



Diversity, Equity and Inclusion Conference 2020

**Everyday Activism: Small Actions That Make a
Difference in Independent Schools**

AISGW | The Association of Independent
Schools of Greater Washington

VAIS

AIMS

Association of Independent
Maryland & DC Schools

**REGISTER
TODAY** 

Three independent school associations, the Virginia Association of Independent Schools (VAIS), the Association of Independent Maryland and DC Schools (AIMS) and the Association of Independent Schools of Greater Washington (AISGW) are collaborating to bring you this one-day conference with an eye on widening the focus in our schools from challenging conversations, which we all continue to have, to everyday actions that we can take to make positive change in our communities.

February 19, 2020

Holton-Arms School

- 9:30-10:00am – Registration
- 10:00-10:15am – Welcome remarks
- 10:15-11:00am – Opening Keynote
- 11:15-12:00 – Breakouts
- 12:15-1:00pm – Lunch
- 1:15-2:15pm – Affinity group discussions
- 2:30-3:15pm – Closing keynote
- 3:15-3:30pm – Closing remarks



Morning Keynote: Liza Talusan

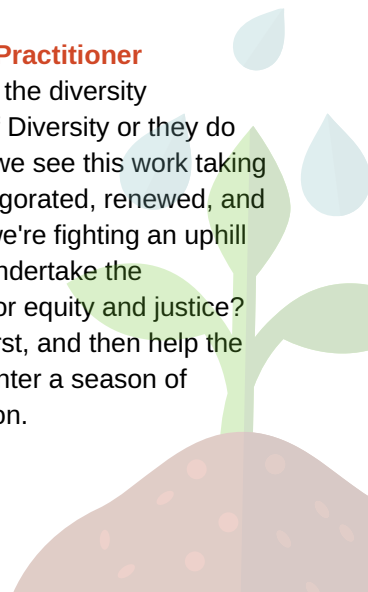
Activist or "Act? As If!": The Benefits and Risk of Everyday Activism in Education

As educators, there is an increasing call to create and sustain culturally responsive classrooms in order to provide all children with a quality education that reflects their experiences and identities. By teaching them to be "upstanders", to be more inclusive, and to understand and embrace difference, we engage young people in everyday activism in our classrooms, hallways, playgrounds, and athletic fields. Yet, is everyday activism something we, as adults, do in our own lives? What risks do we take in engaging in everyday activism? What benefits come of doing so? Please join us as we explore both the barriers and the opportunities that exist in our schools and communities related to everyday activism, and the ways that you can work to #MakeThingsBetter.

Afternoon Keynote: Rodney Glasgow

Putting Your Mask on First: Self-Care for the Everyday Practitioner

In this session, we will talk about the everyday demands on the diversity practitioner, whether they carry the official title of Director of Diversity or they do the work within another role at school. Where and how do we see this work taking its toll on us, and where and how do we keep ourselves invigorated, renewed, and moving positively forward, especially when it may feel like we're fighting an uphill battle? Likewise, how do we care for our schools as they undertake the emotional and institutional work of increasing the capacity for equity and justice? From our seat on the plane, how do we put our masks on first, and then help the people around us? This will be particularly relevant as we enter a season of heightened sensibilities around the 2020 Presidential election.





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Breakout Offerings (Choose One)

Bringing Your Authentic Self to Diversity, Equity, and Inclusion Work

Mia Burton, Director of Institutional Equity and Inclusion, and Tracy Peterson, Upper School English Teacher, Flint Hill School
As any DEI practitioner has learned (likely the hard way), if we are to be involved in this critical work, we must first examine our own biases, blind spots, and personal limitations. This session focuses on the first, and sometimes, most difficult part of engaging in DEI work: examining and understanding ourselves. The examined life is indeed worth living, and one must begin by finding strength in one's identity and becoming comfortable with one's personal story. In operating from this authentic place, our DEI work becomes more honest, relevant and impactful.

Considering Affinity Spaces: What, Why, and How?

Akailah McIntyre, Director of Diversity and Inclusion, and Lisa Teeling, Lower School Head, Roland Park Country School
Affinity spaces have been proven to foster a sense of pride and inclusion among marginalized groups of students. They are a great way for promoting equity within a schooling environment and providing a majority experience for students who are in the minority. Come and learn about one school's journey with creating these spaces, specifically for Black students, in the lower school. We will discuss our model, trials, successes, and ultimately, why we feel this practice is benefitting our students, both those who are within the group and those who are not.

Facilitating Meaningful and Productive Classroom Dialogue in an Election Year

Jessy Molina, Friends School of Baltimore

Are you ready to discuss the issues that a potentially contentious election year could bring into the classroom? Join us to learn concrete skills to facilitate dialogue on potentially divisive and difficult topics in productive and meaningful ways. Participants will learn the difference between dialogue and debate, and how to promote conversation that seeks to build understanding and connection, rather than division and misunderstanding. Participants will learn how to encourage students to be collaborative, reflect on their positions, search for strength and value in other's positions, and work together for common understanding.

The Importance of Creating Cultural Competency

Cheleah Googe, Director Diversity, Equity and Inclusion, Beauvoir School, Washington, D.C. and Abigail Whorley, Middle School Religion Teacher and Chair, Department of Religion, St. Catherine's School

The best educational practices include placing student learning at the center of the institutional culture; however, independent school students from underrepresented racial groups are not having the same educational experience as their peers. A significant reason for this disparity is the lack of cultural competence among faculty and staff that results in Whiteness being centered in community culture. In the absence of proportional racial and ethnic representation between faculty and students, what steps can faculty and staff take to be supportive of, and responsive to, the different cultural realities?

Islamophobia in Today's America

Mansoor Shams, The Muslim Marine, Founder of MuslimMarine.org.

This presentation will allow for listeners to see life through the lens of a Muslim in today's America. It will discuss the real-life implications of 9/11, current day rhetoric and its effects on everyday Muslims. The presentation will bring forth real-life examples of what Muslims face in everyday life. The audience will also be educated on Islamic traditions, cultures and faith.

Intersectionality

Erica Coffey, Collegiate School, Richmond

Coined in 1989 by civil rights activist and legal scholar Kimberlé Crenshaw, "intersectionality" is now a frequently-used term. Merriam-Webster's dictionary defines intersectionality as "the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups." This session will offer participants an opportunity to explore their own intersectionality and the intersectionality of those in their community. Using an interactive approach, participants will reflect on their unique identities and how they intersect and engage in group discussion to better understand how intersectionality applies to their students and co-workers.