



RESOURCES

TITLE | SUPPORTING DIVERSITY, EQUITY, AND INCLUSION WITH EXTERNAL CONSULTANTS

CATEGORY | Garden Educator Training

SUB-CATEGORY | Leadership for Community Engagement & Diversity, Equity, and Inclusion

OVERVIEW | This document outlines a series of trainings about diversity, equity, and inclusion (DEI) led by Edutainment for Equity for Education Outside staff and garden educators.

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Training Rationale:

As discussed in *Education Outside's Organizational Approach to Diversity, Equity, & Inclusion* in the Table of Contents, Education Outside believed this training and overall lens of culturally responsive teaching is essential for garden educators entering a school community. In addition to leading your own in-house trainings, it can be beneficial to partner with a local diversity training organization or consultant when possible. These trainings, when facilitated by an external presenter, will likely lead to more meaningful discussions and learning opportunities, depending on the comfort level and experience in your current organization. Utilizing an outside presenter is particularly effective for staff trainings as it allows everyone to be an equal and active participant.

Suggested Time of Year:

There should be DEI trainings throughout the year, but a training at the very start of the year is critical as garden educators enter their new school communities. Additionally, your attention to this topic early in the year will set the tone for your organization's commitment to professional and personal growth related to DEI. The external partner training series for garden educators was most effective when there had first been a staff-led introductory DEI training, such as *Laying the Foundation, for Discussing Diversity, Equity, and Inclusion among Garden Educators*, included in this PDF. This initial session allowed garden educators to build trust, learn about organizational values and goals related to DEI, and align on and practice community norms.

Suggested Workshop Length:

3 training sessions, 3 hours per training

Training Levels:

Edutainment for Equity developed three different training modules for Education Outside. One was designed for Education Outside staff. The second two, specific to garden educators, allowed for both beginner and advanced levels of understanding and practice. Below is an overview of the training objectives of each of the three modules.



Training Objectives:

For Staff: These objectives were met over two training sessions for Education Outside staff:

- Identify the characteristics of an equitable and inclusive workplace that governs the work that we do
- Explore what organizational equity looks like across all departments and roles
- Determine how we will hold ourselves accountable as a staff, as leaders, and as people managers

For Garden Educators: Training participant level of understanding of DEI topics from beginning to advanced can be determined based on prior experience with DEI practices or tenure in the program. (Education Outside was a two-year program, thus second year garden educators had more experience with these discussions.) Below are the training topics discussed in each of the two tracks

Beginner Track: This track begins by exploring the relationship between one's own power, privilege, and identity and how it impacts teaching practice. It also builds common language and defines terms related to diversity, equity, and inclusion. These objectives were similar to Education Outside's staff-led introductory DEI training, but led by an external evaluator they supported a deeper conversation.

Objectives for the beginner track:

- Develop self-awareness around individual identities and how these identities shape individual privilege, beliefs and actions. Become aware of explicit and implicit biases, and understand how to disrupt those biases.
- Understand how to build a culture within the outdoor classroom that is inclusive of, and empowers all students, and fosters positive interactions and relationships within the school
- Learn to recognize the causes of inequity and levels of oppression (i.e. individual, interpersonal, institutional and structural)

Advanced Track: This track starts with reflection and debrief of beginner level skills and knowledge. It then moves to answer two questions: How have biases, inequities, or oppression shown up in your work so far, and who has been affected? How are you going to address similar issues this year?

Objectives for the advanced track:

- Dive deeper on developing an awareness of unconscious biases and working to disrupt those biases
- Understand allyship and how to disrupt discriminatory behaviors between youth
- Recognize and understand when and how to interrupt institutional oppression (i.e. oppression at the school level)

Training Overview:

The trainings in each of the modules mentioned above followed a variety of formats, from lecture to small group discussions to individual reflections. No matter the format, each training required participants to be open and vulnerable with one another in order to create a productive learning environment. In this environment, garden educators learned to hold each other accountable in creating an inclusive peer cohort as well as work toward ensuring that their individual outdoor classrooms were inclusive for all students. Through the objectives mentioned above, garden educators honed their "equity lens" and practiced addressing inequities within their sphere of influence.

Assessing Understanding:

- Exit Ticket: Ask garden educators to write about a real or hypothetical situation during which there was a conflict around equity or inclusion. It could come from interactions between students, teachers, or a mixture of both. How did/would they have responded previously, and how would they respond after this training?
- *Education Outside's Best Practices for Teaching*, available in the Table of Contents, includes sections on voice/tone and student relationships. We suggest using the *Best Practices Rubric* as a tool during lesson observations to assess whether or not the educator is building relationships with students by using language that invites students into the experience and using a tone that promotes inclusivity.

Additional Training Resources:

- Adichie, C. (2009, July). Chimamanda Ngozi Adichie: The danger of a single story [video file]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. Chico, CA: AK Press.
- Emdin, C. (2017). *For white folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.
- Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE Company.
- Louv, R. (2005). *Last child in the woods: Why children need nature, how it was taken from them, and how to get it back*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Education Outside does not specifically endorse any particular resource or contractor. We share this information to illustrate our approach to this topic.