

**BuildEquity.**  
**JoinJustice.**



**10 Point Paradigm**



## Rightful Presence

We believe an environment conducive to learning and personal growth is established first and foremost through the cultivation of a culture of true belonging. Efforts toward that goal must begin with the presumption of the rightful presence and inherent value of the disenfranchised. Inclusion efforts alone cannot bring about substantial change because they adhere to the same guest/host power dynamic that serves to normalize the existence of a group who is “invited” and a group with the power to invite.



## Decolonized Perspective

We believe in cultivating an educational environment that utilizes language and principles derived from pluralistic interpretations of the human experience. We reject the marginalizing influence of a predominantly Eurocentric perspective within education. From curriculum, pedagogical tools and practices, and school traditions, to extracurricular programs, and disciplinary policies, a strategy that inoculates against disenfranchisement and social dominance is crucial.



## Collective Identity

We believe societies are strengthened by the ability to build solidarity between social groups. We recognize that the intersections of race, ability, ethnicity, gender, religion (or spiritual preference), economic status, sexual orientation, nation of origin, age, and immigration status create unique identities and experiences within society that must be centered in the design of policy and practice. Our collective identity is, in essence, a collection of identities, a relational personhood.



## Tell the Whole Story

We believe an honest and comprehensive representation of the past and present must include both the contributions and grievances of historically marginalized identities, as well as a transparent account of the revisionist policies of previous generations. Editing, or selectively omitting the stories, achievements, and noteworthy events of societal groups amounts to cultural erasure. Identities robbed of tangible evidence of existence fall victim to violence and structural oppression.



## Essential Human Needs

We believe an environment conducive to learning includes attention and priority given to the fundamental needs of the human body. Though many students must overcome these obstacles every day, academic endeavor can be difficult without access to food, clean water, adequate shelter, proper clothing, and physical protection.

This point answers the question:

“Can I live?”



## Safety, Security, Freedom

We believe an environment conducive to learning includes attention and priority given to the emotional needs necessary for a balanced and healthy life. Attention, compassion, support, validation, encouragement, and love create an environment that supports students' academic endeavors.

This point answers the question:

“Do I want to live?”



## Kincentric Systems of Engagement

We believe strong systems of engagement within education should act and feel more familial than institutional. Healthy familial relationships include acceptance, forgiveness, and an unspoken dedication to support through the journey of life. Providing an interconnected and enriching journey through education is as important as achieving academic goals.



## Educator/Student Connectedness

We believe moments of genuine educator/student connection are the lifeblood of a thriving educational body. These moments should occur as often and as meaningfully as possible, as they foster feelings of inspiration, belonging, joy, and love. These feelings translate into job satisfaction in educators and emotional well-being in students.



## Diverse Knowledge Systems

We believe in actively seeking out ways of knowing and seeing that exist independently of dominant systems of authority. Traditional methods of data collection, analysis, and enacting change often lack the proper context provided by an equity-forward lens. Research-informed practices that call into question both the authorship of accepted knowledge systems and the sociohistorical implications of those systems are crucial in fostering justice in education.



## Restorative Educational Ecosystem

We believe any endeavor to build equity within education must prioritize the healing of sociohistorical wounds. Current and past policies of discrimination, disenfranchisement, and violence within education have done lasting damage to generations of individuals and communities. Nurturing a healthy and sustainable educational ecosystem necessitates a collective paradigm shift that reorients us in such a way as to reveal our shared and inextricably linked humanity.



*I celebrate teaching that enables transgressions - a movement against and beyond boundaries. It is that movement which makes education the practice of freedom.*  
*- bell hooks*

