Diversity

The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs that can be engaged to achieve a positive learning environment and community of belonging for all stakeholders.

Inclusion

The practice of ensuring that all stakeholders feel a sense of belonging and support, have equal access to opportunities and resources by removing barriers (e.g. physical, procedural, visible, invisible, intentional, unintentional) that inhibit participation and contribution. Inclusion is an ongoing process facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole iLEAD community.

Equity

The state, quality, or ideal of being just, impartial and fair. Equity Is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes to create, sustain, and support social justice.

Educational Equity

An approach to ensuring equally high outcomes for all by removing the predictability or success that currently correlates with any racial, social, economic, ability, or cultural factor.

Racial Equity

The process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritizing measurable change in the lives of people of color.

BIPOC

A term referring to "Black and/ or Indigenous People of Color." While "POC" or People of Color is often used as well, BIPOC explicitly leads with Black and Indigenous identities, which helps to counter anti-Black racism and invisibilization of Native communities.

Social Justice

A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. The commitment of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs.

Culturally Responsive

An approach to viewing culture and identity as assets, including learners' race, ethnicity, and linguistic assets. Using culture to build trust and relationships with learners and develop the cognitive scaffolding that builds on the learners' broader and prior knowledge so they can become competent, independent learners.

Cultural Proficiency

Policies and practices at the organizational level and values, beliefs and behaviors at the individual level that enables effective cross cultural interactions among all stakeholders. Cultural proficiency demands an awareness and acceptance of one's own culture as well as other cultures, and an active pursuit of further understanding on both the personal and structural levels.

Anti-Bias, Anti-Racist (ABAR) Education

An orientation to education that not only acknowledges racism and bias at the core of educational systems, but also explicitly works to disrupt that system with commitments of equity and justice for marginalized communities.

Trauma Responsive

Knowledge of the effects of trauma is integrated into policy and practice. Trauma responsive educators understand toxic stress and trauma are real, recognize signs and symptoms as well as the compounding factors of current and historic trauma for our most vulnerable learners, implement consistent practices and predictable routines, and avoid retraumatizing learners and their families by engaging in self-awareness practices to monitor their own resources and wellbeing.

Belonging

The quality or state of being an essential or important part of something. Belonging relates to a learners 'beleif they are "seen" within the environment and feel connected, cared about, accepted, respected and valued. Belonging is encompassed by the statement, "I see myself, and I am seen and loved here."

Accountable

Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly those historically underrepresented.

Agency

The idea that people have the capacity to take action, craft and carry out plans, and make decisions about a growing base of knowledge. In the classroom, agency is about connection to self, peers, adults, the community beyond the classroom, and ultimately the world.

Identity

Your ways of being, learning, and knowing in the world.