Growing Capacity from the Inside Out: Integrating Diversity, Equity & Inclusion into Your School Culture

Christen Tedrow-Harrison, DEI Director
Heather Gray, Assistant Head of Lower School
● **Our Why** →
  History and Prioritization of Diversity & Inclusion at Francis Parker School

● **Our What** →
  Professional Development at *Lower School*

● Q&A
Iceberg Model of Identity

Geert Hofstede
*Iceberg Theory of Culture*

- **Only see** 10% of a person
- **90% below the waterline**
- **Rarely uncover** 90% of who we are
Christen 90-10 Iceberg

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FOUNDATIONAL TO PARKER’S IDENTITY
The mission of Francis Parker School is to create and inspire a diverse community of independent thinkers whose academic excellence, global perspective and strength of character prepare them to make a meaningful difference in the world.
Students First

Academic Excellence

Global Perspective

Strength of Character

Inclusive Community

No Limit to Better
Defining Why, What, & How
2013 to Present

Forever Work

AIM CLIMATE SURVEY & DEI STRATEGIC GOALS

HOW

WHAT

WHY

OUR MISSION + STUDENT CENTERED

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Institutional Priorities

- 2013- Strategic Plan--Diversity & Inclusion Goals
- 2013- Diversity Committee of the Board (special to standing)
- 2012-2014 Diversity Trainings (Jones Inclusive)
- 2014- Diversity & Inclusion Plan
- 2015- Hired Director of Diversity & Inclusion
- 2016- Assessment of Inclusivity and Multiculturalism (AIM)
- 2017 to present- Implementation of AIM Action Items
- 2018 to present- Diversity Hiring Plan
1. **Our Commitment to an Inclusive Community** - Create and sustain a culture of inclusion where diversity is understood, supported, and celebrated, and where every individual feels safe and is respected as an equal member of the Parker community. The responsibility to sustain this culture of inclusion is shared by all members of the Parker community.

2. **Diversify Our Curriculum** - Ensure all students have authentic and balanced “windows and mirrors” of curriculum, and our classroom culture and teaching practices create experiences of inclusion for all students.

3. **Recruitment & Retention for Racial and Ethnic Diversity** - Develop and implement a plan that focuses on student, faculty and staff diversity recruitment and retention ensuring Parker attracts and retains the best and brightest students, faculty, staff, and trustees.

4. **Strengthen Socio-economic Diversity** - Attract the broadest pool of qualified students across socio-economic levels.
Summary of AIM Action Items

1. **Create Definitions of Diversity, Equity, Inclusion** 2016-2018
   a. **D&I Statement & Vision**

2. **Outreach Plan** 2016-2018

3. **JK-12 Inclusive Curriculum & Professional Development** 2016-now
   a. Defined **Inclusive Classrooms** & Examined Content/Practice

4. **JK-12 Hiring Practices** 2019
   o **Hiring Plan**
Where are we on our journey toward diversity, equity & inclusion?

1. Where is your school on its journey?
2. Share 1-2 examples about where your school is on “the Path”.

Figure 1. The Path from Exclusive Club to Inclusive Organization

Professional Development
1. Development of Diversity Leadership Team (DLT)
   ○ Creation, Training, & Onboarding
   ○ Diversity Leadership Team Charter

2. SEED
   ○ Seeking Educational Equity Diversity

3. Professional Learning Wednesdays
   ○ 3-5 Wednesdays a year
   ○ Faculty-led (DLT) and chosen (end of year survey)
Inclusive Curriculum Framework

- Classroom Environment
- Teaching Practice
- Content
“Education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see their own reality reflected.”

-Emily Style
“This work is a journey, a journey to a destination that we’ll probably never reach”

- Benny Vazquez "Isolating Work...of Chief Equity Officers" in Education Week
“With diversity and inclusion, it is not what we do but **how** we do what we do.”

- Robert Greene of Cedar Burwell
Capacity Builders

Howard Stevenson

Rosetta Lee

Rebecca Bellingham

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Diversity Leadership Team

Theresa Tran
5th
Admissions

Heather Gray
Asst. Head
Lower

Dr. Amanda Brown
SK

Mae Powell
JK-5 PE & DEI Retention

Lauren St. John-Lopez
Lower 3-5 Science

David Ries
5th
DEI Themes in Co-Curriculars Twice a year, during parent conferences
- 3rd- Upstander Behavior, Respecting Differences
- 4th- Unpacking Stereotypes, Family Diversity
- 5th- Multicultural Identity, Difference & Self Love

Diversity, Equity, Inclusion (DEI) PA Committee
- Meetings and partnership with school throughout the year
- Ex-officio members of Diversity Committee of Board

Diversity Coffees @ offered at each division
- Co-facilitated by some DLT, Division Heads, & Assistant Heads
DEI in Lower School Curriculum

Curriculum (2016-present)

1. Gender (2016-2018)
   a. JK-5 Curricular Audits
   b. Gender Smart Goals

2. Race (2018-2020)
   a. Race Audit
   b. Racial Literacy Resources & Goals
      ■ Literacy consultant (book clubs)
“With diversity and inclusion, it is not what we do but how we do what we do.”

- Robert Greene of Cedar Burwell
IDENTITY

Intrapersonal

Self-awareness      Mindfulness      Self-acceptance      Flexible Thinking

Social-awareness    Empathy     Critical Thinking          Perspective-taking      Cultural Competence

RESILIENCE

Identity

Intrapersonal

Self-Regulation       Resilience       Self-Efficacy

Empathy

NAVIGATION

Teamwork

Engagement

ACTION

Resilience

Self-regulation       Self-efficacy

Teamwork

Resilience

JK-1 2-3 4-5
# Simplified Character Education Framework

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<th>Identity (JK-1)</th>
<th>Awareness (2-3)</th>
<th>Action (4-5)</th>
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<td>Responsibility</td>
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Faculty surveyed
1. Gender, Gender Expression
   a. Unconscious Bias
2. Race & Ethnicity
SAMPLES OF PROFESSIONAL DEVELOPMENT
How Does This Impact us as Adults?

❖ **“Girl” by Jamaica Kincaid**
❖ Facilitators share gender stories
❖ Your turn...
❖ What do you recall of the gender teachings/messages you received?
❖ Share out
The Danger of a Single Story

- **TED Talk** - Chimamanda Adichie
- “Show a people as **one thing**, as only one thing, over and over again and that **is what they become.**”
- Students are impressionable and they are affected by the single story of gender (binary gender role expectations)
- Lasting effects permeate how we think and act
The Danger of a Single Story

Trevor Project Resource
What Can We Do As Elementary Educators?

- Acknowledge and counter implicit bias
- Curriculum audit to examine gender expression and stereotypes
- Team/grade-level commitment through goal setting and collaboration (SMART goals)
Always Working Towards This...

INTRAPERSONAL

Work on Self

INTERPERSONAL

Work with Others

True Inclusion

*GRRAASSE
Gender Audit and Review
- Slides
- Handouts
  - 6-Steps to Gender Inclusive Schools
  - Common Parental Concerns
  - Inclusive Framework

Article Discussion
- Toys: Do they really have to be gender neutral?
Racial Literacy - is the ability to read, recast, and resolve racially stressful encounters through the competent demonstration of intellectual, behavioral, and emotional skills of decoding and reducing racial stress during racial conflicts.

Learning to see and resolve racial stress and conflict in relationships involves explicit teaching and practice of racial literacy skills.

Dr. Howard Stevenson
Norms on Courageous Conversation about Race

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non-closure

➢ to read, recast, and resolve
➢ to see and resolve
➢ explicit teaching and practice of SKILLS
Reflection Questions in grade-level teams (GLT) using Active Listening, Timed Speaking

1. One “New Understanding”
2. One “Question/Something Don’t Quite Get”

**SOURCE 1:** "What do I Say When I Confuse People of Color? (And What do I say to my Daughter)" by Sachi Feris in *Raising Race Conscious Children*, March 2015

**SOURCE 2:** “On Spotlighting & Ignoring Racial Group Members” by Carter, Dorinda J. in *Everyday Anti-Racism* by Mica Pollock pgs. 231-234 (3 pages)
Reflection Techniques

**Identify**
- A New Understanding
- An Affirmation of a Current Understanding
- A Question or Something You Don’t Get

**Reflect**
- How does this inform your current practice?

**Impt Facilitation**
- Active Listening & Serial Testimony
MIL GRACIAS!
ADDITIONAL RESOURCES
Parent DEI Resources

Teaching Tolerance Anti-Bias Framework

Diversity and Inclusion Booklists

Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools

Social Class in the Lower School Classroom
- 5 Keys to Challenging Implicit Bias (Edutopia Article)
- Verna Myers TED talk: How to overcome our biases? Walk boldly toward them
- The Hidden Brain by Shankar Vedantam
- Blindspot: Hidden Biases of Good People by Mahzarin Banaji
- CNN article on Implicit Bias
- Implicit Bias Test (take gender-career or gender-science)
- Kiran Institute Implicit bias in Education
- Understanding Unconscious Bias video (2:59)
Microaggressions - are commonplace daily indignities, whether intentional or unintentional, that communicate racial slights and insults toward people of color

Dr. Derald Wing Sue

Small

Subtle

Cumulative

Intent v Impact
Discussion Norms

1. Speak for yourself. Use I-statements.
2. Manage intent and impact.
3. Be mindful of where you are on reflective competency continuum. We are all in different places of learning, understanding, etc.
4. No shame, no blame.
5. Practice both/and thinking.
6. What’s learned here leaves here, and what’s said here stays here.
7. Trust the process, for both yourself and others.
8. Right to Pass.
13 Skills for Culturally Competent Communication

1. Greet others genuinely and make an effort to pronounce their name accurately.

2. Use “I” Statements.

3. Listen to Understand vs. Listen to Respond.

4. Accept the speaker’s viewpoint as true for the speaker.

5. Consistently operate in a “learner’s” mindset seeking to gain and reflect on a 360° view.

6. Manage both “intent” and “impact.”

7. Accept working through conflict to its resolution as a catalyst for learning.

8. Put your stake in the ground; be open and willing to move it.

9. Lean into discomfort. Give space and grace, and be willing to have the tough, candid, and caring conversations.

10. Be willing to admit mistakes and identify areas of growth.

11. Get to know more than the metaphorical 10% of identity you see by increasing your knowledge, skills, and abilities in the areas of diversity, countering oppression, and building inclusion.

12. Seek to continually raise the bar for yourself, for others, for your organization(s), and for the communities you serve.

13. Celebrate Successes & Have Fun!