



Ann Arbor Public Schools

Spring 2021 Equity Update

Wednesday, May 19, 2021

Inclusion is not about identity diversity as much as it's about *our response* to the already existing diversity in all of its forms. We respond with inclusion by changing our culture to ensure all people feel that they belong, not in spite of their differences but because of them. In the process, everyone is honored and feels welcome, not by accident but by design. In fact, inclusion is about design, the process through which we (as a community) intentionally co-create the environment. Inclusion is about people partnering with one another to change the culture so that everyone experiences access and unconditional belonging.

- Cobb and Krownapple, 2019
*Belonging Through a Culture of Dignity:
The Keys to Successful Equity Implementation*

Our work this year has focused in three areas of our AAPS Equity Plan:

Transformation of Culture, Shifting of Practice, and Systems for Equity.

We will share more on this through a video featuring highlights of a recent equity team discussion.

Our next steps in the AAPS will be to engage with our full community on these topics in the fall, including our students and school teams - teachers, leaders and staff, as well as in community conversations.

More about equity work in the AAPS during this 2020-21 school year:

We have worked this year with national experts in Equity, not only in reading their research and reviewing recommended best practices, yet more powerfully through coming together in ongoing virtual learning sessions.

We have been delighted with high levels of engagement and work in this area across the AAPS team, with hundreds of teachers and staff, leaders and others joining in the regular learning sessions together, first as members of the WISD Equity & Justice Seminar, and most recently in an AAPS specific Equity series, offered on Wednesday afternoons.

National Equity Researchers and Leaders We Are Learning Alongside in the AAPS 2020-21

Dr. Yolanda Sealey Ruiz, Teachers College Columbia

More about Sealey-Ruiz here - <https://www.tc.columbia.edu/faculty/ys2061/>

Sealey-Ruiz has extensive work around conducting the archaeology of the self.

Love from the Vortex

Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces

Dr. Gholdy Muhammad, Georgia State University

More on Muhammad here - <https://gsu.academia.edu/GholnecsarMuhammad>

Muhammad's work is about cultivating genius in Black and Brown children

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy

Dr. Bettina Love, University of Georgia

More about Dr. Bettina Love here - <https://bettinalove.com/>

Bettina Love is known for her articulation of the concept of abolitionist teaching.

We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom

Dr. H. Richard Milner, IV, Cornelius Vanderbilt Distinguished Professor of Education, Peabody College of Vanderbilt University

Dr. Milner is well known for his work to ensure we achieve a convergence of curricula - 'mirrors, windows and sliding doors' for every student.

Start Where You Are But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms

Additional Resources:

Teacher as Interrupter - Sealey-Ruiz

<https://www.youtube.com/watch?v=n6n8kuRE9dU>

Abolitionist Teaching and the Future of Our Schools - this session has two of the researchers we learn from, Bettina Love and Gholdy Muhammad.

<https://abolitionistteachingnetwork.org/>

Dr. Bettina Love - We Want to Do More Than Survive

https://www.youtube.com/watch?v=J_sL_DbXjr8