

Identifying and Transforming Educational Inequities

What might we need to know and do to interrupt implicit bias and microaggressions in an educational setting?


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Part 2: October 26, 2017

Objectives: We will...



Deepen our understanding of **implicit bias and micro-aggressions**, and how they relate to school climate & culture



Begin to **engage in inquiry** – individually and collectively about the role bias and micro-aggressions play in our lives in “the skin we are in” and across our professional relationships (colleagues, staff, students, faculty, admin, etc.)

Overview of the two part series

Part 1- October 5, 2017

- **Opening Moves - Introduction, Community Building**
- **Focused Work**
 - Calibrating Context & Language: School Climate, Implicit Bias & Microaggressions
 - A Framework for Transformation
 - » Stage I: Stance & Schema Awareness
 - » Stage II: Interruptive & Catalytic Experiences
- **Closing Moves - Reflections and Looking Forward**

Part 2 - Today!

- **Opening Moves - Review, Community Builder**
- **Focused Work**
 - A Framework for Transformation, Continued
 - » Stage III: New Meaning Making
 - » Stage IV: Bold Action/ Radical Change
- **Open Space -Q&A**
- **Closing Moves - Implications, Commitments, Evaluations**



Community Builder

Connecting our Understandings

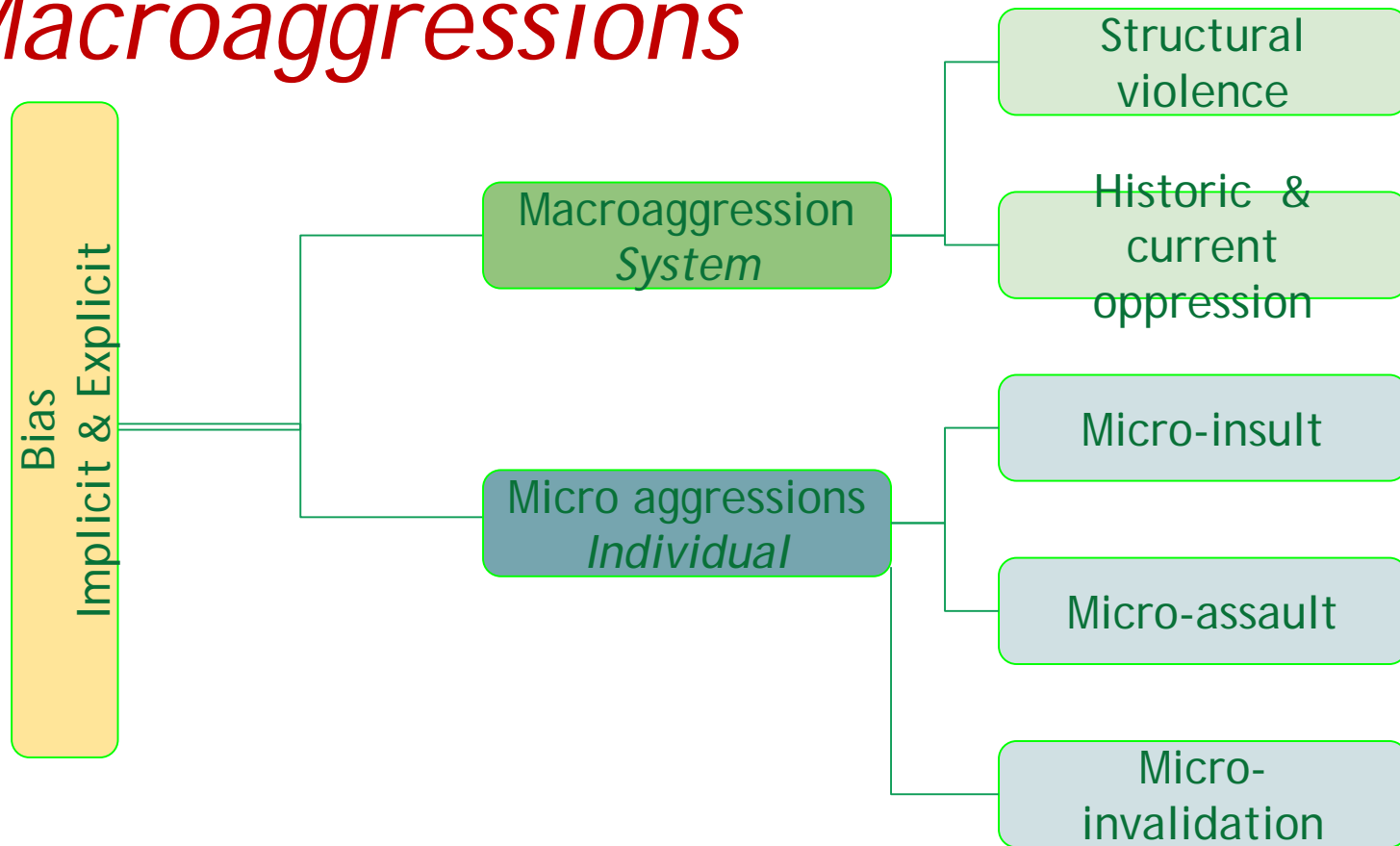
Implicit Bias:

The attitudes and stereotypes that unconsciously affect people's perceptions, actions, and decisions

Microaggressions:

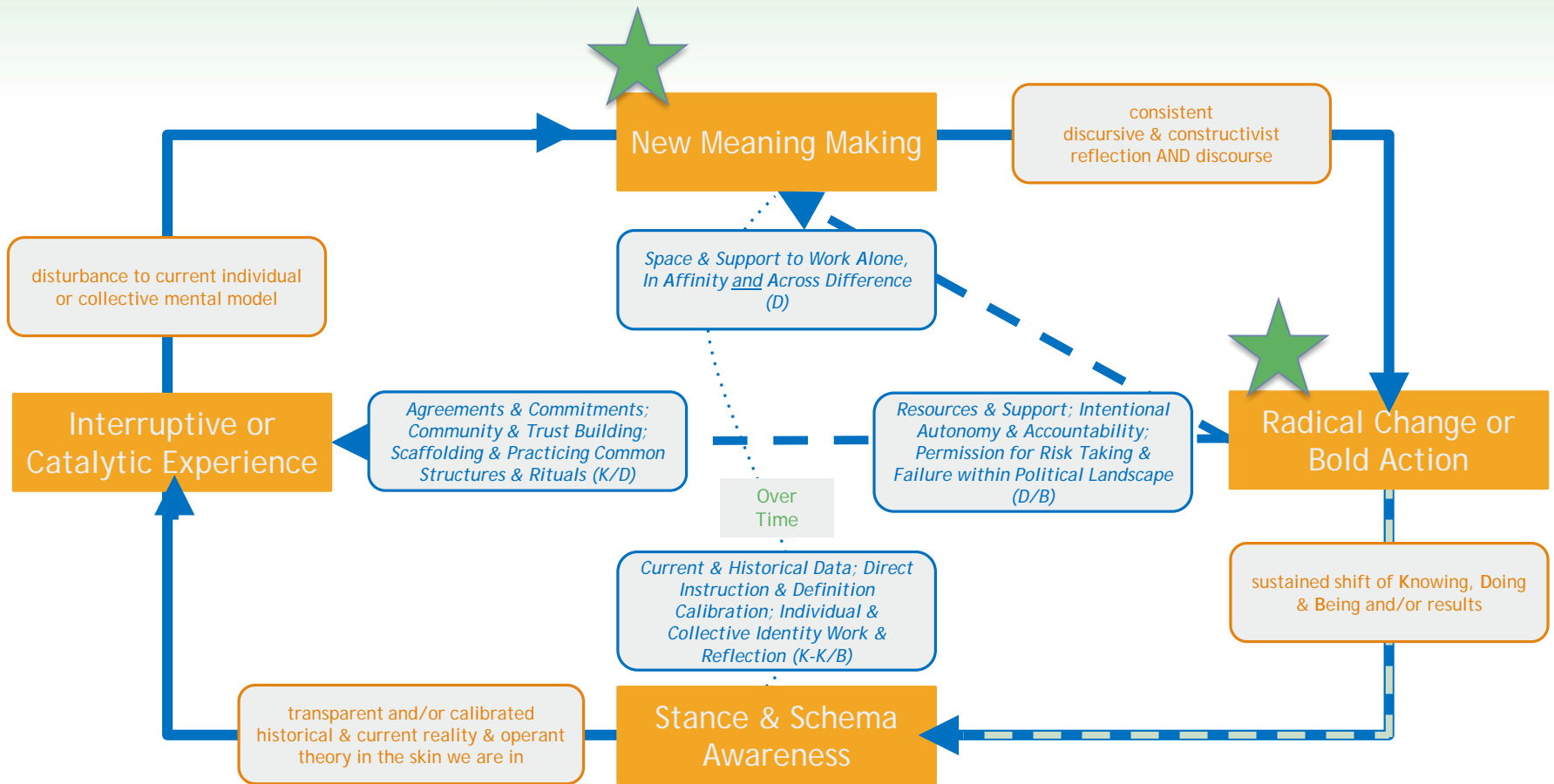
“Brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults towards people of marginalized groups.”

Microaggressions & Macroaggressions



Microaggressions & Macroaggressions

How does all this show up in our schools and systems?



A Conceptual Framework for Transformation

Stages of Transformation with Reflective Questions for Leaders

1. **Stance and Schema Awareness:** *Identity work about our individual and shared history*

- When in your life has your own awareness or unawareness of yourself, in the skin you are in, been keenly influential to you and/or your work?

2. **Conditions for Interrupting Inequities:** *Developing Community as well as shared agreements and practices*

- When have you faced an interruption in your schema-to the way you viewed the world and your relationship to it? What allowed for that to happen?

3. **Making New Meanings:** *Working Alone, In Affinity and Across Difference*

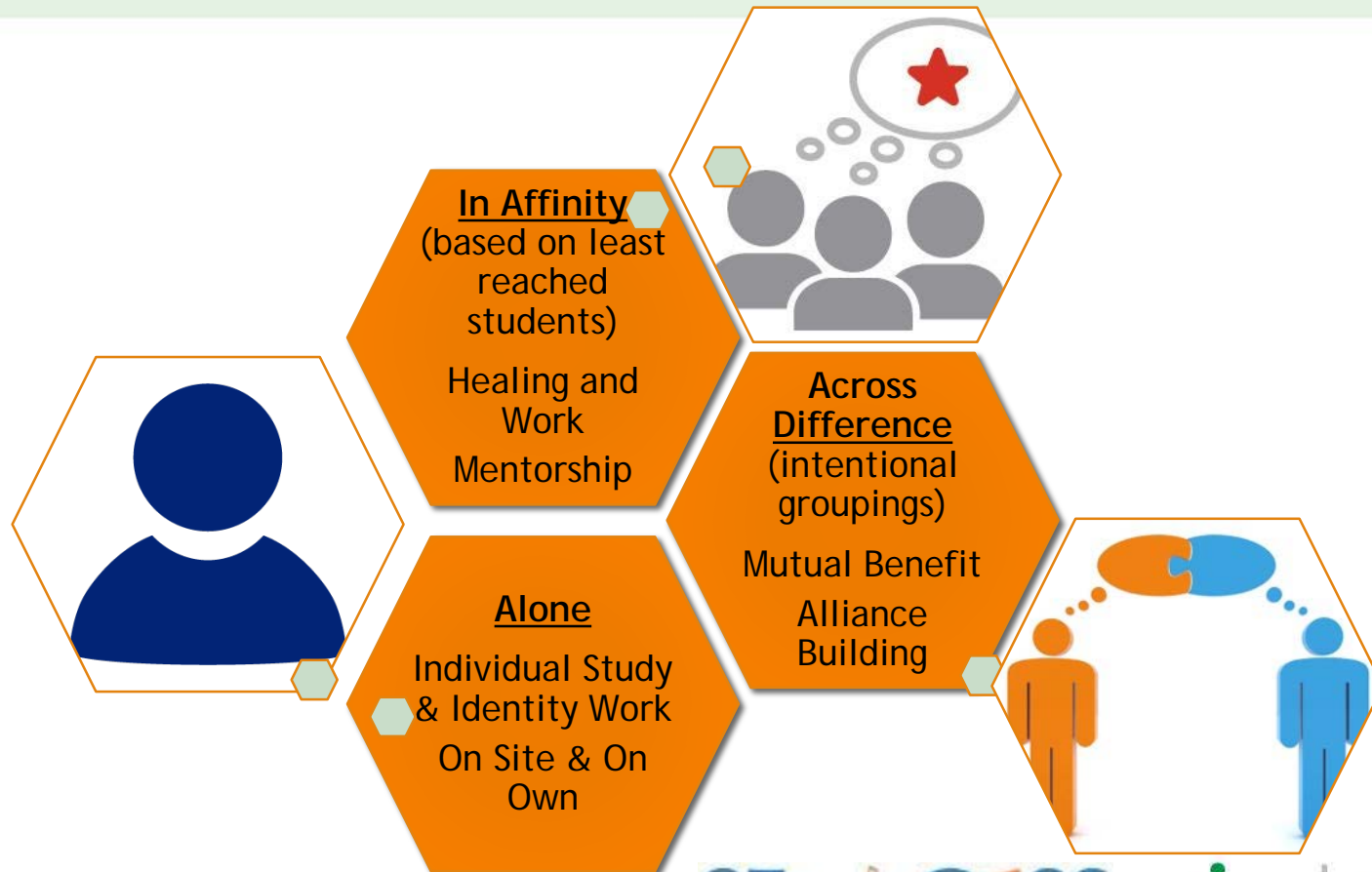
- When do you study-intentionally, on your own, in affinity or with allies to help make new meaning of the world and your relationship to it?

4. **Radical Change/ Bold Actions:** *Fostering conditions and relationships to shift practice and results*

- What radical new action have you ever taken because of a transformation you have experienced?

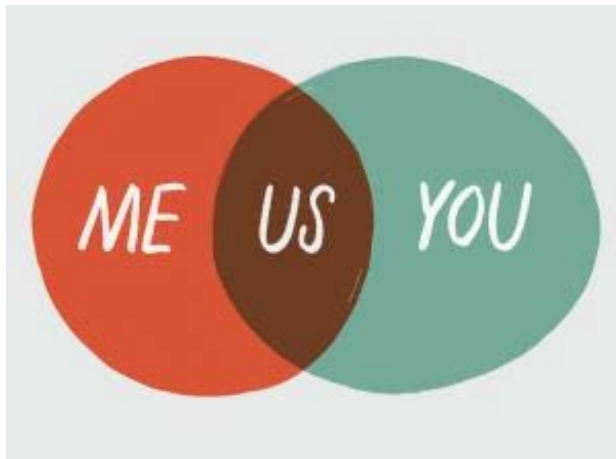
Meaning Making:

How do we foster transformative reflection and discourse?



Making Meaning:

Alone, In Affinity and Across Difference



“Even as a leader, I have felt isolated as a person of color. It makes me wonder how other people of color without the same authority in my school feel. When we came together in affinity, at first it was healing and cathartic... Wanting our voices to be unapologetically powerful and to be heard, we supported each other to engage authentically and patiently as our school makes meaning of the inequities. We supported each other to come together in solidarity – and with love and compassion.”

— Harini, Assistant Principal

Making Meaning: *Alone, In Affinity and Across Difference*



“Dear District”

- Read “Dear District”
- A focus group of black students “on the cusp” creates a letter from a composite student
- Stream Feelings, Thoughts and Reactions to the words before you.

FEELINGS, THOUGHTS AND REACTIONS

How do we make meaning of our feelings, thoughts and reactions?

How does meaning making lift up our trauma-informed lenses?

Bias & the Brain

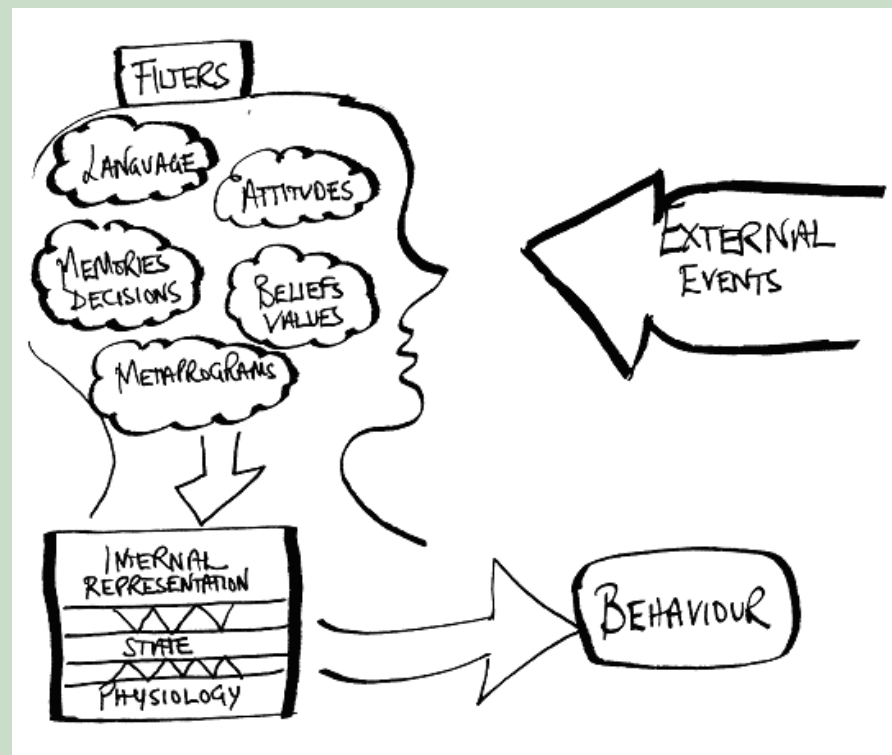


Image from <http://www.communicating-with-nlp.png>. Source: google images

- Meaning making is the necessary, human process of integrating information into a coherent narrative
- When we engage in meaning making, we support our brains and bodies to assess if an event or experience is threatening, necessitates continued distress, or if we can cope and grow.
- Engaging in making meaning of a microaggression or macroaggressions in affinity or across difference is a fundamental trauma-informed practice that builds our socioemotional learning and leadership skills

Stage 3 Closing Reflection



When do you study: intentionally, on your own, in affinity, or with allies to help make new meaning of the world and your relationship to it?

Stages of Transformation with Reflective Questions for Leaders

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Bold New Action: *Continuous and Constant Work*

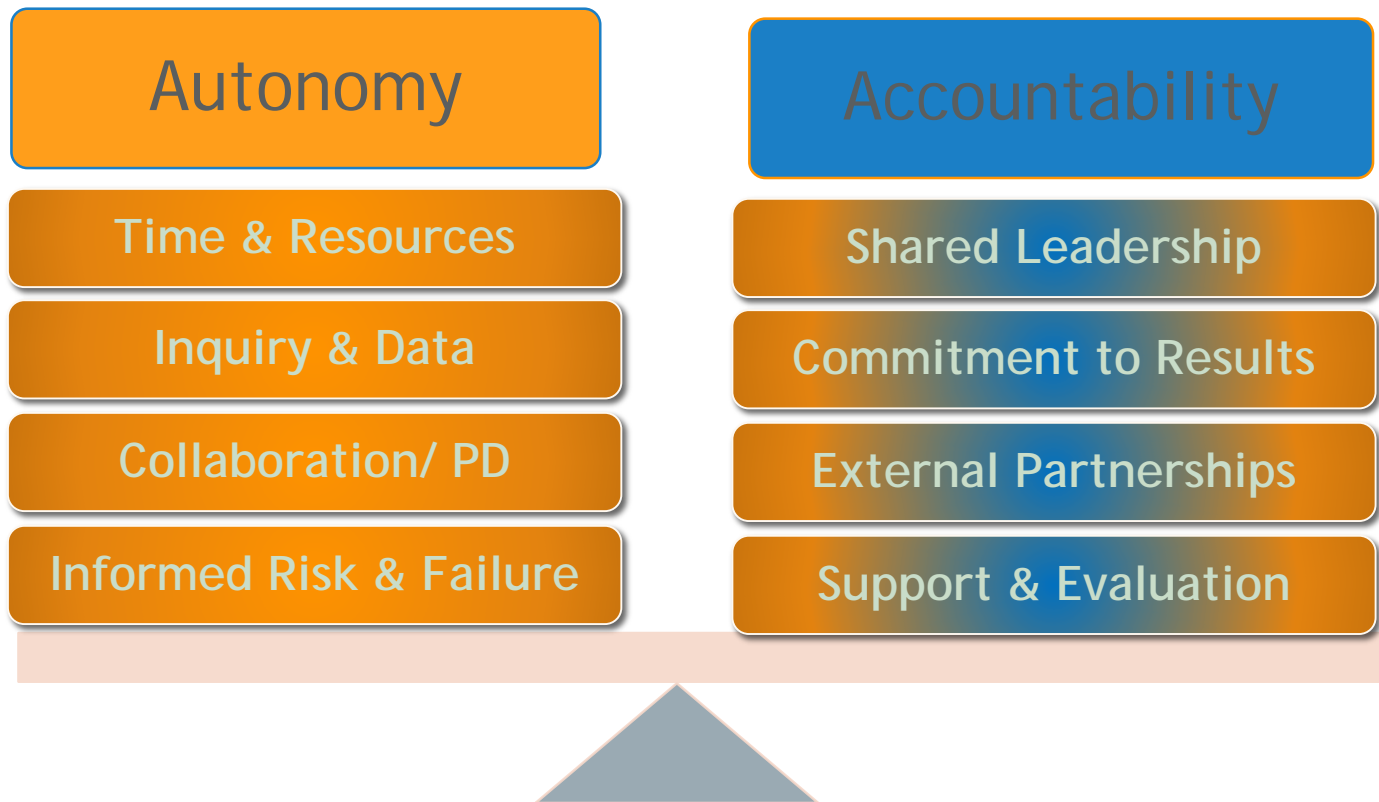
*"We can't teach
what we don't
know, and we
can't lead where
we won't go."*

- Malcolm X



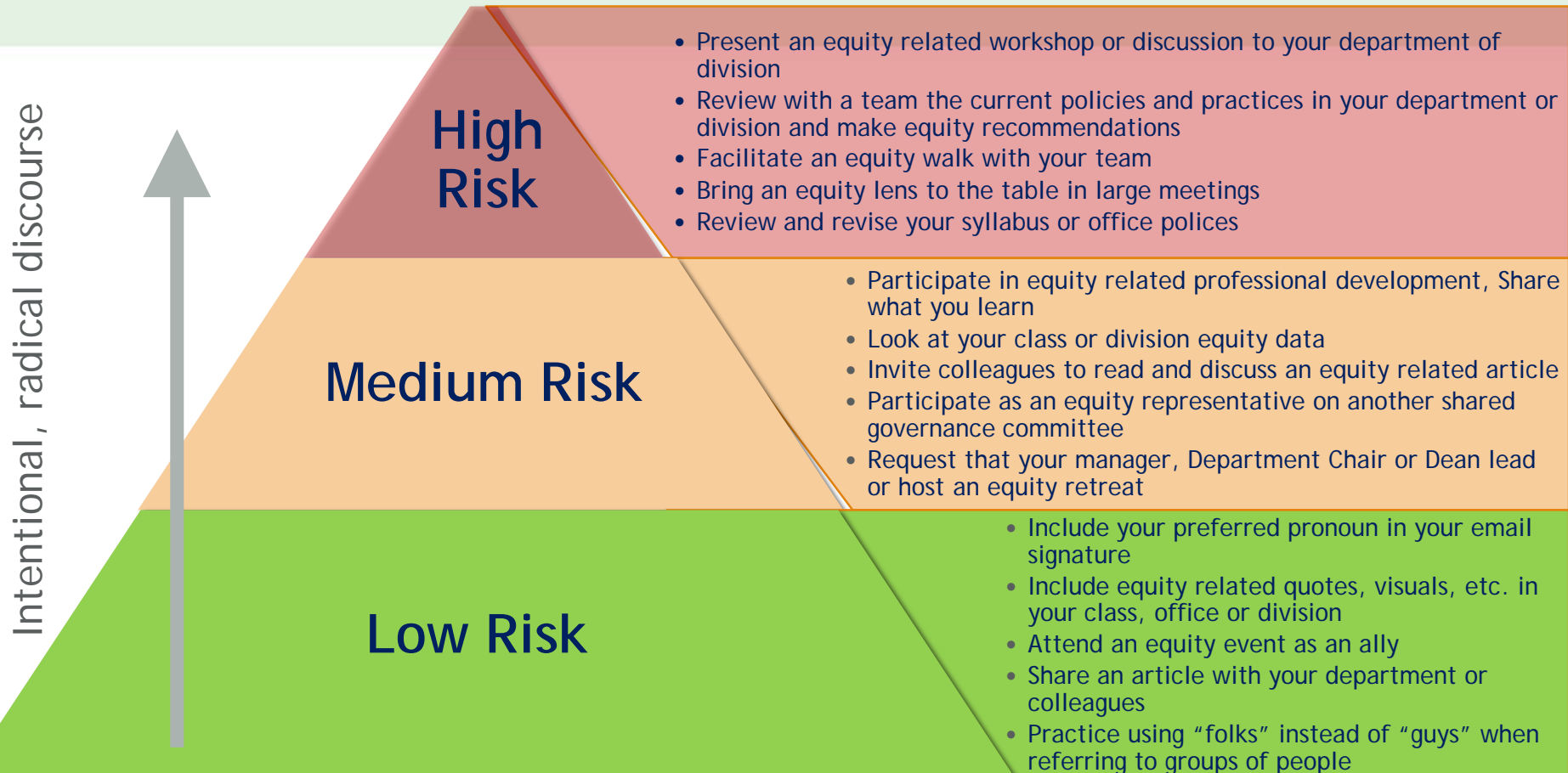
Bold Change/New Actions:

How do we foster a Sustained Shift in Practice?



Low to high risk actions

From Veronica Neal's 11/18/2016 3CSN presentation



Low to high risk actions

From Veronica Neal's 11/18/2016 3CSN presentation



Intentional, radical discourse



High Risk

Medium Risk

Low Risk

Begin with the [seemingly] small/low risk stuff: Essential Discourse

Much of our discourse assumes common definitions and similar experiences - and feelings - about our terminology and concepts. Increased and shared understanding increases our efficacy and capacity to problem solve.

Towards this, leadership is essential in:

- Calibrating our language
- Developing and practicing shared discourse norms
- Modeling, scaffolding to and practicing equity-centered discourse and collaboration

When we are better at engaging in radical discourse, we increase opportunities to identify, address and heal from microaggressions.

What Next? Actions to Get Started.

Creating Conditions for Radical Discourse and Interruption

Personal & Organizational Commitment

- Shared Buy-In/ Community Norms/ Agreements
- Calibrated Expectations of Necessary Work

Equity-Centered Structures & Strategies

- Rituals and Protocols (i.e.. Equity-Based iGroups)
- Common Language (i.e. "Discourse 2", Equity, Accountability, Success)

Community & Trust Building

- Sharing Stories of Difference and Shared Struggles
- Constant and Continuous Cycles Work

Stage 4 Closing Reflection



What are some of the challenges you face in your own practices and belief systems? What needs to be disrupted?

What are you thinking now about what we might need to be more intentional about when it comes to disrupting dominant discourse?

What do you need to keep doing? What do your least-reached students need you to start doing?

Looking Ahead: Integrating the Work

Guiding Questions to bring back to your practice

1. What challenges come to mind when thinking about your perspective and approach to interrupting dominant discourse?
2. What challenges come to mind when thinking about your colleagues' perspectives and approaches to interrupting dominant discourse?
3. What might be some strategies to speak to areas of challenge?
4. How might you create meaningful opportunities for ensuring a school-culture/climate that values engaging in these hard conversations?
5. What are you already doing to cultivate a climate of discourse disruption, and what else can we do?
6. What do we need more help with or have questions about?



[If time]

Questions and Answers!

What questions are coming up for you?

What might you need in order to step into recognizing and interrupting implicit biases that turn into micro & macro aggressions?

What are you excited to bring back to your colleagues and students?

You've got support.

Contact Greg Peters:

Gregory Peters, SF-CESS gpeter@sfcess.org

Sign up for iGroups!

<http://sfcess.org/what-is-an-igroup/>

Check out WestEd's School Climate Wellness Partnership services for more learning with us:

<https://www.wested.org/service/school-climate-wellness-partnership/>

Thank you!

Please complete our brief feedback survey:
<https://www.surveymonkey.com/r/TransformWebinar2>

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The Regional Educational Laboratory West (REL West) at WestEd provides scientifically valid research findings that help meet the education needs in Arizona, California, Nevada, and Utah.

Our staff draw from existing high-quality research, as well as conduct research and development projects and experimental studies. We also help stakeholders interpret evidence and build their own research capacity.

Resources

- <https://www.weareteachers.com/things-every-teacher-know-classroom-microaggressions>
- http://www.violencepreventionworks.org/public/olweus_program_materials.page (Olweus Bullying Prevention Program Materials for Educators)
- <https://psychologybenefits.org/2013/07/31/is-it-you-or-is-it-racist-the-insidious-impact-of-microaggressions-on-mental-health>
- <https://www.theatlantic.com/politics/archive/2015/09/microaggressions-matter/406090>
- <http://www.microaggressions.com/>
- <https://www.edutopia.org/blog/keys-to-challenging-implicit-bias-shane-safir>

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