

About the Authors



Shane Safir (lead author) has worked at every level of the education system for the past twenty-five years, with an unwavering commitment to racial justice and deep learning. After teaching in San Francisco and Oakland, California, and engaging in community organizing to launch a new public high school, Shane became the founding principal of June

Jordan School for Equity (JJSE), an innovative national model identified by scholar and policy leader Linda Darling-Hammond as having “beaten the odds in supporting the success of low-income students of color” (Darling-Hammond, 2002). For over a decade, Shane has provided equity-centered leadership coaching, systems transformation support, and professional learning for schools, districts, and organizations across the United States and Canada. She writes for *Edutopia*, *Ed Week*, *Educational Leadership* magazine and is the author of *The Listening Leader: Creating the Conditions for Equitable School Transformation* (Jossey-Bass, 2017). Shane is thrilled to coauthor this book with Dr. Jamila Dugan, a long-time collaborator who conducted foundational research for *The Listening Leader* and who facilitates equity workshops with Shane, as well as Carrie Wilson, a colleague whose groundbreaking program for teacher-driven inquiry

centers street data in the pursuit of equity. Shane is the mother of Mona Luz and Maximo Oisin and married to Emmanuel, a veteran math and science teacher in Oakland, California.



Jamila Dugan (co-author) is a leadership coach, learning facilitator, and researcher. She began her career as a teacher in Washington, D.C., successfully supporting her school to implement an International Baccalaureate program. After being nominated for Teacher of the Year, she later served as a coach for new teachers in Oakland, California. As a school administrator, Jamila championed

equity-centered student services, parent empowerment, and co-led the development of the first public Mandarin immersion middle school in the Bay Area. Jamila and Shane began their work together seven years ago during the development of *The Listening Leader*, for which Jamila acted as the primary researcher. Jamila currently serves as an equity-centered leadership development coach across all sectors including nonprofits, public school districts, charter networks, and parochial and private schools. She is an avid supporter of dual-language learning, serving on the boards of Independence Charter Spanish Immersion School in Philadelphia and Parents of African American Students Studying Chinese (PAASSC) in the Bay Area. She holds a bachelor's degree in psychology from Fresno State University, a master's degree in early childhood education from George Mason University, and a doctorate in education leadership for equity from University of California, Berkeley. Jamila is also a loving wife and the mother of three amazing children who remain her constant inspiration for her work.

Carrie Wilson (contributing writer) Carrie Wilson's work focuses on the central role of practitioner knowledge and insight in educational transformation. The guiding principle of her work is the role of learning cultures in promoting individual learning for students, teachers, principals, and district leaders. Carrie's experience as a teacher, teacher supervisor, cooperating teacher, facilitator of professional learning, leader of a nonprofit organization, and a leadership coach has informed and inspired her vision of practitioner-driven educational transformation. In her graduate research, Carrie identified the importance of creating a "thinking space" for novice teachers during post-observation discussions. This led her to develop the practice of public learning, featured in Chapter 7, as a key tool in shifting cultures of compliance to cultures of curiosity. As executive director of Lead by Learning (formerly Mills Teacher Scholars) at Mills College, Carrie oversees all aspects of development, including programs that help districts create adult learning cultures through the practice of public learning. She is passionate about supporting educators to challenge each other's assumptions as they become agents for change with a moral imperative to dismantle oppressive and racist systems.

Note to Readers

With the exception of Chapters 2 and 7, the “I” pronoun in this book signals Shane’s voice.