

Ashford Hughes, Sr. | Executive Officer for Diversity, Equity & Inclusion  
Metro Nashville Public Schools

# LEADERSHIP IN EDUCATION

LOVING, SUPPORTING & EMPOWERING  
BLACK AND BROWN BOYS



Centering Possibility in Education  
Through an Asset-Based Lens

# OVERVIEW & OBJECTIVES

01

## **Leadership Mindset**

Viewing Black and Brown males through a **culturally responsive and culturally affirming pedagogy**

02

## **A Culture of Love**

Creating a **climate of learning engagement** for Black and Brown males in your classroom and school

03

## **Educator Practice**

Awareness of **foundational practices** that center relationships, cultural awareness, and student voice

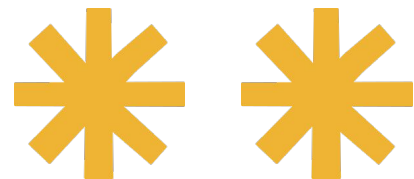
04

## **Educator Practice**

Classroom **SEL implementation practices, authentic family engagement, and strategic community involvement** that center Black and Brown male voices and lived experiences



WHAT IS YOUR **PERSONAL WHY?**





## THE WHY BEHIND OUR WORK

**Unlocking the full potential of every student requires a** commitment to centering their needs and aspirations in each facet of the education system.

Envisioning a world where a child's racial and cultural identity and unique learning path are strong contributors to their success in school and in life

Designing schools that meet the least well-served ensures that ALL students meet universal goals

INSTITUTIONAL  
**WHAT IS YOUR WHY?**



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

# FOCUSED OUTCOMES

LITERACY

NUMERACY

TRANSITION  
PREPARATION

(across grade tiers &  
graduation ready)

SOCIAL & EMOTIONAL  
LEARNING (SEL)

(attendance, discipline,  
belonging, etc.)



## THE CHALLENGE

- Deficit Mindsets
- Negative Data Trends Narrative
- Positioning All Black Boys as the Same
- A Pedagogical Approach of Love and Mutual Learning
- Political Landscape

# NO BS (Bad Stats)

Black People  
Need People Who  
Believe in Black  
People  
Enough Not to  
Believe  
Every Bad Thing  
They Hear about

# BLACK PEOPLE

Ivory A. Toldson

BRILL | SENSE



"BEING Equity" Means That EACH Student MATTERS!

"Am I **WELCOME** here?"

"Do I **BELONG** here?"

"Am I **SOMEBODY** here?"

"Do you **SEE** me?"

"Do you **HEAR** me?"

"Do you **LIKE** me?"

"Do you **KNOW** me?"

"Do you **VALUE** me?"

"Do you **CARE** about me?"

"Do you **BELIEVE** in me?"

"Do you **EXPECT HIGHLY** of me?"

"Do you **APPRECIATE, RESPECT & UNDERSTAND MY  
TRUTH?**"

"Do I **MATTER** to you?"



# FIX INJUSTICE NOT kids



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

# 7 Essential Areas for Teachers to Study About Black Boys



**SOCIAL STRUCTURES THAT SHAPE STUDENTS' LIVES**



**DAY-TO-DAY PERSONAL INTERACTIONS**



**LANGUAGE/DIALECT**



**COGNITIVE PROCESSES**



**MOTIVATIONAL INFLUENCES**



**GOALS**



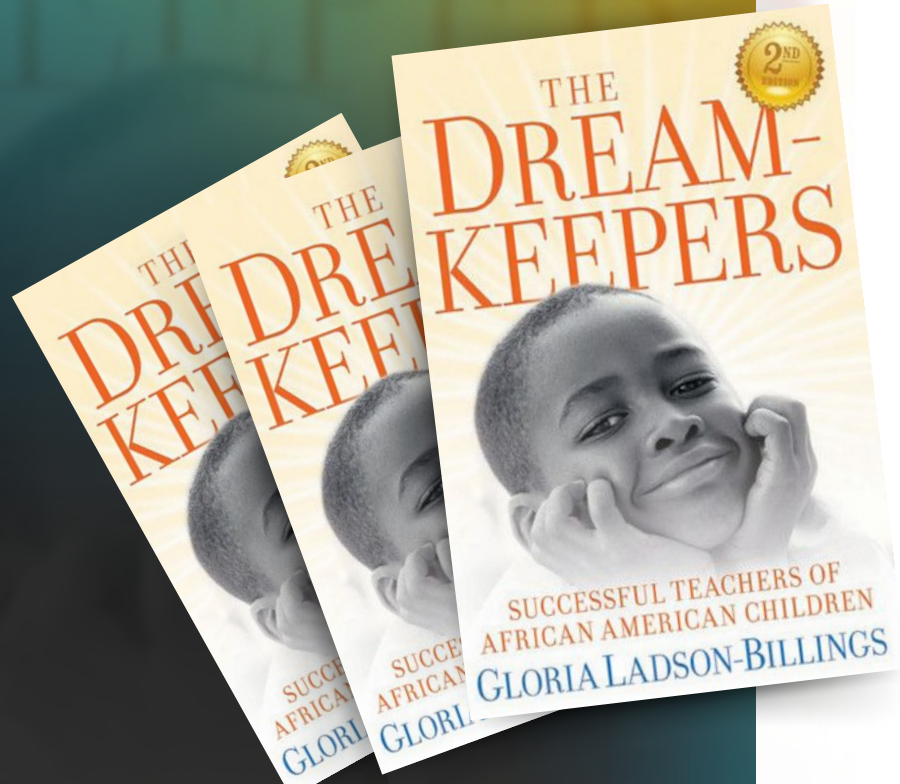
**MEDIA INFLUENCES**



**WHAT TEACHERS  
MUST KNOW**



# DREAM KEEPING



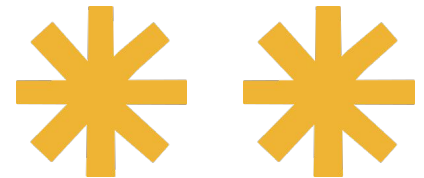
Culturally relevant teaching is about questioning (and preparing students to question) the structural inequality, the racism, and the injustice that exists in society. The teachers I studied work in opposition to the system that employs them.

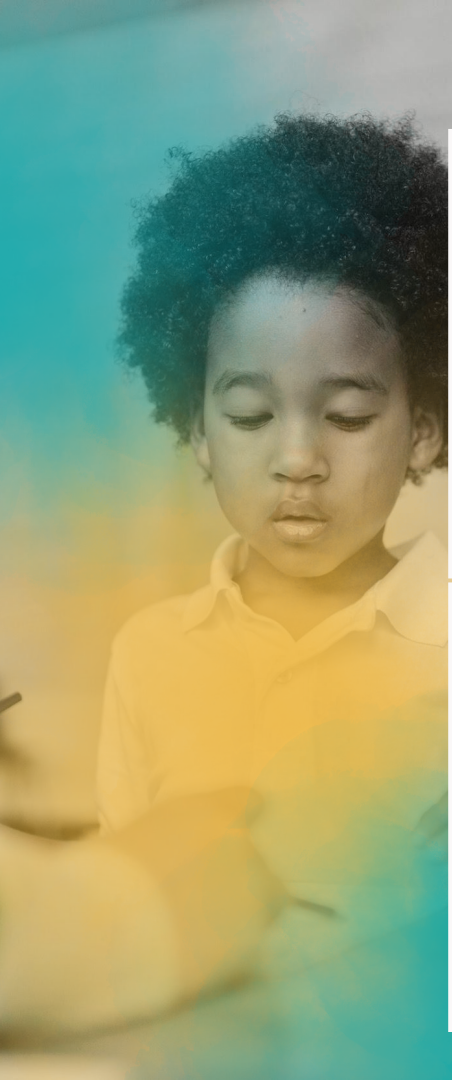


Students should be able to see mirror images of themselves in classrooms and curricula.

Black & Brown boys often only get windows.

**CULTURALLY AFFIRMING  
ENVIRONMENT**





## Strategy Pillar #1

- ★ ACADEMIC  
ACHIEVEMENT

# THE FOUNDATION: CULTURALLY RELEVANT PEDAGOGY

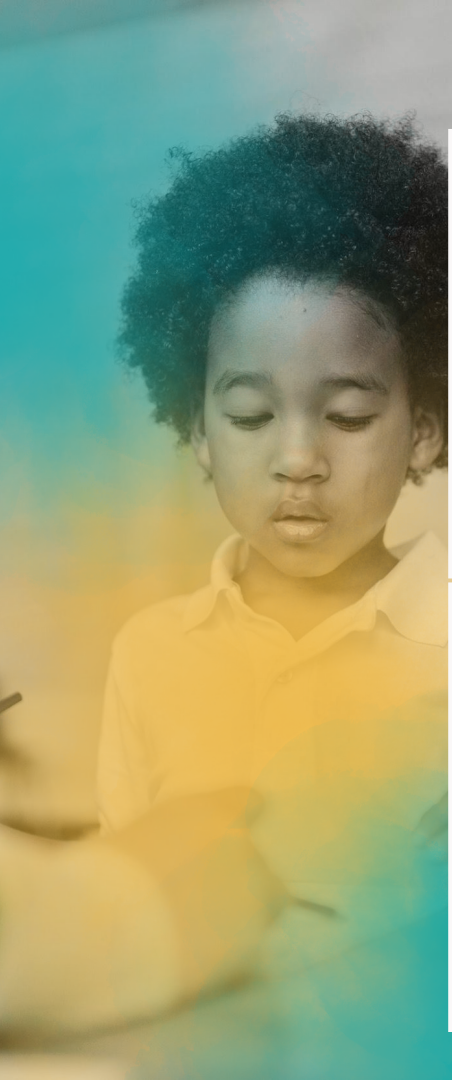


## Strategy Pillar #2

- ★ CULTURAL COMPETENCE

## Strategy Pillar #3

- ★ SOCIOPOLITICAL  
CONSCIOUSNESS



### Example #1

- ★ Freedom Schools

# RESEARCHED HISTORICAL SUCCESS



### Example #2

- ★ Independent Black Institutions (IBIs)

### Example #3

- ★ African American Male Achievement Initiative, Oakland Public Schools.



KEY DOMAINS FROM OUR DEI

# CULTURALLY REFLECTIVE TEACHER GUIDE

## **Pedagogy and Practice**

Communicate with students, staff, families, and the community in linguistically and culturally responsive ways.

## **Learning Environment**

Create safe, and culturally affirming learning environments where all dimensions of diversity are respected and all students are held to high expectations.

## **Family & Community Engagement**

Create opportunities for authentic student, family, and community engagement by cultivating relationships beyond the classroom.

# TRANSFORMATIVE SOCIAL & EMOTIONAL LEARNING (SEL)



Focuses on skills for individual success, interpersonal relations, and community building, as well as skills needed to ensure democratic, fair, inclusive communities.

**Transformative SEL & Its Impact on Educational Equity**



# MENTAL & EMOTIONAL WELL-BEING



Embed Districtwide Trauma Informed  
School Practices



Entrust Each Student with a  
School-Based Navigator

## Investments in People and Place:

- Advocacy Centers
- Peace Centers
- Restorative Specialist

# PROACTIVE RESTORATIVE JUSTICE STANCE



MY BROTHER'S KEEPER



NASHVILLE



# CASE STUDY 1

My Brother's Keeper Nashville





**RISE Read & Lead**  
READING MENTOR EVENT

**"CALLING ALL MEN"**  
Come out and read with STUDENTS  
Breakfast will be Served

**UPCOMING FALL DATES**

- September 30th - Napier Elementary
- October 21st - Jones Paideia
- November 4th - Warner Arts Magnet
- November 18th - Napier Elementary
- November 30th - Jones Paideia
- December 2nd - Warner Arts Magnet
- December 9th - Napier Elementary

REGISTER TO VOLUNTEER AT [WWW.MBKRISE930.EVENTBRITE.COM](http://WWW.MBKRISE930.EVENTBRITE.COM)

**RISE Read & Lead**

**CALLING ALL MEN!**  
Come Out and Read with Students

**FEATURING AUTHOR & SHARK DAYMOND JOHN**

**NAPIER ELEMENTARY**  
67 FAIRFIELD AVE

**APRIL 12TH**  
9-10 AM

Register to Volunteer:  
<https://mbkrise412.eventbrite.com>

**The King In Me**

Teaching our young boys that anything is possible through youth empowerment

**Tom Joy Elementary**

**1:30p to 2:30pm**

**November 4, 2022**

**December 2, 2022**

@BigK10  
@Korpathy



FUNDED BY  
**TN Safe  
Schools Grant**

**TIER**

**2**

**Students**

**18**

**Week  
Program**

**60+**

**Schools**



FOCUSES ON REDUCING  
**Behavior Incidents,  
Suspensions &  
Chronic Absenteeism**



ENCOURAGES SUCCESSFUL  
TRANSITION FROM

**Boyhood to  
Manhood**

**4<sup>TH</sup>-10<sup>TH</sup>**

**Grades**



**Group  
Sessions**



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

# CASE STUDY 2

Metro Schools Rites of Passage  
Mentoring Program Nashville

# INSIGHTS & LEADERSHIP STRATEGIES

- Lead for Equity & Access
- Strategize Change & Continuous Improvement
- Focus on Instruction
- Cultivate Community Care & Engagement





# YOUR LEADERSHIP MATTERS

**IDENTITY** Who am I as a leader?

**PRESENCE** What do I represent as a leader?

**IMPACT** What is my influence as a leader?

**MISSION** What is my "what" as a leader?

**PURPOSE** What is my "why" as a leader?

**VISION** What is my "where" as a leader?

**VALUE** What is my worth as a leader?

# MNPS KEY DRIVERS

## TOWARD SYSTEMIC CHANGE FOR BLACK BOYS

### INTERMEDIATE OUTCOMES

Transform the education  
system & culture...

CULTURALLY RELEVANT  
CURRICULUM & PEDAGOGY

COMMUNITY &  
FAMILY ENGAGEMENT

BLACK MALE  
TEACHERS

NARRATIVE

YOUTH VOICE  
& LEADERSHIP

POLICY

### LONG-TERM OUTCOMES

To empower boys to attain:



ACADEMIC ACHIEVEMENT

SENSE OF  
BELONGING

INCREASED  
SELF-EFFICACY

POSITIVE CULTURAL IDENTITY

COLLECTIVE  
RESPONSIBILITY

### ULTIMATE IMPACT


#### Primary:

Internalize and lead from  
their sense of brilliance and  
beauty, and express their  
innate greatness

#### Additional:

All students benefit from  
having an improved  
educational system & culture

# EMPOWERING BLACK BOYS



★ **Talk With  
Black and  
Brown Boys  
About Their  
Experiences**



★ **Create a  
Classroom  
Culture  
Inclusive of  
Black and  
Brown Boys**

★ **Show  
Interest in  
Their  
Community**

★ **Amplify Their  
Voices**



# IMPLEMENTING CHANGE

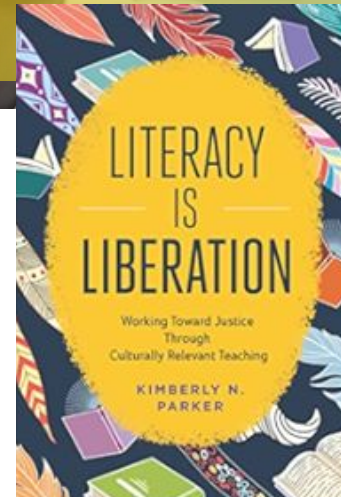
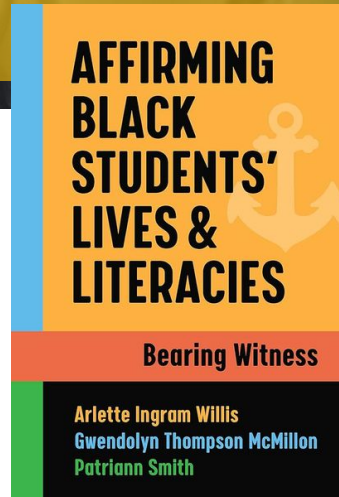
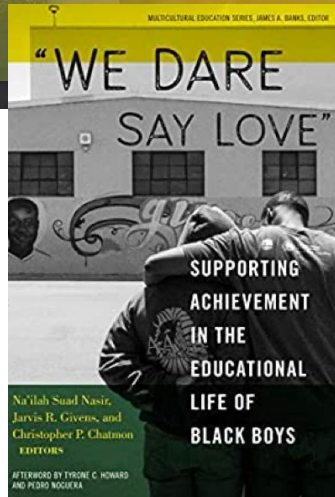
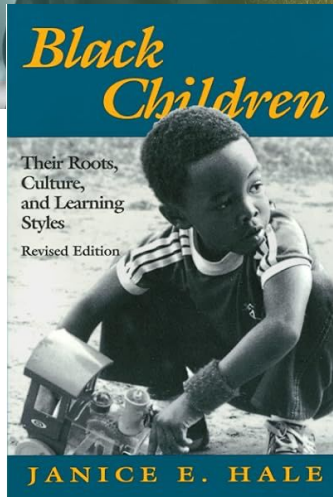
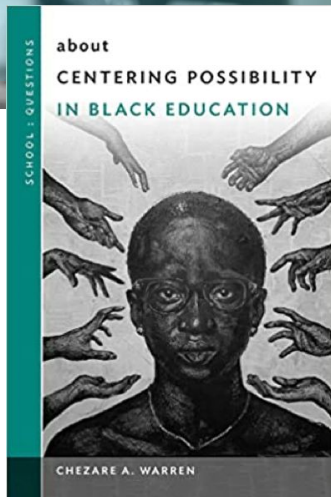
- **ONGOING  
PROFESSIONAL  
DEVELOPMENT**
- **MNPS LEADERSHIP  
PLAYBOOK**
- **MNPS EQUITY  
ROADMAP**



**EXPAND YOUR KNOWLEDGE**

➤ **SUGGESTED READINGS, WEBSITES & TRAINING**

# BLACK-LED RESEARCH & SCHOLARSHIP





# KEY TAKEAWAYS



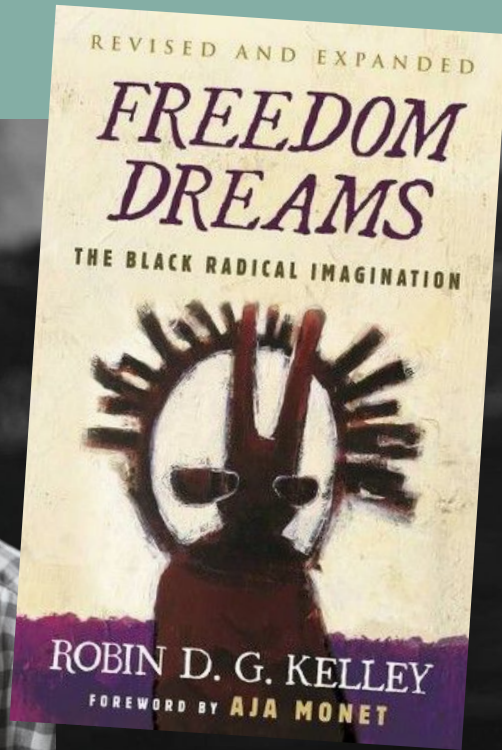
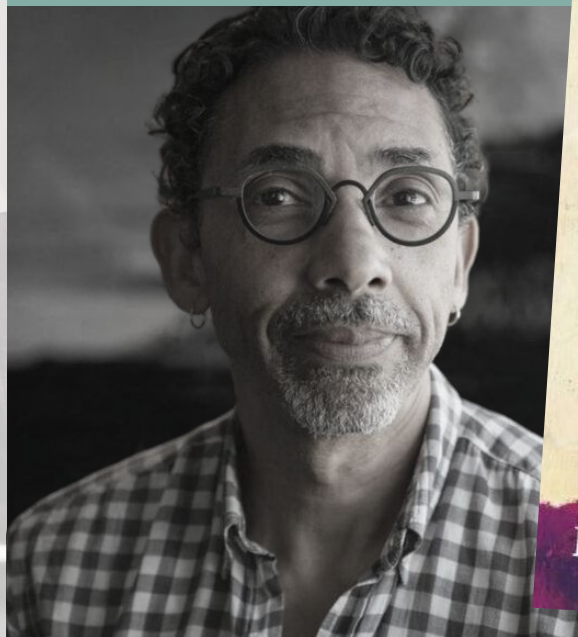
→ **Black Boys & Their Families Don't Need to be Fixed. Our Systems Do.**

→ **Culturally Responsive & Affirming Leaders, Educators, and Classrooms are Essential.**

→ **Black Boys Need to be Seen, Heard, Valued, Affirmed, and Loved Continuously.**

# FREEDOM DREAMING

## FOR BLACK & BROWN BOYS



# THANK YOU

## ASHFORD HUGHES, SR.

EXECUTIVE OFFICER FOR DIVERSITY, EQUITY & INCLUSION



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

**“Fix INJUSTICE not KIDS”**

