

AISA DEIJ GUIDE: PATHWAYS TO TRANSFORMATION

A Guide to Unlocking the Power and Potential of International Schools Grounded in Diversity, Equity, Inclusion, Justice & Belonging



EXPLORING IDENTITY & POSITIONALITY TO SUPPORT & EMPOWER STUDENTS

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High Stakes Topics Exercise

This exercise includes topics that were identified as issues students often bring up in school settings. All of these topics double as identity components of both students and school staff. Feel free to add any of your own that to this list.

From the list below, identify the high-stakes topics you are willing to discuss with students. Feel free to add additional topics that you feel are relevant to your courses.

Which of these high-stakes topics cause you to react emotionally or to struggle with emotional regulation if a view different from yours is discussed?

1. Highlight the high stakes topics you are willing to discuss with students.
2. Circle the high stakes topics you are able to discuss with students without distress or emotional dysregulation if you encounter a view different from your own.

High-stakes topics	If you are able and willing to discuss it, what boundaries will you put around it?	If you are not able and/or willing to discuss it, what boundaries will you put around it? How will you respond to it if it comes up unexpectedly?
Race/Ethnicity		
Gender Spectrum/Identity		
Sexual Attraction/Orientation		

Human Rights		
Reproductive Rights		
Religion/Religious Beliefs		
Intersectionality		
Diversity		
Socioeconomics/Economic equity		
Mental health		
Suicide/Self harm		
Sexual Assault Family/Domestic Violence		

Political View/Beliefs		
Ability/Ableism		
Other		

- For the topics you are willing and able to discuss, how will you separate your own beliefs from the discussion with the student?

Once you know your own boundaries to be applied in the school setting, you can, if you choose, explicitly share these boundaries with students. Being clear, direct and upfront about your boundaries can help students know their own role in their interactions with you. This also means you have laid the groundwork for what students can expect if a topic is brought up unexpectedly.