AURORA INSTITUTE

WEBINAR

Straight Outta COVID-19: Designing for Equity

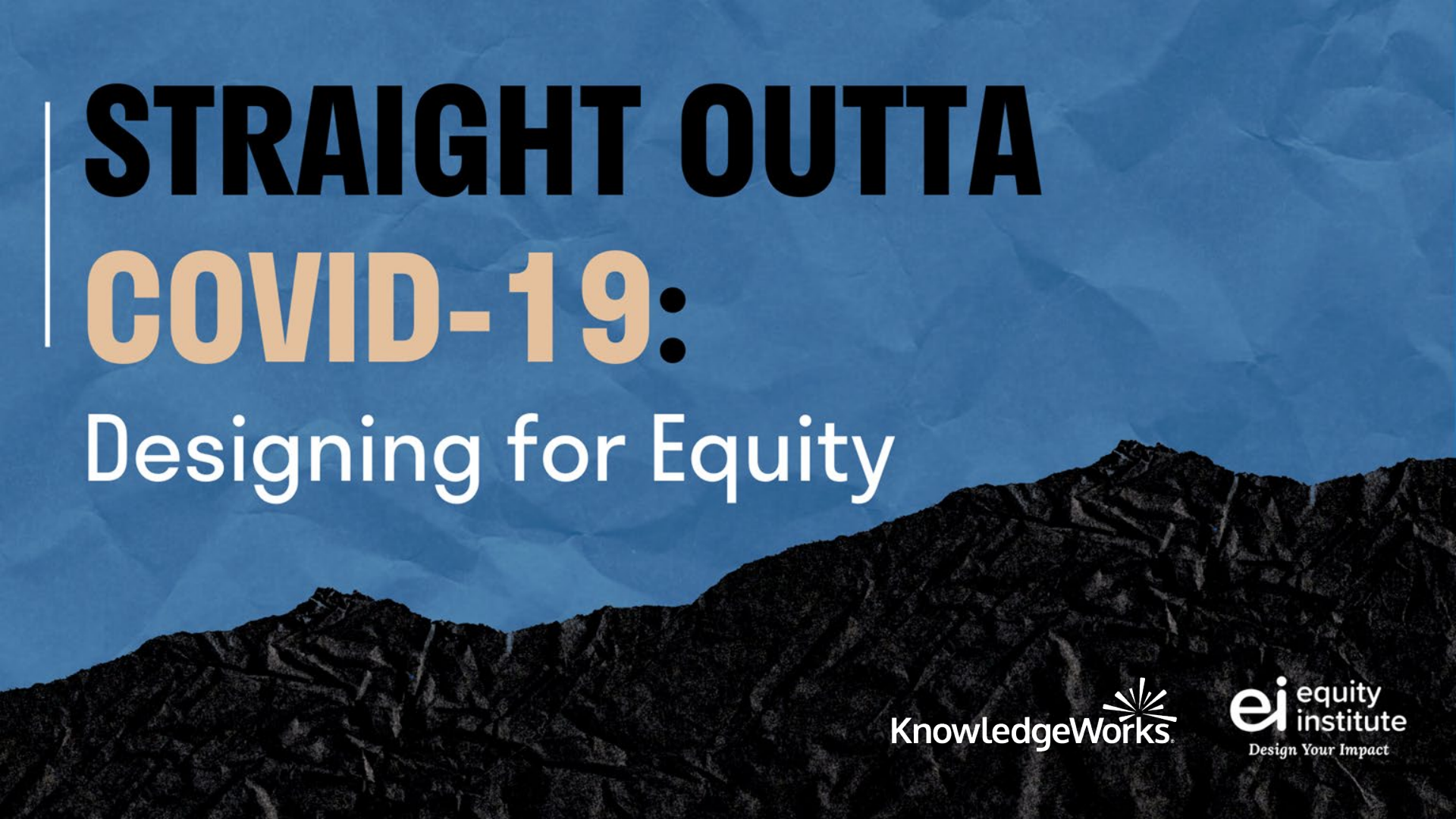
November 9, 2020

Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.
- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

STRAIGHT OUTTA COVID-19:

Designing for Equity



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Director of Systems Transformation
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LEARNING OUTCOMES

Folx will...

- **Analyze** the impacts of COVID-19 as a way to understand historical patterns of inequity by design our education system.
- **Engage** in critical discourse about how equity in the classroom supports the academic success of every student.
- **Understand** how equity and culturally responsive teaching drives instruction to meet the needs of students, online and in the classroom.

What have been the impacts of COVID-19

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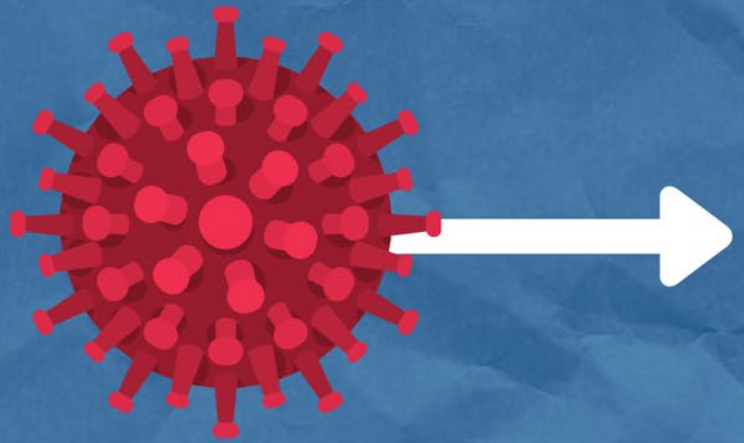

- Health
- Economic
- Mental Health
- Education

How have impacts been disproportionate across lines of difference?

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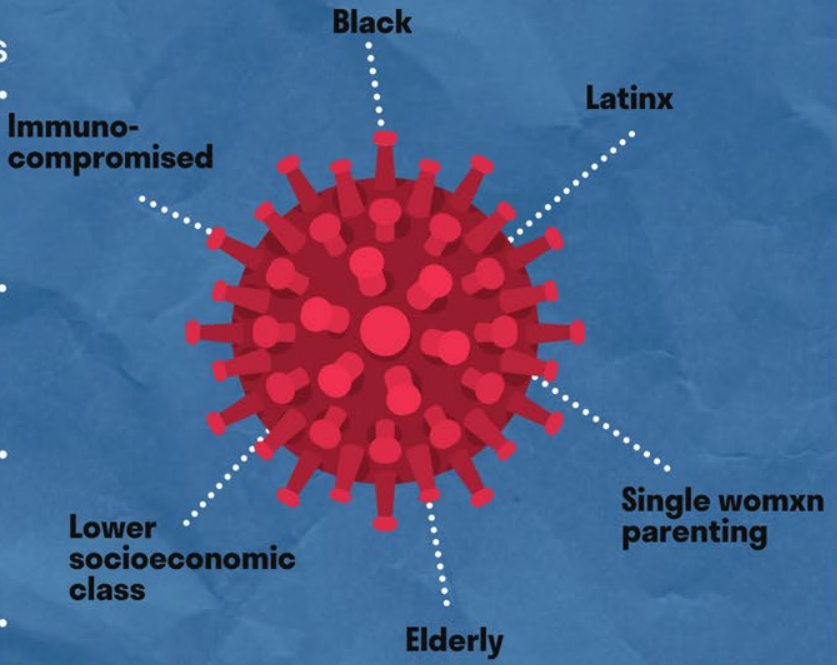
- Health disparities
- Economic
- Mental Health
- Education



WHY have impacts been disproportionate across lines of difference?

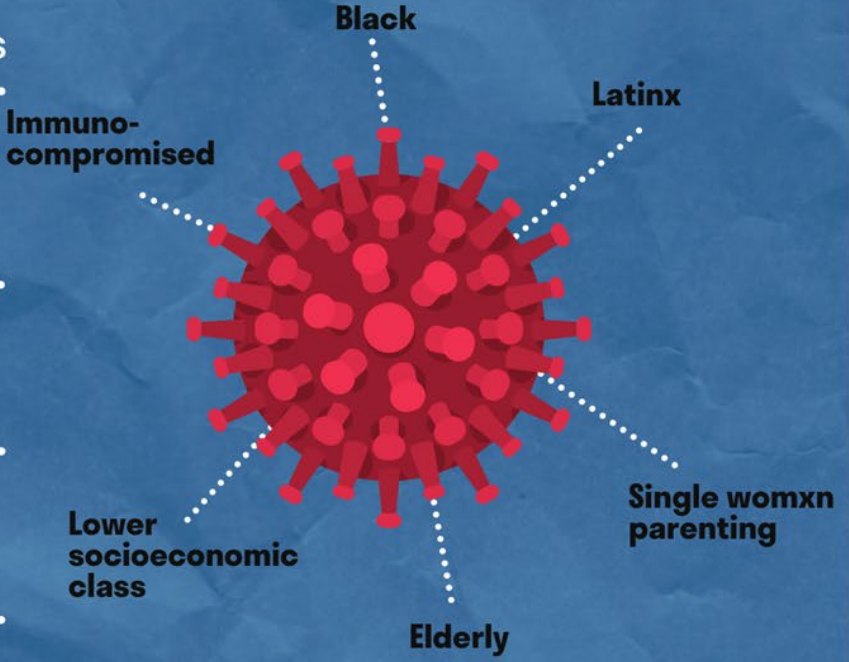
Structural Oppression

Health disparities

Economic

Mental Health

Education



Impacts of COVID-19 In Our Schools

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Impacts of COVID-19 In Our Schools

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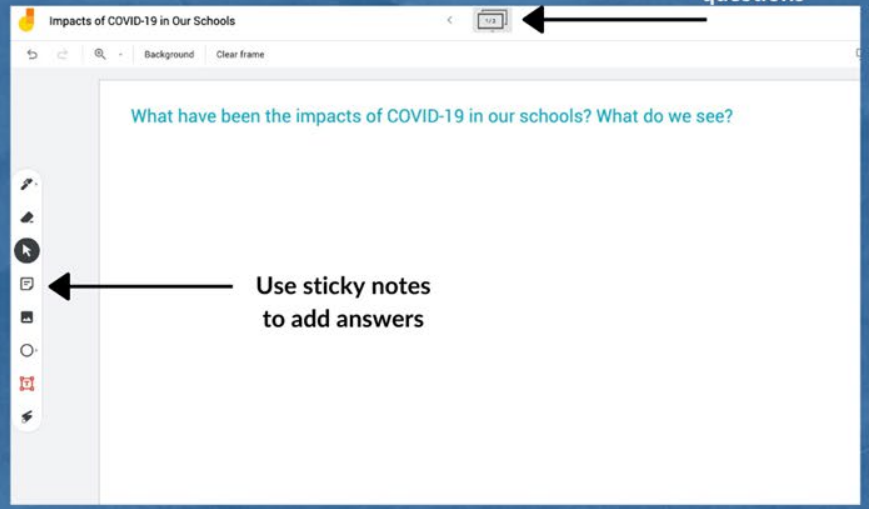
- What have been the impacts of COVID in our schools? What do we see?
- How have the impacts been disproportionate across lines of difference?
- Why are the impacts disproportionate? What are the structural and cultural reasons?

JAMBOARD



In order to be a disruptor you have to understand the "why."

COVID-19 did not create inequity in our schools, it exposed it and exacerbated it.

Traditional School: Inequitable by Design

- Relies on assumptions about intelligence and assessment developed by eugenicists.
- Privileges Western, white, masculine, Cartesian, colonialist, ableist ways of knowing and being.
- Constructed to sort and stratify.
- Both defined by and fundamental to the myth of meritocracy.
- Often the first place that students are consciously socialized to their role in the oppressive order.

What if we designed school to see
the brilliance in EVERY child?

Designing for Equity Principles

Designing for Equity Principle 1

All learners are equally valuable to our society in different ways. It our it is our collective responsibility to create a system which identifies and nurtures the brilliance of every learner.

Designing for Equity Principle 2

All learners get what they need to support their academic and social and emotional growth.

Designing for Equity Principle 3

Learners cultural characteristics, experiences, and perspectives should be used as conduits for teaching them more effectively.

Closing Discussion

How might have schools designed for equity responded differently to the COVID-19 crisis?

Angela Davis

"To be a radical simply means 'grasping things at the root.'"

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Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_11-9

Symposium Webinar Series

1. **Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts** | November 10, 2020 | 2 pm ET
2. **Designing Engaging, Purposeful, Rigorous Tasks for Remote and In-Person Learning** | November 12, 2020 | 2 pm ET
3. **Supporting the Learner Throughout Their Competency-Based Journey: Examining Tech Standards** | November 17, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/

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