

# Ed.Gov.- Dialogues

Join us for our

## Ed.Gov.-Dialogue No. 4

hosted by the Educational Governance Research Team  
of the Startchancen Programme

featuring research on Educational Governance,  
System Change & Equity in Education

including a keynote lecture and an open dialogue  
directed at researchers and a broader community

**JUNE 10<sup>th</sup>, 2026**

3:00 - 5:00 PM (UTC+2 German time)

**Prof. Kelly Brown**

from Texas A&M University-Corpus Christi, USA

**From Policy to Practice: Governance Tools  
for Sustainable Equity-Centered School Change**

Please register [here](#) until June 9<sup>th</sup>, 2026



## Ed.Gov.-Dialogue No. 4

### From Policy to Practice: Governance Tools for Sustainable Equity-Centered School Change

Educational equity in the United States has long been pursued through a layered governance architecture, federal legislation, state policy mandates, and district-level implementation frameworks, each designed to reduce persistent opportunity gaps rooted in race, class, and geography. Yet decades of policy investment have yielded uneven results, revealing a fundamental implementation gap between structural intent and lived outcomes. This gap has widened considerably in the current US political moment, as federal equity infrastructure faces systematic dismantling, placing greater pressure on school-level leadership and community agency to sustain equity-centered practice.

This presentation argues that sustainable whole-system change toward educational equity requires parallel and deliberate investment in adult development alongside structural reform. Drawing on the A.D.D. Impact Framework (Williams & Brown, 2025), this talk proposes that governance instruments create the conditions for equity, but it is the mindset, capacity, and advocacy of the people within those systems that determine whether structural opportunity translates into equitable outcomes.

The A.D.D. Impact Framework positions adult learners on a developmental continuum moving from unconscious unawareness of equity issues, through awareness without motivation, to an awakened state characterized by both understanding and readiness to act. Through structured reflective discourse, belief surfacing, and constructive challenge within safe learning communities, educators and community stakeholders move through this continuum and begin to exercise equity mindset at three levels: interpersonally with colleagues and stakeholders, institutionally within campuses and districts, and structurally within broader systems. This progression from individual awareness to structural advocacy is where educational governance and adult development intersect.

Work with school leaders in the US context demonstrates that when communities move through this developmental arc, they generate internal pressure for policy change from the ground up, creating a feedback loop between community voice and governance structures that top-down policy alone cannot produce. In a political moment when federal equity levers are contracting, this bottom-up capacity for advocacy and systemic influence becomes essential.

**Prof. Kelly Brown**

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