



From Equity Awareness to Equity Action: Instituting Educational Justice in Vermont Schools and Communities

A series comprised of webinars, workshop days, and graduate course option that provides a coherent and coordinated effort to reduce inequity in Vermont schools.

Target Audience: Education leaders and educators, PreK-16, as well as those working for organizations striving to support VT children, youth, and families.

Building on the equity literacy framework, this series will prepare educators, educational leaders, and equity specialists to cultivate equitable and just learning environments. We will move beyond individual awareness, cultural competence, and diversity appreciation to focus on strategies that result in deep and sustainable equity change. What does equity look like at an institutional level? What specific changes in policy, practice, and leadership ensure deeper levels of equity transformation? How do we organize for change, despite resistance? We will grapple with these questions and more to become more formidable threats to the existence of inequity in our spheres of influence.

Webinar Series:

Three free, on demand, approximately 60-minute webinars that provide foundational learning in equity literacy.

[Register Here for the Webinar Series](#)

Webinar #1: Introduction to Equity Literacy for Educators, with Paul Gorski

Paul shares the basic components of the equity literacy framework and takes participants through a few brief exercises to help strengthen their equity lenses.

Webinar #2: Exploring the Principles of Equity Literacy, with Paul Gorski and Katy Swalwell

Katy and Paul discuss the principles of equity literacy that should guide equity work in schools, as well as point out common equity detours to avoid.

Webinar #3: Applying an Equity Lens to Popular School Initiatives, with Paul Gorski & Marceline DuBose

Marceline and Paul demonstrate how to apply the principles of equity literacy to popular school initiatives such as PBIS, restorative practices, and SEL. Their conversation highlights the dangers of implementing these sorts of initiatives without an equity lens, as well as the power of implementing them with an equity lens.

Workshop Series:

The workshops can be taken individually or as a set. Each has a topic focus and will build on our understanding of the equity literacy framework.

Workshop #1: Turning the Mirror on Ourselves: Equitably Connecting with and Serving Refugee Students and Families (10/16/19)

Workshop #2: Girls, Women, and the Persistence of Gender Oppression in Schools (11/19/19)

Workshop #3: Ridding Schools of Racism: From Equity Optics to Equity Action (3/24/20)

Workshop #4: An Economic Justice Approach to Eliminating Socioeconomic Inequities in Schools, (4/15/20)

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Use vthec.org for registration, and [Facebook](#) and [Twitter](#) for additional news, resources, articles, etc.



VERMONT HIGHER EDUCATION COLLABORATIVE

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OUR 20TH
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Workshop #1 - Turning the Mirror on Ourselves: Equitably Connecting with and Serving Refugee Students and Families with Marceline DuBose (October 16, 2019)

Public discourse fixates on refugee families from a place of fear, pity, or deficit ideology. Yet, many refugee families are the courageous among us, having made arduous journeys to find safety and prosperity. Upon arriving in a new community, refugees often endure a maze of oppressions, stereotypes, and well-meaning but harmful institutional practices. This session focuses on uncovering ways our institutions and policies lack understanding, adaptability, and respect for refugee families. We will practice changing the mindsets and habits that result in harm to students just as they are building a new life. We will end with an emphasis on institutional change and how to persist in the face of resistance in order to build and sustain equitable schools for all families.

[Workshop #1 Registration](#)

Workshop #2 – Girls, Women, and the Persistence of Gender Oppression in Schools with Tracy Flynn (November 19, 2019)

Gender oppression in schools comes in many forms: sexual harassment and assault, curricular erasure, and institutional cultures that objectify girls and young women. Because this oppression is often implicit and deeply ingrained institutionally, educators can feel powerless to push back in significant ways. How can educators create significant change despite sexism's insidiousness, which can sometimes lead girls and young women to underestimate their own abilities? We will examine sexist school practices and how their impact often are elevated for girls and women of color, LBQTQ girls and women, and girls and women enduring other forms of injustice. We will end by considering the principles and practices that cultivate actively anti-sexist schools.

[Workshop #2 Registration](#)

Workshop #3 – Ridding Schools of Racism: From Equity Optics to Equity Action with Paul Gorski and Taharee Jackson (March 24, 2020)

What would racial equity efforts in schools look like if they were designed for deep and sustainable change? How can we cultivate racial equity that prioritizes the interests of families of color rather than the feelings of equity-hesitant educators? How can we organize for and implement this level of change despite the inevitable resistance? We will explore these questions in an interactive workshop designed to move us from racial awareness to racial justice action, both individually and institutionally. Participants will leave with plans of action to confront racism in their spheres of influence.

[Workshop#3 Registration](#)

Workshop #4 - An Economic Justice Approach to Eliminating Socioeconomic Inequities in Schools with Paul Gorski (April 15, 2020)

Popular approaches designed to strengthen educational outcomes for students experiencing poverty tend to focus either on adjusting the mindsets of families experiencing poverty—an approach that was debunked in the late 1960s—or on small instructional or programmatic changes within big inequitable institutions. In this workshop, we will examine educational outcome disparities as an economic justice issue, asking what deeper, more transformative actions we might take to create institutional change within our spheres of influence—classrooms, schools, districts, communities. We will end by discussing approaches for advocating for a more serious approach to educational equity and justice for families experiencing poverty.

[Workshop #4 Registration](#)

Educating for Equity: A 3-credit graduate course, facilitated by Paul Gorski

In this course, built around the set of webinars and day-long in-person workshops led by the Equity Literacy Institute, participants will strengthen their ability to create and sustain equitable schools and school systems. Lessons will focus on: cultivating deep understandings of equity and inequity; how these concepts operate in classrooms and schools; and learning how to advocate for and achieve equitable change. In addition to viewing the webinars and attending the in-person workshops, learners will discuss shared readings through an online platform. Participants will also create a project, tailored to their particular spheres of influence, that will support transformative visions in their work toward equity. These aspects of the course will be asynchronous, allowing participants flexibility to participate on their own schedules. Course approval pending.

[Course Registration](#)

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Presenter Biographies

Marceline DuBose has 20 years of experience in public education as a high school social studies educator, state and federal level policy administrator, professional development leader, strategic planning consultant, and curriculum writer. Her primary focus is equity leadership development and strategic planning, working with districts to improve systems for creating equitable schools and classrooms.

Tracy Flynn has over 25 years of experience in leadership positions with local and national nonprofits and PK-18 education institutions. As a coach and consultant, her mission is to promote healthy individuals, organizations, and communities by working towards equity and justice. Prior to opening Tracy Flynn Consulting, she worked as Health Curriculum Specialist with the Seattle Public Schools, National Training Director with the National CASA Association, and Director of Training with Planned Parenthood of Western Washington.

Paul Gorski is the founder of the Equity Literacy Institute and EdChange. For nearly 25 years he has worked with schools and districts across the United States on equity and justice issues ranging from race and racism to poverty and economic injustice. He is the author of *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap* and *Case Studies on Diversity and Social Justice Education* (with Seema Pothini.) He lives in Asheville, NC, with his cat, Buster.

Taharee Jackson holds expertise in the areas of teacher education, inclusive schooling practices and policies, and urban education reform. She is particularly interested in how members of “privileged” groups become advocates and allies for others, and the most salient factors that influence the beliefs, practices, and retention of urban teachers. Watch for her forthcoming book, *A Different Way to be White: Becoming Antiracist Teachers and Teacher Educators*.

Katy Swalwell's expertise revolves around teacher activism and social justice education with a special focus on race and class issues within social studies teaching and learning. She is the author of [*Educating Activist Allies: Social Justice Pedagogy with the Suburban and Urban Elite*](#), as well as several articles in magazines and journals like [*Teaching Tolerance*](#) and [*Rethinking Schools*](#). Before becoming a teacher educator, Katy taught social studies at a public high school in Minnesota.

Dates: October 16, November 19, March 24,
April 15
Place: DoubleTree Hilton, South Burlington
Cost: \$50/workshop; \$575 for 3-credit graduate
course cost, pending credits with Castleton
University
Time: 8:30 - 3:00

The VT-HEC Board of Directors has approved additional support for this series through our Mission Investment Fund, which enables us to provide the webinars for free and greatly lower the workshop and course costs. We value your participation; due to the low costs of this series, we are not able to provide refunds for cancellations.

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