VISION for EQUITY CONSCIOUSNESS

Gifting

ALL Students with support to elicit and nurture innate potential for SELF-ACTUALIZATION & CONTRIBUTION

SELF-DETERMINATION

THRIVING & FLOURISHING IN THE WORLD

Transform Self To Transform the World
OPTIMIZING ADOLESCENT DEVELOPMENT

4 Critical Catalysts

• BELIEF
• BELONGING
• PERSONAL VALUE
• AGENCY
SCIENCE OF BELONGING: FRAME OF REFERENCE

CULTURE

ENGAGEMENT

VALUE

LANGUAGE

COGNITION

LANGUAGE AND CULTURE ARE THE FRAMEWORKS THROUGH WHICH HUMANS EXPERIENCE, COMMUNICATE, AND UNDERSTAND REALITY. (LEV VYGOTSKY, 1968)
21st Century HIGHER ORDER THINKING & PRODUCTION

- Analogize
- Think Syllogistically
- Argue/Debate
- Theorize
- Hypothesize
- Create/Design
- Elaborate
- Innovate

FORMAL OPERATIONS

Abstractions:
- Critical Analysis
- Comparative Thinking
- Evaluation/Critique
- Forecast
- Dialogical Thinking
What’s In Your FRAME OF REFERENCE?
BARRIERS TO
ADOELSCENT INTELLECTUAL & SOCIAL DEVELOPMENT
How THEY see the world
• Outsider
• Disconnected
• Limiting

How THEY think the world sees THEM

LANGUAGE

LEXICON OF DISBELIEF:
• Minority v. Person of Color
• Low-achiever v. Underachiever
• Disadvantaged v. School-Dependent
• Disabilities v. Variable Learners
• Gap v. Enrichment and Support
STRESS!!

Reduces blood flow - breaking down:

DEPRESSES LEARNING:
- Memory
- Language Development
- Executive Functioning: HOTS
  - Problem Solving
  - Decision Making
- Vicious Habits – Rewires the brain to do the same thing over and over instead of finding new approaches
- On your feet thinking

ACE
- PTSD
- HISTORICAL TRAUMA

INTELLECTUAL DEVELOPMENT
- CREATIVITY
- CONFIDENCE
MITIGATING THE IMPACT OF BARRIERS & OPTIMIZING ADOLESCENT DEVELOPMENT

High Operational Practices

- Identifying and Activating Strengths
- Building Relationships
- Nurturing High Intellectual Performances
- Providing Enrichment
- Incorporating Prerequisites
- Situating Learning In The Lives Of Student
- Amplifying Student Voice
HOW DO WE STRENGTHEN THE MYELIN SHEATH?

- Connect new learning to past experiences
- Build on strengths
BUILDING RELATIONSHIPS

CULTURE

COGNITION

LANGUAGE
Community Building: Double Bubble Map

NEUROTRANSMITTER:
OXYTOCIN
RELATIONSHIPS & BELONGING

FOCUS:
Human Commonalities/Universalities

TRAITS
• Empathy
• Dialogical Perspective
• Compassion

INTERCULTURAL RELATIONS
High Operational Practices

- Identifying and Activating Strengths
- Building Relationships
- Nurturing High Intellectual Performances
- Providing Enrichment
- Incorporating Prerequisites
- Situating Learning In The Lives Of Student
- Amplifying Student Voice
AMPLIFYING STUDENT VOICE
OUTSIDE/INSIDE

LANGUAGE

How THEY see the world

• Outsider
• Disconnected
• Limiting

CULTURE

How THEY think the world sees THEM

LEXICON OF DISBELIEF:

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Tasha Kelham - Leadership

My strengths can help me be a leader because when I was little I was shy and very quiet but as I grew older and I gained more strengths I developed leadership qualities such as athletic, competitive, maturity, responsibility, and intelligence. They are going to help me grow as a person because as a basketball player you need discipline, you need to be competitive and mainly you have to be mature. They help me as a leader because I share these things with my friends, teachers and family members. I give them great advice and as a leader you have to make sure that you lead other people to being a leader someday.

STRENGTHS: MY SELF-REFLECTION