Ensuring Safe and Inclusive School Cultures and Climate: Leadership Practices for Advancing Educational Equity
Session Two

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Leadership Practices for Advancing Equity Series

Session I
• Discuss key leadership practices for advancing educational equity and its relationship to civil rights legislation related to race, sex, national origin, and dis/ability.

Session II
• Discuss how equity-oriented leadership actions can be continually supported and cultivated to ensure safe and inclusive learning environments.

Session III
• Examine initial leadership actions district and building level administrators can take to promote educational equity at the school level.

Session IV
• Examine how equity-oriented leadership actions can be monitored to ensure safe and inclusive learning environments.
Session Two Objectives

- Reflect on your racial identity development.
- Recall the framework for equity-oriented leadership.
- Describe what it means to be critically conscious.
What is in your materials?

Participant Packet

E-Forum

Journal

Activity Handouts
Journaling will be used as a technique to aid us in terms of personal growth, synthesis, and/or reflection on new information.
Access the Materials Online

URL: http://iupui.campusguides.com/glechome/lebanon

Password: lebanonequity
Our commitments for engaging in courageous conversations

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure

(Singleton & Linton, p. 18, 2006)
Creating Safe & Inclusive School Cultures & Climate: Continuing Connections to Equity-Oriented Leadership
Educational equity - when educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities. (Frasier, 2008; Great Lakes Equity Center, 2011).
Transformative change towards equity is **persistent systemic change** that **disrupts and dismantles** historical legacies of **normative assumptions, beliefs, and practices** about individual characteristics and cultural identities that marginalize and disenfranchise people and groups of people (Great Lakes Equity Center, 2011).
Safe and Inclusive Schooling

- Social-Emotional
- Physical
- Cultural
- Intellectual
Creating safe and inclusive school cultures & climate fosters educational equity.
Having Courageous Conversations: Reflecting on Pre-Reading

Individually

In Pairs
- Reflect on the concepts discussed in the article.

Whole Group
- What impressions did you have about the reading? Why?
White Racial Identity Formation

### White Privilege
- Involves an awareness of the unearned and often unrecognized benefits that come with White skin privilege (Leonardo, 2004; McIntosh, 1999; Doane, 1997).
- White people in North America live in a social environment that protects and insulates them from race-based stress (DiAngelo, 2011).

### White as Normative
- An awareness that whiteness has been socially constructed as normal (Hyde, 1995).
- Whiteness is unexamined, a default racial category [where white individuals] do not think of themselves as really having a race at all (Dermott & Samson, 2005).
- White is an unmarked identity, such as heterosexual or middle-aged (Brekhus, 1998).

### White Dominance vs. White Racial Identity
- The boundaries of whiteness are constantly shifting over both time and space (Dermott & Samson, 2005).
- White racial pride has historically been defined in unison with oppression of nonwhite peoples, subsuming rich and varied cultural practices with destructive ones. This results in a distancing between oneself and whiteness (Appiah & Gutmann, 1996).

### White Racial Complexity
- Whiteness as a situated identity, not as an identity of uniform privilege but as a complex social identity whose meaning is imparted by the particular context in which White actors are located (Dermott & Samson, 2005).
- Poor (Buck 2001), gay (Berube 2001), or otherwise marginalized White persons are likely to have a different experience of their privileged racial identity than are others able to see the direct payoff of White skin privilege (Rasmussen et al, 2001).

(Dermott & Samson, 2005)
White Racial Identity Formation Activity

Privilege
In your life, what contributes and/or perpetuates this domain?

White as Normative
How has your understanding of this domain assisted in your racial identity development?

White Domination vs. White Racial Identity
From your perspective what does it mean to be White? Has this meaning changed and/or shifted over time?

White Racial Complexity
Has reflecting on your racial identity surfaced further understandings of your multiple identities? Why or why not?

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Two minute Journal Entry
Ensuring Safe & Inclusive Schooling: Framework for Equity-Oriented Leadership
Transformative change towards equity is persistent systemic change that disrupts and dismantles historical legacies of normative assumptions, beliefs, and practices about individual characteristics and cultural identities that marginalize and disenfranchise people and groups of people (Great Lakes Equity Center, 2011).
Possessing Critical Consciousness

Commitment to Critical Practice

Equity-Oriented Leader
Critical Self Awareness and Self Examination

Recognizing Implicit Bias

Understanding Power and Privilege
Critical Consciousness

• is the willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others. (Radd & Kramer, 2013)

Self-Awareness

• is the recognition of one’s social identities and the ways in which those identities interact to shape sense of self and experience (Goodman, 2013).

Self-Examination

• is excavating how one’s identities inform their understandings of and experiences with complex social problems (Mitchell, 2015)
Recognizing Implicit Bias

Critical Self Awareness and Self Examination

Understanding Power and Privilege
Implicit Bias refers to...

- the attitudes or stereotype that affect our understanding, actions, and decisions in an unconscious manner. The biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individuals’ awareness or intentional control.

(Blair, 2002; Rudman, 2004, in Staats, 2014)
We are bombarded everyday with messages that influence our thoughts and behaviors without our awareness.
HAVING COURAGEOUS CONVERSATIONS: Journal Prompt

What reactions to you have from the video?

What connections can you make in terms of perceptions or ideas related to race, gender, dis/ability etc.??
What are the dominant messages about race, gender, dis/ability etc. adults and children receive through media, images, conversations with families, friends, co-workers etc.

African American and Latino boys are not interested in science and higher level math courses.

Students who live in poverty deal with too many neighborhood issues to be able to compete in high level courses.

Our American Indian students don’t mind that our school mascot is the Braves, besides we only have 5 students.

Students with dis/abilities need to focus more on basic skills.

Our EL students need to speak English at home and school, supporting their home language will only interfere with their learning.

If he would just cut his hair, he wouldn’t get picked on by the other boys.
INTERNALIZED MESSAGES ABOUT RACE AND BEHAVIOR
HAVING COURAGEOUS CONVERSATIONS

Whole Group:
The video clip demonstrated that biases about race are internalized at a very young age. What implications do you see for educators’ role in addressing racial bias ... how about other biases (e.g. gender, dis/ability, ses etc.)
Implicit bias about difference contributes to policies and practices (power) that privilege some .... and marginalize others.
Individually

Think about how power and privilege have shown up in your life. In what ways has your gender, ability, race, sexual orientation, economic status privileged you in the work place, community etc.?

Pairs

Both people complete the following statement:

“The emotions that came up for me when I viewed the videos were ....”

Quads

1. Discuss what troubles you when you think about surfacing issues of power, privilege and difference in your work place, home, with friends.

2. Discuss what you find empowering about working towards equity.
Please begin writing your racial autobiography focusing on the prompt:

When was the very first time you became aware of race?
Please take turns at your tables sharing your stories.
Journal Entry:

Write 2 - 3 talking points you would use to teach/describe the following concepts related to developing critical consciousness

- Self Awareness/ Self Examination
- Recognizing Implicit Bias
- Understanding Power and Privilege
Wrap Up: 3-2-1 Discussion

3 Key take-aways from this session

2 Immediate next steps to forward this work personally

1 Thing that you would like to cover next session
It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.
~Audre Lorde, 1996
References


Takacs, D. How does your positionality bias your positionality? Thought & Action. 27-38.