Culturally Responsive School Board Leadership: Considerations for Anti-racist Principles, Practices, and Justice-Focused Agendas

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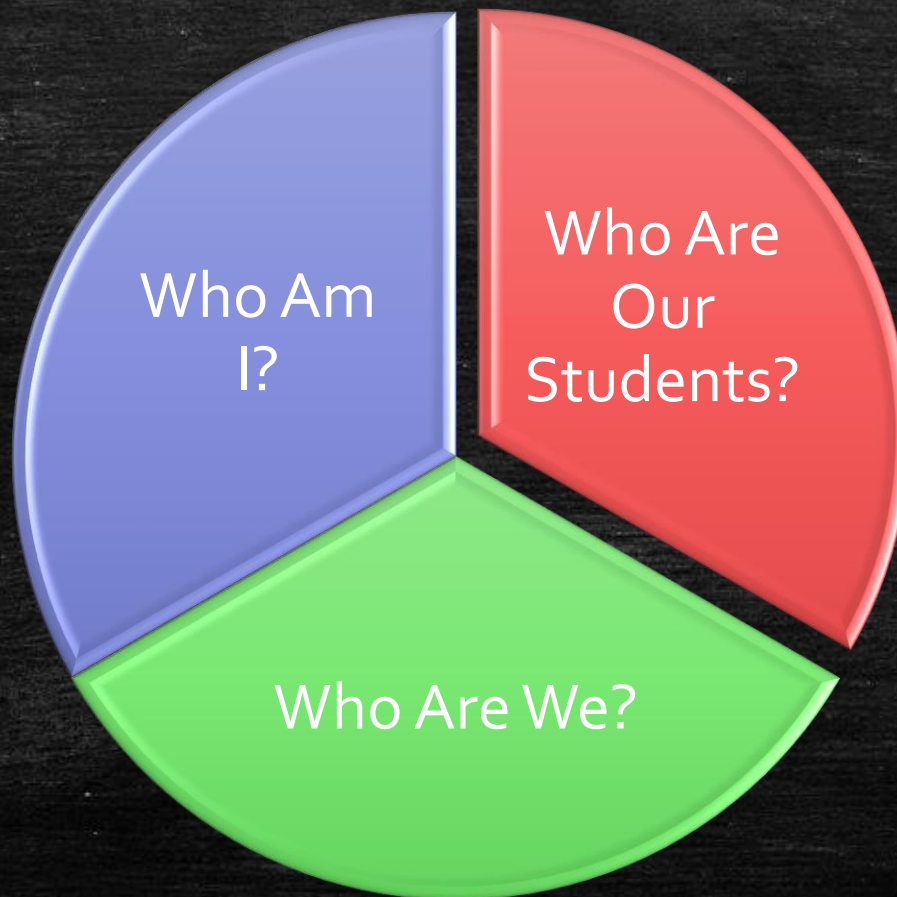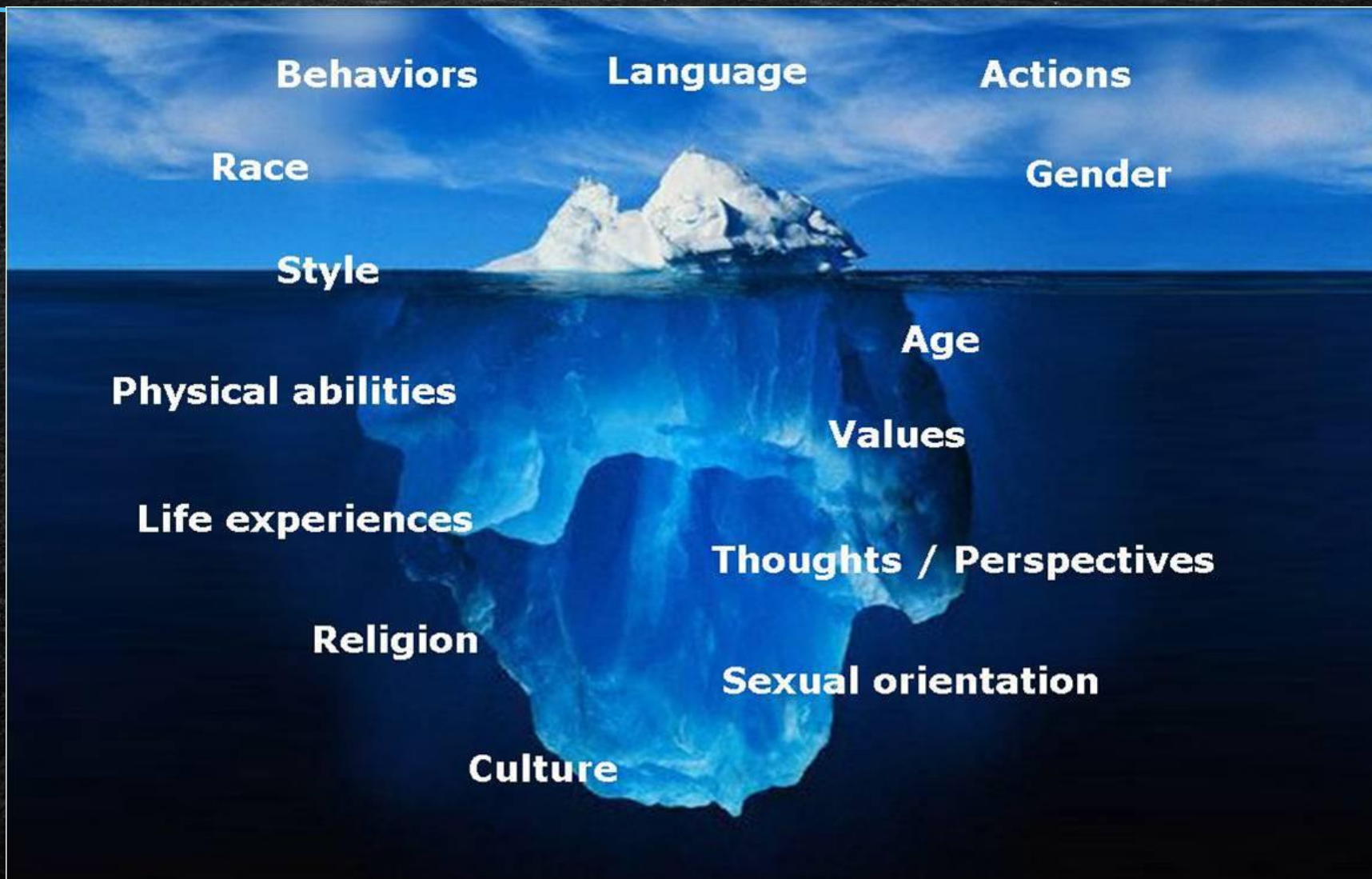
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The Road Ahead: Goals and Objectives

- Develop a three-to-five-year strategic plan for cultivating and maintaining anti-racist and anti-oppressive policies, programs, and practices across the school district. The plan will support ongoing diversity, equity, and inclusion work in the district.

The big picture

Anti-racist and Justice-Focused Work

- Who are we?
- What do we believe?
- What are our goals?
- What are our outcomes?
- Why are we here?
- Why are we doing this?
- Why are we doing it this way?

Culturally responsive school leadership framework
(Khalifa, gooden, & davis, 2016)

1. Critically self-reflects on leadership behaviors
2. Promotes culturally responsive/inclusive school environment
3. Develops culturally responsive teachers
4. Engages students, parents, and Indigenous contexts

Reflect . . .

1. When were you first aware of yourself as a member of a particular racial group?

2. When were you first aware of people from other races? Which races?

3. When did you first witness or experience someone being treated differently because of his/her racial group?

4. When was a time that you were proud of your racial identity?

5. When was a time you realized that you would be treated differently because of your race?

6. What is one other significant event in your life related to race or racism?
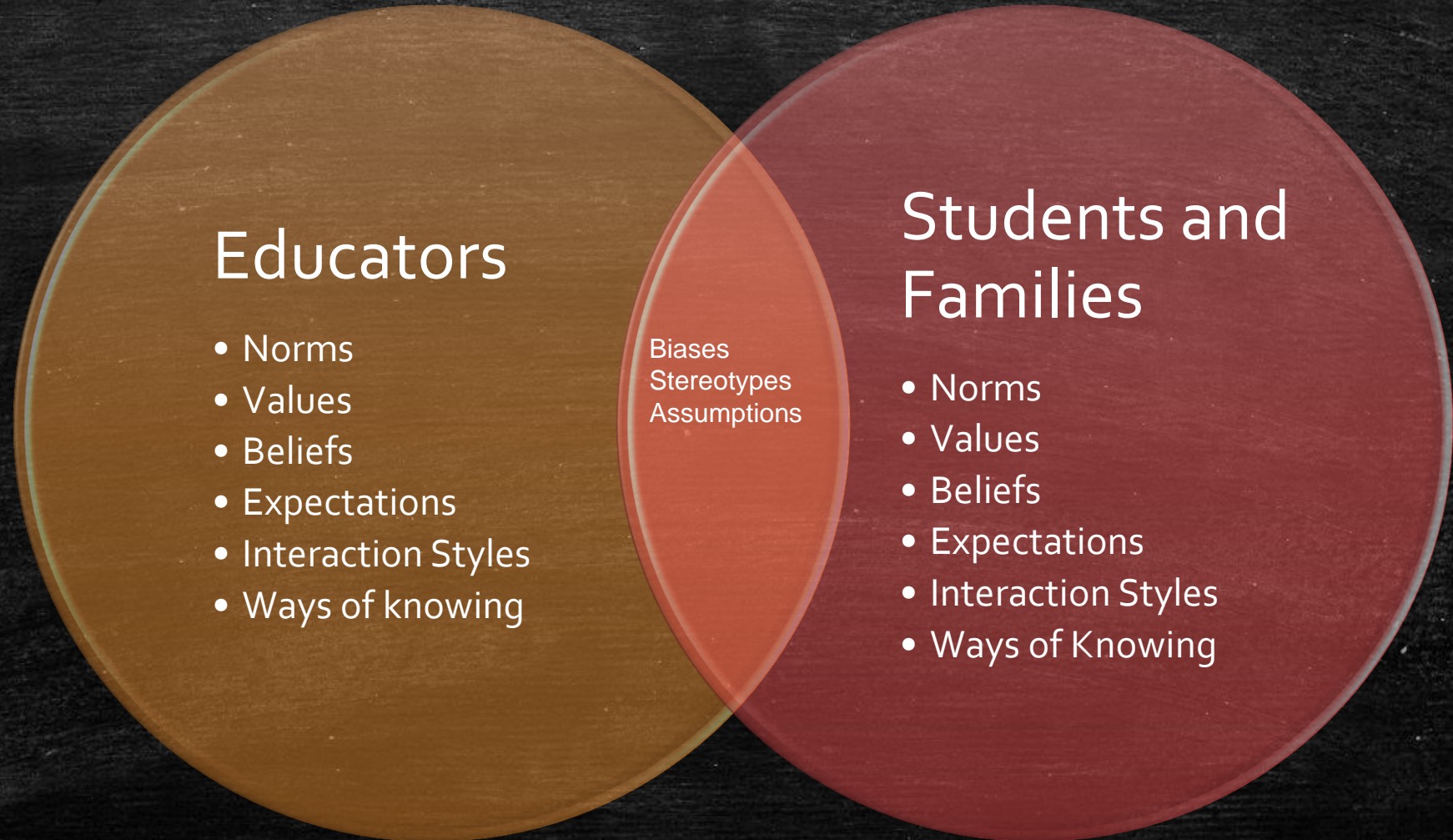
What is Culture?

- A shared, learned, symbolic system of values, traditions, social and political relationships, and worldviews that shapes and influences one's perceptions, behaviors and interaction patterns in the world

- Created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, religion, or other shared identity (Nieto & Bode, 2012)

- Culture is created and re-created in the contexts of our everyday lives; it's dynamic, not static; it's context-specific
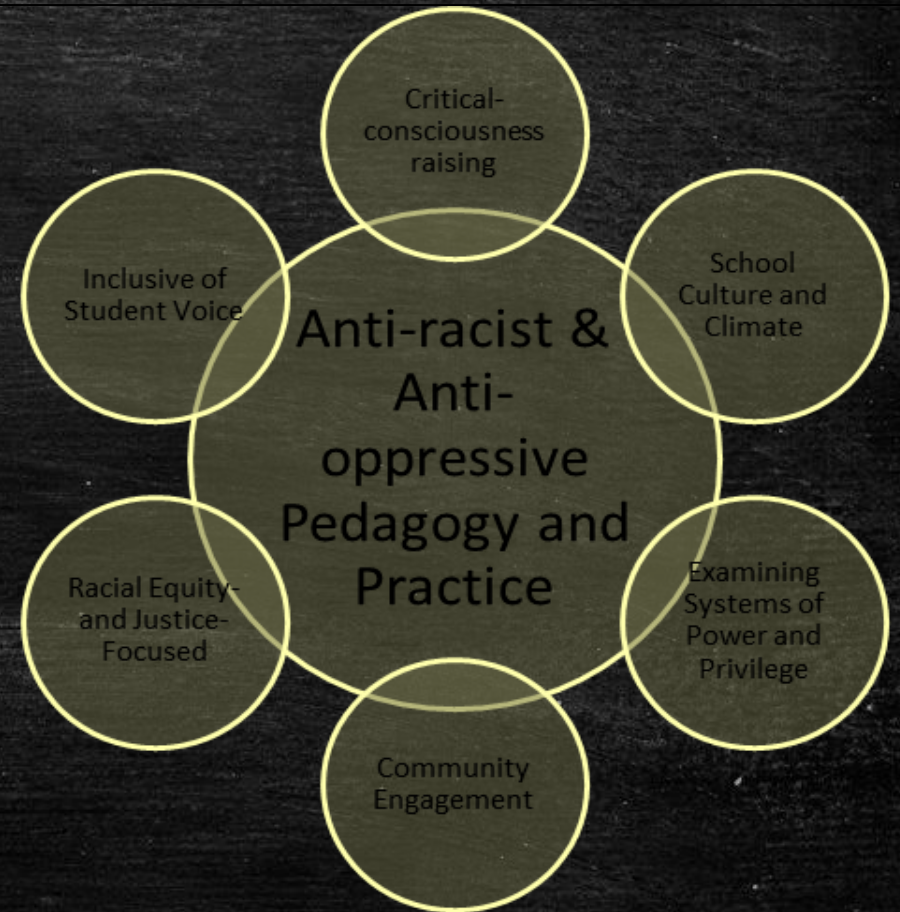
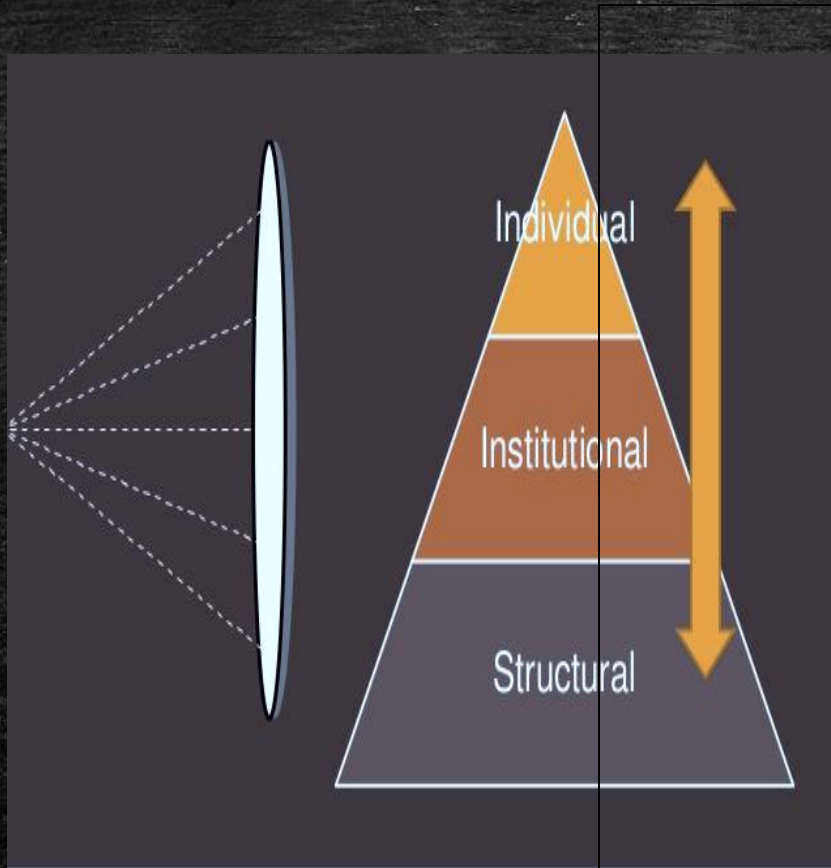# Defining terms: What is Culture?

- Culture is context-specific
  - What is normative in one environment might not be normative in another

- Subcultures exist within cultures
  - Example: Women as a cultural group and the subcultures within the group; Christians as a cultural group and the subcultures within the group

- Culture is not synonymous with race
  - Race is often coded as 'cultural difference'

Working through Cultural Differences

Educators

- Norms
- Values
- Beliefs
- Expectations
- Interaction Styles
- Ways of knowing

Biases
Stereotypes
Assumptions

Students and Families

- Norms
- Values
- Beliefs
- Expectations
- Interaction Styles
- Ways of Knowing

FRAMEWORKS THAT DRIVE RACIAL EQUITY AND JUSTICE-FOCUSED WORK

Racial Equity Lenses

Racial Equity and Justice Lenses

Racial Equity Lens	Racial Justice Lens
Analyzes data and information about racial differences in student and adult behaviors	Understands and acknowledges racial history of cultural behaviors
Understands racial disparities and the reasons they exist in schooling	Creates a shared affirmative vision of a fair and inclusive teaching and learning environment
Looks at structural root causes of teacher and student behavior in schools	Focuses explicitly on building cultural and political power by teachers and Students of Color in schools
Names race explicitly when talking about school problems and solutions rooted in cultural differences	Emphasizes transformative solutions that impact multiple levers of schooling for Students of Color

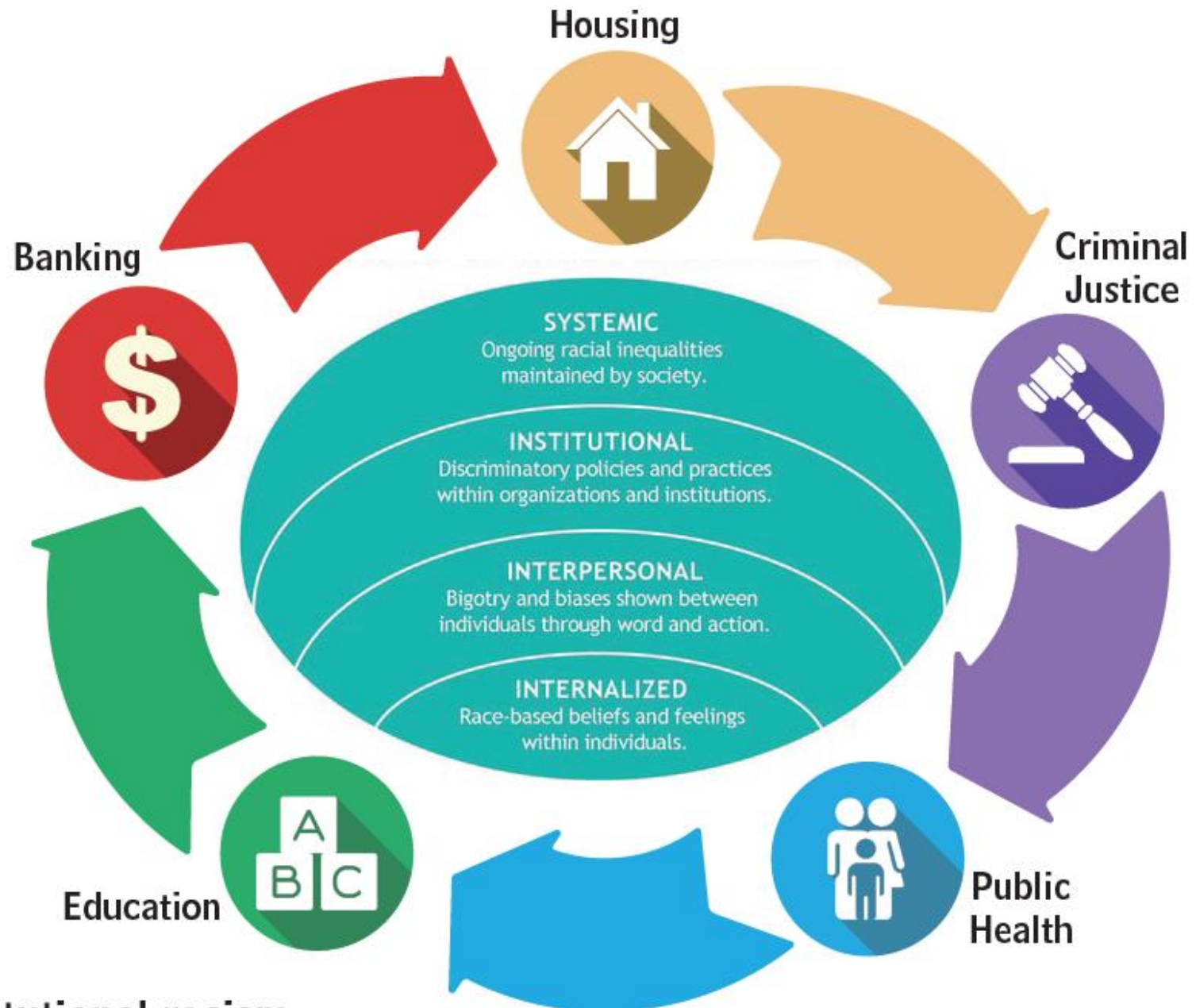# Guiding Questions to Consider for Addressing Racial Equity Challenges

1. What are the root causes for the anti-Black racism related to _____? How might these causes be rooted in systemic and intersectional bias (related to race and gender/class/religion/sexuality, ability, etc) for Black students?

2. What forms of data are being utilized to draw conclusions about themes/patterns related to this racial equity issue? What data sources might be missing to provide a more complete narrative?

3. How is the racial equity issue being framed? Is the problem student-centered or system-centered? Which is most salient for understanding and addressing inequities in student outcomes?

4. What role, if any, do families and community members play in resolving this issue?

5. What additional dimensions of race, culture, and power might be at play here that are not being considered?

Levels of Racism

Personal
Private beliefs, prejudices, & ideas that individuals have

Institutional
Discriminatory treatment, policies & practices, within organizations & institutions

Interpersonal
The expression of racism between individuals

Structural
System in which public policies, institutional practices, and other norms perpetuate racial group inequality
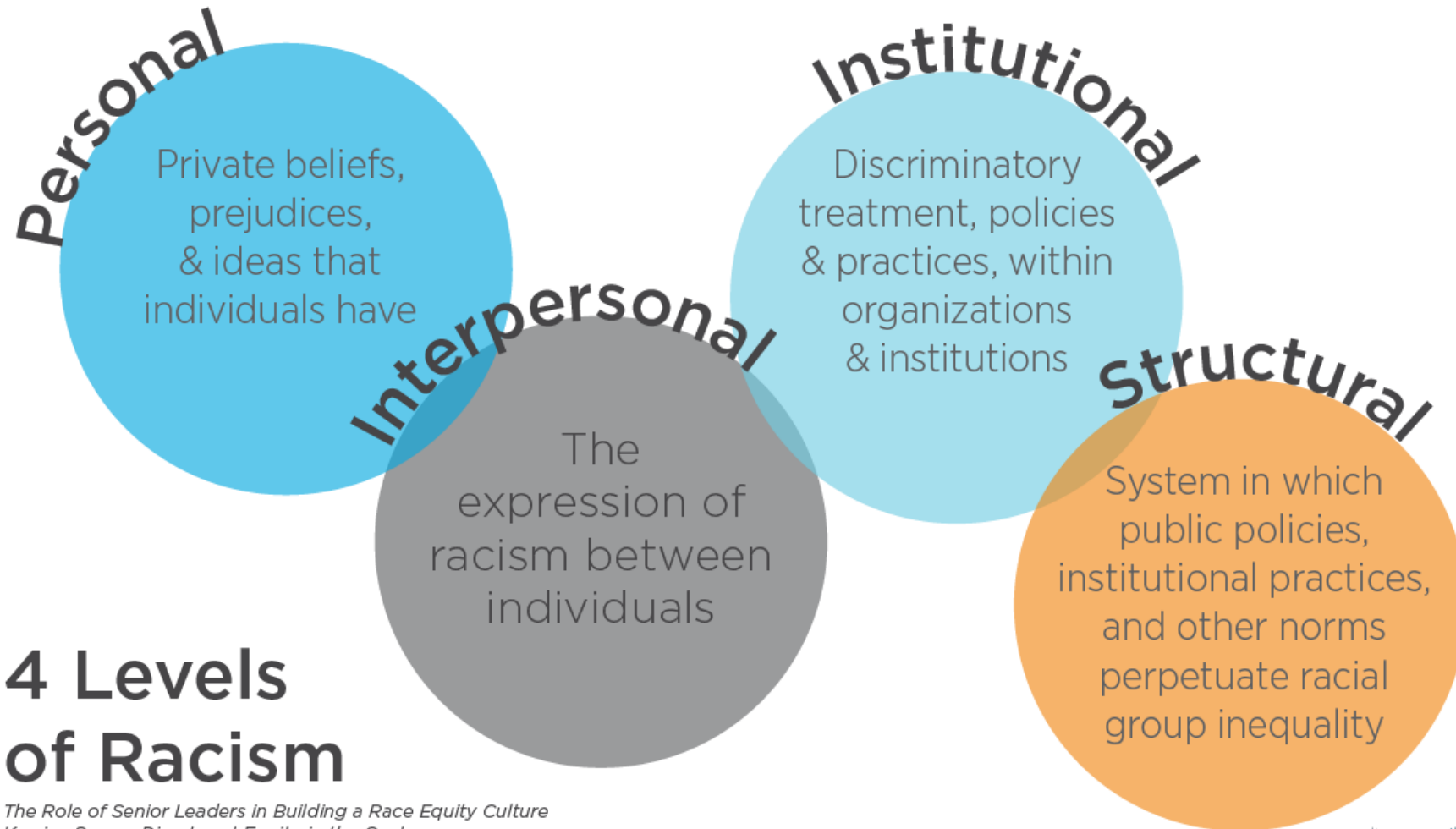
4 Levels of Racism

The Role of Senior Leaders in Building a Race Equity Culture
Kerrien Suarez Director at Equity in the Center

The Bridgespan Group

Housing

Banking

Criminal Justice

Education

Public Health

SYSTEMIC
Ongoing racial inequalities maintained by society.

INSTITUTIONAL
Discriminatory policies and practices within organizations and institutions.

INTERPERSONAL
Bigotry and biases shown between individuals through word and action.

INTERNALIZED
Race-based beliefs and feelings within individuals.

Institutional racism

What are indicators that anti-Black/anti-__ racism and other forms of oppression are manifesting in 1) decision-making; 2) policy and program development and implementation; and 3) teacher pedagogy and practice in your schools/district?

More Terms
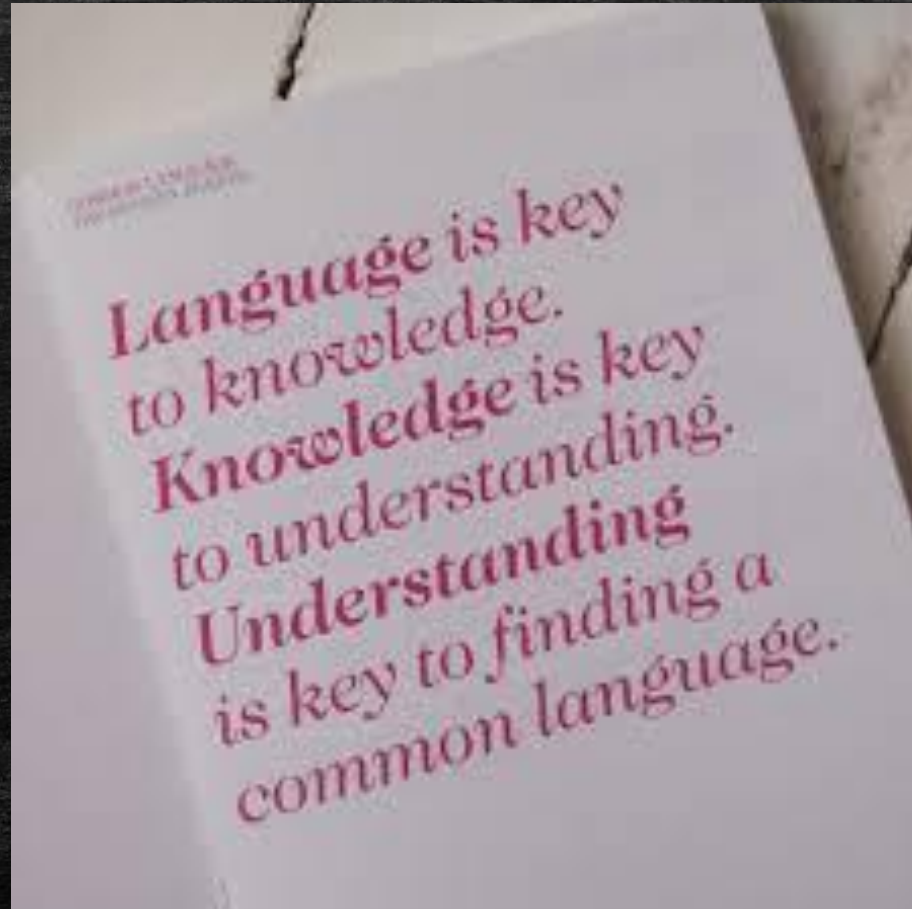
Diversity and inclusion

- **Diversity** - the similarities and differences between individuals, accounting for all aspects of one's personality and individual identity. It implies variety in characteristics like race, sex, religion, age.

- **Inclusion** - efforts used to *embrace* individuals' differences. It describes how much each person feels welcomed, respected, supported and valued. Inclusion is about seeing individuals' whole selves, recognizing that differences make them uniquely qualified to contribute to an organization or social context.
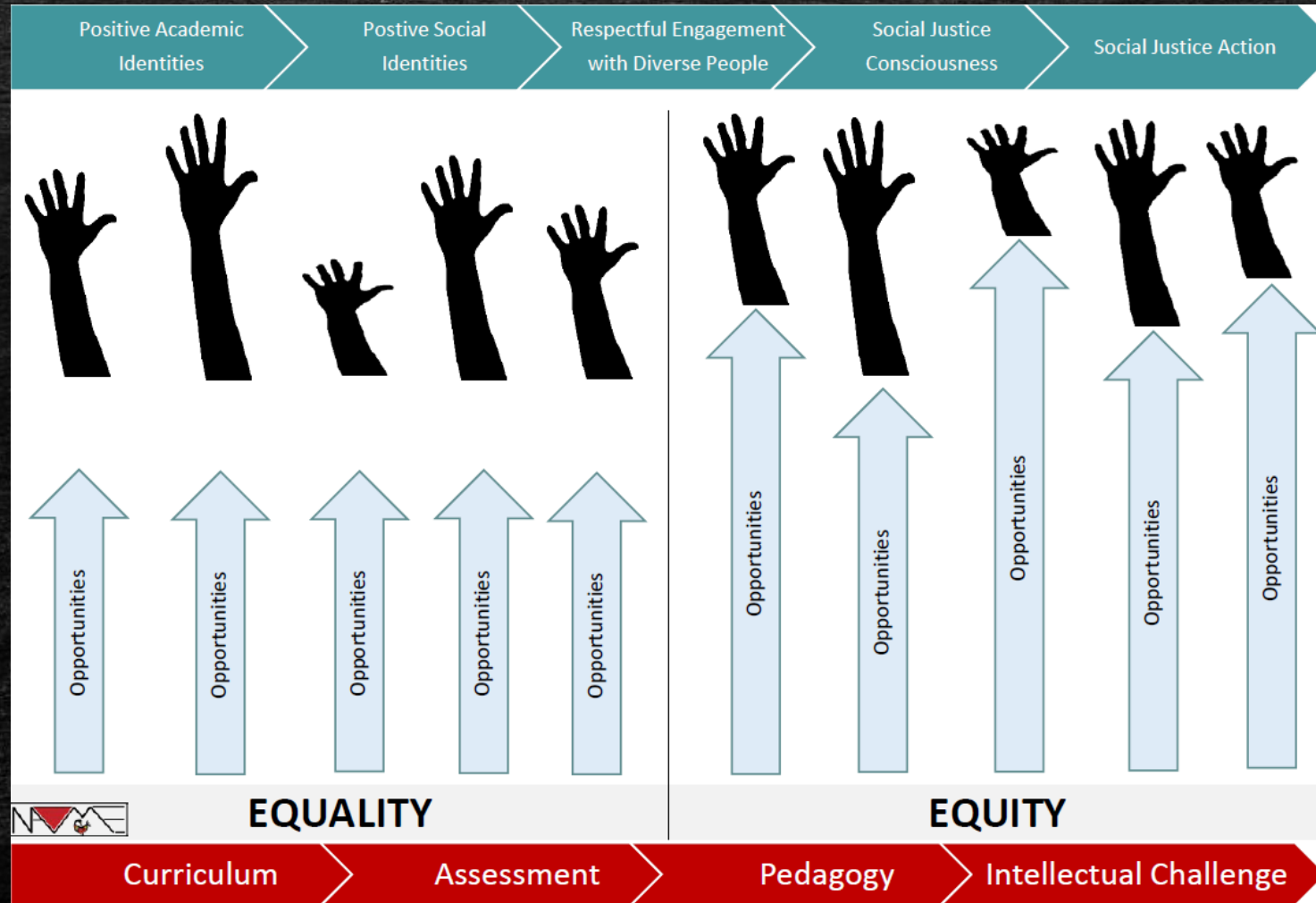
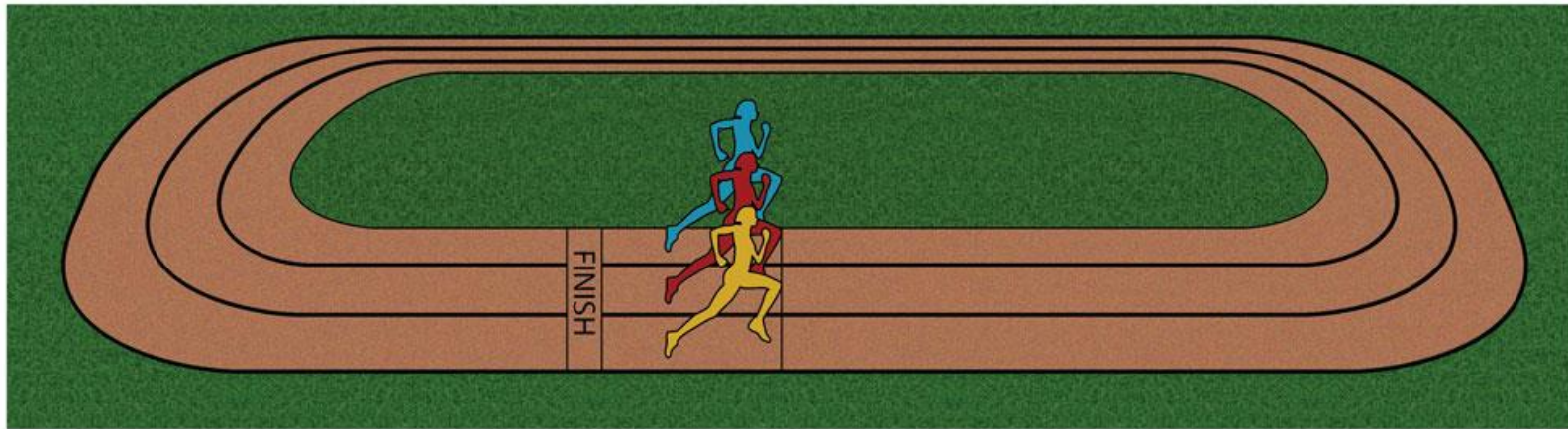**"Diversity is being invited to the party; inclusion is being asked to dance."**
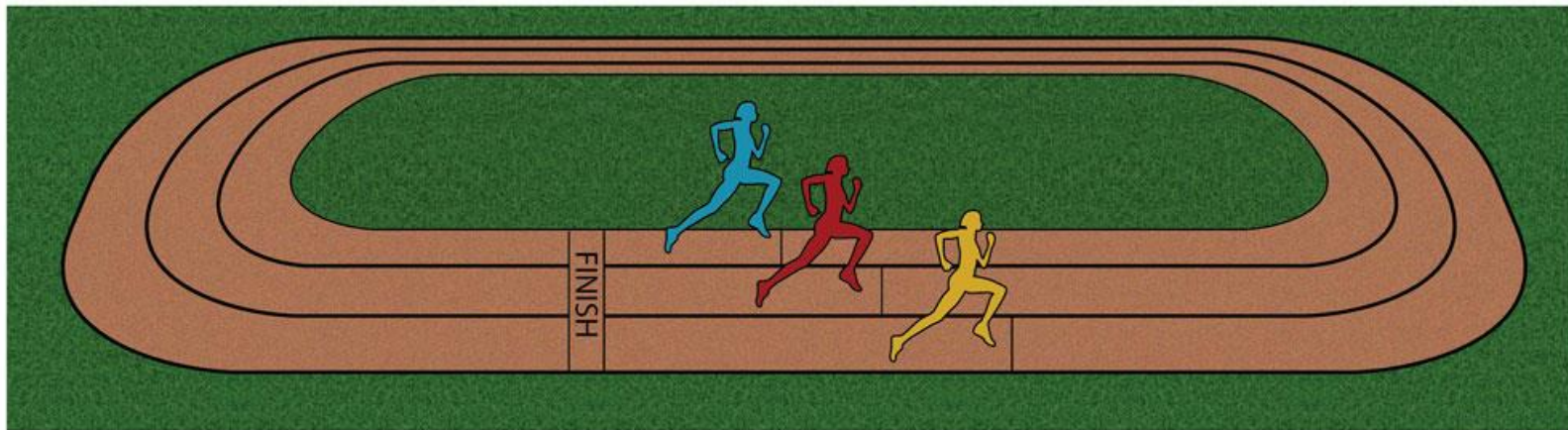**Vernā Myers**

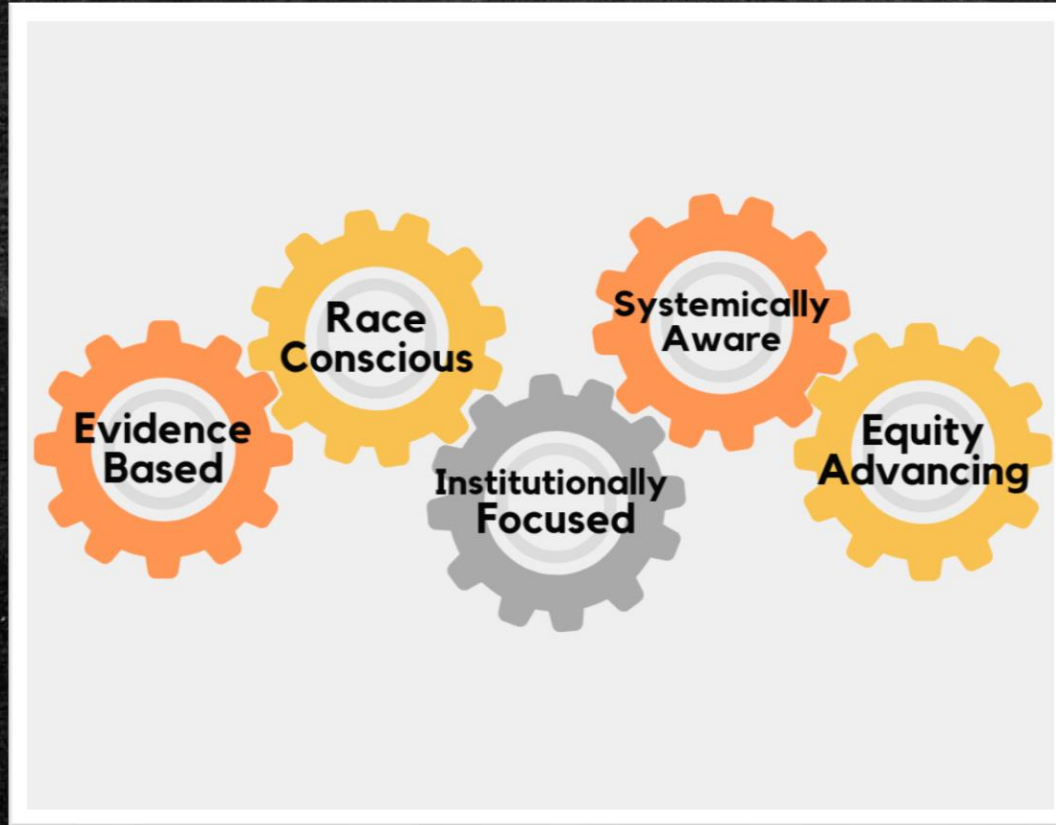# Considering an Equity Lens

Considering an Equity Lens

Equality vs. Equity

Equity-Mindedness

Equity-mindedness is the perspective or mode of thinking exhibited by educators who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in schools

Adapted from University of Southern California's Center for Urban Education

Critical self-reflection

WHAT ARE YOUR LENSES?
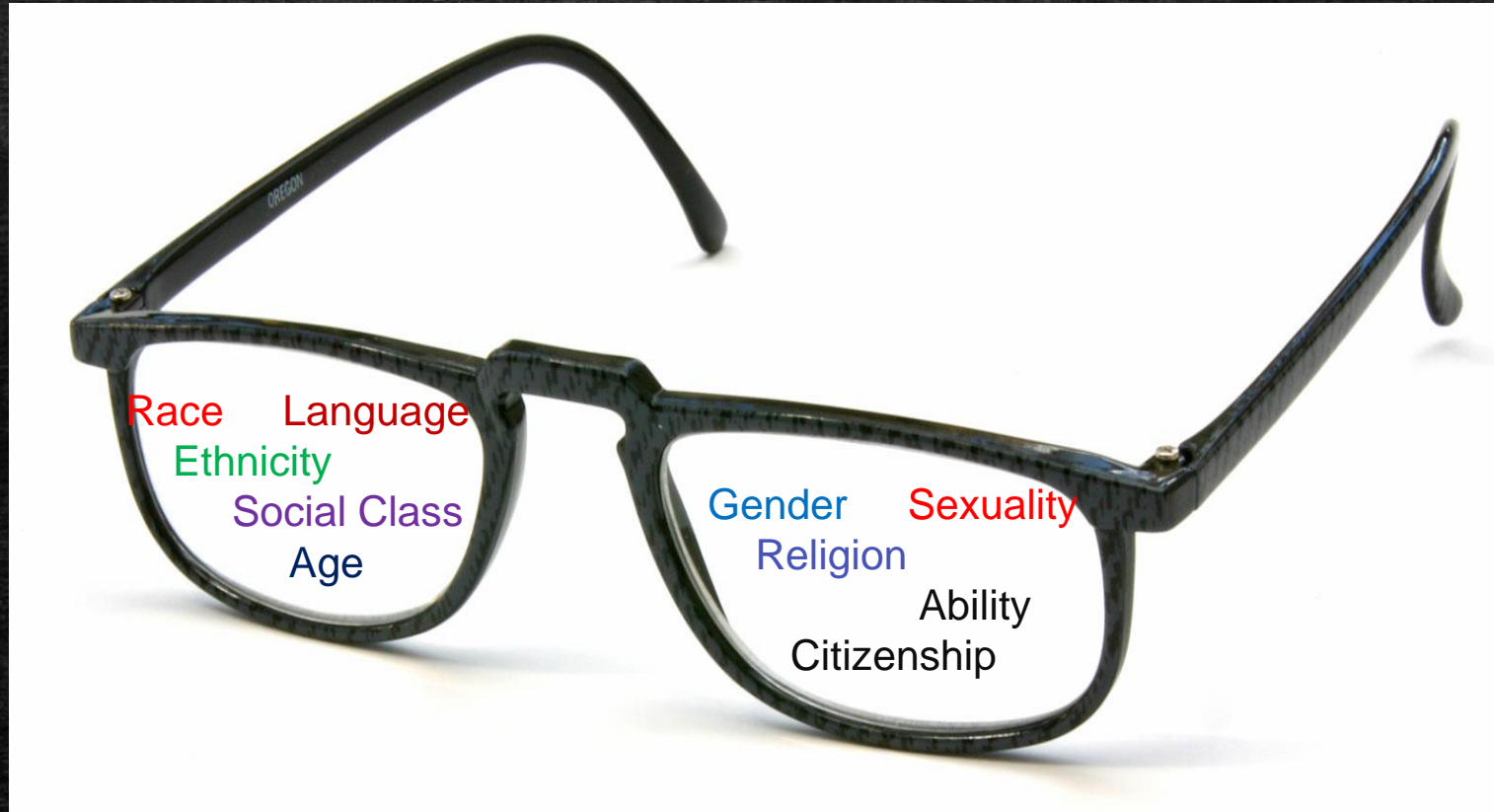
Cultural humility

- "a humble attitude characterized by reflection on our own biases and sources of invisible privilege, an openness to the culture and reality of others, and a willingness to listen and continually learn" (Murray-Garcia, 1998)

SYSTEMS OF PRIVILEGE

Identity Marker (Societal Dominant Group)	Your Social Group Membership	Dominant/Privileged Group	Targeted Group
Race (White, Black/AfAm, Asian American, Pacific Islander, Latinx/Hispanic*, Native American, etc.)			
Social Class (lower class, working class, middle class, upper class)			
Gender (man, woman, transgender, queer)			
Sexual Orientation (heterosexual, homosexual, bisexual, etc.)			
Religion (Christian, Buddhist, Muslim, Jewish, no religion, etc.)			
Ability (able-bodied, differently abled)			
Language (native English speaker, Second Language Learner, English Language Learner)			

SYSTEMS OF PRIVILEGE

Identity Marker (Societal Dominant Group)	Dominant/Privileged Group	System of Enactment
Race (White, Black/AfAm, Asian American/Pacific Islander, Latina/o, Native American, etc.)	White	Racism/White Supremacy
Social Class (lower class, working class, middle class, upper class)	Upper class	Classism
Gender (man, woman, transgender, queer, etc.)	(Cis) Men	Sexism/Patriarchy
Sexual Orientation (heterosexual, gay, lesbian, queer, bisexual, etc.)	Heterosexual	Heterosexism
Religion (Christian, Buddhist, Muslim, Jewish, no religion, etc.)	Christian	Religious discrimination
Ability (able-bodied, differently abled)	Able-bodied	Ableism
Language (Native English Speaker, Second Language Learner, English Language Learner)	Native (Standard) English Speaker	Linguicism

Institutions operate with and promote <u>dominant cultural codes</u>; they are inherently racialized, classed, cisgendered, heterosexist, homophobic, ableist, linguistically oppressive spaces

Principles for Equity Literacy (Gorski, 2020)

- The Direct Confrontation Principle

- The Equity Ideology Principle

- The Prioritization Principle

- The Redistribution Principle

- The "Fix Injustice, Not Kids" Principle

- The One Size Fits Few Principle

- The Evidence-Informed Equity Principle

Commitments for Equity-Literate Educators (Gorski, 2017)

- I will inform myself.

- I will understand the "sociopolitical context" of schooling.

- I will work to see the conditions I'm conditioned not to see.

- I will never reduce equity to cultural activities or celebrations.

- I will resist simple solutions to complex problems.

- I will work with and in service to marginalized communities.

- I will reject deficit ideology.

- I will prioritize equity over peace.

From awareness to action

- Given what you've learned today about racial equity and justice, what is one thing that you can do differently to promote positive change in your a) personal life and b) professional life in the next 14 days?

What Stuck?

- An 'Aha' moment

- A pleasant surprise

- Something that you had to struggle with to understand

- Something that you don't agree with

- Something that you agree with strongly

- Something you thought was particularly interesting

- Something you didn't expect

- An insight or solution

- Something you want to know more about or a question that you have

Thank you

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