

Diversity

Equity

▶

Inclusion

Ashford BOE “Workshop” mtg.; Oct. 7, 2021
Craig M. Creller, Superintendent
Troy Hopkins, Principal

Ashford School Staff: Dr. Carly Imhoff,
Sarah El Gammal,
Alissa Tatro

What is our Mission?

Ashford School learners engage in authentic **EXPERIENCES** to **DISCOVER** their passion, **STRIVE** for excellence, **CONNECT** with their community and the world, and **CONTRIBUTE** in positive and meaningful ways.

- Ashford School Mission
Statement

Goal

All students are aware and respectful of differences

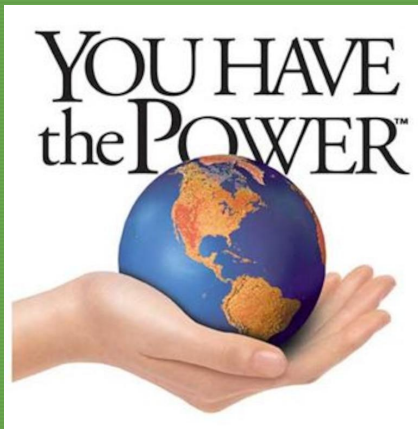
All students feel valued and safe to learn and grow

So they will become

“Empowered Learners Striving for Positive Change” (Vision)

(in themselves and their world)





Developing

Global Awareness - a capacity that incorporates the attitudes, knowledge, and skills necessary for a person to competently and perceptively navigate the challenges and opportunities of a globalized world in a way that promotes the greater good.

Cultural Competency - Understanding others; Thinking and reacting flexibly; Listening with understanding and empathy; Questioning stereotypes; Appreciate and respect cultural, physical, and intellectual differences; Awareness of and respect for culturally diverse situations and groups; Local and global citizenship; Thinking beyond the local community

A Social-Emotional CT School Counseling Standard

Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.

- Investigate ways to help and engage others in the school or community
- Demonstrate an understanding of the negative impacts of excluding others
- Recognize individual differences in ethnicity, culture, race, religion, and lifestyle
- Understand their own cultural vantage point



Equity Summit to Focus on Inclusive Excellence

The second summit in our equity series is coming next week and you won't want to miss it! Join us on **October 14** to hear acclaimed speaker and author [Principal Baruti Kafele](#) deliver a powerful presentation on effective school leadership as it relates to diversity, equity and inclusion. Additionally, the school spotlight segment of the summit, "A School Administrator's Journey Toward Inclusive Excellence," will feature a panel of CT practitioners who will share successful strategies for engaging with diverse perspectives and maximizing the success and inclusion of all students. [Register](#) now!



Principal Baruki Kafele

From presentation at the National Association of Elementary School Principals (NAESP) National Conference in July 2021: “Equity Mindset Teaching MATTERS”

What is an Equity Mindset Teacher?

An “Equity Mindset Teacher” is a teacher who utilizes a variety of developmentally appropriate instructional strategies that consider the differing academic, social & emotional needs of EACH of the learners in a student-centered, culturally-responsive, cultural-relevant, barrier-free, “Equity Mindset Classroom” where student individuality, student cultural identity & student “voice” matter EXPONENTIALLY. (quote from presentation slide - B. Kafele)



Professional Development

Equity Summit - Purpose, Workshop recordings

Culturally Responsive Education (CRE) - Joint Statement

LGBTQ+

Beads of Privilege - National Conference for Community and Justice

Many of our teachers have participated in global PD through Fund with Teachers and other organizations.

Social Studies Standards (Link)

Some Themes from the Standards:

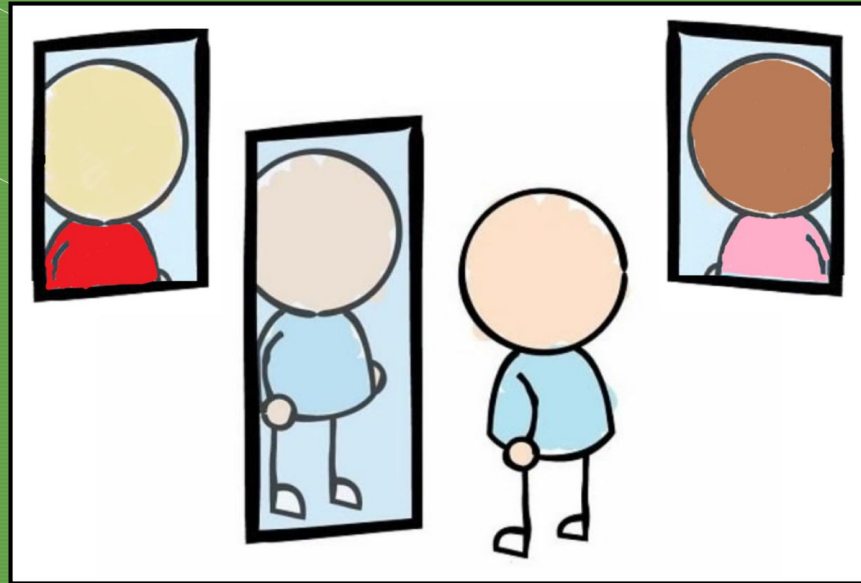
- Perspectives and Diversity in our World
- Cultural Diversity and a Connecticut State Identity
- The Struggle for Freedom, Equality, and Social Justice
- Gender Roles in Economic, Political, and Social Life
- Global Interconnections: Cultural Diffusion
- Perspectives and Diversity in Our World
- Cultural Diversity and an American National Identity
- Diversity, Human Rights, and Social Justice



I. Mirrors and Windows

A mirror reflects your own culture and helps you build your identity.

A window offers you a view into someone else's experience.



Social Studies Standards (Link)

Some Themes from the Standards:

- Perspectives and Diversity in our World
- Cultural Diversity and a Connecticut State Identity
- The Struggle for Freedom, Equality, and Social Justice
- Gender Roles in Economic, Political, and Social Life
- Global Interconnections: Cultural Diffusion
- Perspectives and Diversity in Our World
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II. World Language and Culture Program

Communication

Cultures

Connections

Comparisons

Communities

- *These are the Five “C”s of ACTFL - American Council on the Teaching of Foreign Languages*

https://m.youtube.com/watch?time_continue=52&v=GIDCLE-JsM4&feature=emb_logo

The Arabic Program



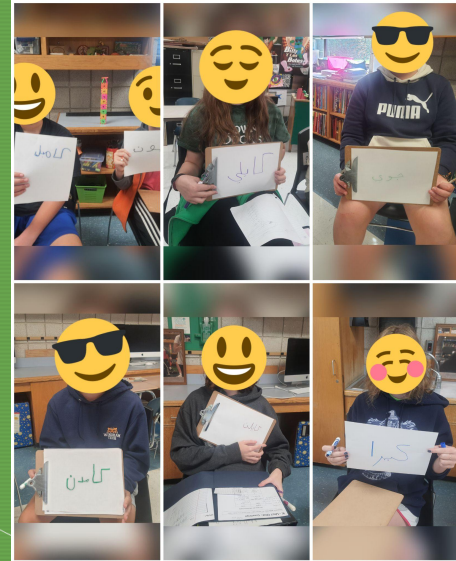
The Teachers of Critical Languages Program (TCLP) is a **multi-layered cross-cultural program for English Language teachers** of Egypt, and Morocco to teach their native language in U.S. schools for an academic year. Ashford School is participating in the program this year and Arabic is being taught to students grades 5-8.

Culture:

- Students are learning about everything there is to know about the Arab culture and not just Egyptian culture.
- Students also have the opportunity to participate in a cultural and language exchange with students from Egypt once a month as well as on weekly basis as an extracurricular class where they compare and contrast cultures around the world including their own.
- Students also get to learn how to be open to diversity and learn about new and different customs than their own.

Language:

- By the end of the year students will be able to hold a basic conversation in Arabic using all the vocabulary they learned.
- They will also be able to read and write Arabic elementary level words.





RHEDA-WIEDENBRÜCK



III. Germany Exchange and Interns

Einstein Gymnasium - Rheda-Wiedenbrück, Germany

Student exchange - Fall 2018, Spring 2019

Teacher exchange

Valerie Podolski - Music teacher - Fall 2019

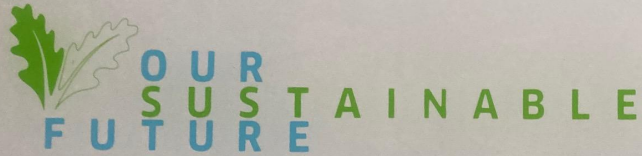
Visiting Teacher Interns from Germany

Vanessa Jordan - 2019-2020

Inga Heydekorn - 2020-2021

Elena Flock - 2021-2022

Goethe Institute - Our Sustainable Future Award



Nominierte Schule

**INTERNATIONALER WETTBEWERB
2019-2020**

„UNSERE NACHHALTIGE ZUKUNFT“

Supported by



Federal Foreign Office

Bermuda

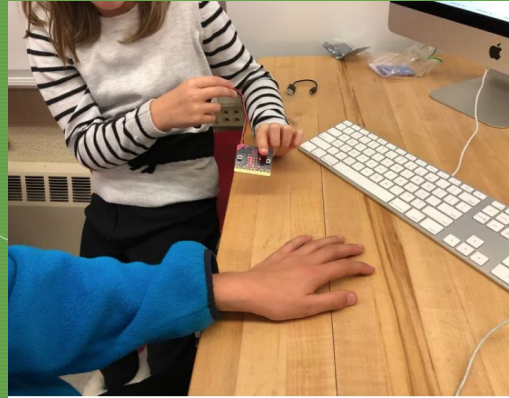
Ashford Students work with Bermudian students to build underwater robots to collect lionfish DNA.

Costa Rica

IV. International Study Trips



V. United Nations Sustainable Development Goals



Provide your neighbors and families across the country with safe, healthy meals. With coronavirus, now more than ever families may be visiting food banks for the first time.

Together, we can ensure our families, friends, and neighbors get the nutrition they need to be healthy and happy, as we work toward the UN's Global Goals to end hunger and malnutrition by 2030.

1 MEAL = 5



UN Global Goal #

2

ZERO HUNGER

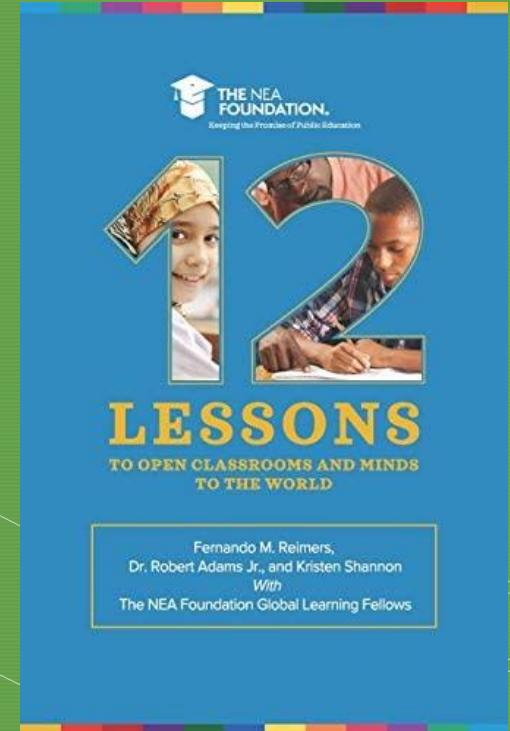


Qty

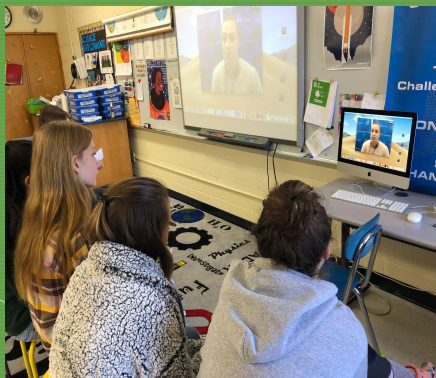
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10,000 coins is the most you can give at one time.

GIVE

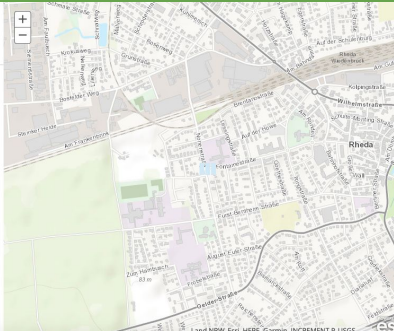




VI. Collaborating Globally



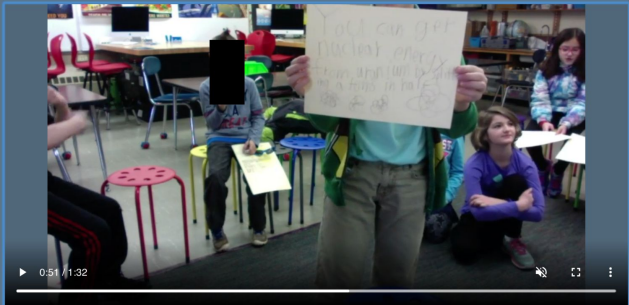
A Story Map    

Sustainable Development in the USA and Germany
Germany, the students saw many examples of women in leadership roles.



Empatico. Hello, Carly 

All Files > Energy >



0:51 / 1:32

My Match

Shared Folders

Teacher Resources

My Empatico Journey

Flipgrid | Global Goals

flipgrid.com/4f6b226e



Goal 15 goal 15

Goal 11

goal 11

goal 12

Goal 12

Goal 14

Goal 15

VII. Cultural Arts

Spring 2021 - Iddrisu Saaka teaching African Dance
4th/7th graders

Fall 2021 - Boogie Chillun - R&B/Soul / Funk / Hip Hop
- full school

Fall 2021 - Native American Jazz Music with
Mixshawn Rosie - full school

Fall 2021 - Arnaldo Rivera and his Bentetú Band -
Spanish Afro-Caribbean Ensemble - full school

Funded by our PTO and the HOT School Grant
We have a monthly cultural arts assembly



VIII. We are a HOT School

HOT Schools Arts Integrated Residency (AIR) - visual and theater

- Cultural commonalities (Shakespeare and Arabic)
- Learning about the Holocaust - last year grade 6



We earned the designation as a HOT School in 2020-2021.

“Grounded in social and emotional learning and culturally responsive teaching, this program utilizes a skilled roster of teaching artists to provide professional development, arts-integrated residencies, workshops, and performances in K-12 schools across the state.” (<https://www.aflct.org/hotschools.html>)

IX. Social Emotional Learning (SEL)

Next BOE Workshop



Socially Savvy & **E**motionally Educated
Learners

QUESTIONS...

