



The real challenge for organizations is not figuring out "What can we do?" but rather "Are we willing to do it?"

The authority on facilitating school and family partnerships.

Outcomes By the end of the presentation, we will have a shared understanding of: The importance of BELONGING How our internal biases affect our conversations Specific strategies and techniques to conduct authentic conversations where the experiences of each speaker is welcomed

Agenda

- What we KNOW about equitable, inclusive communication
- What we NEED to know about equitable, inclusive communication
- What we CAN DO do to ensure equitable and inclusive conversations



KEY The authority on facilitating school and family partnerships.

Norms

- Participate by sharing your own opinions and experiences.
- Be open to the ideas and concepts presented.
- . Be willing to experiment with ideas and techniques presented.
- Use common agreed upon terms to ensure shared understanding and respect.

The authority on facilitating school and family partnerships.

What we KNC)W
communication	

Family - Professional Relationships

Powerless

• Dismissed

Result: A breakdown in trust

• Devalued

• Fearful

Confused

KEY The authority on facilitating school and family partnership

8

Work – Group Relationships Exclusion

Formal and Informal conversations

Emails

• Promo

Resulting in a lack of belonging

Decision Makin

FD The authority on facilitating school and family partnerships

Importance of Belonging

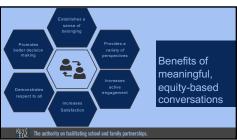
To fulfill a fundamental human need for **belongingness**, people need to have **frequent and positive interactions in order to feel accepted in a stable group** (Chung et al., 2020).

KEY The authority on facilitating school and family partnerships.

1



11



The Power of the Group

We all want to feel a sense of belonging. This isn't a character flaw. It's fundamental to the human experience. Our finest achievements are possible when people come together to work for a common cause. School spirit, the rightful pride we feel in our community, our heritage, our religion, and our families, all come from the value we place on belonging to a group." ~ Rosalind Wiseman

The authority on facilitating school and family partnerships.

Chat

Think about a member district or colleage that you are having difficulty connecting with. What are one or two barriers that you feel are getting in the way?

The authority on facilitating school and family partnerships.

14

If we keep doing what we're doing, we're going to keep getting what we're getting.

Stephen Covey

KEY 1. The authority on facilitating school and family partnerships.



Strategy #1:
THINK
BEFORE YOU
SPEAK

- Intent
- Body Language
Word Choice
- Tone

- Culture of the Listener
- Culture of the organization

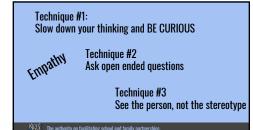
17

Key Questions What could be the impact on what I am about to say? Is this comment necessary? Pause, Breathe and Is this promoting a growth mindset? Consider Is it productive?









When you show deep empathy toward others, their defensive energy goes down, and positive energy replaces it. That's when you can get more creative in solving problems.

Stephen Covey

 K_{0}^{EY} The authority on facilitating school and family partnerships.

23



Technique #1:
Set Expectations by Establishing and
Modeling Norms

Technique #2
Set Specific Times for Conversations

Technique #3
Examine your own behavior

Technique #4:
Use Visuals

Technique #5
Use Accepting Sentence Starters

I can only imagine
Wow that must be difficult
Geez, I had no idea
That's a tough situation
That must be frustrating

26

When you really listen to another person from their point of view, and reflect back to them that understanding, it's like giving them emotional oxygen.

Stephen Covey

KEY The authority on facilitating school and family partnership:

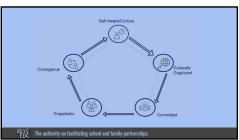


	. Acknowledge
Bridges to	. Validate
Listening	. Empathize
	. Clarify
	. Summarize





Strategy #4:	Traditional Approaches	Equitable Approaches
Moving from Traditional to	Goal: I'll fix the issue (of you not feeling included) in this conversation	Goal: Let's work collaboratively to create an equitable systemic change
Equitable	Roles: Individual (under-represented) persons as beneficiaries	Roles: Utilize under-represented persons as leaders and contributors
System	Strategy: Make individual changes for that discussion or that person	Strategy: Build strong relationships and create capacity for systems change
Changes	Outcome: Individual change for isolated conversations or people	Outcome: Broad changes in process celebrating uniqueness and addressing issues throughout the community



CHAT

Turn to your neighbor and describe a colleague, who demonstrates many or all the inclusive leadership characteristics (*sure you can name yourself*) What experiences led you to think that?

The authority on facilitating school and family partnerships

3

The real challenge for organizations is not figuring out "What can we do?" but rather "Are we willing to do it?"

The authority on facilitating school and family partnerships.



Key2Ed, Inc.

Key2Ed is the authority on facilitating school and family

Please visit to our website at http://www.key2ed.com

Click on Key2Ed Workshop Feedback

Enter Code: CADRE2022

Follow us on Twitter and

References

- Boarles, I. (2018). Instancy (2). The discosity and inclusion remolation ligid presented tradits bleatists lengths.

 Mater Rever 2 Ballots coming for instantial deliable remonal resonance 20 Edinarity and inclusion at such calls covered to both laters.

 Change 3, C. Hybrid, H. S. Spark, L. H. Rever, L. H. Rever

- Columna, N. C. (2004, June 2000). Coloring requires consideration in minimizer and commitme.

 Columna, D. (2004, June 21) What Makes a collected interest devices Review (June, July Law 2017, 2014). Coloring (June 2017, 2014).

 Columna, C. (2014, June 2017, June 2018, June 20