

## Examples of Educational Equity Vision Statements

An educational equity vision should push schools to improve and hold themselves accountable while also being authentic, reflective of, and responsive to the school community. Equity vision statements are aspirational and affirmational with high standards for equity and justice. Equity vision statements are clear, concise, and actionable. Take a look at these examples for ways in which schools approach equity visioning:

### *Example A*

Our Equity and Inclusion Commitment: Each student will have the resources and support needed for their educational journey each and every day. With students, staff, families and the community as our foundation and educational equity and inclusion as our goal, we commit to...

- Quality instruction for each student.
- Inclusion of all students, families, staff, and community members.
- Transformation of systems that contribute to inequities.
- Relationships that are intentional and reciprocal.
- Collaboration with families, students, staff, and community.
- Communication that is honest, open, and courageous.

### *Example B*

Every student in Georgia experiences breakthrough success – regardless of race, geography, or family income. In support of this vision, we commit to: “surface, confront, and dismantle the normalization and legitimization of cultural, systemic, and institutional inequities that routinely advantage one group while producing cumulative and chronic adverse outcomes for another.” (Adapted from Lawrence and Keleher, 2004)

### *Example C*

By honoring the unique gifts and opportunities each child and adult brings, our schools are learning communities where all individuals thrive intellectually, socially, and emotionally and are empowered to liberate themselves and others through connecting with and contributing to the world. We will achieve our vision by leading and supporting our schools in creating *Thriving Students, Responsive Pedagogy, Nurturing Community, and Empowered Advocacy*.

### *Example D*

Sunshine Unified Schools cultivates and supports an inclusive culture where every person belongs, and each person's inherent dignity is upheld. We affirm:

- That individual identities are valued, embraced, and represented.
- To develop thought-leaders throughout the Sunshine Unified Schools community who feel empowered to advocate for and effect change in the pursuit of a socially just and anti-racist society.
- Each student is equipped with the necessary resources to develop the competencies to achieve their unique post-graduation objectives.
- An ongoing commitment to refine curricula, resource allocation, policies, and practices that result in equitable opportunities and participation throughout our educational system.
- The necessity to engage and inform all members of the Sunshine Unified Schools community on the progression of equity work.

### *Example E*

Riverwood Public School is dedicated to valuing the uniqueness of each individual in our community. By viewing our differences as strengths, we foster a deep appreciation for one another. We commit to building a culture that empowers students, staff, and community partners so that everyone can feel supported in reaching their full potential.

### *Example H*

We commit to being purposeful in fostering a culture where all unique identities are heard, valued, represented, and empowered; where diversity is celebrated and social justice is actively embraced, addressed and promoted.

We commit to being a school that participates in transforming society rather than reproducing the social injustices, bias, and prejudices that currently exist in our society.

### *Example F*

“Our task is to help children communicate with the world using all their potential strengths and languages, and to overcome any obstacle presented by our culture.” - Loris Malaguzzi

At St. Paul School of Northern Lights, we believe children are fully competent and naturally curious learners. Children and adults alike are uniquely valuable members of our community who are entitled to environments that nurture, center and celebrate all of their identities. Together, we create long-term impacts in the lives of our students, their families and their communities.

Our work is to uncover and remove the barriers, inequities and injustices that are deeply rooted in our country’s systems. By decentering the dominant culture, we illuminate and center the human experiences and stories that have been silenced throughout history and still today.

In this decentering, we:

- Shift from the dominant culture and narrative in our decision-making, pedagogy, and practices.
- Nurture meaningful relationships between and among children, adults and our surrounding community so that all feel welcomed, reflected, and supported.
- Recognize the “100 Languages” each child might use to represent what they know and honor their deep thinking.
- Commit to engaging in conversation and reflection that challenges and disrupts systemic and internal bias, creating space for restoration and for each voice to be heard.
- Create the conditions for children to recognize and utilize their strength and power to transform society rather than to reproduce the social injustices, bias, and prejudices that currently exist.
- Engage with each other as a community, growing in and modeling liberation and healing.

### *Example G*

Making Us Matter provides an online high-school educational experience where the voices of Black educators are valued, and their experiences inform their teaching. Our classes are varied and thought-provoking. We teach a decolonized curriculum that decenters white narratives. For our students, we strive to spark excitement to discover their genius, particularly in students that are typically overlooked in traditional school settings. Through critical thinking and a social justice lens, we will recognize, emphasize, and humanize Blackness.

### Processing Questions:

1. What resonates for you with each of these educational equity vision statements? Is there language that you are particularly drawn to or enthusiastic about?
2. What distinctions do you notice between the statements? Is there language that does not resonate for you? What do you feel is missing?
3. What about length or brevity? Are there statements that are more complete? Dynamic? Digestible?
4. What essential values or concepts would you like to see in an educational equity vision statement for your school?
5. How might different audiences respond to or use an educational equity vision statement? What are important communication considerations?