Type something

I have observed

Shared vision and purpose

Theory

- Looking at implicit bias and deeper cultural perspectives
- Nice is not enough Defining "caring for students"
- Critical Hope Shared vision for 1. Material 2. Socratic 3. Audacious

Praxis

- Communication - using correct names and pronouns from very beginning
- Preservice readings and surveys
- Reviewing final outcomes for shared vision and deliverables
- Creation of shared norms
- Pulse Checks and Adaptable Decisions based on needs

I aspire to

Leadership for equity, reflections on identity, self-awareness, strengths, areas of growth

Theory

- Engaged Pedagogy - teacher as healer
- Socratic self-reflection within the context of Critical Hope
- Culturally Responsive Teaching- must understand sociopolitical context

Praxis

- Affinity group conversations
- Daily journaling Regular check -ins and reflections Artistic expressions
- Discussions on both physical and mental consequences of discomfort
- Modeling behaviors through facilitation
- Using Framing to help all the participants have shared understanding

DESIGNING EQUITABLE LEARNING ENVIRONMENTS

I've learned

Designing equitable learning environments for deeper learning

Theory

- Combining deeper learning with social justice issues - Freire and Fine
- Tema Okun's Characteristics of White Supremacy

Praxis

- 12 Terms and Intersectionality Check your privilege
- Post and discuss characteristics of white supremacy culture
- Providing and receiving critical feedback- normalizing discomfort
- Using varying group structures and activities to cultivate and leverage relationships
- Utilize texts to help frame activities

I plan to do...

Theory

- Integrate Freire's critical pedagogy into projects - including all voices
- Improving Relationships within the Schoolhouse - discuss equity of vulnerability
- Discuss Delpit's discussion of skills and fluency

Praxis

- Utilize activities such as intentional groups, sparklets, chalk talk and Go Go Mo to allow for all interpretations
- Remind myself that education is slow. Process is important
- Use opening circles to help set intentions and regular pulse checks
- Create shared project of all stakeholders to examine white supremacy and power structures of our schools
- Dissolve hierachical structures within student government

FURTHER INQUIRY

- How do I help change mindsets and help more traditional teachers to work within an adaptive learning environment?
- How do I help my staff begin the process of unlearning white supremacy culture and power structures?
- How will I develop a regular practice of checking my privilege and what resources do I have to ensure I'm being given critical feedback?
- How do I engage the predominantly white staff to engage in critical race dialogue without burdening the BIPOC community in our school?