SAS DEI PLAN RECOMMENDATIONS
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This is a plan to provide authentic professional learning around issues of race, gender, culture, and other representations of identity. More specifically, this plan seeks to confront anti-Blackness, white supremacy, internalized racism, patriarchy, and all forms of oppression that might arise in a self-study of SAS. This plan should not be viewed as a linear progression of one-off workshops, but rather a responsive and iterative process seeking to embed learning into our daily practice with our students and for our students. We use the pronoun "our" purposefully as educators working in a peer institution in Asia. If injustice anywhere is a threat to justice everywhere, we must each hold a moral imperative of building learning communities that transcend grade levels, subject areas, divisions, campuses, and even schools.

We recommend the following:

❏ SAS build a Guiding Coalition to lead the DEI initiatives at the school
❏ SAS establish a culture of critical self-reflection, modeled initially by school leadership
❏ SAS develop culturally responsive teachers and instructional staff
❏ SAS foster an inclusive and equitable school community
❏ SAS engage the parent community in initial learning about DEI

The Guiding Coalition (GC) should be established as a permanent committee with representation from faculty, staff, administrators, board members, parents, and the student body. While subcommittees with the GC can and should be established based on interest and to democratize the work, the GC should collaborate as a whole to monitor and reflect on DEI progress.

Building a Guiding Coalition (GC)

What
This set of support offers the vision and strategy needed to build a Guiding Coalition.

Why
The end goal of our work with SAS is that members of faculty, staff, and leadership develop the relevant skills and knowledge to affect institutional change. Ultimately, there should be no need for external consultation, as members of the GC will be empowered with the strategies needed to institute and sustain change.

How
We will facilitate professional learning engagements that help SAS meet a number of goals.

Relevant Professional Learning Engagements:
- Outlining DEI visioning and strategic planning session to develop the GC's vision/plan for change
- Facilitating process for the GC to construct and present agreed upon definitions of key terms (e.g. diversity, equity, inclusion, anti-Blackness, white supremacy, patriarchy, Western/Eastern culture, etc.)
- Facilitate process for the GC to adopt a framework that will guide change (e.g. model of cultural competence, model of cultural responsiveness, model of anti-racism/anti-bias, etc.)
- Facilitate the GC in adopting multicultural benchmarks or standards of practice that will be measured in the DEI strategic plan
- Facilitate collaborative writing and presentation sessions for the expression of GC/SAS's commitment to DEI strategic plan
- Co-create DEI audit of curricular and co-curricular programs so that the GC can note evidence of alignment and misaligned to multicultural benchmarks/standards
- Use findings and decisions made by the GC to inform professional learning for (a) leaders to engage in critical reflection, (b) teachers and instructional staff to develop culturally responsive pedagogy, (c) SAS community members to sustain each other's identities, and (d) parents to develop an initial understanding and appreciation for DEI

Critically Reflect on Self and Leadership Practices

What

This set of support focuses on raising the critical consciousness of school leaders as it relates to social identities at SAS and society at large.

Why

As our values and beliefs influence our practices, leaders must know who they are as cultural, racialized, and gendered human beings in contexts that are themselves not culturally- , racially-, or gender-neutral terrains. To be culturally responsive, anti-oppressive leaders, we must fully understand ourselves and our biases as well as the social contexts we inhabit.

How

We will facilitate professional learning engagements that guide leadership's critical reflections.

Relevant Professional Learning Engagements:
- Assess the cultural and social proficiency of leadership in regards to SAS's key areas of focus (i.e. anti-Blackness, internalized racism, patriarchy, Western/Eastern culture, etc.)
- Craft Individualized (Critical) Education Plans for all leaders to learn about the history of anti-Blackness, Sinophobia, internalized racism, patriarchy and other intersecting oppressions locally, regionally, and globally
- Facilitate critical reflection sessions for leaders to explore their own (anti-)oppressive practices outside of school and in their personal lives
- Audit school/parent/community voices to gather, reflect on, and respond to feedback on culturally responsive and anti-oppressive leadership practices
- Facilitate healing circles related to characteristics of white supremacy culture, patriarchy, and other forms of internalized social dominance found in leadership practices
- Facilitate crafting of personal vision statement and commitment session for leaders to develop internal standards for who they wish to be as leaders

Leading Teachers and Instructional Staff

What

This set of support focuses on teachers and instructional staff developing culturally responsive and anti-oppressive practices in the classroom. As culturally proficient educators, balance and blend both Western and Eastern values, beliefs and approaches in their daily teaching practices to prepare our students for the complex and integrated world.

Why

Curriculum, assessment, and instructional practices all remain inseparable from influences of racism, ethnocentrism, and sexism. What students learn in the curricular content is often a reflection of mainstream, Western, Eurocentric, patriarchal culture. What is often glossed over is that *how* instruction is delivered also reflects dominant culture. Teachers play a profound role in reinforcing assumptions about race, gender, and culture in the classroom which has a great impact on how students see themselves and each other. It is important that teachers develop a critical consciousness so that they can ensure their curriculum, assessment, and instructional practices are inclusive of the diverse community of learners we work with.

How

We will facilitate professional learning engagements focused on preparing teachers and instructional staff with the knowledge, skills, and dispositions needed to be culturally responsive, anti-oppressive educators.

Relevant Professional Learning Engagements:
- Engage teachers and instructional staff in constructivist role-play using 20 practices of a culturally responsive teachers
- Conduct "walkthroughs" of SAS and students' neighborhoods as a case study of cultural (mis)alignments in and out of school
- Co-facilitate with leaders the crafting of Individualized (Critical) Education Plans for all teachers and instructional staff to learn about the history of anti-Blackness, Sinophobia, internalized racism, patriarchy, and other intersecting oppressions locally, regionally, and globally
- Conduct data-driven dialogue of school data related to achievement, discipline, interventions, and more to observe cultural, racial, and/or gender bias
- Conduct peer visits of colleague's classrooms using a culturally responsive observation tools to note innovative practices in incorporating student culture/identity in curriculum, assessment, and instruction
- Present model for reviewing/auditing PS-12 curriculum to become more culturally responsive and inclusive regarding race, gender, and other intersecting identities
- Explore culturally responsive assessment tools to provide students with multiple opportunities to meet standards in personalized ways

Creating an Inclusive and Equitable School Community

What
This set of support focuses on all of SAS's stakeholders fostering a school community that is culturally sustaining.

Why
Our schools should be communities that promote inclusivity. But by their very nature, international schools are often gatekeepers that determine who is allowed in and who isn't through admissions policies. At times, this is most apparent in regards to students with learning differences. But this also occurs in subtle ways. If the language, mannerisms, values, and behaviors of those holding the power in an institution don't mirror your own, this can send a message that who you are is not welcome. If SAS wishes to truly become an inclusive and equitable school, we must foster an environment that doesn't erase community members' identities but affirms, embraces, and sustains them.

How
We will facilitate professional learning engagements focused on preparing all SAS's stakeholders to develop the knowledge, skills, and dispositions needed to sustain and affirm the identities of SAS's diverse community members.

Relevant Professional Learning Engagements:
- Hold listening sessions with diverse affinity groups (i.e. local staff, Black students, Chinese students, women on faculty, community members from Eastern cultures, and more) to gain perspective on the degree that they feel included at SAS
- Structure affinity groups sessions to explore, unpack, and engage in conversation on the various dynamics that shape their experiences at SAS
- Facilitate intercultural, interracial, and mixed-gender dialogues to share group visions of what inclusion and equity should/would look like in practice at SAS
- Conduct funds of knowledge inventories centering minoritized and/or underrepresented groups in various positions of the school (i.e. women in leadership, local Chinese staff teaching core subjects like English, etc.) to show what would be possible for SAS without the presence of exclusionary policies, practices, and behaviors
- If possible and needed, facilitate a review and rewrite HR/Admissions/Discipline/etc. policies so that they are inclusive and equitable

Engaging the Parent Community

What

This set of purpose focuses on taking a permanent stance of inquiry, seeking to understand our parent community and striving to serve our students and families effectively, efficiently and equitably.

Why

The parent community serves as our students' first teachers. A parallel curriculum is taught at home and we must recognize the impact parents have on how our students think about DEI issues we will explore. We will have a lot to learn from our parent community in regards to their cultural identities. We may also need to engage our parent community in their own learning journeys related to these systems of oppression.

How

We will facilitate professional learning engagements the seek to engage SAS's parent community in initial learning about DEI

Relevant Professional Learning Engagements:
- Hold speaker series where individuals give presentations (i.e. talks about race, class, and gender) to the parent community
- Facilitate de-bias training attended by teachers, administrators, *and* parents, to resist stereotypical or deficit images of one another (e.g. workshops on anti-Blackness, Sinophobia/model minority stereotypes, patriarchy, and more)
- Moderate parent coffees, lunches, and fireside chats after school for community members to share stories about their experiences at SAS and beyond
- Structure parent affinity groups sessions to explore, unpack, and engage in conversation on the various dynamics that shape their experiences at SAS
- Conduct a funds of knowledge inventory to unearth the knowledge and expertise of parents around issues of race, gender, and ethnicity; then invite parents in as guest speakers/panelists to speak to community members