The Evolution of an Institution’s Engagement with Racism

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Energizer

Find a partner:
- What’s something you’re grateful for?

Find a new partner:
- Why did you choose this session today?
Institutional Racism at LWHS

- tuition driven
- selectivity
- school’s history
- faculty of color - interrogation of credentials
- faculty of color - extra work to support students of color
- culture - intellectual toward attunement
The Ladder of Conscious Competence

Unconscious Competence
Unaware of our effortless skill

Conscious Competence
We're aware of our skill

Conscious Incompetence
We know we don't know and others do
Need to manage fear, anxiety, shame & frustration

Unconscious Incompetence
Blissful ignorance
You don't know that you don't know

Adapted from Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar
Intellectual and Structural Engagement with Racism

Adapted from "Onward: Cultivating Emotional Resilience in Educators" by Elena Aguilar

E. Temple, T. Williams, N. Young, "The Evolution of an Institution’s Engagement with Racism", NAIS Annual Conference, February 2020
Embodied and Attuned Engagement with Racism

Unconscious Competence
Conscious Competence
Conscious Incompetence
Unconscious Incompetence

Viewing all SOC as a monolith
"Whack-a-mole"
IWS
Everyday interactions
Culturally Responsive Teaching and the Brain
Viewing microaggressions and inclusion as interpersonal vs systemic

Adapted from *Onward: Cultivating Emotional Resilience in Educators* by Elena Aguilar

Embodied and Attuned Engagement with Racism

Where is your school on the ladder?

Unconscious Competence
Conscious Competence
Conscious Incompetence
Unconscious Incompetence

Talk with a partner! One minute each!

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Implicit Guiding Principles

Opt-In Programming
- Building capacity in adults so we can be prepared for students
- The Appetizer
- Affinity Groups
- POC TWS
- My Grandmother’s Hands
- POC and NPC Conferences
- Board of Trustees’ DET Committee
- Personal Professional Development

All-In Programming
- Restorative Practices
- Language Guidelines
- 2016 Election Debrief
- Onward
- Sam Mihara Days of Justice
- 9th grade Racial Experience Programming
- Culturally Responsive Teaching and the Brain
- Hiring Practices
- Class Meetings re: N-Word
- Language Guidelines
- PD on racism
- Adult-specific equity position
- Regular DEI engagement with Board of Trustees

* Integrating joy +
  Play + humor + other modalities into the work
* Including broader expertise in problem-solving
* Centering relationship building

* Re-evaluating time *
  Building community beyond our school walls
  Intentional focus on emotional resilience
  Norming spaces

* Encouraging self-regulation,
  self-monitoring, affect labeling
* Encouraging + supporting
  good boundary setting
* Creating brain-friendly learning experiences (for adults!)

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Implicit guiding principles

❖ Given the culture of your school, what implicit guiding principles resonate as a possibility for shifting toward embodied and in-the-moment racially attuned and sensitive behavior?
❖ https://tinyurl.com/vytaz7e
Which guiding principles resonate with you?

Implicit Guiding Principles
☆ Building capacity in adults so we can be prepared for students
☆ Integrating joy + play + humor + other modalities into the work
☆ Including broader expertise in problem-solving
☆ Centering relationship building

Opt-In Programming
☆ Re-evaluating time
☆ Building community beyond our school walls
☆ Intentional focus on emotional resilience
☆ Norming spaces

All-In Programming
☆ Naming things in real(ish) time
☆ Asking for feedback/transparency around feedback
☆ Encouraging self-regulation, self-monitoring, affect labeling
☆ Encouraging & supporting good boundary setting
☆ Creating brain-friendly learning experiences (for adults!)

Questions...

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