Curated White Racial Discomfort
A resource for equity change in schools

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Welcome and Overview

- Opening prompt
- Background
- Curating White Racial Discomfort

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My Story of Discomfort and Growth (one of many)

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About the Idea(s)

“Stuck Improving: Racial Equity and School Leadership”

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Research Project

Background

Central Waters High School
Racially and ethnically diversifying suburban high school, 1600 students

Initiated Participatory Research Study
December 2013

5 years

Team-based Participatory Action Research Partnership – used design and continuous improvement approaches to implement racial-equity reforms

Follow-up Research (interviews, artifact analysis, and site visits)
October 2018

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The Book: “Organizational racial resources” that are essential to equity change

Chapter 1. Black and Brown People’s Influential Presence
Chapter 2. Curated White Racial Discomfort
Chapter 3. Courageously Confrontational School Culture
Chapter 4. Collective Awareness of Racial Emotions and Beliefs
Chapter 5. Race-Conscious Inquiry Cycles (Leadership)
Chapter 6. Stuck Improving—Knowing that Racism (White Supremacy) is at Work

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Curated White Racial Discomfort

- Active and critically-reflective
- Continuous, compounding, and coherent
- Oppression conscious
- Dual focus and benefit
- Proximal and devastating
Active and critically reflective

- Invite educators to learn about race and racism through the **practice** of “undoing” racism and challenging power relations in everyday work situations and environments.
- Bring their learning through practice back to the group for consideration, analysis, and critique.

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Continuous compounding and coherent

- Design PD to build on previous experiences. Design for learning across different domains (classroom, team meetings, community).
- Focus on identified points of being stuck and anticipate breakthroughs will coincide with racial discomfort/problems/areas for new learning.
Invite educators learn through hearing dissenting and contradictory views, disagreement, and engaging in productive conflict.

Minimize activities that tokenize or require people of color to take risks or experience discomfort for the primary sake of White people’s learning.
Place primary emphasis on study and analysis of homegrown testimonies, vignettes, and stories that—events, episodes, stories, and problems from within the school and immediate community

Place secondary emphasis on case studies or books removed from local context—as primary data and texts for understanding race and racism.
Dual-focus and benefit

- Invite adults to learn and work to “fix” problems within and amongst their selves.
- Centering students of color experiences to guide self-work: How do our efforts benefit (or not) Black and Brown students?
- What does racial perspective-taking teach me about my racial self? What, if anything, can I do to get better?

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Thank you

Check Out My...

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