

Designing for Equity: Power, Perspectives and Protocols

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In this Webinar, participants will explore why it is important to design learning experiences that hold equity as a core value.



When educators design for **equity**, they ensure that students are given fair and rich learning opportunities



Welcome!

Grab a pen and paper
to journal a bit!



Today:

- Self-compassion check up.
- Why equity?
- Why power and perspectives?
- What does this have to do with class design?
- Three protocols that invite everyone in
- SEL & connection
- Concluding thoughts & reflection



Let's take a moment to bring
kind awareness to the
impact of our day
on our bodies and emotions.

We are invited to offer ourselves the same kindness and compassion that we would offer a loved one, taking a break from our busy thinking and judging minds.



With our eyes closed, draw one or both hands to your heart, letting them rest flat on your chest. Take three full, deep breaths into the body, letting both chest and belly expand.



Take this time to acknowledge that you are doing the best you can and offer yourself any words of support or compassion that you might offer a loved one. Be there for yourself as a friend, holding yourself unconditionally for a few more full breaths.





Activity adapted from mindfulnessexercises.com

Many free resources, scripts and
practices about mindfulness.

Why Equity?

Equity

Equity is defined as “the state, quality or ideal of being just, impartial and fair.” The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.

Equity vs. Equality and other Racial Justice
Definitions, Posted August 24th, 2020
By the Anna E. Casey Foundation

Equity vs. Equality

Equity involves trying to understand and give people what they need to enjoy full, healthy lives. Equality, in contrast, aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. Like equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things.

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(State Dept./Doug Thompson)

<https://yali.state.gov/network/>



How do you try to make
your classroom a place of
equity?

(20 seconds)



You may have said...

- Increasing cultural competency
- Welcoming our LGBTQ+ students
- Learning about our implicit bias
- Creating an inclusive classroom
- Culturally relevant pedagogy
- Advocating for students who need support
- Building relationships with students
- Co-creating a classroom community

NJ Council of State Teachers Equity Statement

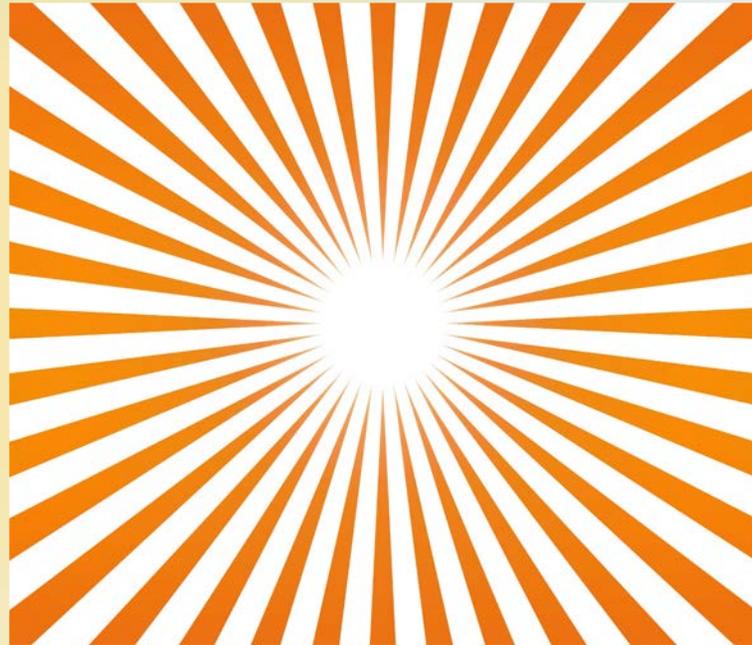


<https://www.njea.org/working-together-toward-an-equitable-vision-for-new-jersey-schools/>

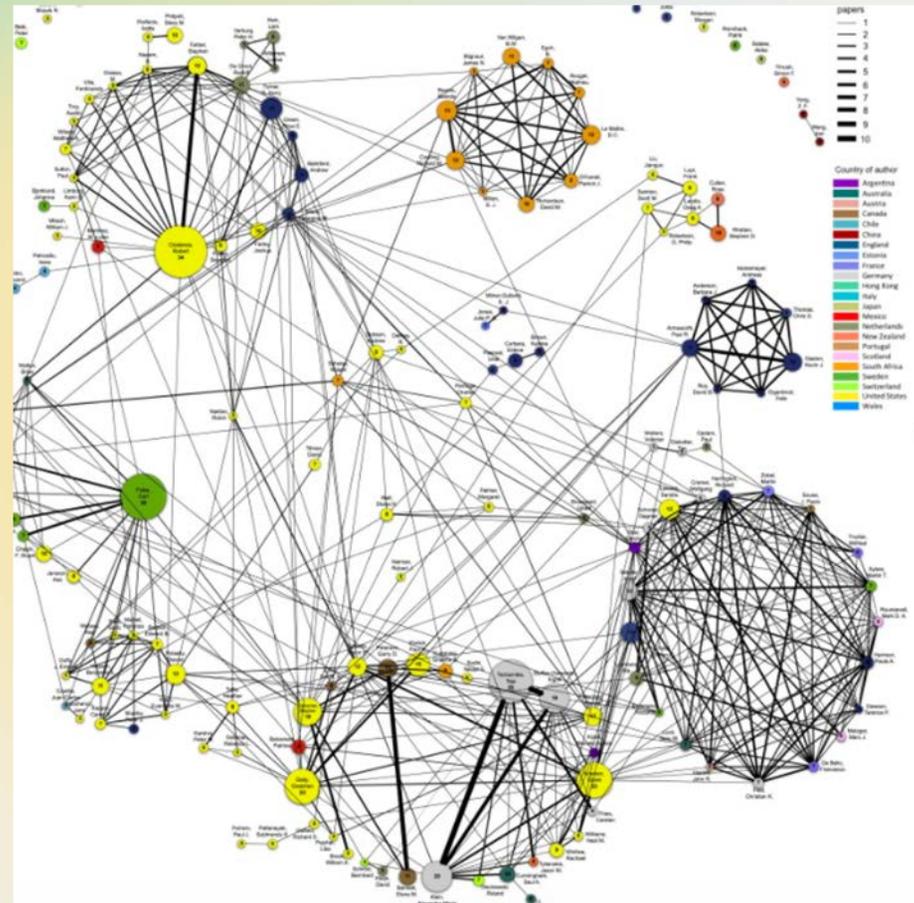
Today, we are going to think about how we share the space, time and presence in our classrooms, in terms of equity.

How might we do better?

Power



But, power sharing may look more like this!
(a co-authorship network, creative commons visualized)



How can you include all voices if the students do not have the freedom to have unscripted, meaningful conversations?

You won't.

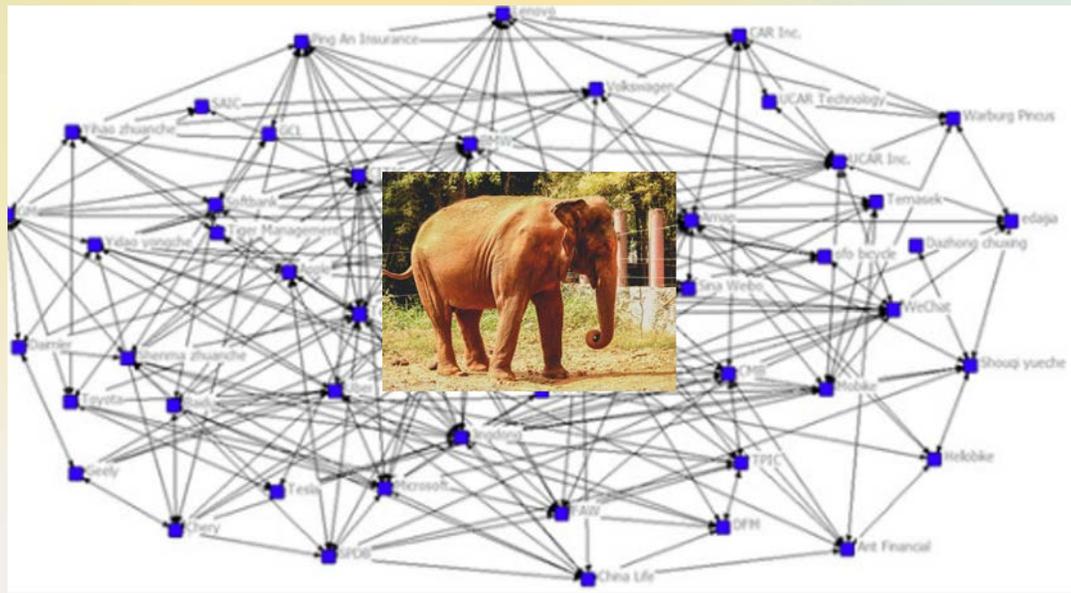
Perspectives



Let's say that the blue dots are your students and they are instructed to describe the elephant.

From which perspective do your students see the elephant in the room?

How might we get a fuller picture of the whole elephant?



Designing for Equity

A language lesson includes so much!

- Communicative and cultural objectives & other standards
- Cultures, Connections, Comparisons, Communities & Communication
- Modes of communication

When we design for equity, we can invite our students to bring their whole world and lives into our classrooms.

But what does designing for equity mean?



Who holds the power in
your classroom?

1:00

Designing for Equity means
building the opportunity to
maximize interactions and
voices, emphasizing the
interpersonal mode!



The power of a great protocol shows that the wisdom is in the room!

Our First Protocol

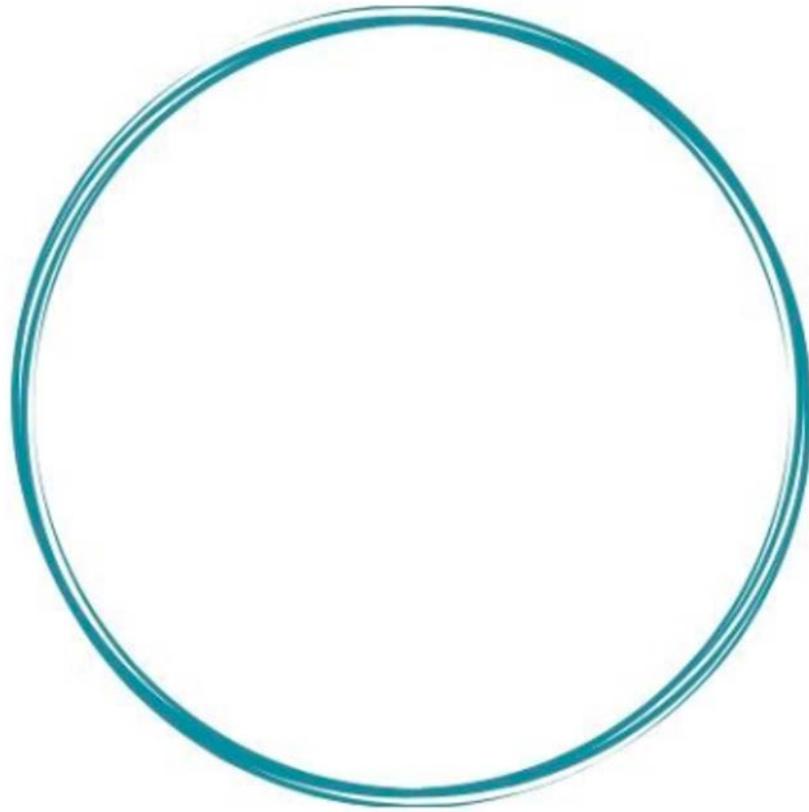
Circle Practice



“The usefulness of a cup is in its
emptiness.”

Hold the
circle...

Be
present



Hold the
image of
the fire -
where our
ancestors
gathered
for
milenia.....



Create a Talking Piece Protocol

I'm picking up the talking piece

I'm putting down the talking piece

Circle Agreements

- We treat each other with kindness and respect
- We listen with compassion
- We honor each other's unique ways and feelings.
- NO Judgement Zone
- We hold all stories shared in circle confidential.
- We rely on the power of silence and allow it to help us heal.

Check in

Example - Please choose 1

I need...

I bring...

I look forward to...



Core questions - community building

Who is a hero of yours--from real life or the movies, and why do you choose this person?"

What does it mean to be popular?

If you could spend a day with anyone who has ever lived, who would it be and why?

In virtual classrooms, go into breakout rooms with one or two other people. You can send the group questions and encourage them to take their time.

Checking out -

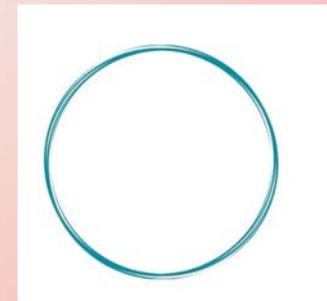
Example:

I leave here feeling...



Circle Basics -

- Open the Circle
- Teach and Remember Circle Guidelines
- Doing the Work of the Circle
- Core Activities: Community Building
- Closure: Check out Round Ending the Circle 5 minutes
- Close the circle



Takeaways

- Students share important parts of their lives
- Even very limited vocabulary can be used to discuss important things
- Emotional moments happen
- Laughter and tears





KIVA

Place & Practice

Our Second Protocol

The KIVA process

A kiva can be a place - a circular room
used for rites and ceremonies

Here, it is a powerful protocol

The number 6 represents the 4 cardinal directions and the sky above and the earth below

The idea is that any 6 randomly chosen people will represent the room's wisdom.

1. Choose any six people
2. Ask one question and give each one of the six people the chance to answer it for one minute.
3. Now, ask the same people to lift up one thing that struck them that anyone of the six said - they can agree, expand, wonder aloud.
4. While the six are doing this, all others can jot down questions or reflections.

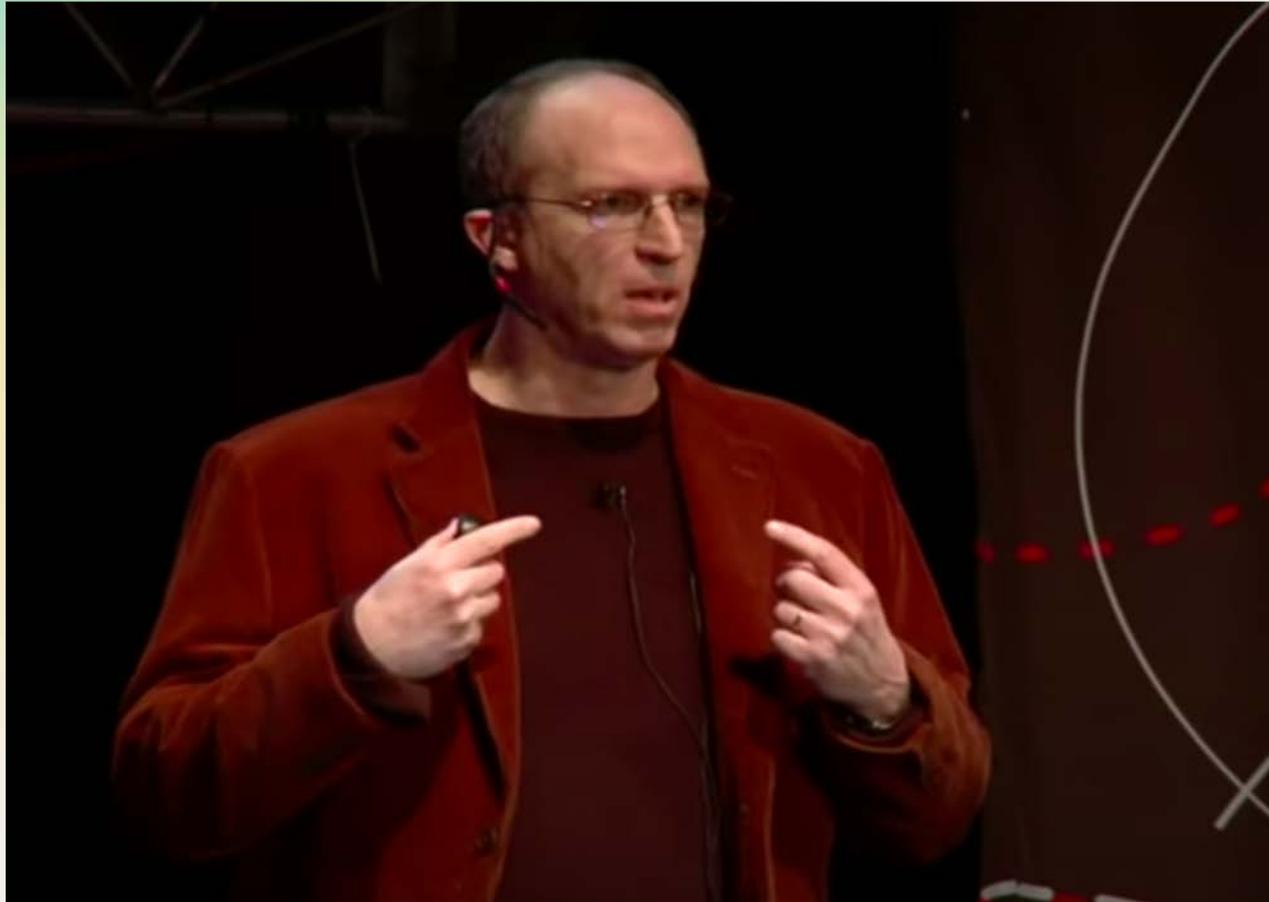
Key takeaways



For language learners, the experience of having to speak for one minute about a matter of substance is powerful.

Writing thoughts about the same question can prep learners to meet and deepen the conversation in break-out rooms.

Dan Rothstein - The Right Question Institute



Luz Santana: The Right Question Institute



Our Third Protocol

What is the QFT?

The Question Formulation Technique (QFT), created by the Right Question Institute, helps *all people* create, work with, and use their own questions — building skills for lifelong learning, self-advocacy, and democratic action.

- Educators in more than 150 countries have used the QFT.
- The Harvard Graduate School of Education offers a regular online course, “[Best Practices in the Question Formulation Technique](#).”
- The QFT has found fans and supporters among organizations such as the National Science Foundation, the Library of Congress, Google, and Microsoft.

The Question Formulation Technique includes the following steps:

- Design a question focus.
- Produce questions.
- Work with closed-ended and open-ended questions.
- Prioritize questions.
- Plan next steps.
- Reflect.

Q-Focus

Many students do not participate in school activities

(One scribe and everyone tells them questions. The scribe also submits questions. Write for a set period of time - say 10 minutes. Be sure to number the questions.)

1. Which students feel invited to participate?
2. How do students learn about activities?
3. Does the school offer activities that students enjoy?
4. Do students have transportation after school to participate?
5. How do we know that students are interested in certain activities?
6. Have we noticed whether any particular grade level participates more in activities?
7. Do students feel welcomed to participate?
8. Does the choice of advisor have anything to do with participation?
9. In what way does the curriculum and extracurricular activities connect?

Prioritizing

Which are closed ended?

Which are open ended?

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First, change a closed-ended question to an open
Next, change an open-ended question to a closed

Fun Part: Vote for your top three questions - Build consensus, discuss why!

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The QFT, on one slide...

1) Question Focus

2) **Produce** Your Questions

- ✓ Follow the rules
- ✓ Number your questions

3) **Improve** Your Questions

- ✓ Categorize questions as Closed or Open-ended
- ✓ Change questions from one type to another

4) **Strategize**

- ✓ Prioritize your questions
- ✓ Action plan or discuss next steps
- ✓ Share

5) **Reflect**

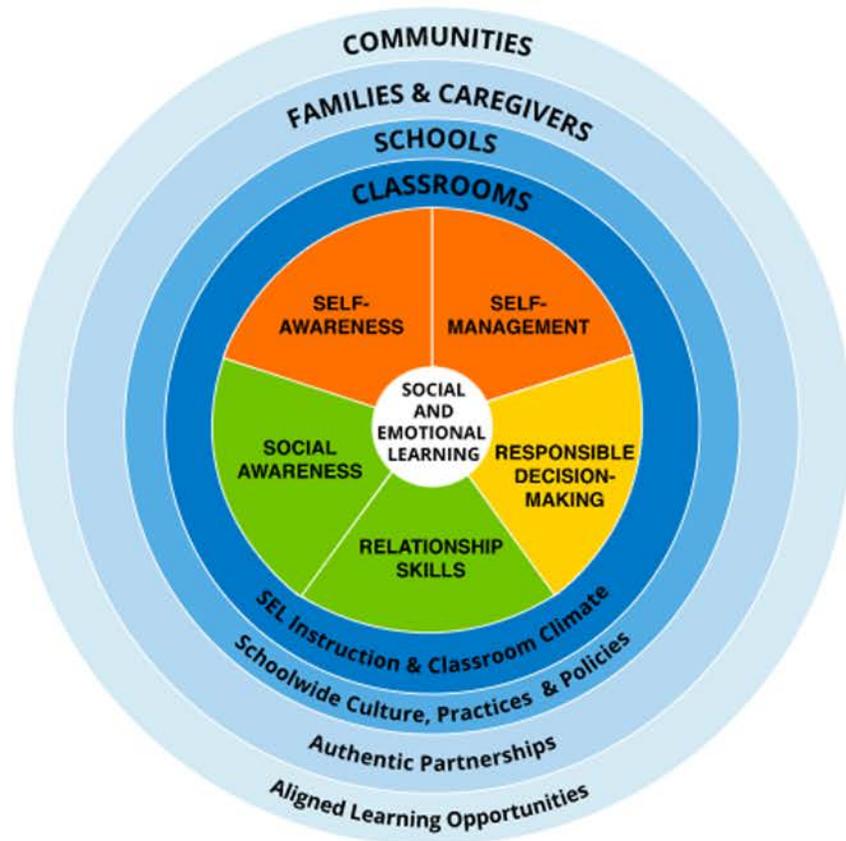
1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer
3. Record *exactly* as stated
4. Change statements into questions

Closed-Ended:
Answered with “yes,”
“no” or one word

Open-Ended: Require
longer explanation

Our SEL Framework

Below is an interactive "CASEL Wheel". Click on the elements in the visual to learn more about the competencies, including examples for each, and the four key settings.



Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

SEL - Social and Emotional Learning - a clear need in our classrooms (<https://casel.org/sel-framework/>)

We can begin equity and SEL work by designing world language classrooms that welcome every student' story and invite every young person's whole self.

Listen, connect, transform.

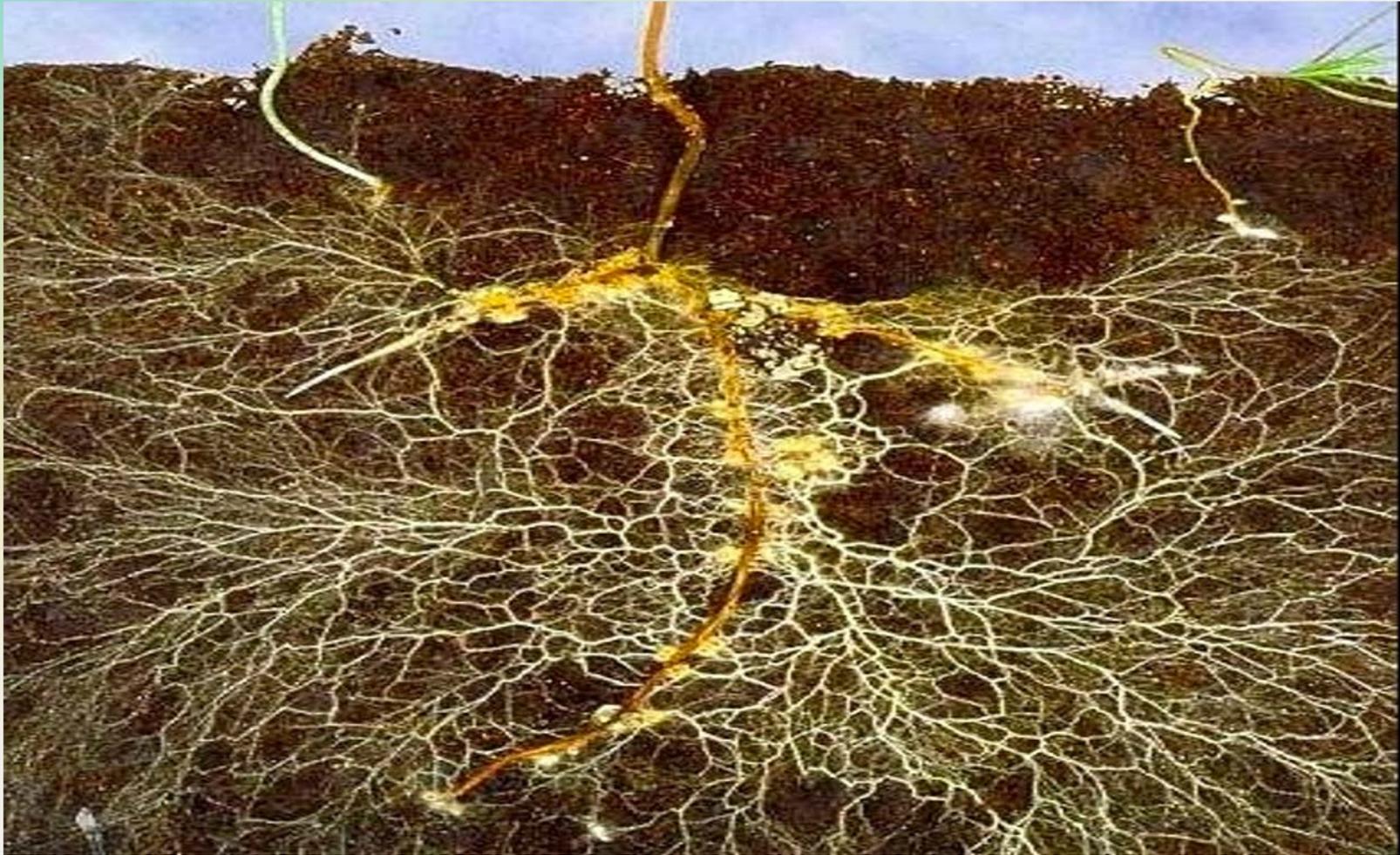
Form and function are irrevocably coupled

The design of our
classroom
experience

The diagram consists of two rounded rectangular boxes. The left box is yellow and contains the text 'The design of our classroom experience'. The right box is light blue and contains the text 'Human Connections that are possible'. A yellow chain-like link connects the two boxes, symbolizing the coupling between form and function.

Human Connections
that are possible

Mycelial network - the wood wide web



The New York Times Magazine



Trees of different species are connected in a forest by fungal thread links that nourish, warn, and support each other. (NYT, Dec. 2nd, 2020)

So, here's to including more organic, interwoven, socially complex and sometimes chaotic interactions into our classrooms so that we truly create a place where every voice is connected and heard.

Resources

Mindfulness.

Self compassion check in. Activity adapted from Mindfulnessexercises.com

Definitions of “Equality” and “Equity.” Equity vs. Equality and other Racial Justice Definitions, Posted August 24th, 2020 by the Anna E. Casey Foundation

Healing Circles.

Teaching Restorative Practices in the Classroom

<https://www.restorativeresources.org/educator-toolkit.html>

The practice of Healing Circles.

<https://healingcirclesglobal.org/wp-content/uploads/2018/03/The-Practice-of-Healing-Circles-Module-1-How-to-host-a-circle-1.pdf>

Quanita Roberson - an outstanding circle practice teacher. <https://www.nzuzu.com/about>

Detailed instructions for Kiva process https://ncela.ed.gov/files/uploads/24/Kiva_Process_Full_Description.pdf

Question Formulation Technique - Go to rightquestion.org where you can join an educators' forum, download free materials, see videos and learn everything about QFT. The Right Question Institute in Boston also has exceptional training opportunities that connect people from many parts of the educational experience and community organizers.

Youtube video. The QFT in 90 Seconds.

https://www.youtube.com/watch?v=04cHyeUVuKg&feature=emb_logo

Social and Emotional Learning Resources. Casel is your first port of call to learn about SEL.

<https://casel.org/> There is much more to learn and investigate. Some push back on Casel saying that when marginalized kids struggle, educators increase their trauma by saying, "Just use a growth mindset" so one needs to be aware of how to use SEL in a culturally responsive framework. As long as ten years ago, Edutopia summed up the concerns in a blog post by Scott Seider and Daren Graves. (<https://www.edutopia.org/article/making-sel-culturally-competent>)



Thank you!
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