

• EDUCATING FOR EQUITY •

New Hampshire
**Learning
Initiative**

Examining Privilege, Systemic Racism, and Becoming Social Justice Educators

- Six Wednesday Sessions November through April
- 4 – 6 p.m.
- Starting remotely with the possibility of in-person sessions
- \$299 per participant



As a country, we are experiencing a watershed moment of reckoning with our racist history. Systemic racism, white privilege and inequity are as old as our nation itself, but this past summer's events have put a spotlight on these issues. Educators wonder how we may address social justice in our schools and classrooms. In a state such as New Hampshire in which many of us are white educators teaching in predominantly white schools, we know we have more to learn. The overarching question guiding this professional learning series is: How do we apply equity literacy to become social justice leaders in our classrooms and schools?

The goal of this workshop is for participants to develop social justice and equity educational practices and move toward a more just and inclusive classroom or school. Plus, participants will build strategies for supporting one another in implementing this change. Employing a variety of texts, guest speakers, tools, and resources, participants will discuss concepts related to equity and racism, in our context as educators. The workshop will also explore identity, privilege, and what it means to be white, systemic racism, and anti-racist practices.

Wednesday, November 18, 2020

Understanding Identity: What is identity? What makes each of us who we are? How does our race define us?

Wednesday, December 16, 2020

Understanding Privilege: What are the unearned privileges of being white? What other privileges help define our identity and access?

White Fragility: What are the barriers and detours that frequently occur when examining race and racism, and how can we overcome them?

Examining Equity Literacy Frameworks and an Introduction to Equity Audits: Equity data, listening sessions and equity audits.

Wednesday, January 20, 2021

Systemic Racism: What are its origins and how does it continue to perpetuate inequities and injustices?

Anti-Racism I: What does it mean to be an anti-racist?

Wednesday, February 17, 2021

Introduce Communities of practice: Utilizing focus questions, problems of practice and resource sharing to support a change process.

Anti-racism II: What are the implications of anti-racism in our current contexts?

Wednesday, March 17, 2021

Action planning and resources for your context.

Continuing Communities of Practice: Utilizing focus questions, problems of practice and resource sharing to support a change process.

Wednesday, April 21, 2021

Final Symposium: Equity audit and implementation plan. Final sharing and formal presentations (required for Graduate Credit candidates)

• VIRTUAL TECHNICAL REQUIREMENTS •



- Computer for Each Participant: Desktop, laptop, Chromebook, or Surface PRO 4 or newer are ideal. (An iOS or Android tablet will not be sufficient as primary device.)
- Speakers (either external or internal) or headphones/earbuds
- Webcam (either external or external)
- An internet connection – broadband wired or wireless, speed of 3Mbps/3Mbps upload/download
- Operating System - Mac OS 10.10 or newer, Windows 10 or newer, and Chrome OS
- Web Browser - Chrome, Firefox, Safari, and Microsoft Edge are recommended.
- Software - Zoom Video Conferencing program

Faculty



Kathy Maddock is a social studies teacher at Souhegan High School where she has taught for 20 years. She is the co-founder of Souhegan’s “Equity Project”, a professional learning collaboration focused on issues of race and social justice. For the past six years, Kathy has also served as coordinator for Souhegan’s Senior Project, a year-long, research-based project that is a graduation requirement. In 2017, she was the state co-lead for the New Hampshire Performance Assessment of Competency Education work focused on Capstone Projects. Kathy earned a B.A. in History from Dartmouth College and a Master of Arts in Liberal studies from UNH.



Jeanne Sturges is the Instructional Coach and Writing Center Coordinator at Souhegan High School where she helped launch and support Souhegan’s competency-based system of learning. She is the co-founder of Souhegan’s “Equity Project”, a professional learning collaboration focused on issues of race and social justice. Prior to re-joining the Souhegan faculty in 2009, Jeanne worked with the Center for Collaborative Education as a School Change Coach and Director of Regional Center Support for the National Turning Points Network. She also taught English and served short stints as Interim Director of Curriculum and instruction for SAU 39. Her first ten years as a teacher in New York City included her work as a founding staff member of New York City Outward Bound Schools and a member of Expeditionary Learning’s Education (ELEducation) first school design team. Jeanne earned her Graduate Certificate in Curriculum and Instruction Leadership from UNH, her M.A.T. from Brown University and B.A. From UNH.

Guest Faculty include Amy Epstein, Susan McCray, and Stacy Szczesuil

Graduate Credit Option: Through NHLI’s collaboration with Southern New Hampshire University (SNHU), participants have the opportunity to earn three graduate credits for this professional development series at the cost of \$150 per credit. Separate registration and payment are required. Payment for graduate credit is required at time of graduate registration and refunds are not available after the series begins. Please email [Mariane Gfroerer](#) for further details about Graduate Credit.



Cancellation Policy: A full refund will be made (minus a \$35 cancellation fee) if cancellation is made in writing more than one week prior to the start of the program. Otherwise, no refunds will be made.

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