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February 27, 2020
INTRODUCTIONS:

Meg Johnson
White, She/her/hers
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at Klingenstein Center

Julie Lutton
White, She/her/hers
Mental Health Counselor
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12+ years of working with
adolescents in schools
The session summary:
As educators, we know that the best learning takes place over time. In this session, you will learn how to create a grassroots professional development experience that spans the school year. To spark discussion, this session will use the case study of AWARE (Alliance of White Anti-Racist Educators), a group for white faculty and staff to educate themselves around race and equity. Through the case study, you will explore structures, strengths, and challenges of the faculty-led PD model. The session will culminate with time to brainstorm and sketch a plan for your own grassroots PD experience around race and equity or another important issue.

Using the case study of AWARE, we will explore the structures, strengths and challenges of a faculty led PD model around race and equity for white faculty and staff.
BACKGROUND

- Lakeside School in Seattle, WA
- Affinity and alliance groups
- Impetus for AWARE
FOUR KEY CONSIDERATIONS
SUSTAINABILITY
FACILITATION
MESSAGING
DIFFERENTIATION
SUSTAINABILITY
SUSTAINABILITY

LOGISTICS

LEADERSHIP

CONTENT
ADDRESSING SUSTAINABILITY

WENT WELL

- **Logistics**: Made careful decisions about time and schedule
- **Leadership**: Distributed responsibility
- **Content**: A range of people from across the school showed up for the first sessions

NEEDED IMPROVEMENT

- **Logistics**: No perfect time for everyone
- **Leadership**: Difficult to find someone to “own” the program
- **Content**: Challenges with repeating the same sessions from first to second years; a bias towards action amongst participants
FACILITATION
FACILITATION

FRAMEWORK

DIVERGENT OPINIONS

DIVERSITY (WITHIN WHITENESS)
ADDRESSING FACILITATION

WENT WELL

• **Framework**: Pair structure and distributed responsibility

• **Divergent Opinions**: Structure allowed for facilitators to be in different places

• **Diversity (Within Whiteness)**: Facilitators came from all parts of the school

NEEDED IMPROVEMENT

• **Framework**: Needed more facilitators in the second year

• **Divergent Opinions**: Risks were not necessarily encouraged

• **Diversity (Within Whiteness)**: Lacking facilitators who were not cisgender women; no teaching faculty in the second year
MESSAGING
MESSAGING

STAKEHOLDERS

REPORTING OUT

INTERNAL COMMUNICATION
MESSAGING

WENT WELL

• **Stakeholders**: Started with a wide call to faculty/staff to begin the group

• **Reporting Out**: Balancing reporting out but not inundating the community; balance of formal and informal communication

• **Internal Communication**: Clear mission statement that was referred back to in session in second year

NEEDED IMPROVEMENT

• **Stakeholders**: Interfacing with non-faculty/staff community members

• **Reporting Out**: More transparency; needed to interact more with official DEI structures; needed to research out to other schools and organizations doing this work; could have increased in-person communication

• **Internal Communication**: Referring back to mission statement in first year
DIFFERENTIATION
DIFFERENTIATION

RESOURCES AND CONTENT

SCALING
DIFFERENTIATION

WENT WELL

• **Resources and Content:** Providing differentiated resources for different starting places and styles

• **Scaling:** Started with clear vision for a group for faculty/staff

NEEDED IMPROVEMENT

• **Resources and Content:** Keeping engagement up; continued differentiation past first year

• **Scaling:** Working on how to translate the work into other constituencies and into the classroom
QUESTIONS?
GROUP WORK
THANK YOU!

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