Equity, Social Justice Education, Race & the Aspiring Principal

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Culturally Relevant Pedagogy
The Ashland Elementary School Story
A Best Kept Secret From Black Children
The Sojourner Truth Middle School Story
More Best Kept Secrets from Black Children
Social Unrest, Social Change & Social Justice Education
“What do you recommend that I read?”
1. What is Social Justice Education?

Social Justice Education is the ongoing student-centered exploration, examination and assessment of the world upon which your students exist **through their own lens**. It’s an interdisciplinary critical analysis of the world around them with respect to their relationship with it and how they fit in it via their own **self-expression** relative to issues of social justice, social injustice and overall systemic, institutional and individual racism (unconscious, implicit or explicit).

2. What are the reasons that social justice education either exists or doesn’t exist in my classroom?

3. Can my students; particularly my students of color articulate, beyond emotional reactions, the injustices that surround them?

4. Do I have the necessary **cultural competency** to engage my students in issues of social justice?

5. What type of PD do I attend toward developing a comfort and confidence in engaging my students in issues of social justice?

6. How knowledgeable am I on issues of social justice that directly impact my students of color?
Do my students have the benefit of learning from an *Equity Mindset Teacher*?

What is an *Equity Mindset Teacher*?

An *Equity Mindset Teacher* is a teacher who utilizes a variety of *instructional strategies* that consider the *different learning styles, ability levels* and *social-emotional needs* of *ALL* the learners in a *student-centered, culturally-responsive* and *culturally-relevant “Equity Mindset Classroom”* where *student individuality and student identity distinctiveness matter EXPONENTIALLY*. 
The “Equity Mindset” Classroom

The Reality:
• Student individuality & identity distinctiveness / accentuation
• Culturally-responsive relations with students
• Culturally-relevant pedagogy
• Teacher’s willingness to embrace possible biases (unconscious, implicit and / or explicit)

Potential for:
• Student high academic performance
• An overall healthy classroom learning environment
The Reality:

• Student individuality & identity obscurity / invisibility

• “Culturally-neutral,” “culturally-generic” relations with students

• “Culturally-neutral,” “culturally-generic” pedagogy

• Conducive environment for teacher’s unconscious, implicit and / or explicit biases to exist

Potential for:

• Student learning to suffer

• Disproportionality in disciplinary referrals (unhealthy climate / culture)
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Virtual AP Leadership Academy
(Every Saturday at 11 ET)

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Principal Kafele Books (ASCD)
The ASSISTANT Principal 50 *(Brand New)*
The ASPIRING Principal 50 *(New)*
Is My School a Better School BECAUSE I Lead It? *(New)*
The Principal 50
The Teacher 50
Closing the Attitude Gap
Motivating Black Males