

Developing
our
Equity lens

NWESD 189

Curriculum Directors

October 2017

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



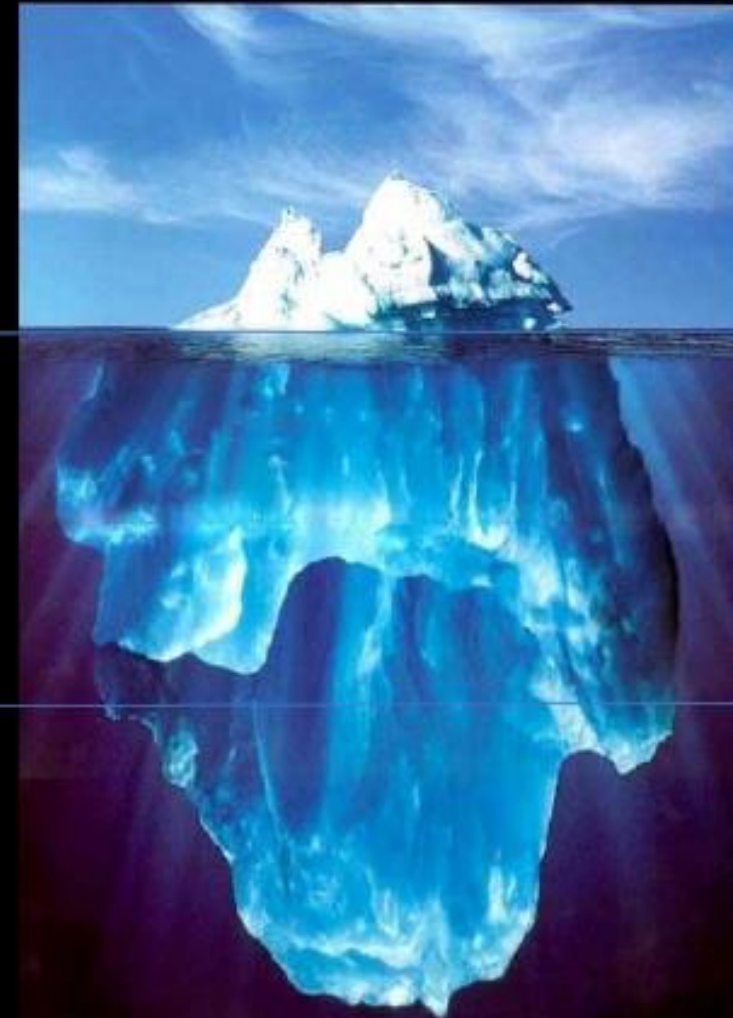
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Lasting change is anchored deep below the surface

Formal policies, systems, practices, image (what we *officially* do around here)

Informal practices & symbolic actions (the way we *actually* do things around here)

Beliefs, values & attitudes (how we *really* feel, what we *really* care about)



Guiding Question

- What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels?

<https://www.youtube.com/watch?v=MbdxeFcQtaU>

"When you believe that you must be perfect in order to be good, it makes you adverse to recognizing your own inevitable imperfections. And that lets them stagnate and grow. So the belief that you must be perfect in order to be good is an obstacle to being as good as you can be."

How does this connect to racial equity?

Conditions for Conversations Around Equity

- Stay Engaged
- Experience Discomfort
- State Your Truth
- Expect and Accept Non-closure



What we say and how we are heard

Intent



Impact

Conversations to Consider!

- **Ten Things Everyone
Should Know about
Race**

Continue the Conversation

Stand Up Hands UP



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