

ECIS Conference 2022

Refocus and Rethink

Creating a Community of Belonging
Through Classroom Conversations



KAM CHOHAN
ECIS EXECUTIVE DIRECTOR



SARAH KUPKE
HEAD OF PROFESSIONAL LEARNING

Creating a Community of Belonging Through Classroom Conversations

With Diversity, Equity, Inclusion and Justice as the focus through which we strive to work at ECIS, we will focus on how we mindfully, and sensitively create learning environments in which young people can explore their identity and self-worth.

How do we foster a sense of belonging so that we can engage with and understand the value of difference, to create inclusive and safe places to grow?



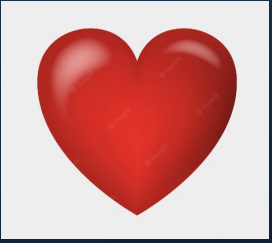
3rd NOVEMBER 2022

#ECISTEACHERS2022

Schedule for today

	Time of session		
Registration	8.00 – 9.00		
Opening speeches and Keynote	9.00 – 10.30		
Tea and coffee 10.30 – 11.00			
Session 1	11.00 – 13.00		
LUNCH 13.00 to 14.00			
Session 2	14.00 – 15.30		
Break 15.30 – 16.00			
Session 3	16.00 to 17.00		
QUICK Break 17.00 – 17.15			
Session 4	17.15 – 18.00		
End the day			

Session 1
11.00 – 13.00



CONVERSATIONS IN THE CLASSROOM

Creating a Community of Belonging

Identity

Values

Cultures

Relationship building for trust





The Heart

Why is this important to us?

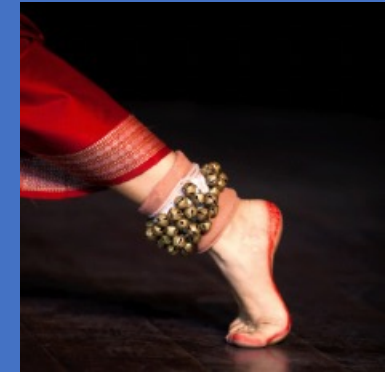
Our values
Wants and needs
Passions
Motivations



The Head

What do we really want?

Lenses
Options
Our current reality
Research and resources



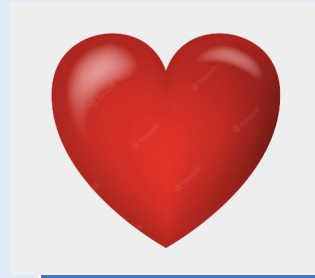
The Step

What will the difference be?

Action
Growth
Accountability
Commitment

Classroom Conversations

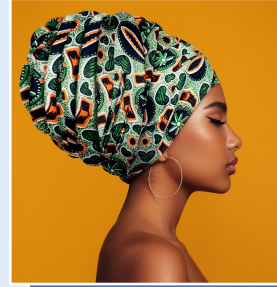
Creating a
community of
belonging.



The Heart

Why is this
important to us?

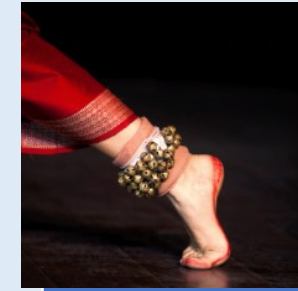
How should values like
equity, justice,
diversity and
inclusion find
expression in our
schools?



The Head

What do we
really want?

To what extent do our
systems and practices
further systemic
inequalities?
Identifying our best
hopes.



The Step

What will the
difference be?

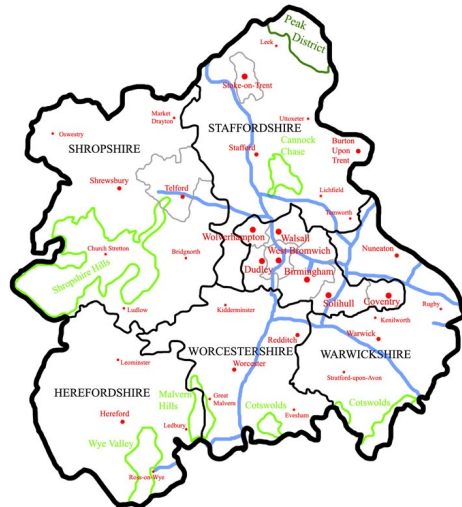
How do we identify
our preferred
future for
embracing
diversity and a call
to action?



Agreements for our opportunity to grow, learn and support each other today.

- Safety to explore
- Sharing in a confidential setting
- Camaraderie and respect
- Mutual trust
- Courage to play
- Being fully present
- ... and what else?

A little about Kam ...



'Langar' is service to anyone and everyone.



A little about Sarah ...



<https://www.monikahouck.com/kupke-imagines-1>



First ECIS presentation in 1993!

Head of Professional Learning
since 1st September 2021



500+ MEMBERSHIP COMMUNITIES

40K EDUCATORS

83 COUNTRIES



16 SPECIAL INTEREST GROUPS

DIVERSITY EQUITY INCLUSION & JUSTICE



WELCOME TO THE WORLD OF ec IS

MLC MIDDLE LEADER CERTIFICATE

- THE CULTURE OF LEADERSHIP
- ASSESSMENT & LEADERSHIP
- BUILDING & LEADING TEAMS
- COACHING & LEADERSHIP
- CURRICULAR DESIGN & LEADERSHIP
- DESIGN THINKING PROCESS
- MANAGING & EMBRACING CONFLICT
- TEACHER QUALITY IMPROVEMENT
- INSPIRING & SUSTAINING DEI BREAKTHROUGHS

AMERICAS 24

EUROPE 229

OUR MEMBER SCHOOLS

ASIA 155

AFRICA 23

AUSTRALASIA 01



CULTURE & CHANGE ec IS LEADERSHIP CONFERENCE 2023 27-29 APRIL | DÜSSELDORF



DEVELOPING CRITICAL GLOBAL PERSPECTIVES

- ONLINE COURSE IN GLOBAL COMPETENCIES
- CERTIFICATE FOR YOUR PD

CPC CHILD PROTECTION CERTIFICATE

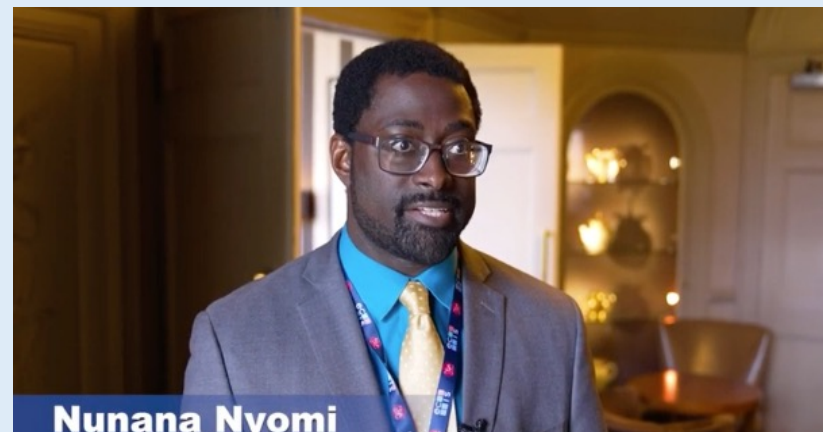
- ARABIC, ENGLISH, MANDARIN, & SPANISH
- CERTIFIED TRAINING RECOGNISED BY NEASC

ec IS CTP CHANGE THROUGH PARTNERSHIP International School of London London

A little taste of who we are ...



Kam Chohan LEADERSHIP CONFERENCE 2022



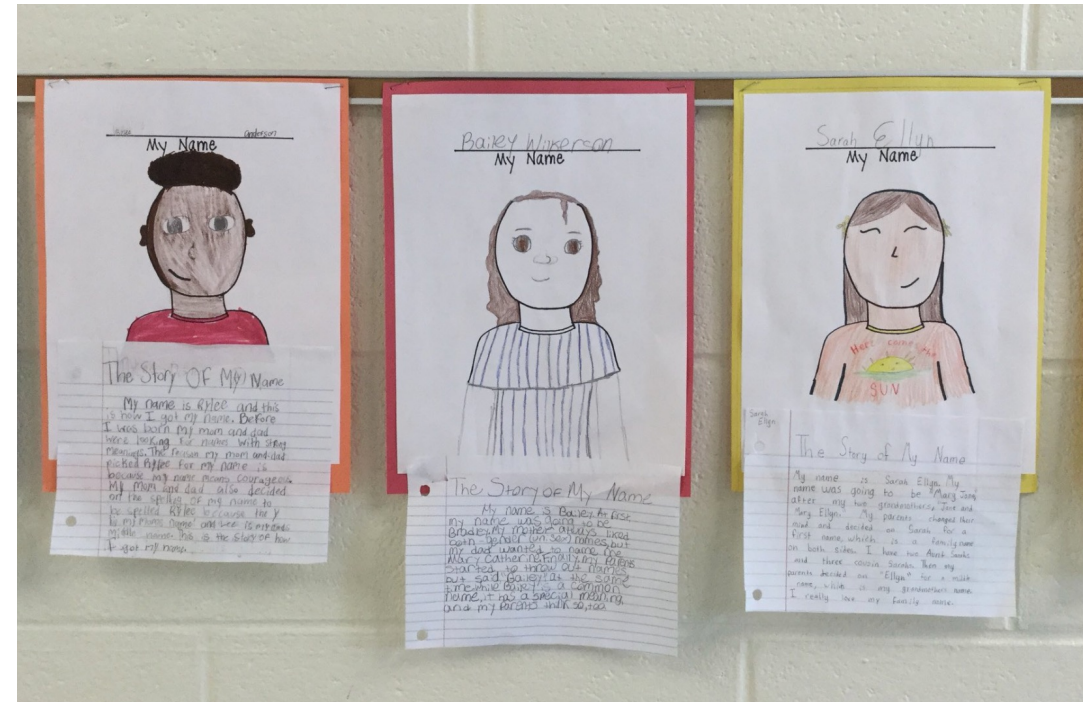
Nunana Nyomi



A little about each of us ...

Tell the story about of how you came to be given your name.

- It's history
- Popularity
- Spelling
- Meaning
- Why I was given this name
- My nicknames



<https://twitter.com/CanongateELM/status/1029432632285782017/photo/2>

Your best
hopes for
today.

If this
workshop
turned out
to be
useful to
you, what
might that
look like?



Padlet Resources and Sharing

The screenshot shows a Padlet board with the following sections and resources:

- ADULT LITERATURE:** A card for the book "Empireland: How Imperialism Has Shaped Modern Britain" by Sathnam Sanghera. It features a cover image and a quote from Andrew Marr: "Excellent! 'As urgent as it is illuminating' James O'Brien".
- CHILDREN'S LITERATURE:** A card for the book "My Two Blankets" by Irena Kobald & Freya Blackwood. It features a cover image of two children under an umbrella.
- VIDEOS:** A video card titled "white privilege?" featuring John Amaechi. The description asks "What is white privilege? We asked John Amaechi, psychologist, best-selling author and former NBA basketball player to explain it for us." and includes a Facebook link.
- ARTICLES + Blogs:** A card titled "The Importance of Language in a Global Context" from the British Academy, including a link to a PDF statement.
- DEIJ Resources:** A card for "The Association of International Educators and Leaders of Color" (AILOC) featuring a photo of Debra Rader and a link to their team page.

<https://padlet.com/ecissarahkupke/ma73rju8y7217rfv>

Start with the Heart

Why is this important to us?

How should values like equity, justice, diversity and inclusion find expression in our schools?



AT ECIS WE VALUE

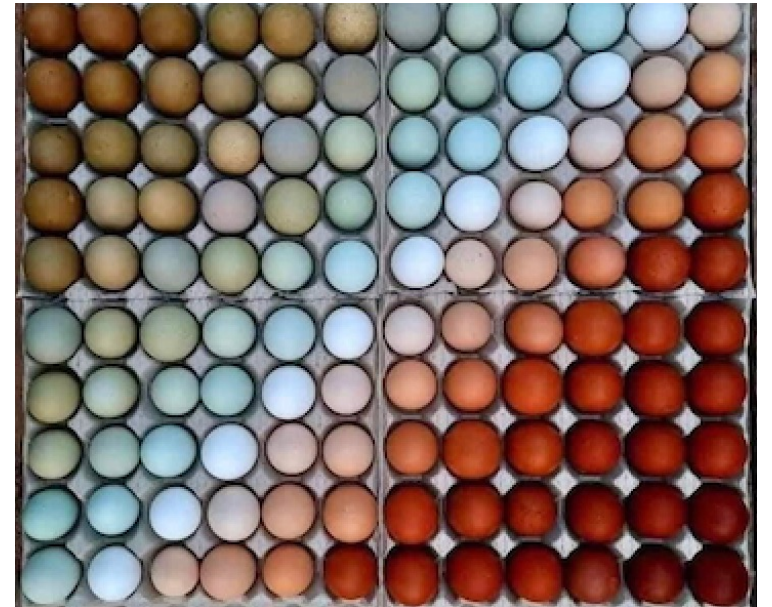
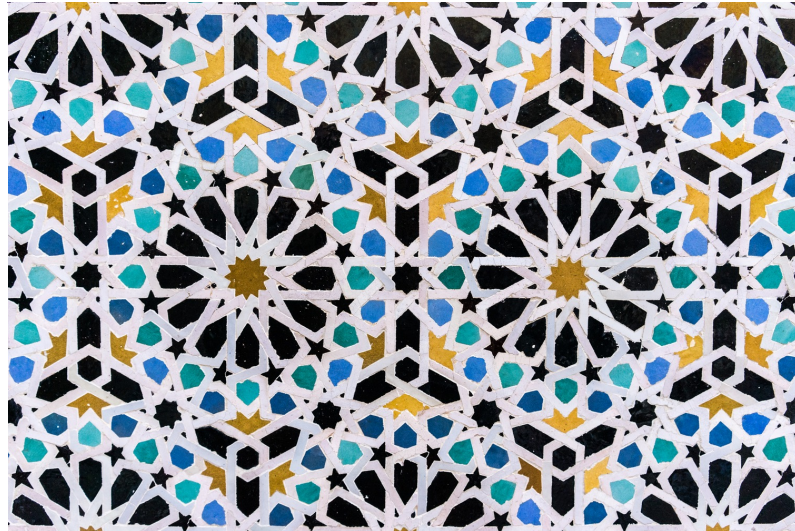
Humility in leadership
Courage in thought and action
Creating through partnership
Power of inclusivity

Engaging with and Understanding Differences. Creating a Community of Belonging.



Cultural diversity
Race diversity
Religious diversity
Neurodiversity
Gender diversity
Age diversity
Ability diversity
Sexual orientation
Others?

What is a value?



Session 2
14.00 – 15.30

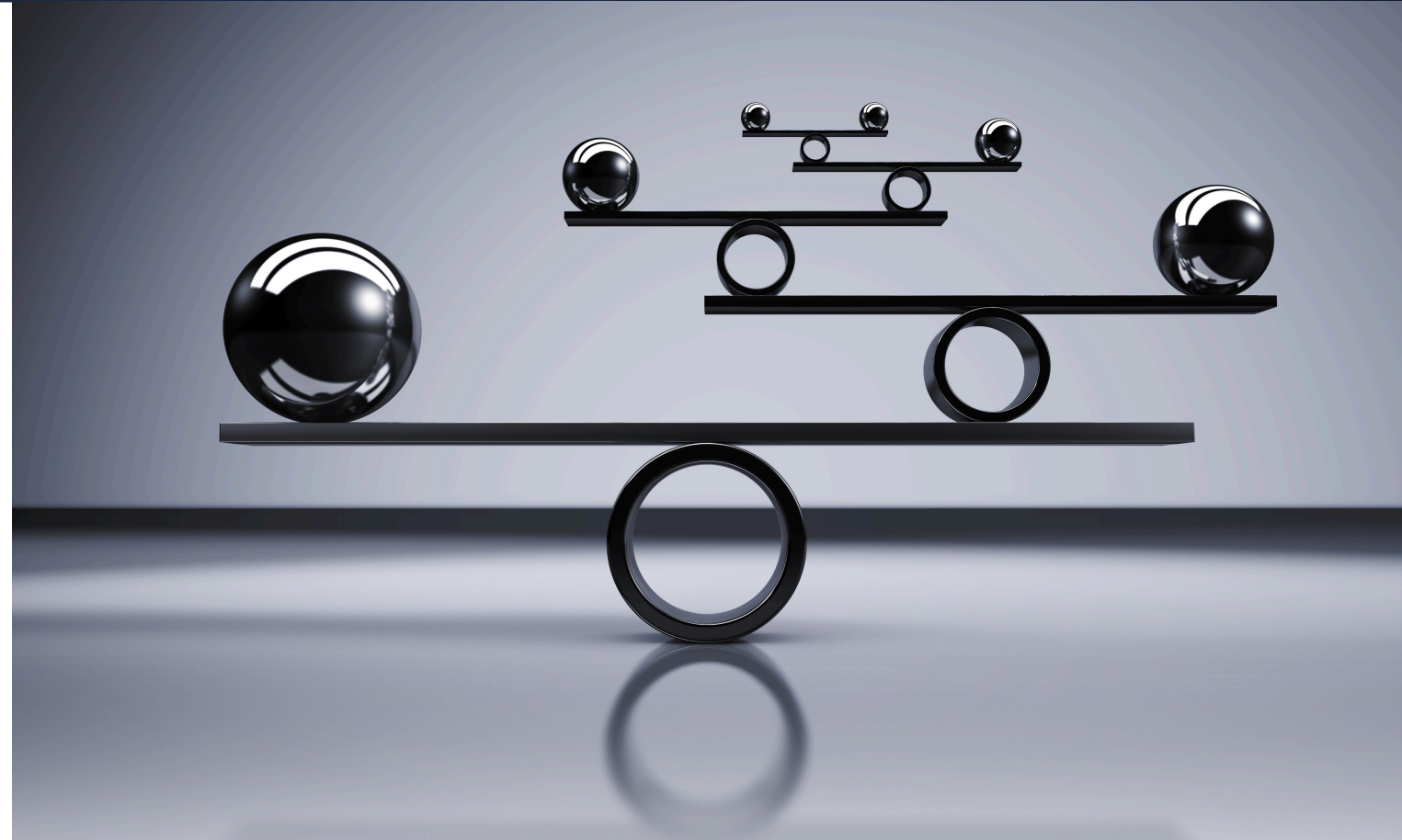


CONVERSATIONS IN THE CLASSROOM

Creating a Community of Belonging

Structuring our conversations

From identity to values to culture



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Classroom Conversations

Creating a
community of
belonging.



The Heart

Why is this
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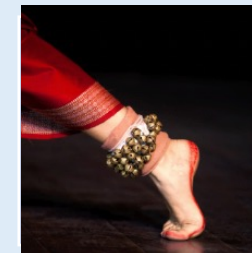
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The Head

What do we
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inequalities – and
what do we do about
it?



The Step

What will the
difference be?

How do we identify
our preferred
future for
embracing
diversity and a call
to action?

What are your values?

Where did they come from?

Who do you share them with?

How do they shape your thinking?

*Examples of values
we might have and
want to share:*

Loyalty

Spirituality

Humility

Compassion

Honesty

Kindness

Integrity

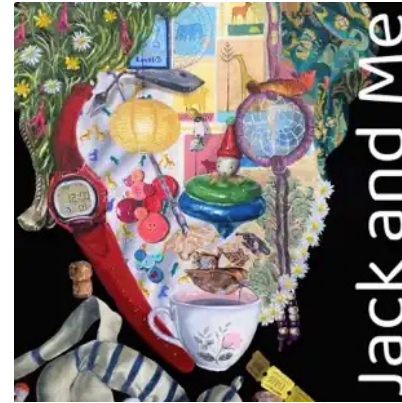
Selflessness

IDENTITY

What makes me who I am?

How are other people similar to and different from me?

What do stories teach us about identity?



<https://podcasts.apple.com/gb/podcast/jack-and-me/id1610170103>

A powerful, candid, podcast conversation between father and son, about gender and sexuality and a world beyond both, and about unconditional love.

<https://www.ecis.org/resources-ms/>

← Daniel Wickner he/him/his
1,004 Tweets

Identity Centered Learning
www.identitycentered.com

... [message icon] [notification icon] Following

Daniel Wickner he/him/his
@DanielWickner Follows you

Husband | G3 Teacher @HKIS | Founder, #IdentityCenteredLearning | More @ICLinPractice

[Daniel Wickner](#)
<https://www.identitycentered.com/resources>



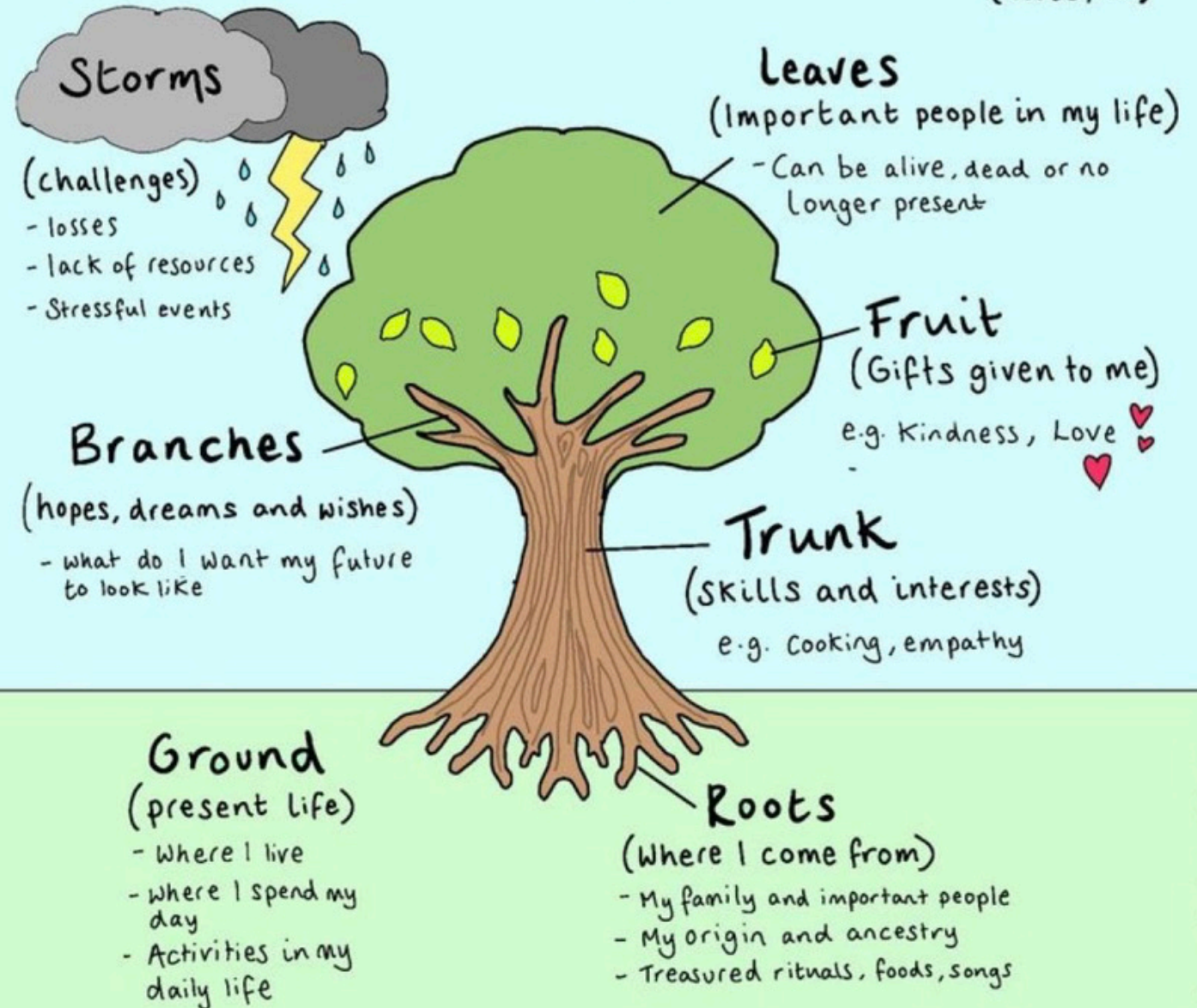
BOTH NOT HALF How languaged shapes Identity. Jassa Ahluwalia.

Take a few moments to consider your own **Tree of Life**.

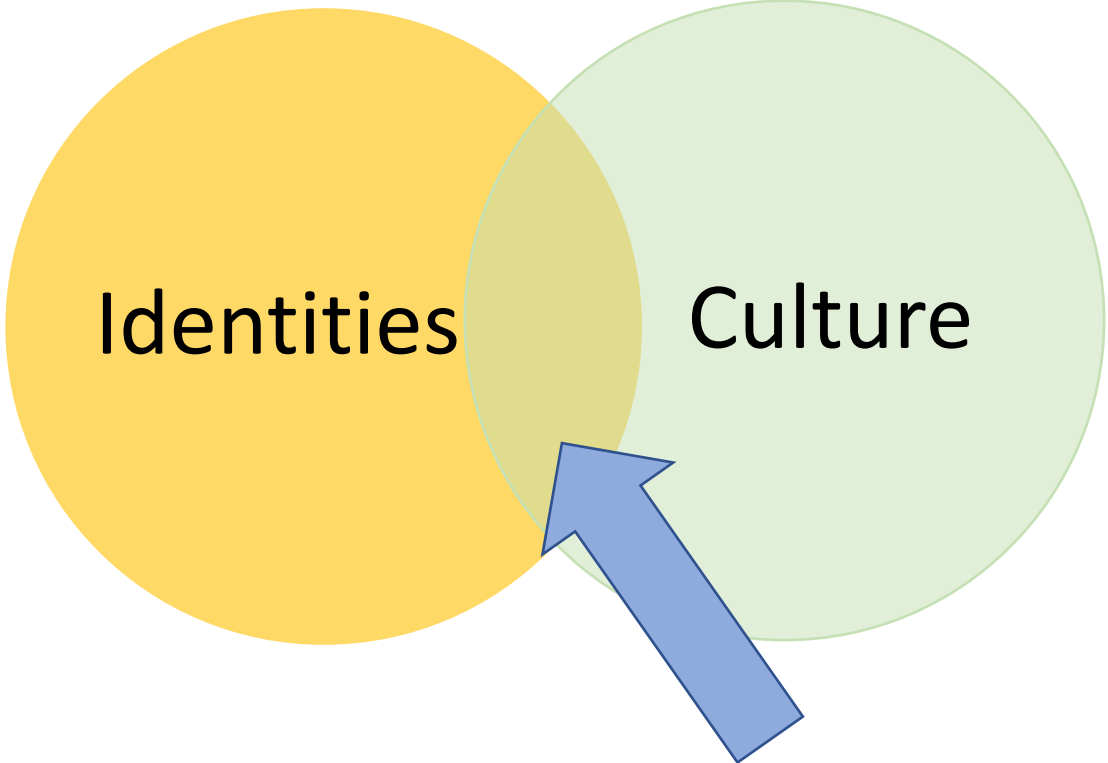
① How to draw a...

Narrative Therapy Tree of Life

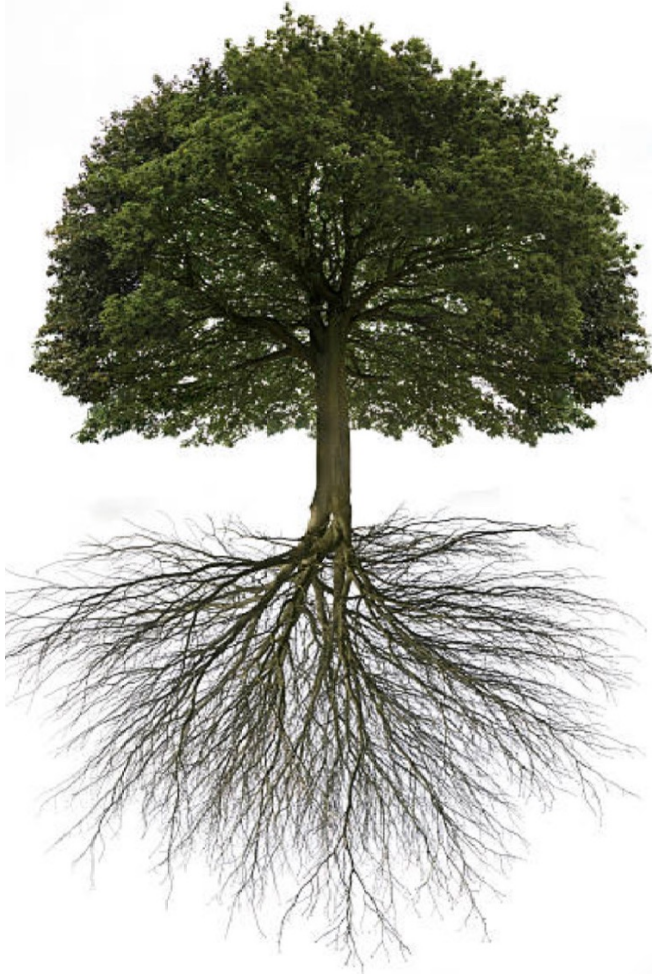
(Ncube, 2006)



Culture and Identity



Culture/identity intersect
Belonging



The Danger of a Single Story

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."



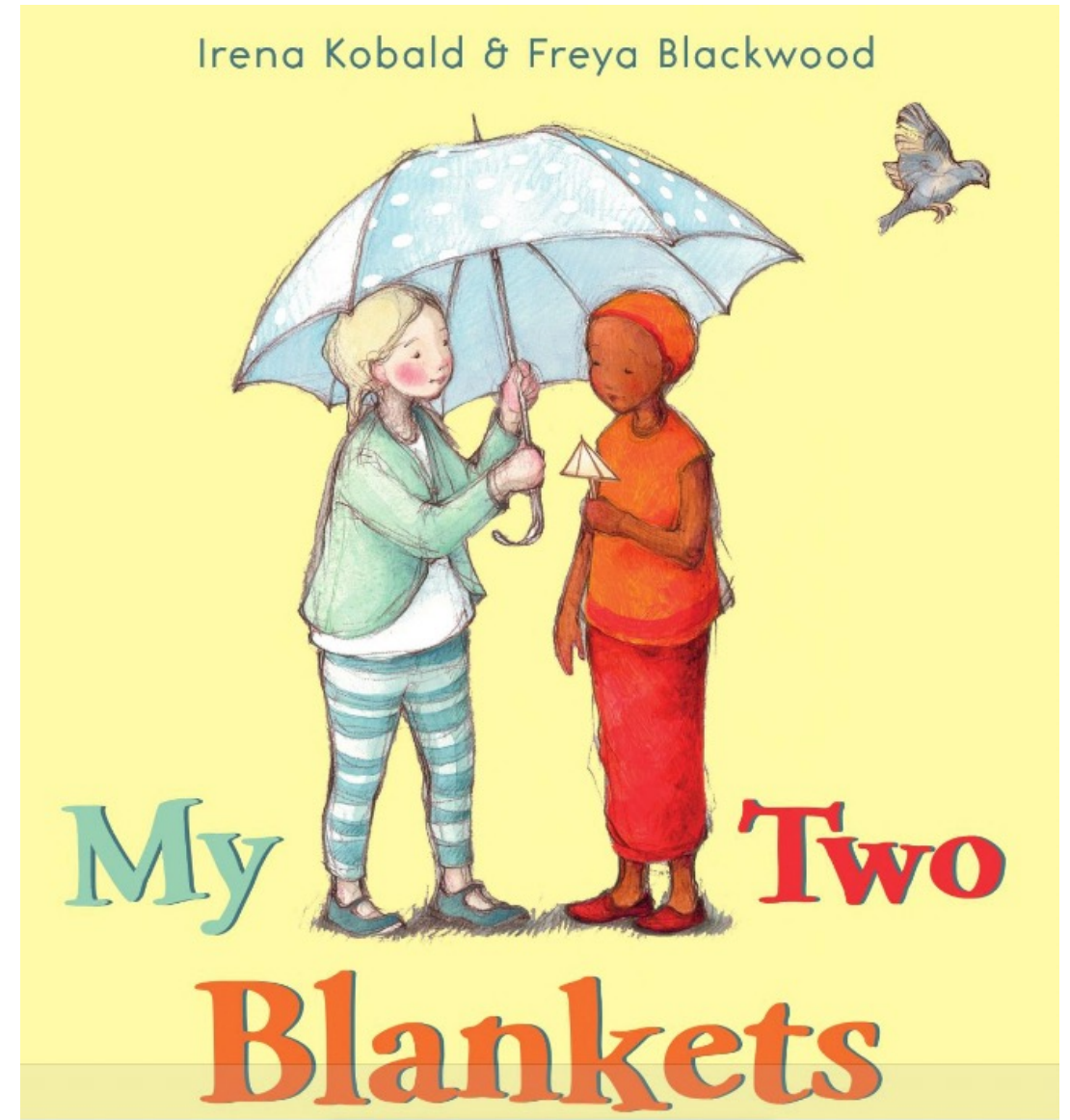
Chimamanda Ngozi Adichie

TEDGlobal 2009

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

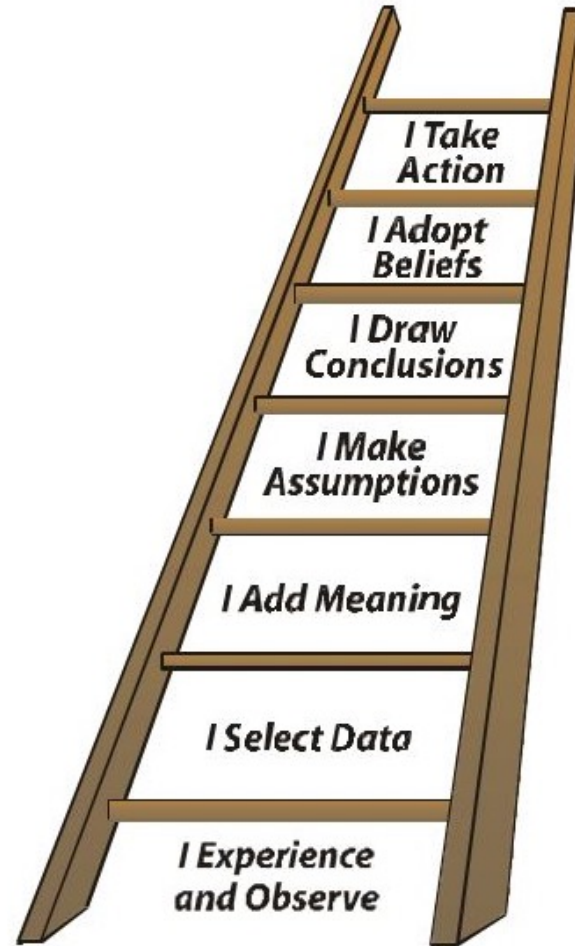
The Two Blankets

Using children's literature to explore values, identity and cultures



Chris Argyris – Ladder of Inference

Having the grace to check our own influences and assumptions as well as to be curious about those of others.



I act based on my beliefs as if they were proven facts. And I adjust new data to fit my beliefs

I adopt beliefs, based on my conclusions, as if everyone has the same conclusions and beliefs.

I draw conclusions, based on my assumptions, and based on what is best for me, and those I care for.

I make assumptions that my data and meaning are accurate, and represent reality.

I add meaning, based on what I feel is reasonable, according to the data I selected.

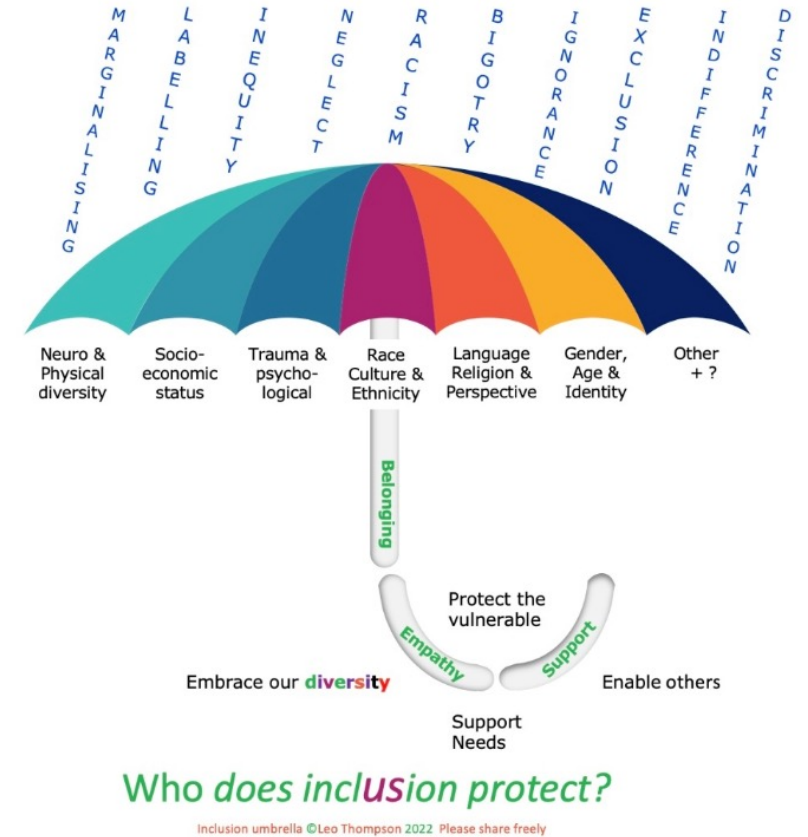
I select data that I feel is relevant, and discard data that seems irrelevant.

I experience and observe data as a video camera captures data. I hear words, observe body language collect information.

Identity, Values and Culture

ACTIVITY: How should values like equity, justice, diversity and inclusion find expression in our schools?

Where can we create spaces for potentially uncomfortable conversations?



<https://www.tieonline.com/article/3122/anti-discrimination-umbrella>

Leo Thompson

Culture and Difference



According to our life experiences, our lenses are different and we may have to change our perspectives.

Changing Habits and Brain Plasticity

KNOWLEDGE IS NOT UNDERSTANDING

We all have biases – face it!

[Smarter Every Day](#)



Reflection



- How do these ideas about values, identity and culture reflect with you so far?
- Have any ideas added new layers to your thinking yet?
- What challenges or questions emerge for you?

Session 3

16.00 – 17.00

CONVERSATIONS IN THE CLASSROOM

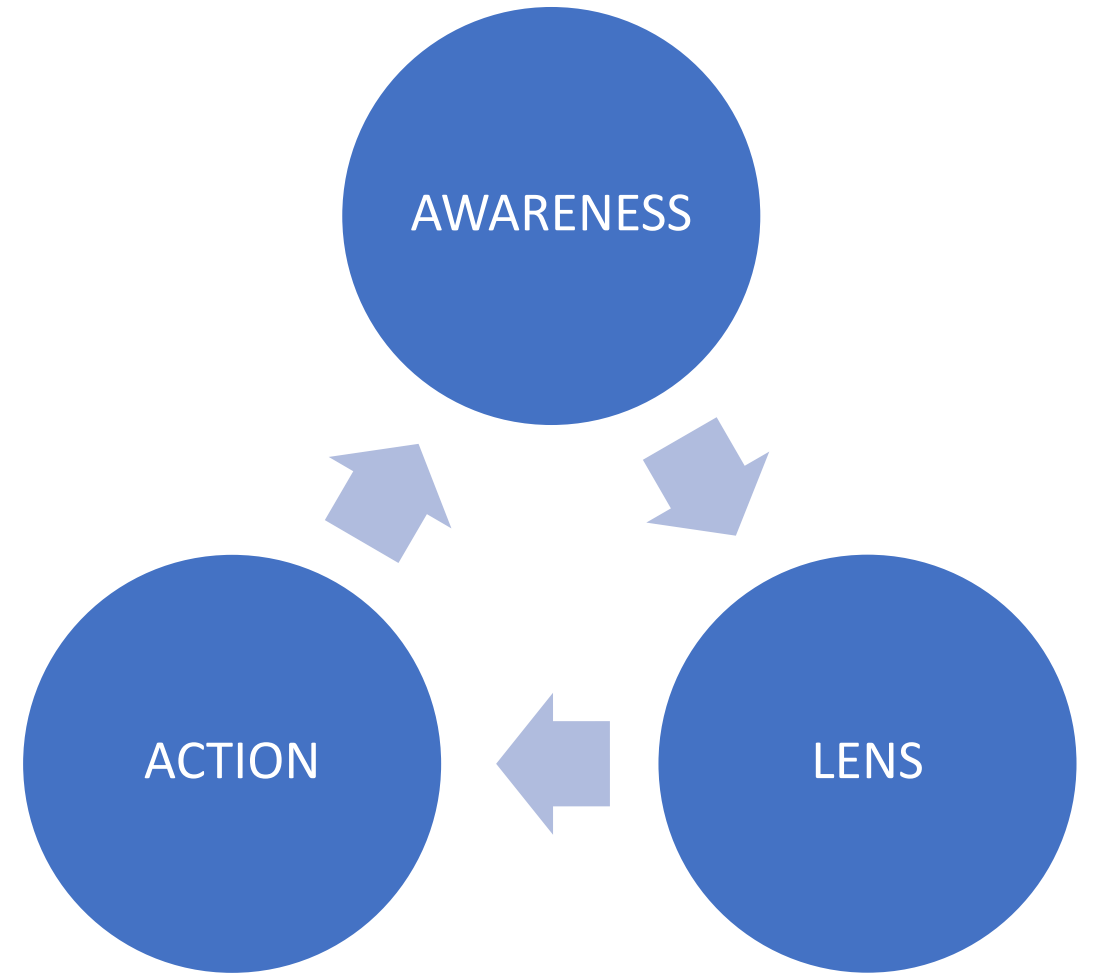
Creating a Community of Belonging

Respectful Speaking and Listening



**Courage to explore our
own biases**

A lens shift



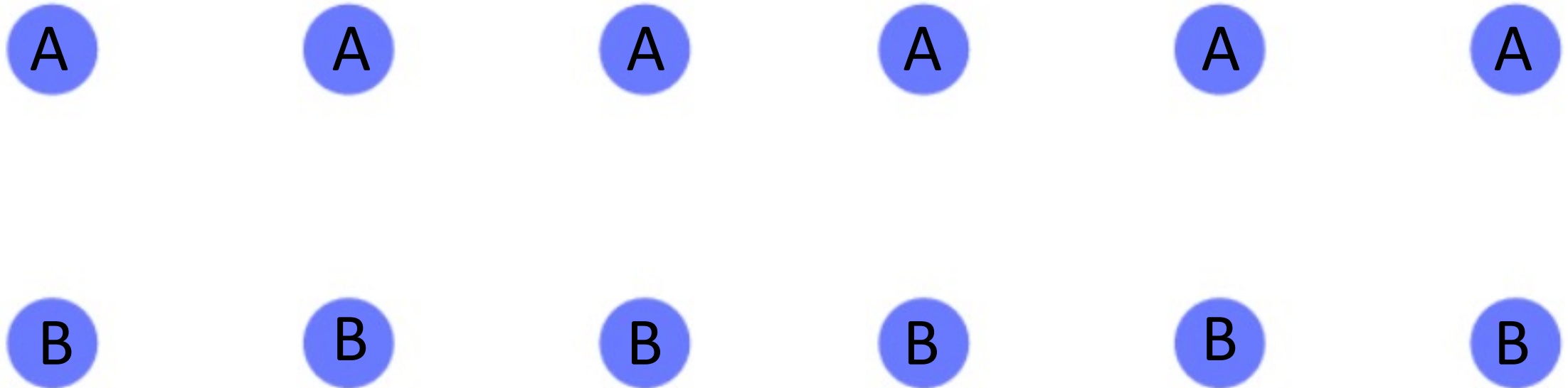
Adapted from:



<https://www.graydin.com/>

The importance of respectful listening

In pairs, stand in a line, A facing B



LANGUAGE EQUITY

Making sure we are hearing everyone's voice



Really
Here
In
Name
Only

Agreements for our discussion guidelines today:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals. We all can learn something from each other, even if your views don't necessarily align.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalisations about social groups.
- We are accountable for our words and their impact.
- Personal information that comes up in the conversation should be kept confidential.

and what else?

Whose voices are we not listening to?

the fearless organization

Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth

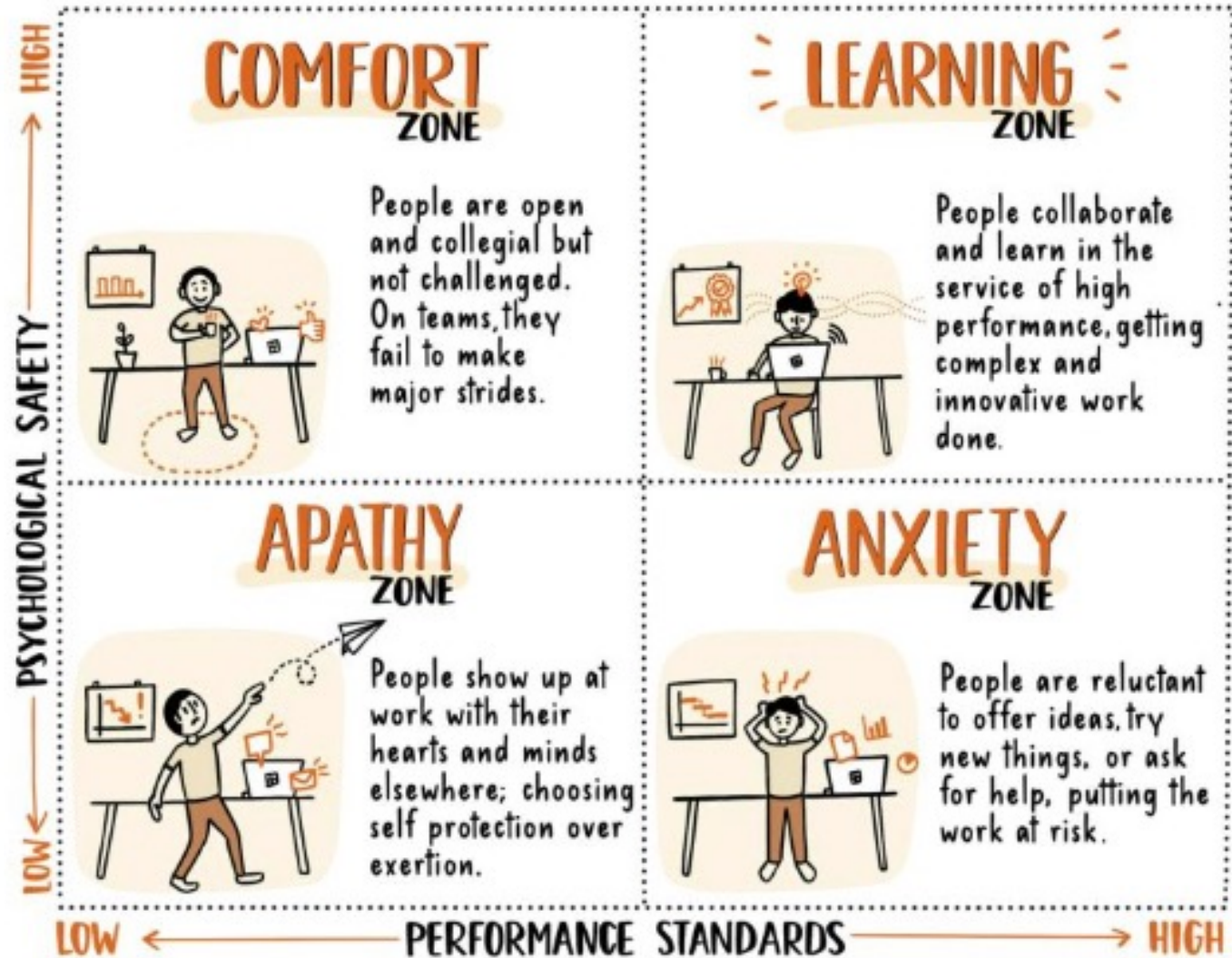
Amy C. Edmondson
HARVARD BUSINESS SCHOOL

WILEY



HOW
psychological safety
RELATES TO PERFORMANCE STANDARDS

AMY EDMONDSON



Sketchnote: Tanmay Vora, QAspire.com

www.amycedmondson.com

A Culture of Inclusion – engaging in some uncomfortable conversations

“Having white privilege doesn't make your life easy, but understanding it can make you realise why some people's lives are harder than they should be.”

This article was last updated on 7 August 2020.

John Amaechi is a psychologist, a New York Times best-selling author and a former NBA basketball player. In the wake of the George Floyd killing and the Black Lives Matter protests, and at a time when many people are discussing white privilege, we asked John what it means to him.

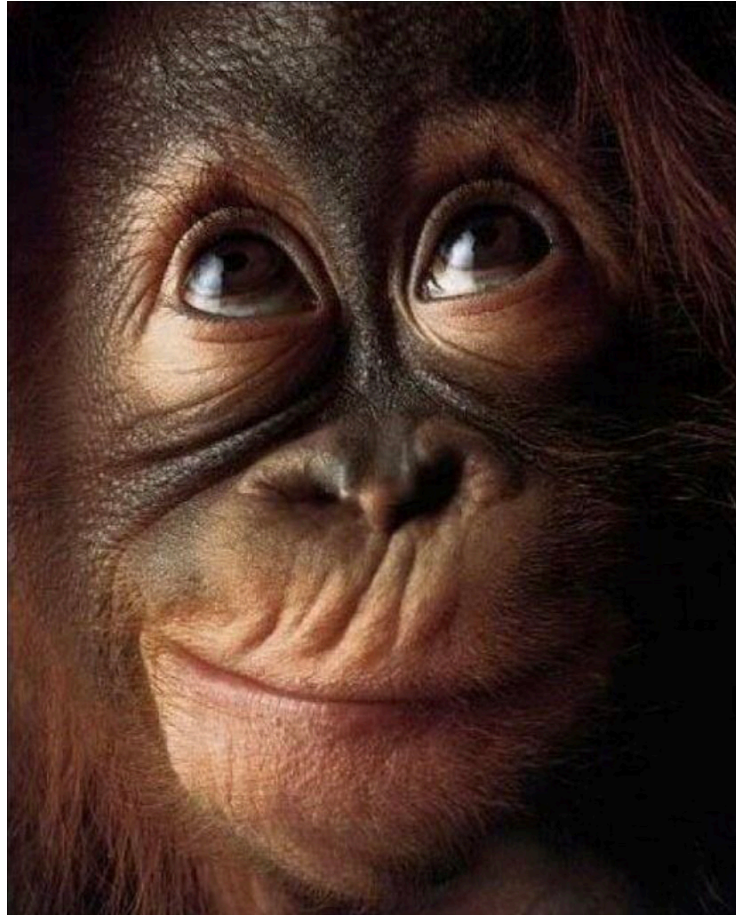


There is nothing but a benefit to understanding our own privileges, white and otherwise.



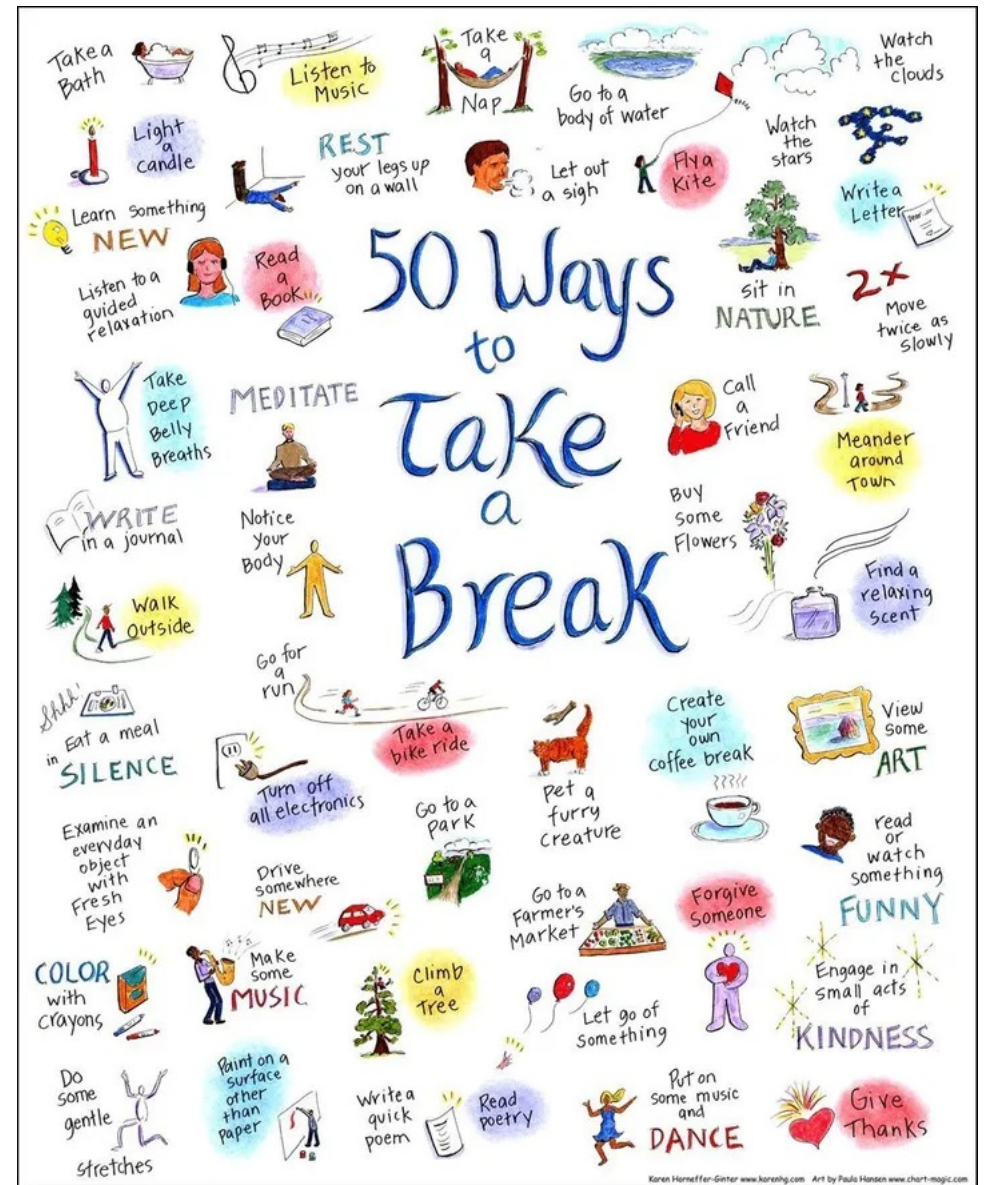
<https://www.facebook.com/bbc/videos/470513760722495>

One thing I am thinking about is ...



Time for a break

From 15.30 – 16.00



Session 4
16.00 – 17.00

CONVERSATIONS IN THE CLASSROOM

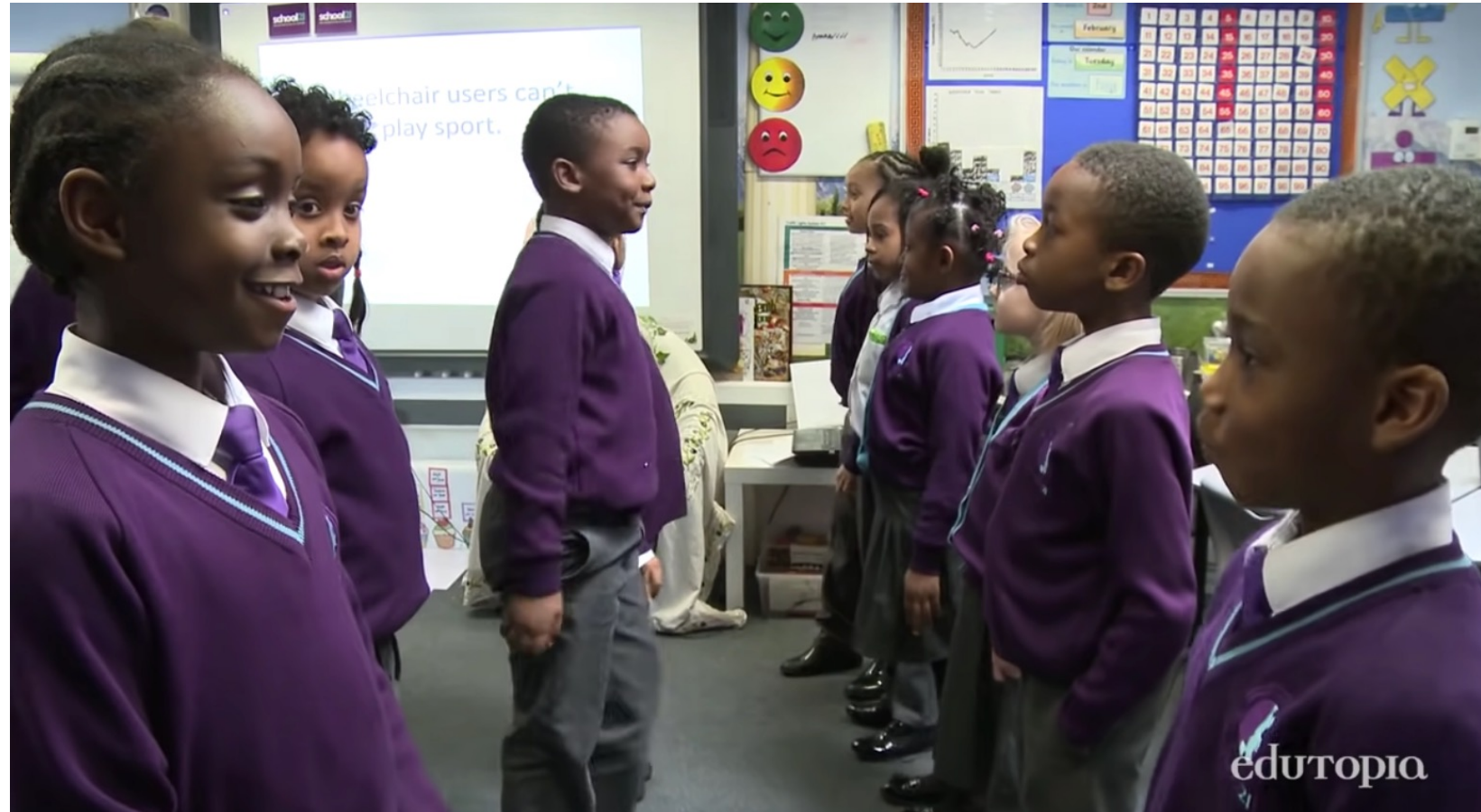
Creating a Community of Belonging

US and THEM

A guided Improvisation

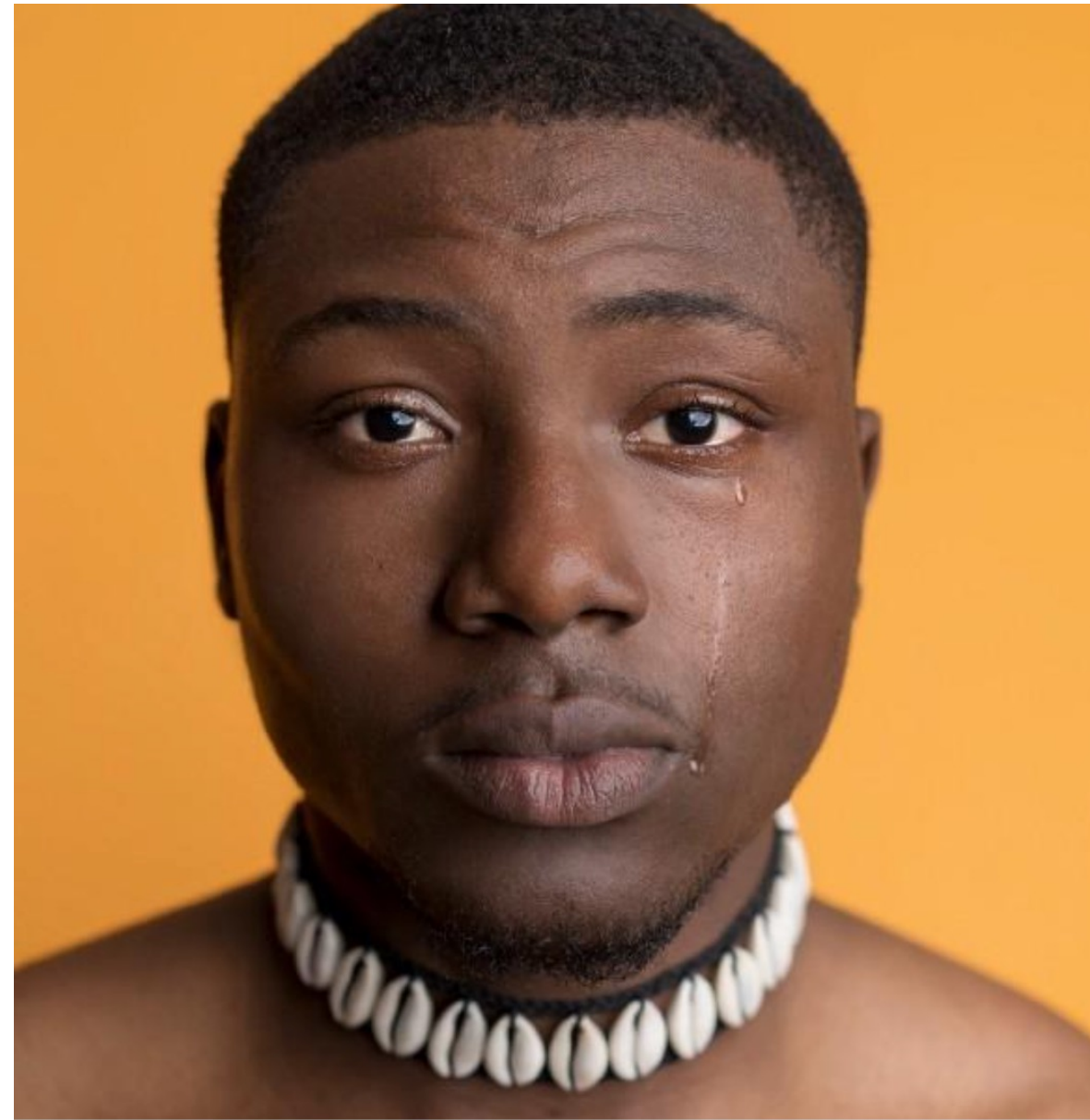
Oracy in the Classroom: Strategies for Effective Talk

Intentional
teaching for
speaking and
listening



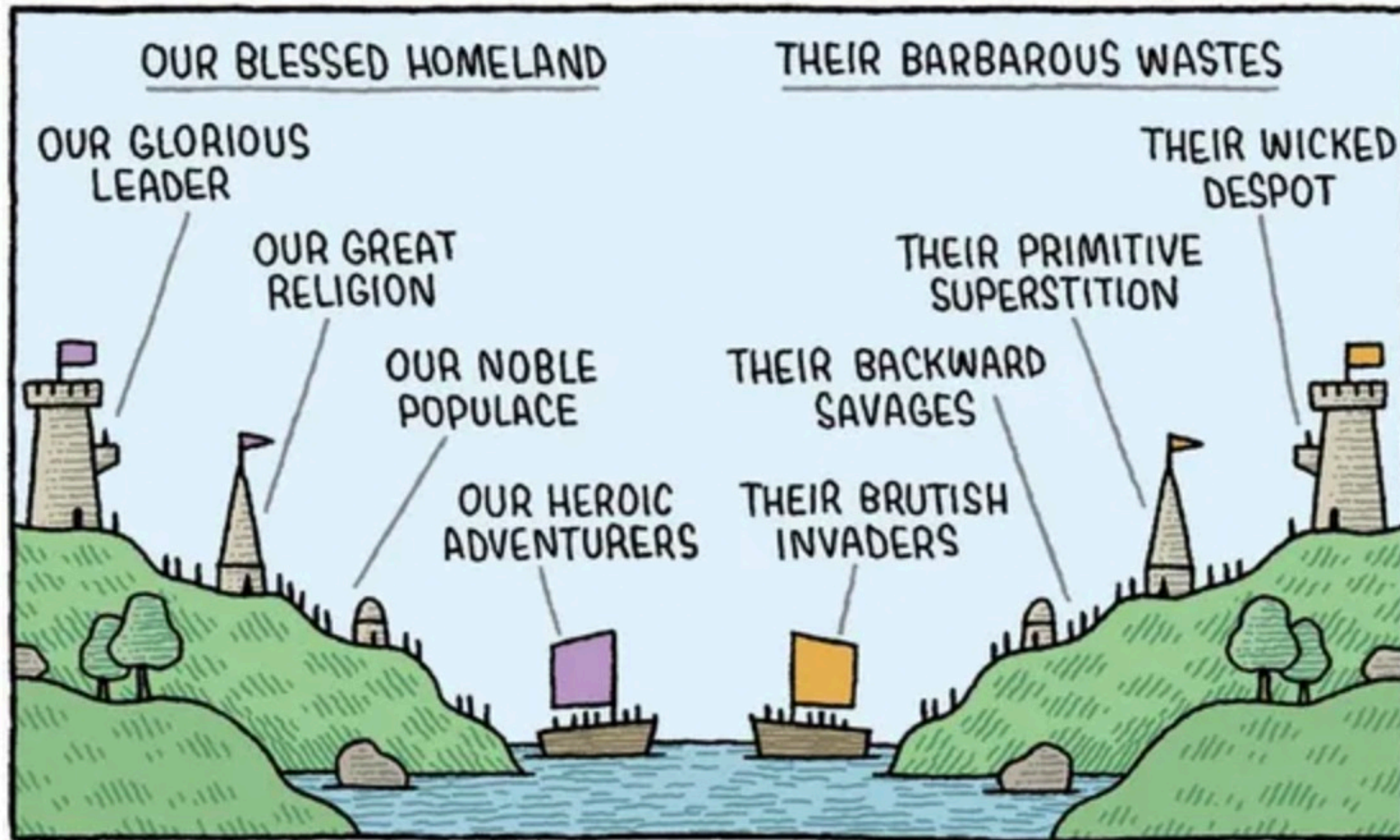
Why do classroom
conversations
matter?

[That One Thing Black
People Cannot Get Right!](#)



October 12, 2022 | by [Ekene Moses](#)

“In groups” and “out groups” can lead to prejudice and exclusion



TOM GAULD

Mad, Sad, Glad

Think, pair and share:

Take a few minutes to reflect on what you are mad, sad and glad about as the character you played.

MAD

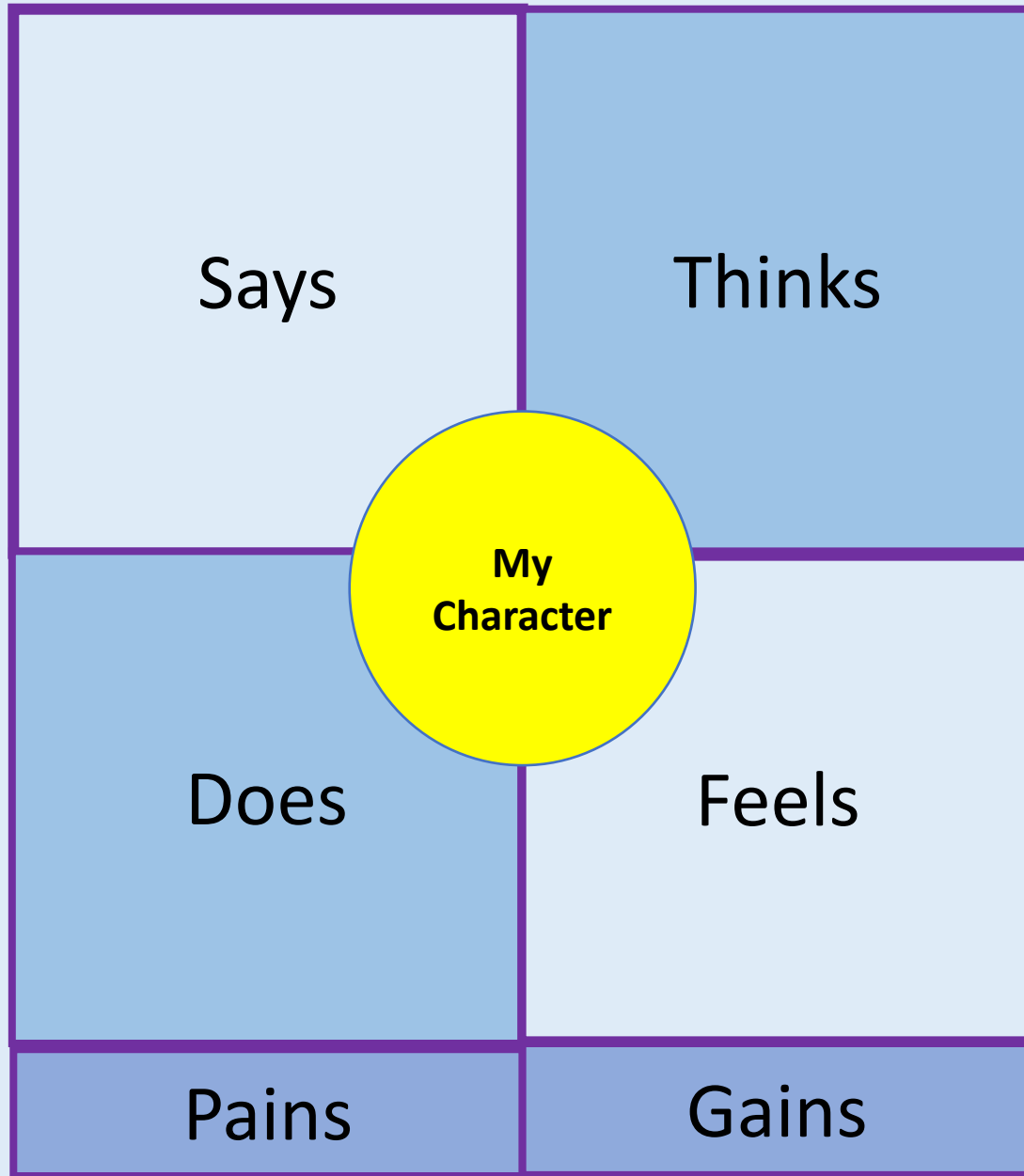
SAD

GLAD

Empathy Map

What were your assumptions for:

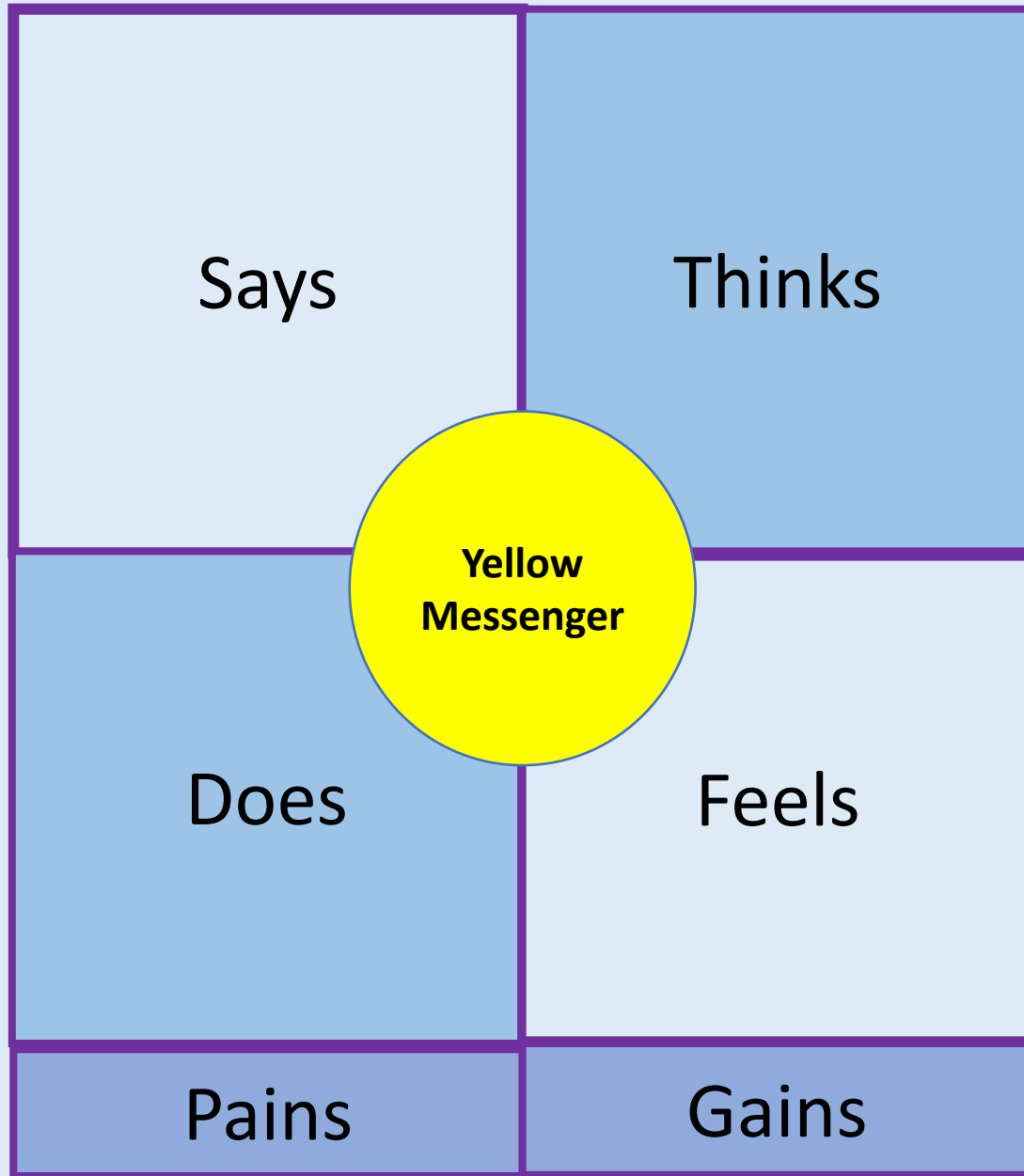
The Red community member you played



Empathy Map

What are your assumptions for:

The Yellow Messenger



Circle of Viewpoints

Choose one perspective to explore, using these sentence starters:

I am thinking of ... from the viewpoint of ... (*person you have chosen*)

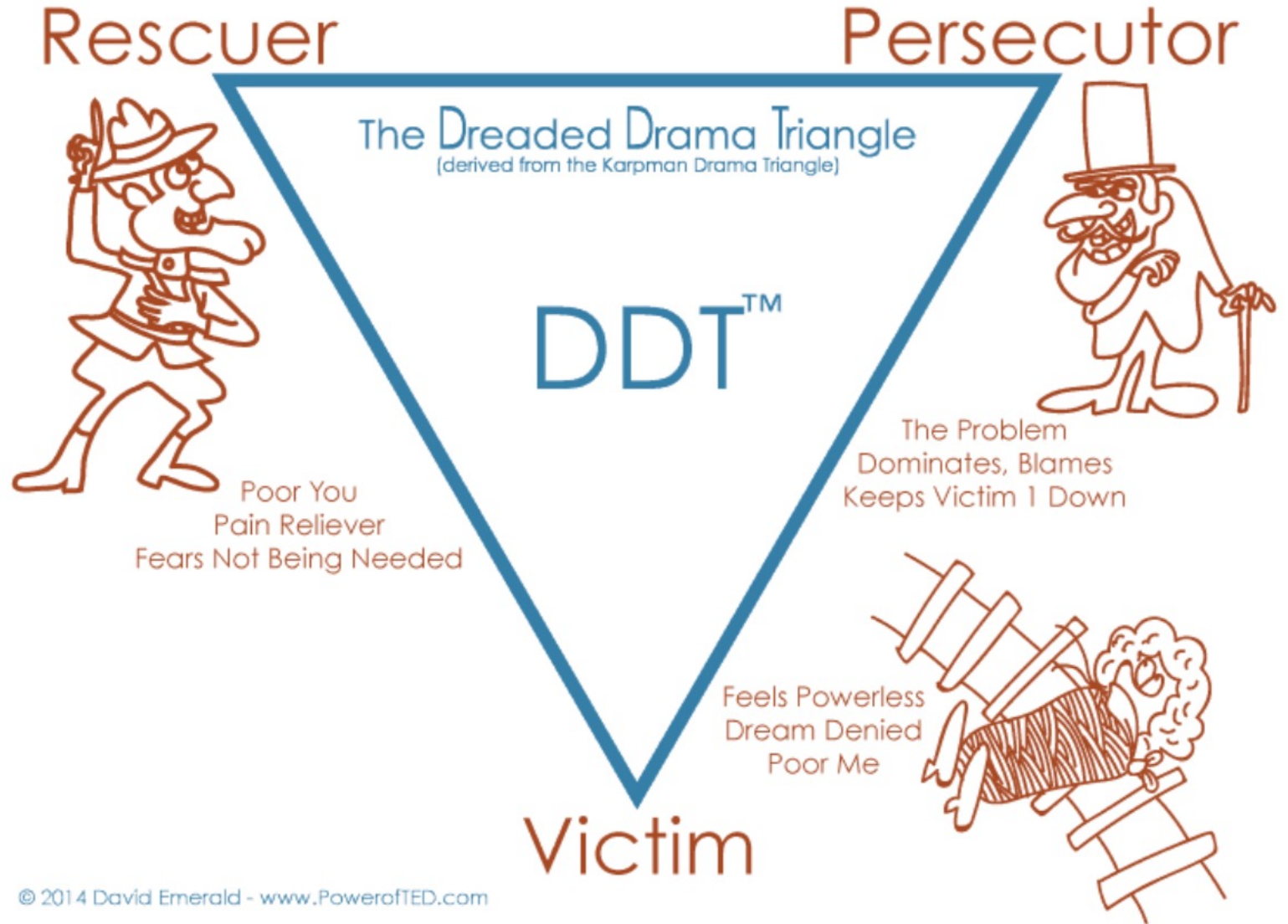
I think *describe the situation we have just explored, from your character's perspective.*

A question I have from this viewpoint is ...

Project Zero Thinking Routine . pz.harvard.edu

The Karpman Drama Triangle

<https://www.dramykellermft.com/blog/drama-to-empowerment>

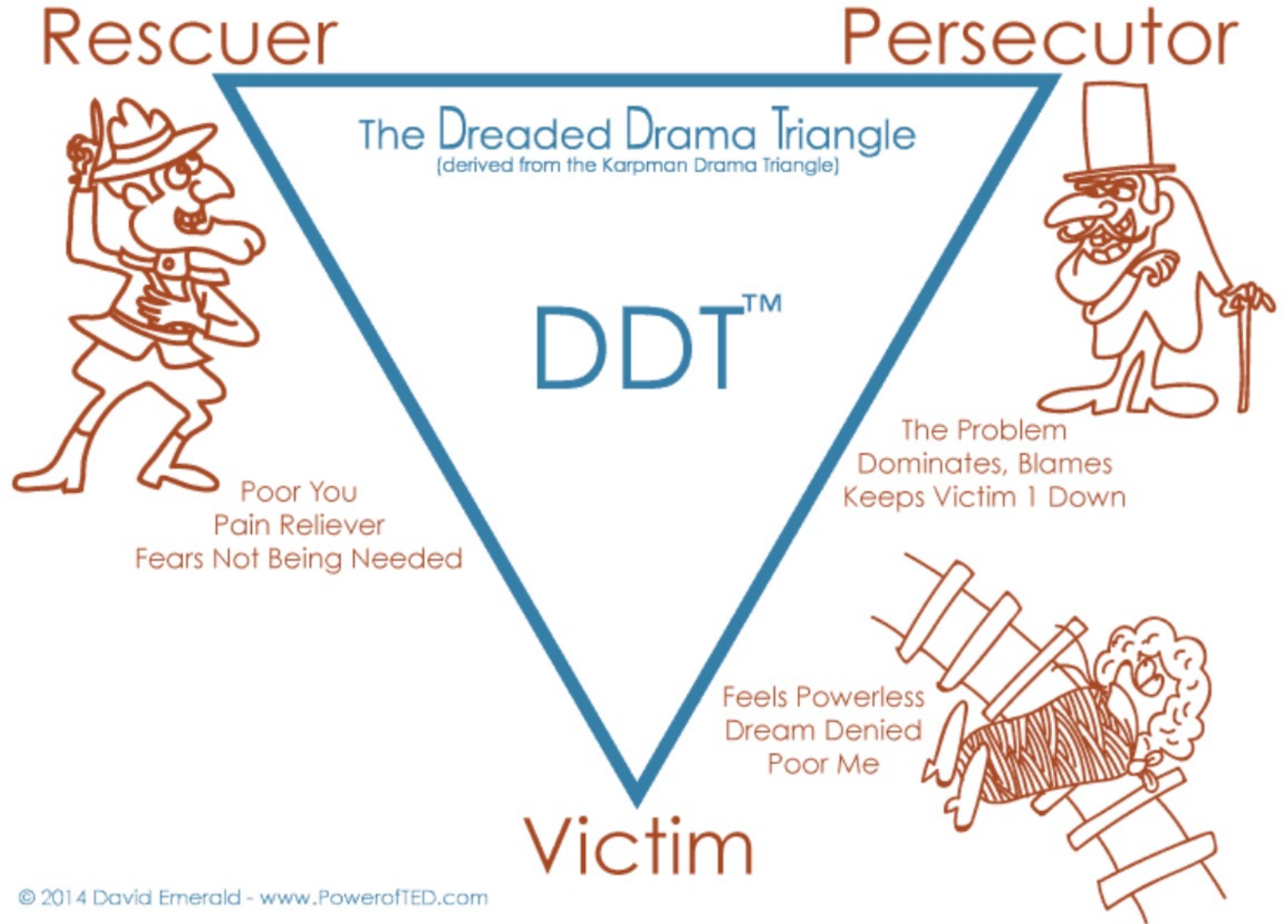


The Persecutor

“It’s not my fault.
(it’s yours)

Feels superior, a sense of
control and power.

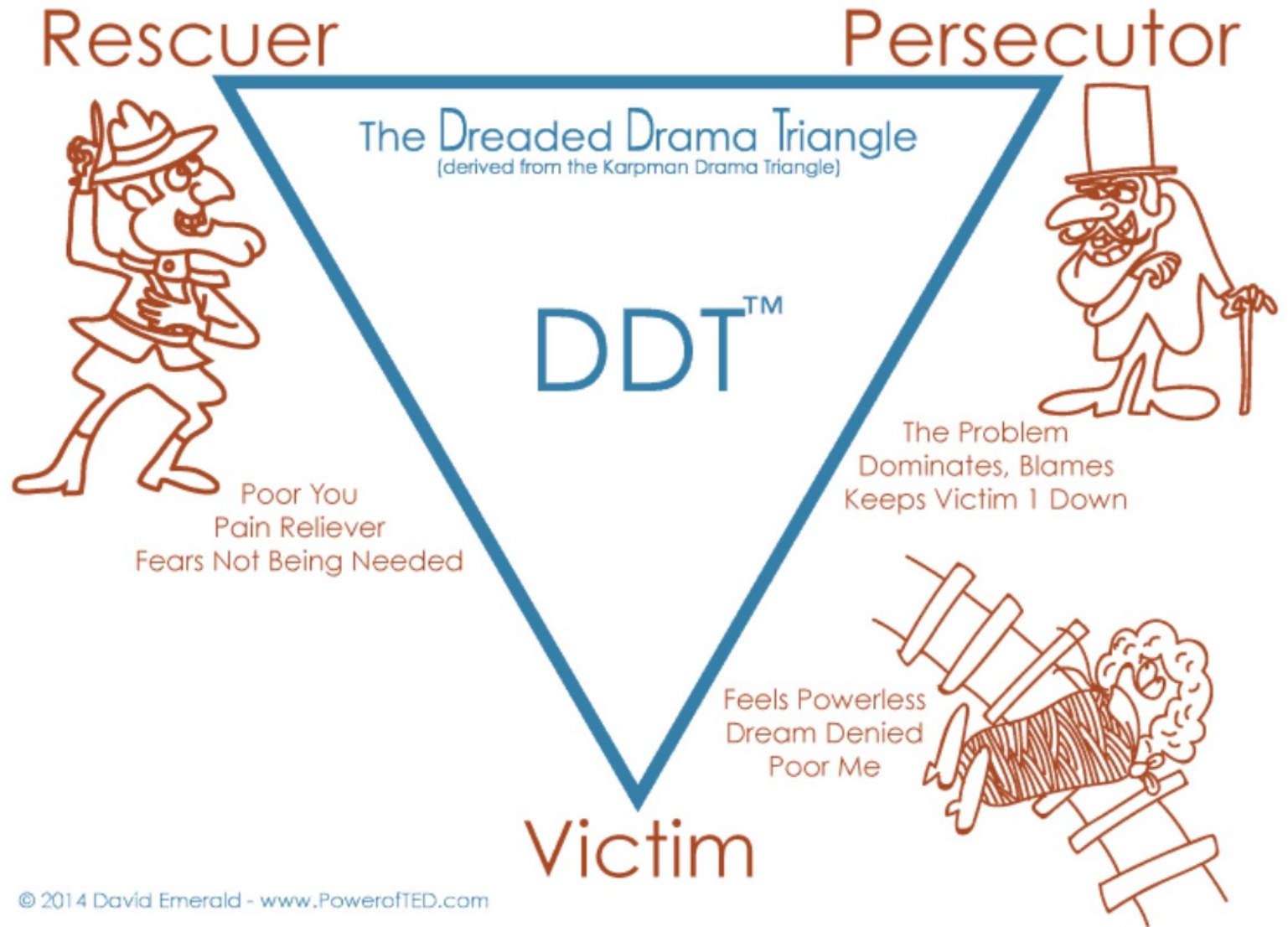
Ends up being
responsible for
everything.
Create victims.
Mistrustful. Alone.



The Victim

Poor me. Life is so unfair, so hard.
Complainer / whiner.
Helpless.
Change is outside your control.

Feel useless and powerless.

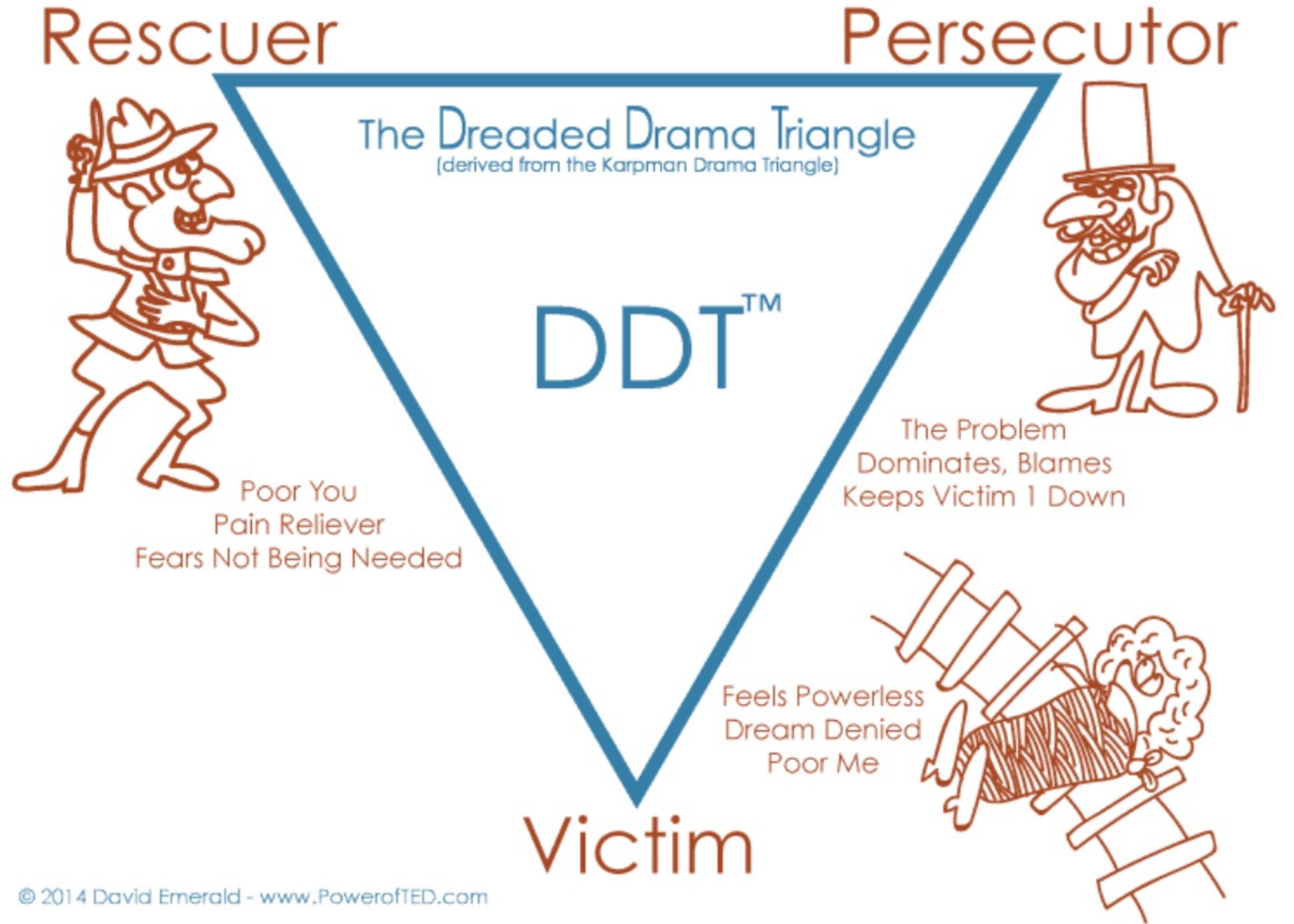


The Rescuer

Don't worry; I'll fix it.
It's my responsibility /
fault, (not yours).

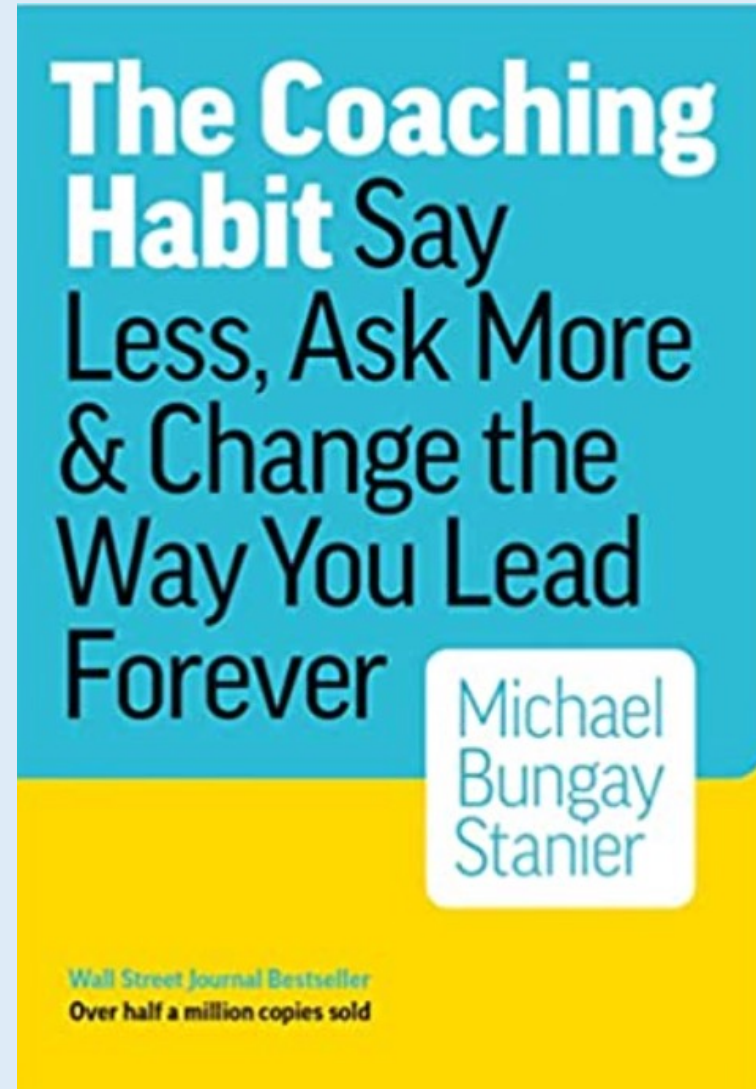
Feel morally superior.
Belive you are
indispensible.

You actually create
victims!



Michael Bungay
Stanier

The Karpman
Drama Triangle



GROUP BRAINSTORMING

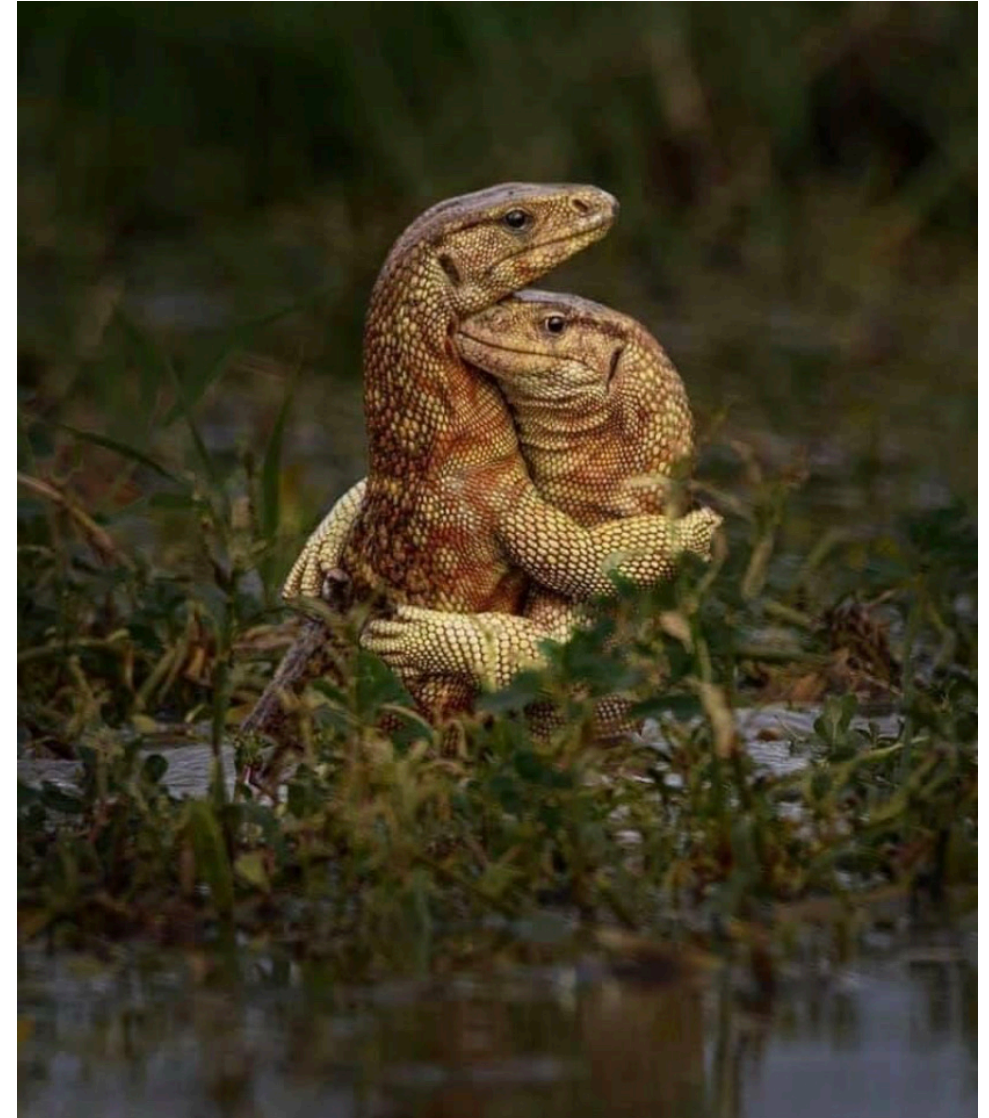
Essential Intercultural, Interpersonal and Life Skills

What are some of the ways in which we can teach skills and character attributes, to nurture a community of belonging?



Time for a little break

From 17.15 – 18.00





Session 4
17.15 – 18.00

CONVERSATIONS IN THE CLASSROOM
Creating a Community of Belonging

The Steps we Take

Classroom Conversations

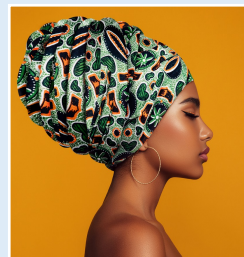
Creating a
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The Heart

Why is this
important to us?

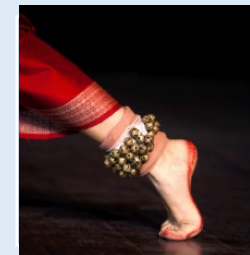
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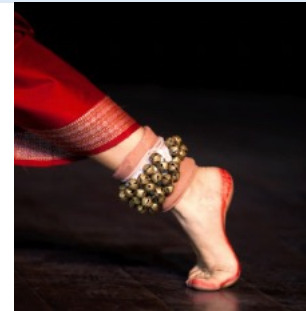
The Step

What will the
difference be?

How do we identify
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future for
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diversity and a call
to action?

RECAP:

Moving from the **head** to the **heart** to **next steps** involves:



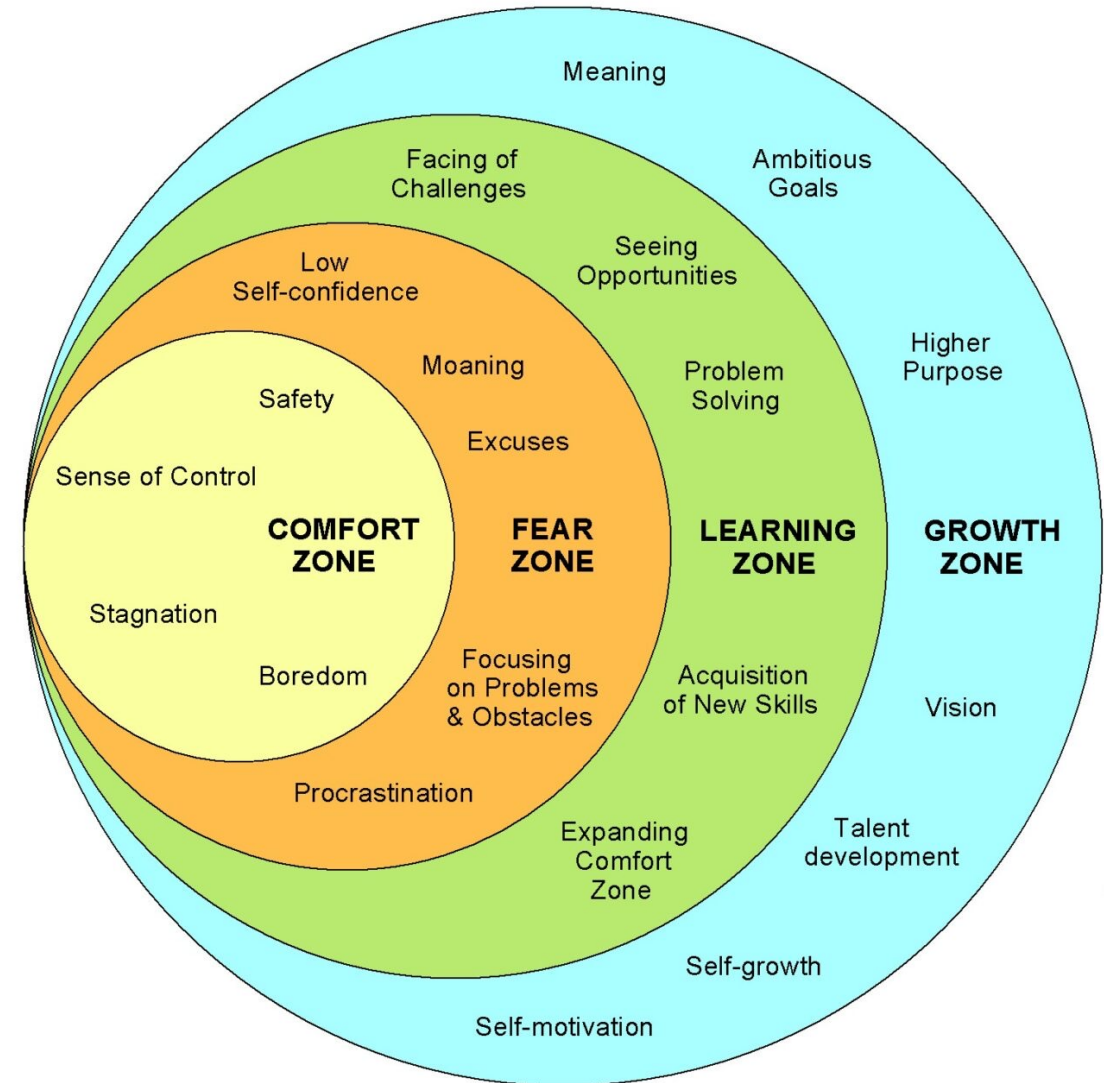
- A lens shift
- Openness to alternative perspectives
- Intentional planning
- Noticing the impact
- Commitment to change

To what extent do our systems and practices further systemic inequalities – and what do we do about it?



Activity

What are some of the barriers that hinder us from becoming inclusive and creating a sense of belonging?

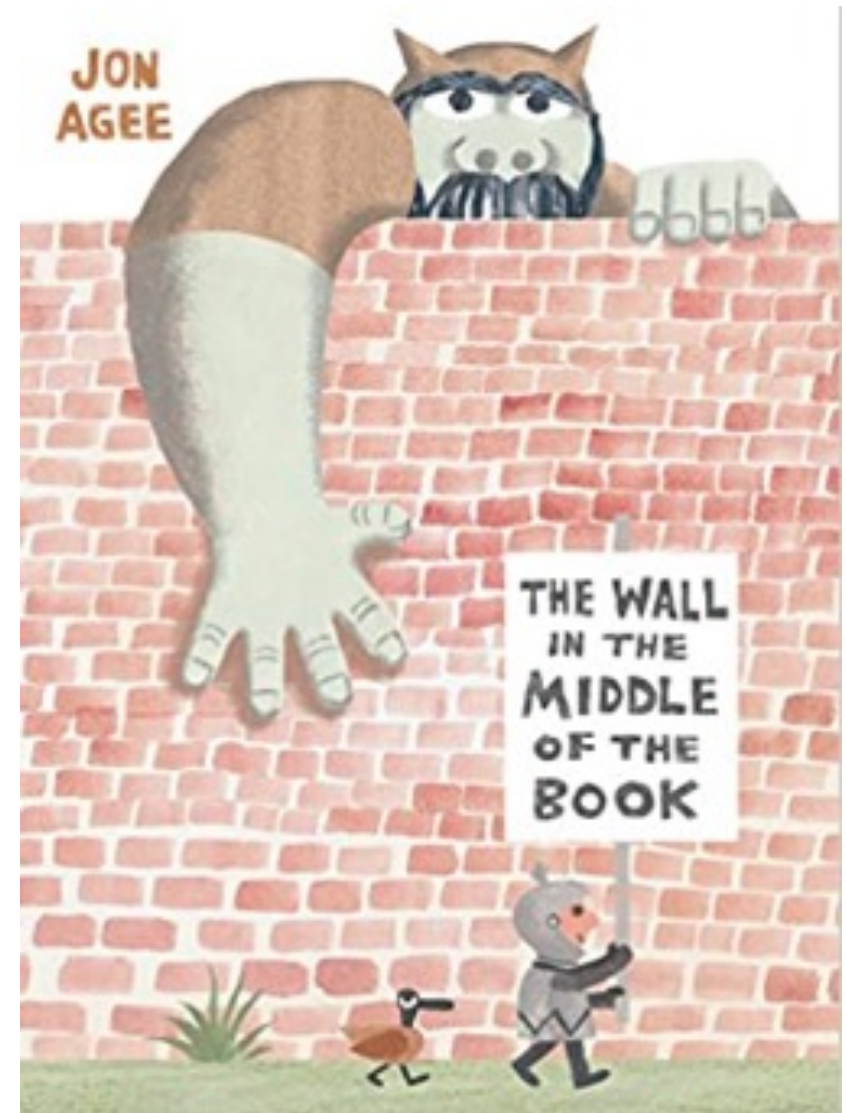


<https://innobatics.gr/en/comfort-zone/>

The Wall in the Middle of the Book

Lens shifts.

Using children's literature to notice our fears and explore how they may be barriers to being open-minded.



<https://www.goodreads.com/en/book/show/37969835-the-wall-in-the-middle-of-the-book>

So it's about **relationships**



Brené Brown

"I define **connection** as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship."

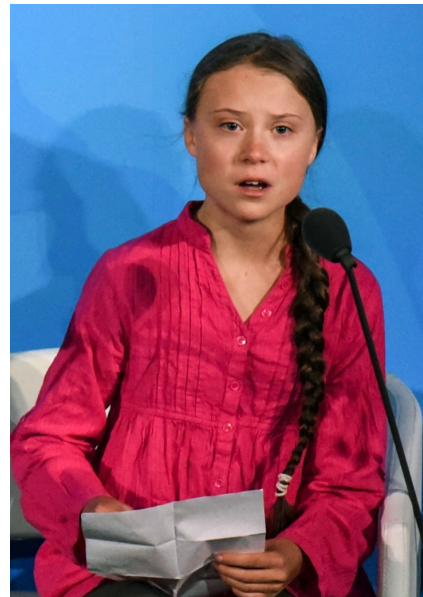
The voices of our young people.

“I truly believe the only way we can create global peace is through not only educating our minds, but our hearts and our souls.”



Timoci Naulusala opens COP23 High Level Segment

<https://www.youtube.com/watch?v=u4PXL72Vjxw>



“Your silence is almost worst of all.”

Tweet by Sara

...see more



Sara

@CelineMeAlone

This makes me so happy: Ellie Goldstein, an 18 year old model with Down's syndrome starring in a Gucci Beauty campaign in Vogue Italia. This is the type of inclusion the industry needs, hopefully more brands will follow in the same direction!



The Spokesman Review

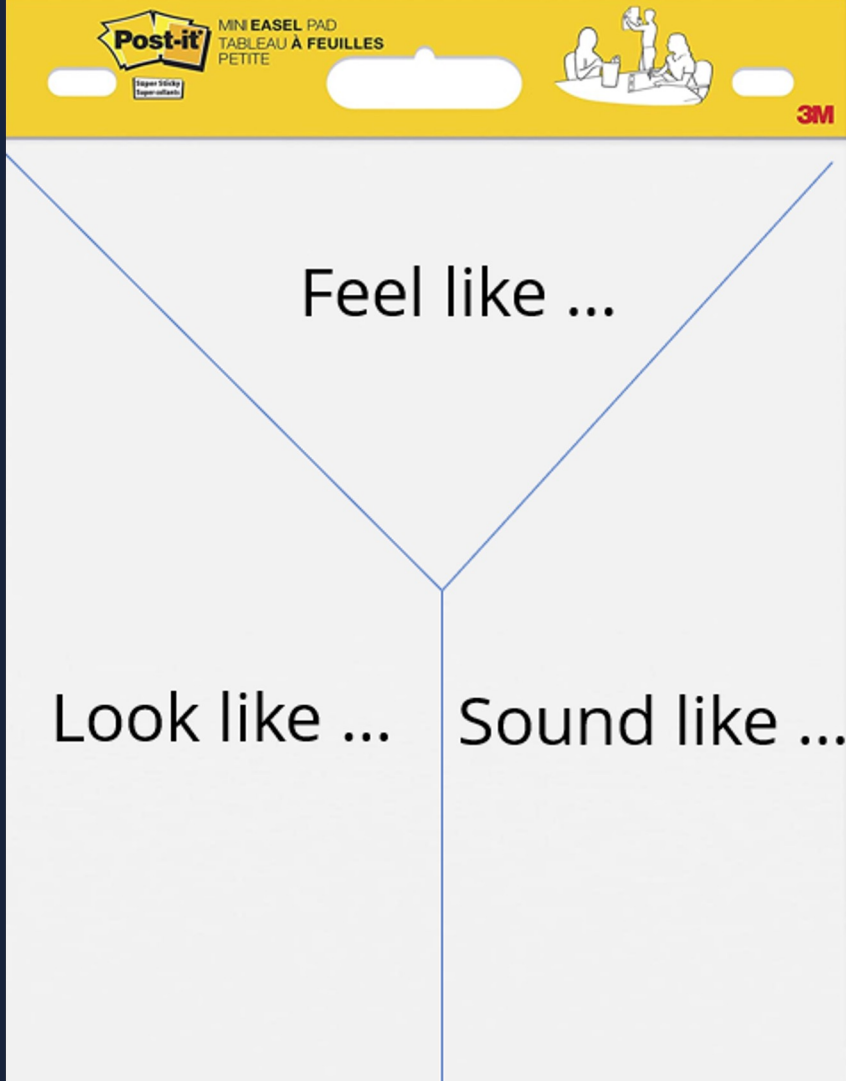
Who is she: 21-year-old Pakistani activist; youngest Nobel Prize laureate; founder of The Malala Fund



ACCOUNTABILITY

Commitment and Pledges for Change





Pledges



Creating a community of belonging

What is one small step you might take?

Who will you talk to?

When will you do that?

With whom will you collaborate?

What will the impact be?



CONTACT DETAILS

Thank you for
your attentive
and active
participation



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OCTOBER 2022

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**INTERNATIONAL SCHOOL ANTI-DISCRIMINATION
TASK FORCE**



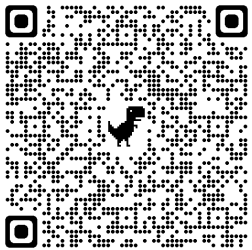
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