

# Changemaking

**A School Counselor's Role in Social Change**

# Plan for our time

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Introductions

A little story telling

A little ethics

A little theory

Room for discussion

Shared stories in a ZOOMle (virtual circle)

# Our Context ~ who, where, and when are we

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- On the unceded land of the Abenaki Nation
- 92.6% white identified population in the state
- Nation battling political turmoil, pandemic, economic and natural disaster
- Pivotal moment in the long racial justice movement

# Tell us how to say your name & how you are feeling today?



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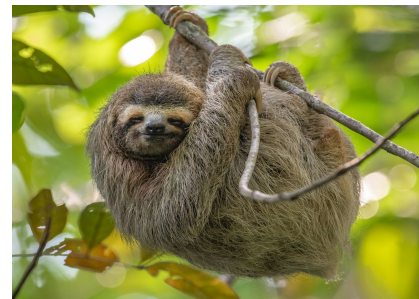
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# Introductions

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## Cont.



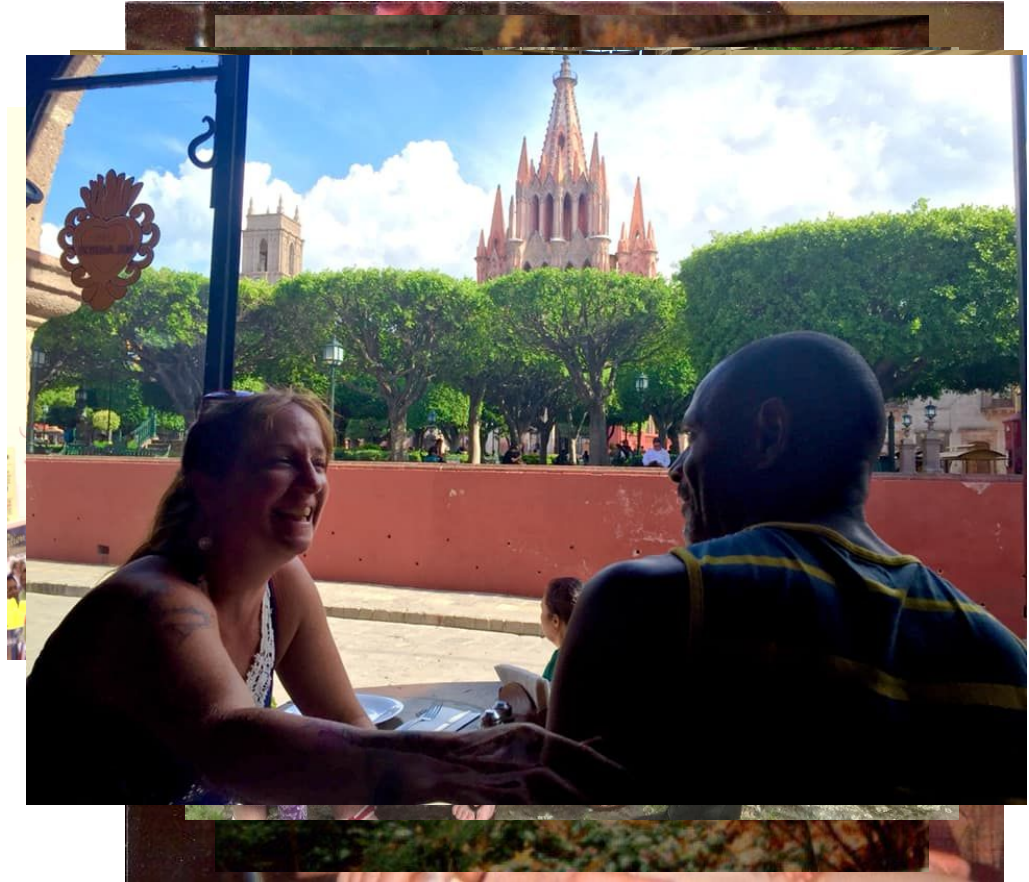
In the chat, please enter in a phrase that summarizes what drew you to today's session?



# My Story

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- Little Jem
- Adventures in Appropriation
- On Becoming Anti-Racist
- Where I Find Myself Now
- Where I Am Going



# History of the MRUSD Equity Committee~

Founded in 2016 in response to a call from the community

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Started with staff, administrators, and community members

Year one and we grappled to find our group identity, identified areas of weakness/need and gathered resources.

Year two a smaller group of MRUSD staff continued the work as a professional learning group.

In years three and four, we struggles to become a more action oriented team, working with Rebecca Haslam of *Seed the Way* to build internal capacity for further professional development and critical conversations on race, gender, poverty, ability, and so on.

We worked through the summer to create the MRUSD solidarity statement, restructure our group toward action, draft a road map for the district, and prepare to open up to community and student involvement.

In the Spring of 2021 we presented a proposal to district leadership outlining what we envisioned to be a comprehensive one-year equity action plan. We focused on PD, leadership, data, and curriculum development (HHB).

# Why have I made social change my business?

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Personally obligated as a person with privilege

Motivated for my own liberation

Personally obligated as a person PERIOD

Bound by the ethics of my profession



# ASCA - Our Ethical Obligation

## ASCA Code of Ethics

A.10.a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

A.10.e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.

A.1.f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

B.2.d. Provide leadership to create systemic change to enhance the school.

B.2.i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

B.2.k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

# ASCA - Our Ethical Obligation

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B.2.m. Promote cultural competence to help create a safer more inclusive school environment.

B.2.p. Use culturally inclusive language in all forms of communication.

B.3.i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

B.3.l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

# School Counselor Role

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graph TD; A[School Counselor Role] --> B[School Climate]; A --> C[Staff Development]; A --> D[Restorative Practice]; A --> E[Student Discipline]; A --> F[District-Level System Change]; A --> G[Broaching conversations with students and colleagues]; A --> H[HHB]; A --> I[Peer Leadership & Affinity Spaces];
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**School Climate**

**Staff Development**

**Restorative Practice**

**Classroom Teaching**

**Student Discipline**

**District-Level System Change**

Broaching conversations with students and colleagues

**HHB**

**Peer Leadership & Affinity Spaces**



# Social change models/frameworks

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- ★ John Kotter – 8 steps
- ★ Fair Process
- ★ Restorative Process
- ★ Equity Literacy
- ★ Liberatory Design

## Prior Knowledge Check in

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# John Kotter - 8 steps for organizational change

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Where do you see natural entry points for you in your current role?

John Kotter's model is designed top down from a leadership perspective.

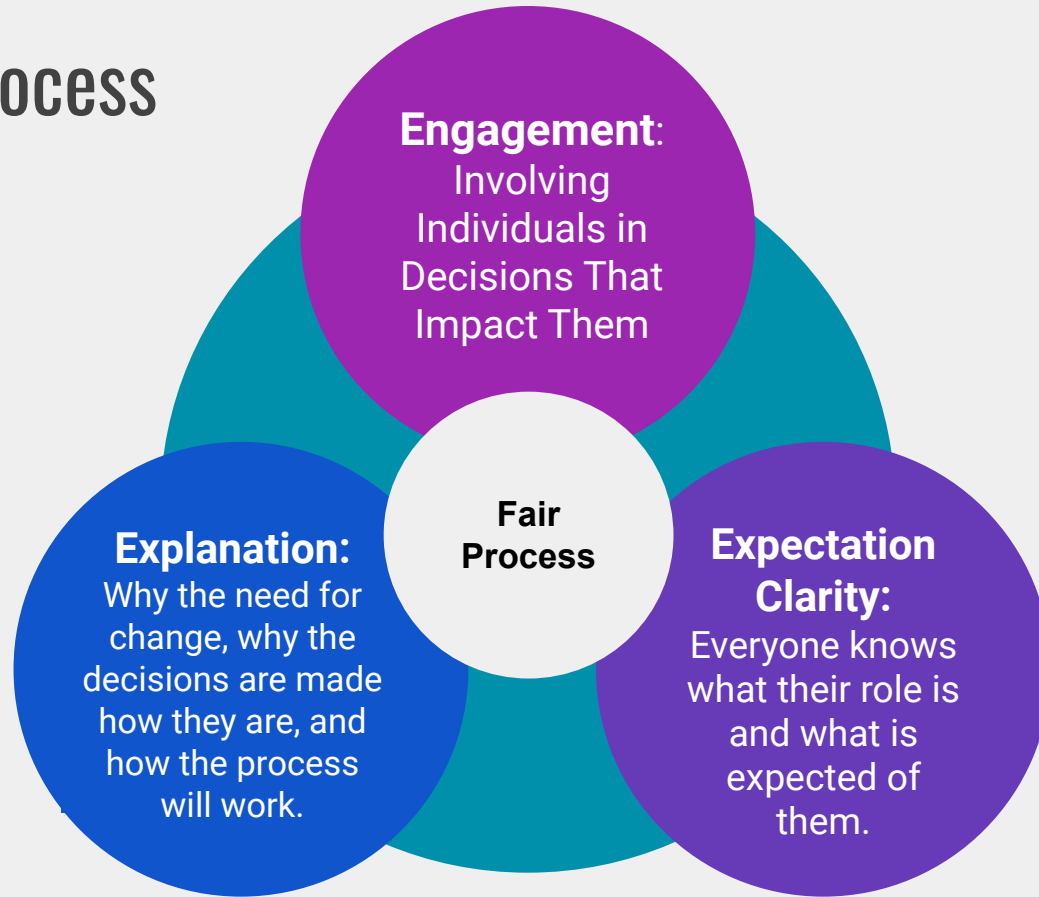
What would this look like from a cooperative leadership perspective?

How can someone engage in this process at the grassroots?

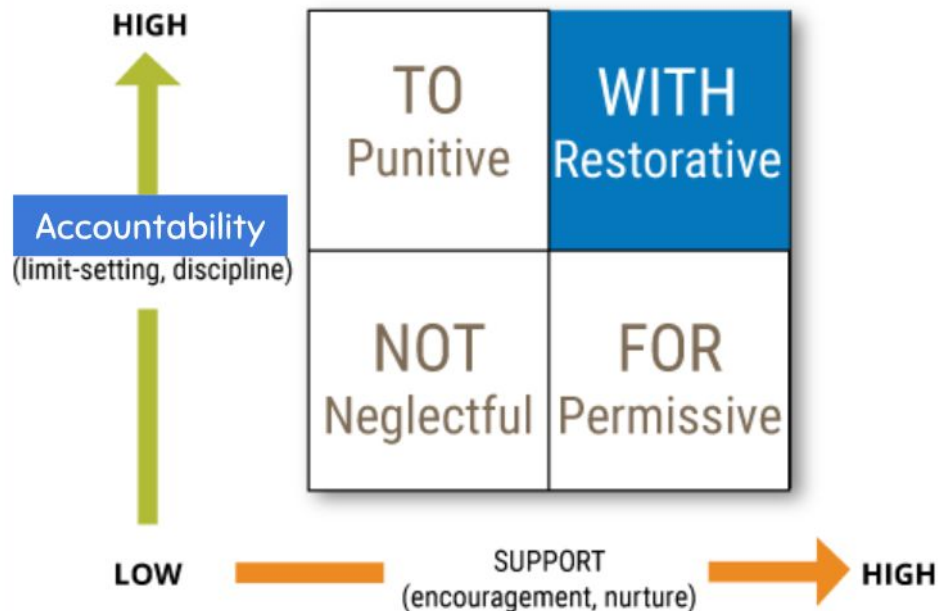


# Using Fair Process

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# Restorative Change Process



Adapted by Paul McCold and Ted Wachtel

# Equity Literacy Framework

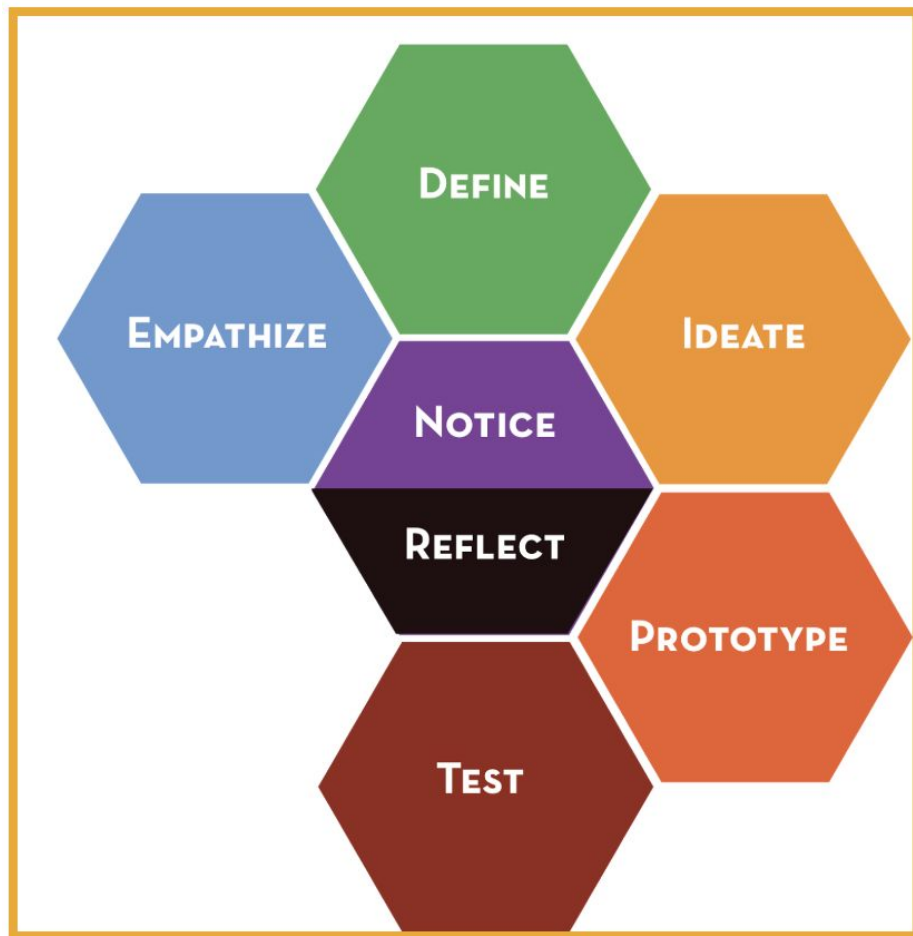
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Recognize	Respond	Redress	Cultivate	Sustain
Ability to <b>recognize</b> even the subtlest biases, inequities, and oppressive ideologies	Ability to <b>respond</b> to biases, inequities, and oppressive ideologies in the immediate term	Ability to <b>redress</b> biases, inequities, and oppressive ideologies in the long term by addressing their root causes	Ability to <b>actively cultivate</b> equitable, anti-oppressive ideologies and institutional cultures	Ability to <b>sustain</b> bias-free, equitable, and anti-oppressive classrooms, schools, ideologies, and institutional cultures

Sourced from <https://www.equityliteracy.org/>

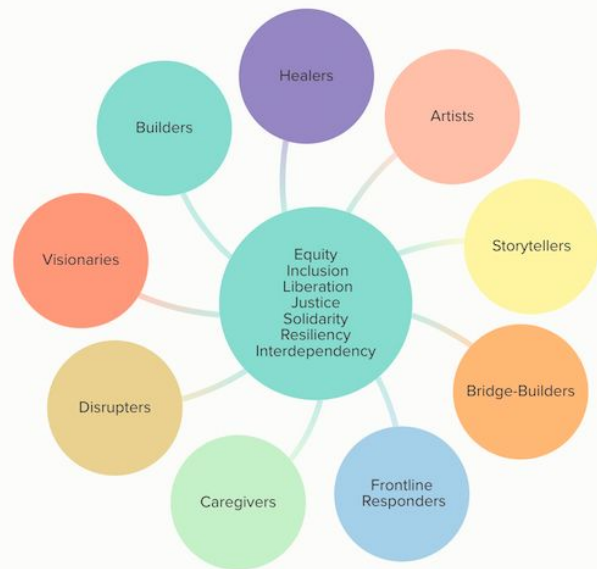
# — — — Liberatory Design Framework [Website](#)

“The process is adapted from the Stanford school's design thinking process and the National Equity Project's equity leadership development approach. The purpose is to create opportunities for the human-centered designer to NOTICE + REFLECT on the identities, experiences and biases they bring to a design opportunity. Further, through the practice of liberatory design, *equity-centered designers* begin to notice the larger historical context of oppression and opportunity inherent in the design process.”



# Deepa Iyer

## My Role in a Social Change Ecosystem



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What role(s) do I feel comfortable and natural playing, and why?

What role(s) make me come alive, and why? Are there any differences between these two responses for me to explore?

What role(s) am I often asked to step into by others? How do I feel about assuming those roles?

What is the impact of these roles on me physically, energetically, emotionally, and spiritually? Is there an impact on others as a result?

How can I stretch myself? Where can I take bolder risks, especially if I hold different forms of privilege? What do I need to learn more about before I do that, and who can teach me how to do that?

## Discussion Break

What role(s) do I feel comfortable and natural playing, and why?

What role(s) am I often asked to step into by others? How do I feel about assuming those roles?

How does my position and skillset as a counselor impact what role I play?





# Your Stories

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When was a time that you felt urgency to impact social change?  
and

What barriers were you met with?

Talk about a time you were part of a movement or moment of change that felt good.

What do you need to be able to sustain your engagement in change making?