

Grassroots PD: How to Create Programming Around Race and Equity for White Faculty and Staff

Session Presenters:

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Instructions: We have included an action plan template. You can work on it on your own, with a group from your school or with the people at your table - whatever you think will best help you to make progress on this in the next 15 minutes.

Section 1 has detailed questions that we thought about when creating AWARE

Section 2 has space to fill in your own notes on how you might address those questions

Feel free to jump right to the topics you think will be richest for discussion.

Section 1: Questions

Purpose

What would be the mission of this group and just as importantly what is it *not*? What problems or concerns is this group trying to address? What do you hope this group will add to your school community? How will the group refer back to its purpose? Consider that your answer to these questions about purpose should dictate your answers to the following questions.

Sustainability

- Logistics: How will you determine the best time for meetings? How will you involve folks who aren't able to attend meetings? What space is best for these meetings? How will knowledge be stored (facilitation plans, resources, etc.)?
- Leadership: Who will you involve in organizing the group? How will future iterations of the group be organized? Consider should it be faculty and staff? Cross divisional? Affinity based planning group (i.e. all white, or multi-racial planning group)? How will diversity (within whiteness) be considered? What happens when key leaders leave the school or move on to other projects?
- Content: Will you repeat the same content multiple times for folks who are just joining or who weren't able to be present for the first meeting? How will you keep folks engaged who may be further along than other participants?

Facilitation

- Framework: Who will be your facilitators? Can facilitators come from outside of the leadership team? Will they work alone? In pairs? In groups? Self-moderated? How will facilitation be assessed?

- Divergent Opinions: How will you help facilitators deal with divergent opinions? What if someone says something racist? What if someone is offended or upset by something that happens in the group? What group norms will be used during discussions?
- Diversity (within whiteness): How will you make sure that various identities are represented (gender, sexual orientation, age, role in school, etc.)?

Messaging

- Stakeholders: When considering implementing this type of group, who are the key stakeholders with whom you will want to consult?
- Reporting Out: How will you communicate your purpose and updates with the rest of the school?
- Internal Communication: How will you communicate the purpose of the group to its members? How will you refer back to the purpose of the group if the group gets sidetracked?

Differentiation

- Resources and Content: How will you make this experience relevant for people at different stages in their learning about race? How will you include resources for folks who learn in different ways?
- Scaling: How can this work be extended to students? To families? How will this group engage with the larger community that surrounds your school (city/town/state)?

Section 2: Worksheet

Purpose

Sustainability

Logistics:

Leadership:

Content:

Facilitation

Framework:

Divergent opinions:

Diversity (within whiteness):

Messaging

Stakeholders:

Reporting Out:

Internal Communication:

Differentiation

Resources and Content:

Scaling:

Appendices:**Index of materials**

Appendix 1: Structure of AWARE over the years

Appendix 2: Missions through the years

Appendix 3: AWARE topics from year 1 along with assignments

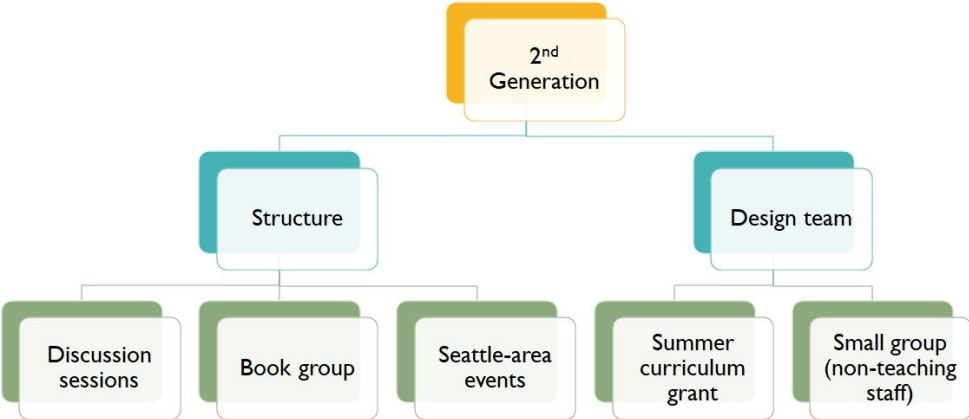
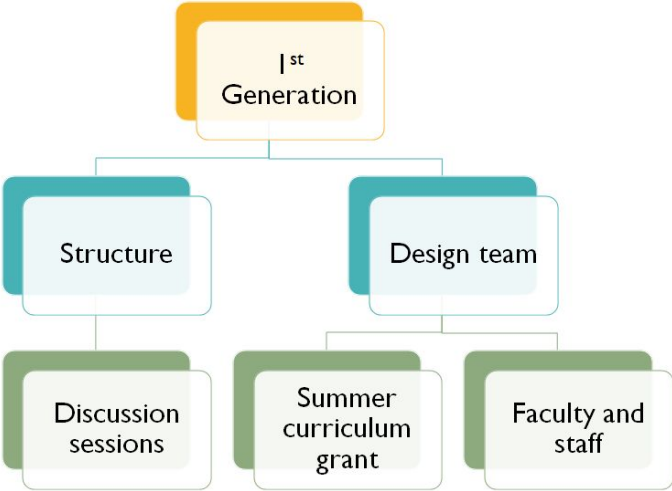
Appendix 4: Calendar of events from year 2

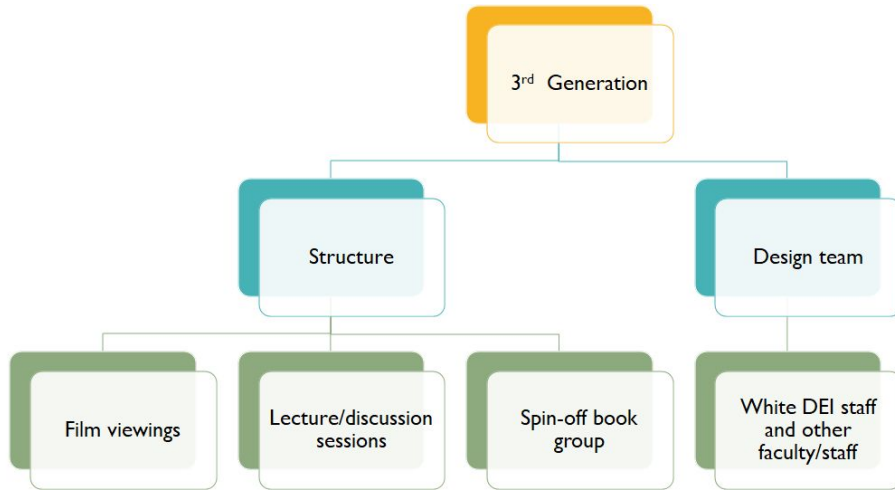
Appendix 5: Sample session plan from year 2

Appendix 6: Sample communication email

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Appendix 1: Structure of AWARE over the years





Appendix 2: Missions through the years

2017-2018 Mission Statement

To provide a space where white faculty and staff are educating themselves around matters of race and equity. Ultimately, the group hopes to support the school's mission of "sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and in the joy and importance of lifelong learning" through providing faculty and staff who identify as white with more tools to discuss race, particularly as a white person.

2018-2019 and 2019-2020 Mission Statement

AWARE (Alliance of White Anti-Racist Educators), which began in 2017-18, is a group of faculty and staff who identify as white who are committed to learning about race. WE aim to educate ourselves proactively and from a place of internal motivation as white people rather than relying on people of color to educate us about race. We are focused on personal growth and developing awareness, and are open to people who are in different starting places with this work. We provide practice opportunities to use what we learn and look for ways to make our learning personal. We work to support the school's work on diversity, equity, and inclusion and align ourselves with Lakeside's mission in this regard. In addition to learning, we are working towards an advocacy role that is focused on racial justice and equity.

Appendix 3: AWARE topics from year 1 along with assignments

Sessions:

Session 1: What does it mean to be white?

Session 2: What are the origins and effects of the ideology of white supremacy and systemic racism?

Session 3: What is white privilege?"

Session 4: Faculty/staff submitted situations/conundrums

Session 5: What do our students need to know about race?

Session 6: How can I be an ally?

Session 1: What does it mean to be white?

If you are interested in doing a bit of reflection before the meeting, we wanted to share a few resources. Please note that these are completely optional.

- Reading: "[How Race Shapes the Lives of White People](#)" by Robin DiAngelo
 - JSTOR login – username: XXXXXXXXXXX
 - Audio: "[Can We Talk About Whiteness?](#)" from Code Switch at NPR
- Questions for reflection:
 - Where do your ideas about whiteness come from? What are the sources for your information?
 - How did whiteness affect your experience as a middle schooler and as a high schooler?

Session 2: What are the origins and effects of the ideology of white supremacy and systemic racism?

If you are interested in doing a bit of reflection before the meeting you might

Video: Watch *13th* to learn more about mass incarceration and its connection to race. Available on Netflix

Read/listen: [this article/interview by Terry Gross](#) ("A 'Forgotten History' of how the US Government Segregated America") with Richard Rothstein about the history of housing discrimination in the United States and its long reaching implications

Observe: Where in our society do you see examples of systemic racism? Write these down and think about what the effects of them are and how they relate to you

Session 3: What is white privilege?

Readings:

- Chapter 11 of *Waking Up White* by Debby Irving: "Headwinds and Tailwinds" (attached)

- Chapter 13 of *Waking Up White* by Debby Irving: “Invisibility” (attached)
- “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh (attached)

Questions for reflection:

- Consider the core 8 identifiers (race, ethnicity, gender, sexuality, age, ability status, religion, and socioeconomic status). Through which identities have you experienced privilege in your life? Through which identities have you experienced disadvantage?
- Consider times in your life when your white skin gave you a “free pass.”

Session 4: Faculty/staff submitted situations/conundrums.

For small-group discussions at our meeting on Monday, March 12, AWARE is seeking situations and questions related to race that employees are grappling with at school.

Those who submit a scenario will receive thoughtful input from a small group. Even if you can’t make the meeting, we would welcome your scenario! It can be anonymous or tied to you, whichever you would prefer. At the end of the meeting, some groups will share highlights of their discussion and learning.

Session 5: What do our students need to know about race?

If you are interested in doing a bit of reflection before the meeting, we wanted to share a few resources. Please note that these are completely optional.

[What White Children Need to Know about Race](#) by Ali Michael and Eleonora Bartoli from NAIS Magazine Summer 2014

[How to Talk to your Kids about White Privilege](#) from Mother Magazine by Mia Quagliarello 9/13/2017

Session 6: How can I be an ally?

We will focus first on the value of listening and then think together about the intricacies and complexities of how to translate listening into authentic and effective action. To prepare, you can listen to [this podcast](#) which includes a conversation with several thinkers and activists around “allyship.”

Appendix 4: Appendix 4: Calendar of events from year 2

Date	Time/Location	Lunch sessions	Book group	Event	Facilitators
Thursday, Oct. 4	10:55-11:30 a.m., US Fireplace room	White Racial Identity (1)			Julie Lutton & Lindsay Orłowski
Thursday, Oct. 25	10:55-11:30 a.m., US Fireplace room	White Racial Identity (2)			Julie & Lindsay
Tuesday, Nov. 6	3:15-4 p.m., MS large conference room		White Fragility, Chapters 1-3		Julie
Thursday, Nov. 8	6-8:30 p.m., Southside Commons			Anti-Racist Giving Workshop (hosted by CARW and Social Justice Fund NW)	Charlotte & Lindsay
Tuesday, Nov. 13	11-11:45 a.m., MS large conference room	White Supremacy & Systemic Racism (1)			Merissa Reed & Charlotte Blessing
Tuesday, Dec. 4	11-11:45 a.m., MS large conference room	White Supremacy & Systemic Racism (1)			Merissa & Charlotte
Monday, Dec. 10	3:15-4 p.m., US Fireplace room		Chapters 4-6		Lindsay
Wednesday, Dec. 12	11-11:45 a.m., MS large conference room	White Supremacy & Systemic Racism (2)			Merissa & Charlotte

Thursday, Jan. 31	12:15-12:50 p.m., US Fireplace room	White Privilege (1)			Julie & Charlotte
Wednesd ay, Feb. 27	11-11:45 a.m., MS large conference room		Chapters 7-9		Mae Waldron/charlo tte
Thursday, March 21	12:15-12:50 p.m., US Fireplace room	White Privilege (2)			Julie & Charlotte
Monday, March 25	11-11:45 a.m., MS large conference room	Taking Action for Racial Justice (1)			Mae & Lindsay
Monday, April 22	11-11:45 a.m., MS large conference room	Taking Action for Racial Justice (2)			Mae & Lindsay
Monday, April 29	3:15-4 p.m., US Fireplace room		Chapters 10-12		Charlotte
Monday, May 6	3:15-4 p.m., US Fireplace room	Closing meeting			Julie, Mae, Lindsay, Charlotte

Appendix 5: Sample session plan from year 2

White Racial Identity

Session 1 Plan

10:55-11:30 a.m.

Present the purpose of AWARE meetings to the group (Lindsay) (1 min)

AWARE (Alliance of White Anti-Racist Educators) began in 2017-2018 as a group of faculty and staff who identify as white who are committed to learning about race. We aim to educate ourselves proactively and from a place of internal motivation rather than relying on people of color to educate us about race. We are focused on personal growth and developing awareness. We are open to people who are in different starting places with this work, and we provide practice opportunities to use what we learn and look for ways to make our learning personal. We work to support the school's work on diversity, equity, and inclusion and align ourselves with Lakeside's mission in this regard. In addition to learning, we are working towards an advocacy role that is focused on racial justice and equity.

(Lindsay and Julie) Short verbal statement from each facilitator about why we are engaged in this work. (2 min)

Specifically today... (Lindsay) (1 min)

EDUCATIONAL GOAL: For white people to understand that they have a racial identity and that white racial identity is often obscured by systems upheld by white privilege and white supremacy.

PERSONAL AWARENESS GOAL: An exploration of one's own racial identity at different points in the lifespan.

PRACTICE GOAL: Finding opportunities in everyday conversation to illuminate how your own values and beliefs are tied to your racial identity and to name this aloud!

ADVOCACY GOAL: None for this session.

Review norms (Julie) (2 min)

- Respect confidentiality (and transparency and accountability)
- Speak from your experience/your truth
- Embrace productive discomfort
- Monitor your own participation
- None of us are experts – be open, avoid judgment
- Center the conversation on interrogating and understanding whiteness

Introductions (Lindsay) (4 min)

- Turn to your neighbor, and introduce yourself: (2 min)
 - Name, pronouns, role, campus, why you're here
- Write down something you're hoping for from your participation in AWARE. (2 min)

Discussion (Lindsay) (5 min)

Turn to your other neighbor...When do you think about the fact that you are white?

(to wrap up the discussion - 3 volunteers to share out. Note that it is likely that many of us do not think about being white on a regular basis, since whiteness is treated as the "norm")

Presentation (Julie) (8 minutes)

First 3 slides (contact, disintegration, reintegration)

After each slide - asking people to name an experience that reminds them of the feelings/thoughts/experiences of this stage.

Discussion (Lindsay) (6 min)

1 minute thinking to yourself, then whole group discussion

What are some of the core values and beliefs that you were raised with? (examples: education, work, money, expression of emotion, etc.)

Who did those values and beliefs come from?

Practice opportunity (Julie) (6 min)

Consider places in your life (relationships, settings, conversations) where you can name a value or belief as being tied to whiteness. What are some examples?

Next session - Thursday 10/25 at the same time, same location.

Appendix 6: Sample communication email

Dear Colleagues,

As a reminder, the first meeting of the Alliance of White Anti-Racist Educators (AWARE) is this Thursday, October 12th from 3:30-5 PM. We will meet in the Fireplace Room in the WCC at the Upper School. The topic for our first meeting is “what does it mean to be white?” All faculty and staff who identify as white are welcome to attend. **If you are planning to attend and would like an Outlook invitation to the meeting so it appears on your calendar, please reply to this email.**

Lindsay Orlowski and I will be facilitating this meeting. We wanted to share some brief personal thoughts about why we are committed to doing this work.

Lindsay: I have observed that the experience of being a white employee can be quite different than the experience of being an employee of color at Lakeside. I am engaged in these dialogues with my white colleagues to become better equipped to support my colleagues of color and become better able to push for changes at Lakeside that will improve the culture of our school for everyone.

Julie: My commitment to deepening my understanding of my whiteness is partially rooted in my commitment to our students. As one scholar wrote, “[f]or racism to disappear in the United States, White people must take the responsibility for ending it.” I am committed to working against racism and other forms of oppression, and want to engage in these dialogues with my colleagues to educate myself and others for the purpose of making Lakeside a welcoming place for all of our students and families.

If you are interested in doing a bit of reflection before the meeting, we wanted to share a few resources. Please note that these are completely optional.

- Reading: [“How Race Shapes the Lives of White People”](#) by Robin DiAngelo
 - JSTOR login – username: XXXXXXXXXX
- Audio: [“Can We Talk About Whiteness?”](#) from Code Switch at NPR
- Questions for reflection:
 - Where do your ideas about whiteness come from? What are the sources for your information?
 - How did whiteness affect your experience as a middle schooler and as a high schooler?

If you have any questions about AWARE or about this session, please feel free to contact either of us or any other organizer of AWARE (Charlotte Blessing, Nancy Canino, Matt Huston, Meg Johnson, James Nau, Merissa Reed, or Mae Waldron).

Julie & Lindsay

Appendix 7: Assorted other resources

Books

White Like Me: Reflections on Race from a Privileged Son, Tim Wise

White Fragility: Why it's so Hard for White People to Talk about Racism, Robin DiAngelo

The History of White People, Nell Irving Paper

Stamped from the Beginning: The Definitive History of Racist Ideas in America, Ibram X. Kendi

Waking Up White, and Finding Myself in the Story of Race, Debby Irving

Articles

What's Wrong with White Teachers: Andre Perry in the Hechinger Report

<https://hechingerreport.org/whats-wrong-white-teachers/>

This piece summarizes and analyzes research on white teachers and how race of a teacher can affect students.

Podcasts

Seeing White

This podcast is a Peabody-nominated podcast on whiteness with a range of episodes on different more specific topics.

NPR Code Switch

This weekly podcast on issues around race has a range of episodes that can be great for sparking discussion. "All Mixed Up: What Do We Call People Of Multiple Backgrounds?" is an example - in it the hosts talk to people about their thoughts on using the word "mixed" to describe people, revealing many different opinions and nuanced takeaways.

Video/Interactive

<http://whitenessproject.org/>