

# PLAN OF ACTION IN ALLIANCE WITH UNST GOALS

In beginning my work at Alder Elementary it was important to set goals. The *Greater Than* organization completes their work through the lens of racial equity. They highly value and acknowledge that parents/guardians/primary caregivers of the students are important stakeholders. They acknowledge the need to prioritize adaptability, flexibility, and responsiveness to the ever changing needs of different families, and believe that this can only be done through partnerships which amplify the resources and competence of other organizations and community groups.

Therefore, when trying to create a plan of action aligning *Greater Than's* goals with UNST goals of 1. diversity, equity, and social justice, 2. inquiry/critical thinking, 3. communication, and 4. ethics, agency and community was no challenge.

1. Alder Elementary schools has a very diverse population of students, with 58% of students identifying as Hispanic, 13% as Black, 16% as White, and 6% as Asian, and 7% as other. As a result, we acknowledge that it is important to acknowledge the different lived experiences of each student and their families in order to bring about effective change in the classroom.
2. This directly affects our thought process when working with specific students. We have to think about what language the student would best benefit from, and how their culture may play a role in their learning style and abilities. As a result we have made it a goal to think with a racially equitable lens in order to be culturally responsive and sensitive when trying to do school work. This has helped us learn more about what could be going on at home as well that may affect the students' day at school and their ability to show up.

3. Moreover, this has positively impacted my communication skills with children, supervisors, teachers, parents, and has challenged me to speak up more. As my goal of doing more work with parents in the winter term, I have really had to step up and engage more not only with the students, but also with their teacher. I have dealt with imposter syndrome when working with children and their families before, and had overwhelming feelings of being out of place. However, as I had to do more communicating because I was not able to be there for more than one day a week, I have grown to be comfortable with being outside of my comfort zone and really taking a stand for not only these students fight for educational justice, but also for overall health justice.
4. Overall, I was able to become comfortable in this new position, and really do work I am passionate about because I could see the need for quality service and support for these students. Some of these students were living in cars, couch hopping, don't have enough food, are stressed because of parent behaviors etc,. Therefore, it's extremely important that when my supervisor and I were making the goals of forming deeper connections and relationships with the students, that I was directly thinking about ethics, agency, and community to truly help them pursue and be passionate about their own education.

Our plans to achieve these goals would be done by doing reflective work after each day I was there, and by setting small goals each day ( even if it was communicating to someone who I may have been afraid of before) when working with various students. At the start of each day ( specifically Monday's are the days I go) I had to think about which couple of students I was going to focus on for that day and think about what their specific needs were, what their educational goals are, and how I can use the UNST goals/ways of thinking to support and help achieve the students goals, *Greater Than's*, and my own.