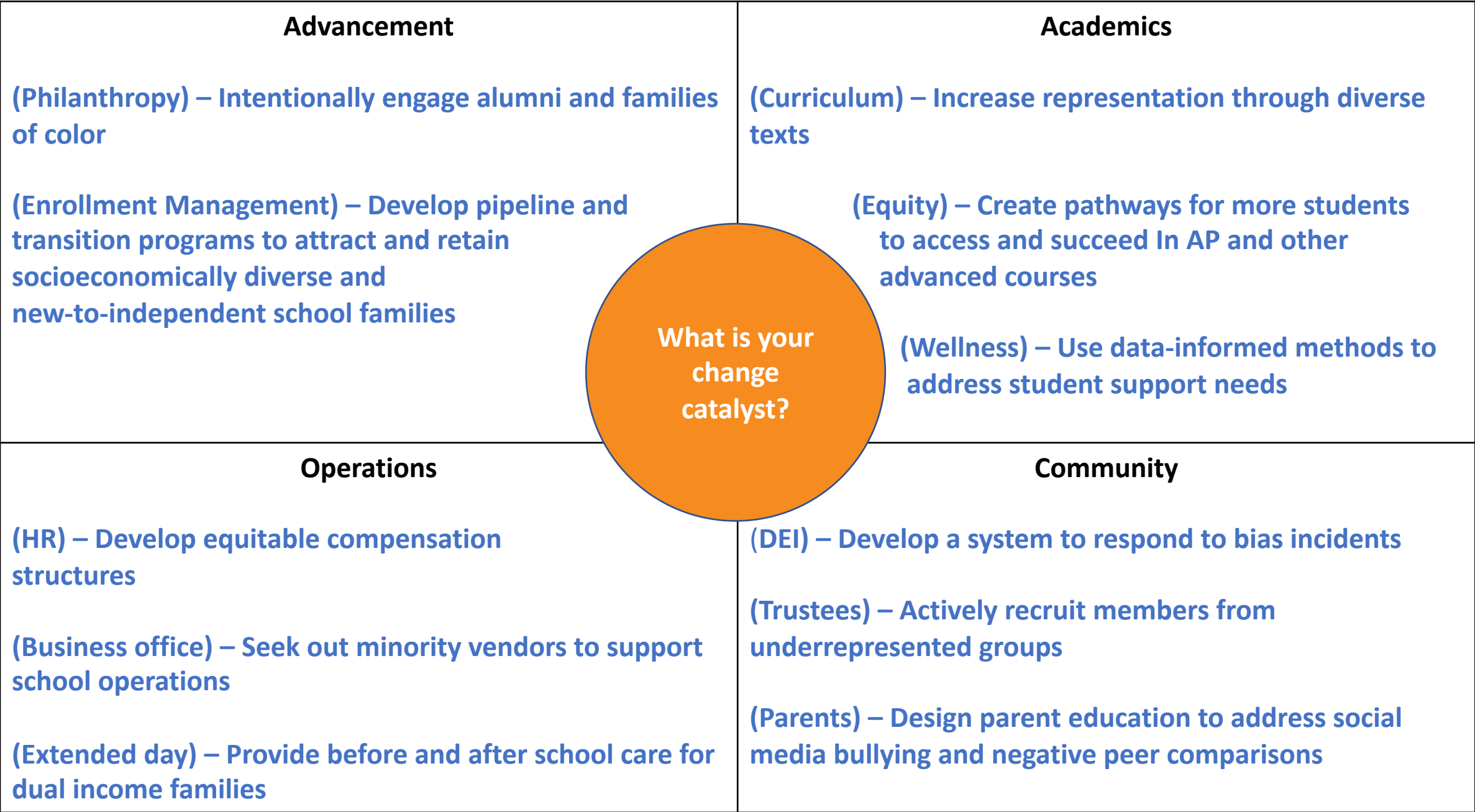
Advancement

Academics

**What is your
change
catalyst?**

Operations

Community



Advancement

(Philanthropy) – Intentionally engage alumni and families of color

(Enrollment Management) – Develop pipeline and transition programs to attract and retain socioeconomically diverse and new-to-independent school families

Academics

(Curriculum) – Increase representation through diverse texts

(Equity) – Create pathways for more students to access and succeed in AP and other advanced courses

(Wellness) – Use data-informed methods to address student support needs

Operations

(HR) – Develop equitable compensation structures

(Business office) – Seek out minority vendors to support school operations

(Extended day) – Provide before and after school care for dual income families

Community

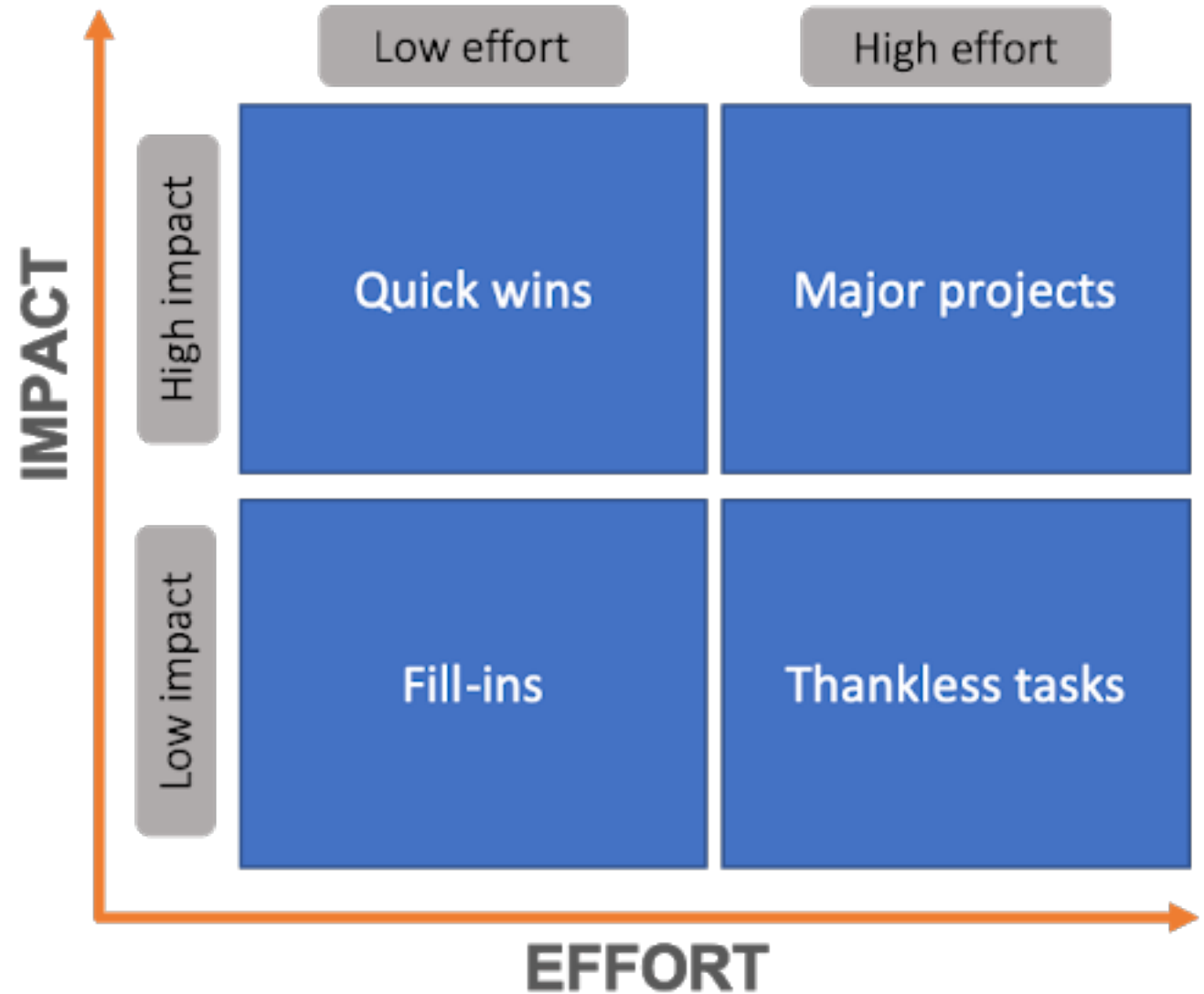
(DEI) – Develop a system to respond to bias incidents

(Trustees) – Actively recruit members from underrepresented groups

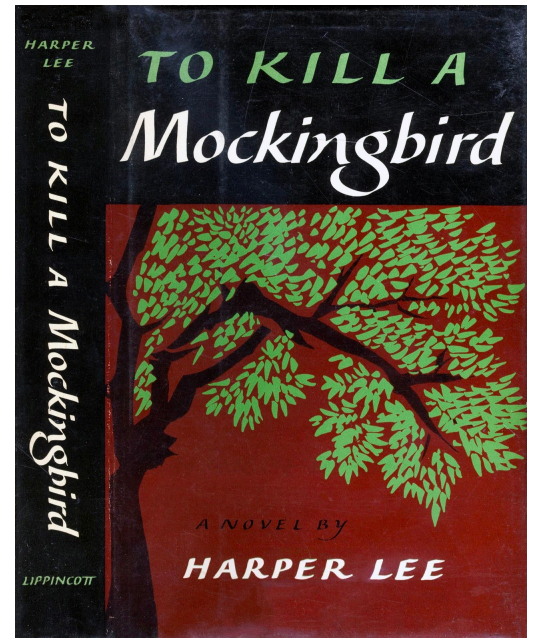
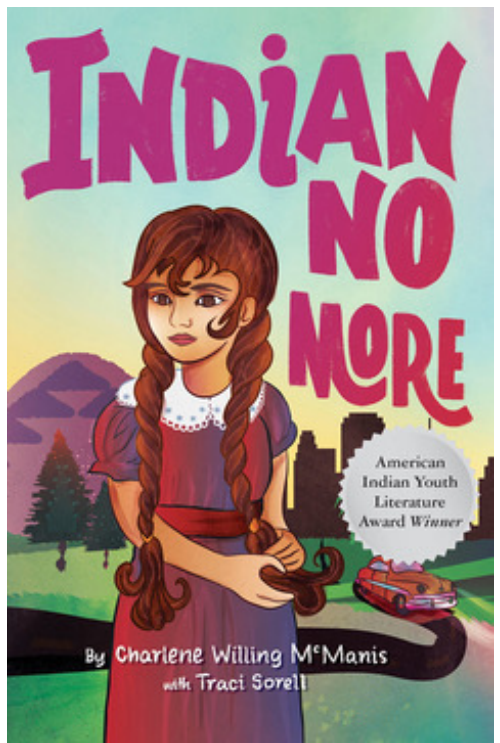
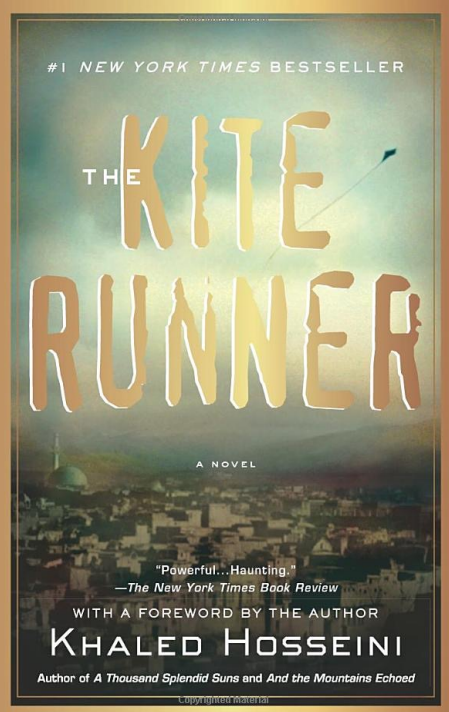
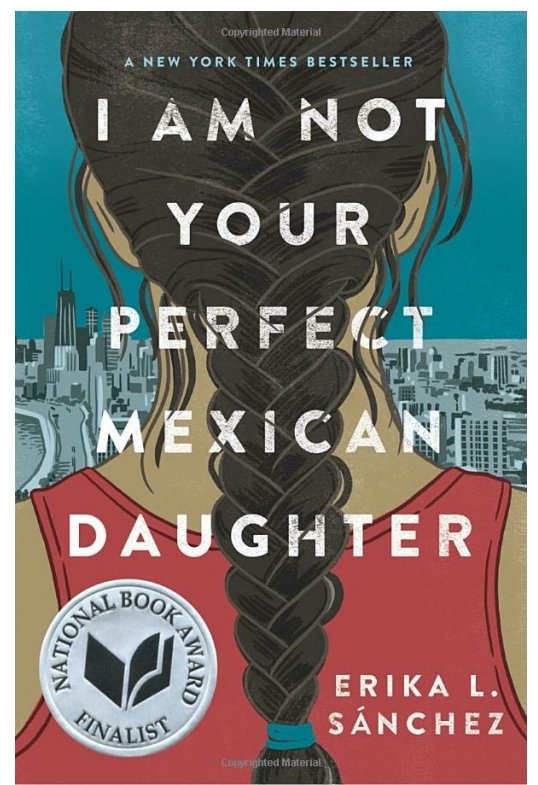
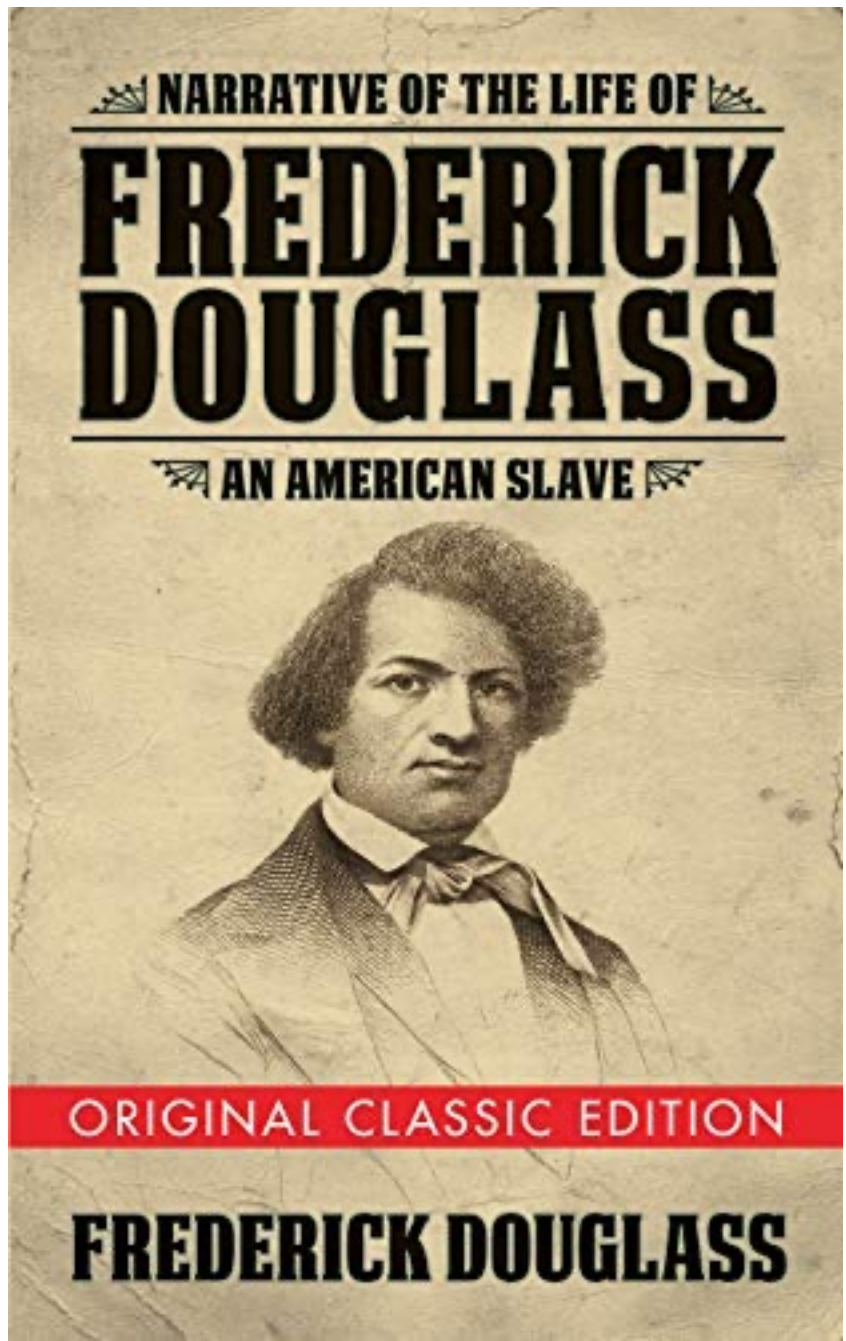
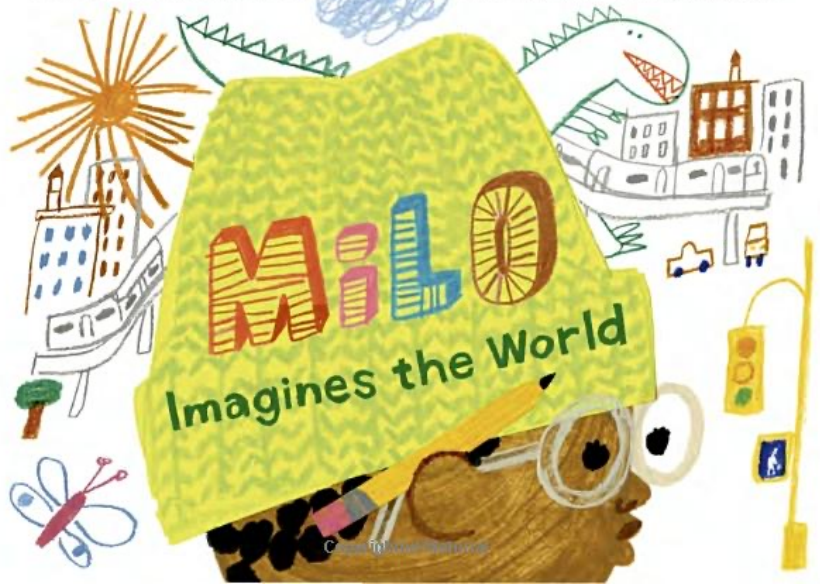
(Parents) – Design parent education to address social media bullying and negative peer comparisons

ACTION PRIORITY MATRIX

Is this potential change worth the effort?



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How Might We Worksheet

A "How Might We" statement reframes problems as opportunities and prompts teams to generate solutions.

1. What is a need or request that you are addressing?

What need calls for a creative solution?

Can we _____

2. What is the problem behind this need?

What problem prevents us from meeting the need?

3. Reframe to a "how might we"

Rewrite your problem as a HMW. Try a couple of versions!

How might we _____

4. Test your "how might we."

Set a timer for one minute and write down as many answers to the "how might we" as you can. Then check your ideas.

A. Can you think of more than one solution?

If not, the solution may be written into the question. Remove any suggestions of a solution from your phrasing.

How might we _____

B. Are those ideas things you can make or do?

If not, your question may be too broad. Look at your Problem and Need boxes again and try to get a little more specific.

How might we _____

C. Do your ideas over-simplify the problem?

If so, your question might be too narrow. Look at your Problem and Need boxes again and try to be a little more broad.

How might we _____

5. Create your how might we (HMW)

Write your final "how might we" and share with your team to start generating ideas.

HMW...

Try words such as: Win, Create, Grow, Foster, Deliver, Provide, Instil, Continue, Reinvigorate, Replenish, Revitalise, Showcase, Want, Need, Engage, Captivate, Learn,

I realize that I need to learn more about _____ so I can effectively champion equity and inclusion in my school community.

R
E
F
L
E
C
T

Closing Thoughts

- Innovate or die. – Bob Iger (Ride of a Lifetime)
- All learning happens through culture. Thus, we all have culture. – Zaretta Hammond (Culturally Responsive Teaching and the Brain)
- Culture eats strategy for breakfast. – Peter Drucker
- Get clarity on your why.

Questions?

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Session Evaluation

*Scan the QR code or go to
www.sais.org/23FCst
to complete the session evaluation.*

