

# Building Inclusive Schools In Perceived Homogeneity





# Welcome!

- Who is in the room?
- What brings you to the summit?
- Why did you select this topic today?



# Rachel Logan

- Equity and Inclusion Consultant
- School Board member
- Former Literacy Consultant
- Former Classroom teacher



# Building Inclusive Schools in Perceived Homogeneity

“We don’t have a lot of \_\_\_\_\_ here so, this conversation isn’t as applicable here.”

“This conversation is divisive/making kids feel bad and they didn’t notice differences until we brought it up.”





# Building Inclusive Schools in Perceived Homogeneity

Perceived: to interpret or look on (someone or something) in a particular way.

Homogeneity: the quality or state of being all the same or all of the same kind.



# Turn and Talk

- Race/Culture/Ethnicity
- Social Class
- Nationality
- Language
- (Dis)Ability/Mental Health
- Religion/Spirituality
- Age
- Gender/Gender identity/Sexual Orientation
- Political affiliation
- Regional/geographic location
- Marital status
- Education levels





If you don't recognize dominant cultural norms...  
...you are probably a part of it.





# Is One Student Worth it?

## A Simulation Game





# Windows and Mirrors

- Visuals
- Curriculum & resources
- Instructional moves
- Policies and procedures
- People



# Tool: Selecting ARAB texts

- Stereotypes
- Tokenism
- Invisibility
- Relationships and lifestyles
- Language





# Inclusive learning experiences for EACH and EVERY child, EVERY day



# Reflection

- How do I already create windows and mirrors for students?
  - What do I want to build on or change?
- Which identities might I have overlooked or missed?
- What is my next step?



# Next steps

- Sign up for a copy of the game
- Use the ARAB text selection tool
- Check out equity-based training and support at Sourcewell
- Check out our Ed Soul Podcast

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# Stay in touch!



**Rachel Logan**

Office: 218-895-4126

Email: [rachel.logan@sourcewell-mn.gov](mailto:rachel.logan@sourcewell-mn.gov)