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Curated White Racial Discomfort

*A resource for equity
change in schools*



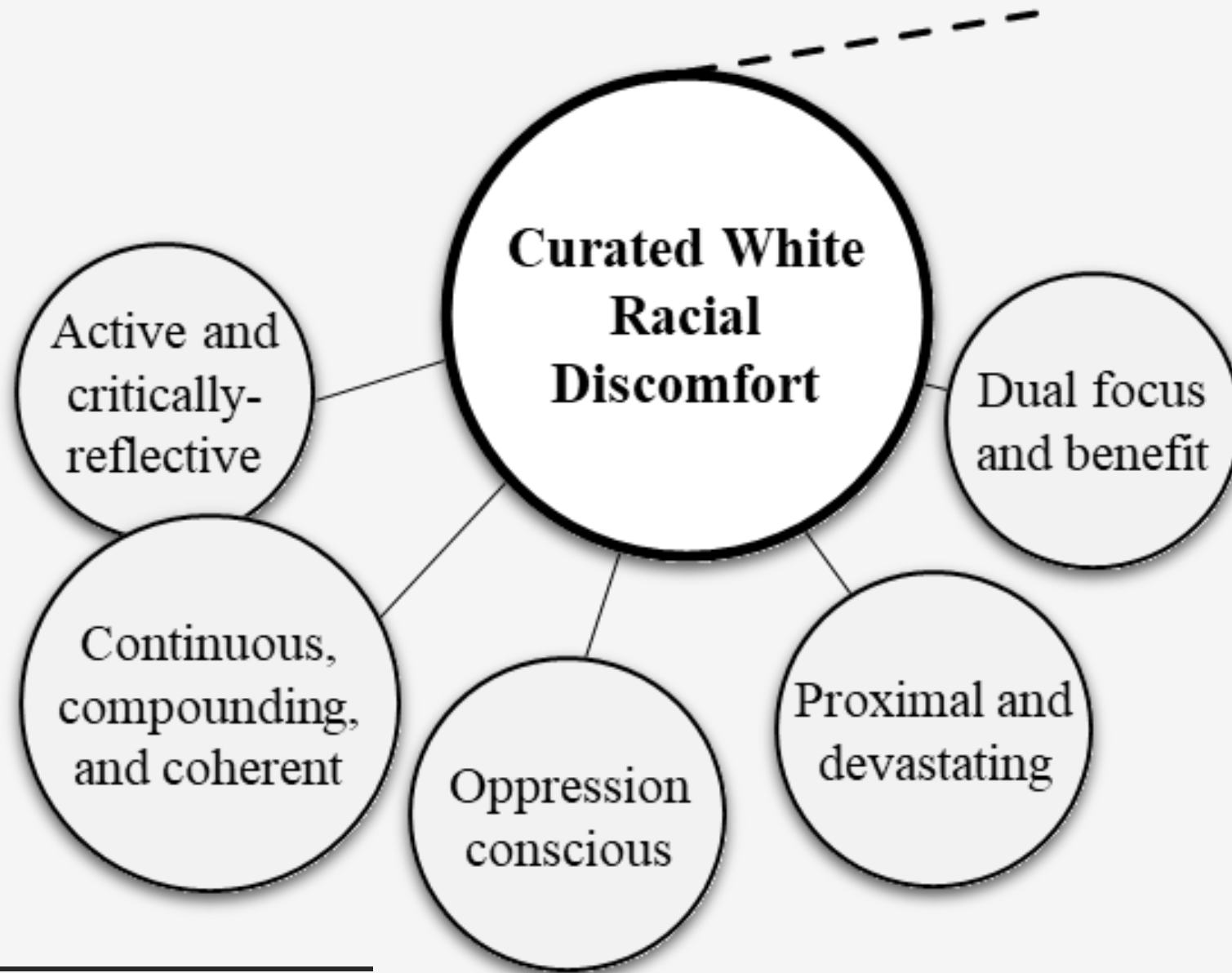
Welcome and Overview

- Opening prompt
- Background
- Curating White
Racial Discomfort

*My Story of
Discomfort
and
Growth
(one of many)*

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About the Idea(s)

***"Stuck Improving: Racial
Equity and School Leadership"***

Authored by: Decoteau J. Irby

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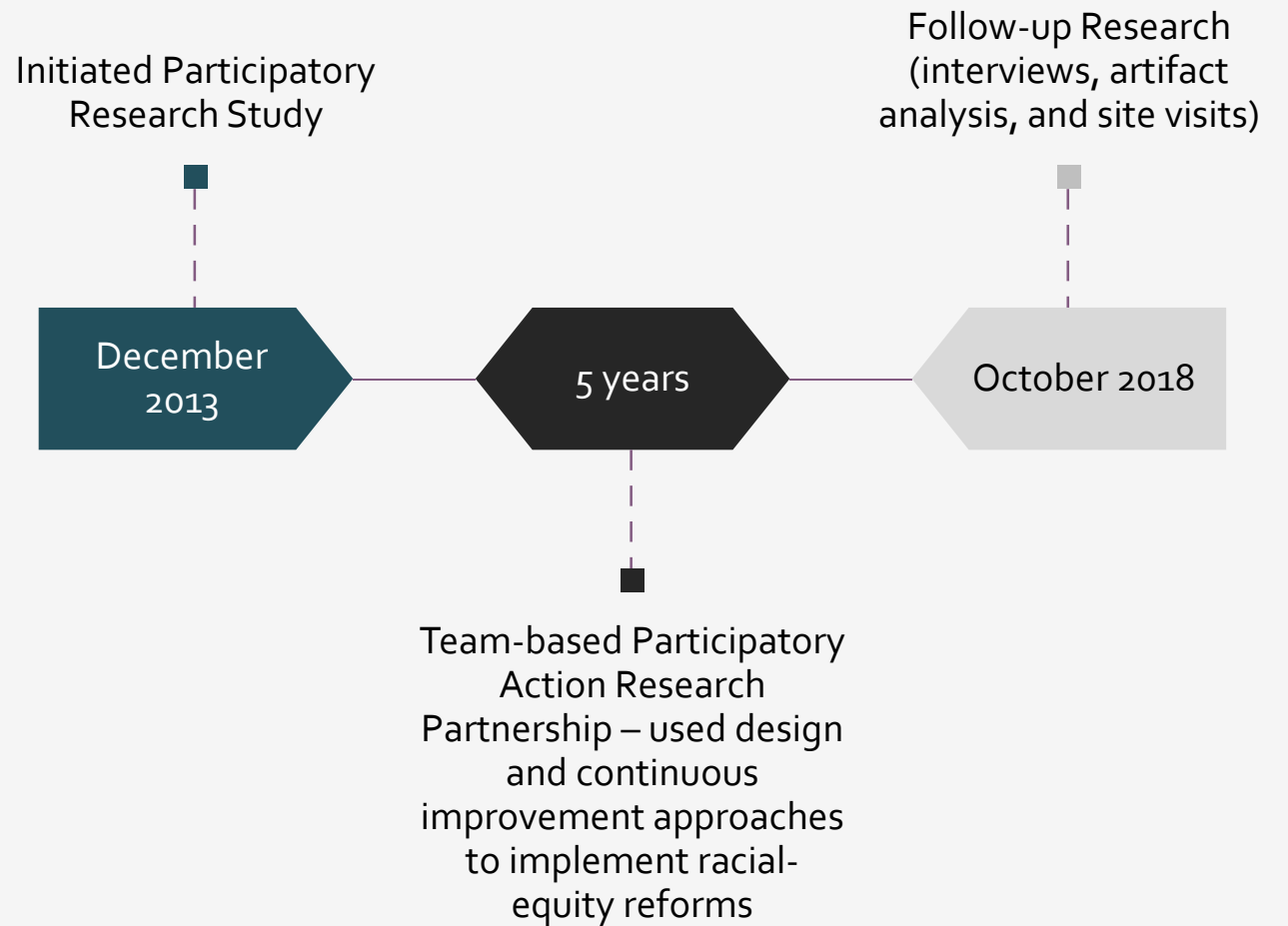
Available: Late Summer/Fall 2021

Research Project Background

Central Waters High School

Racially and ethnically diversifying suburban high school, 1600 students

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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



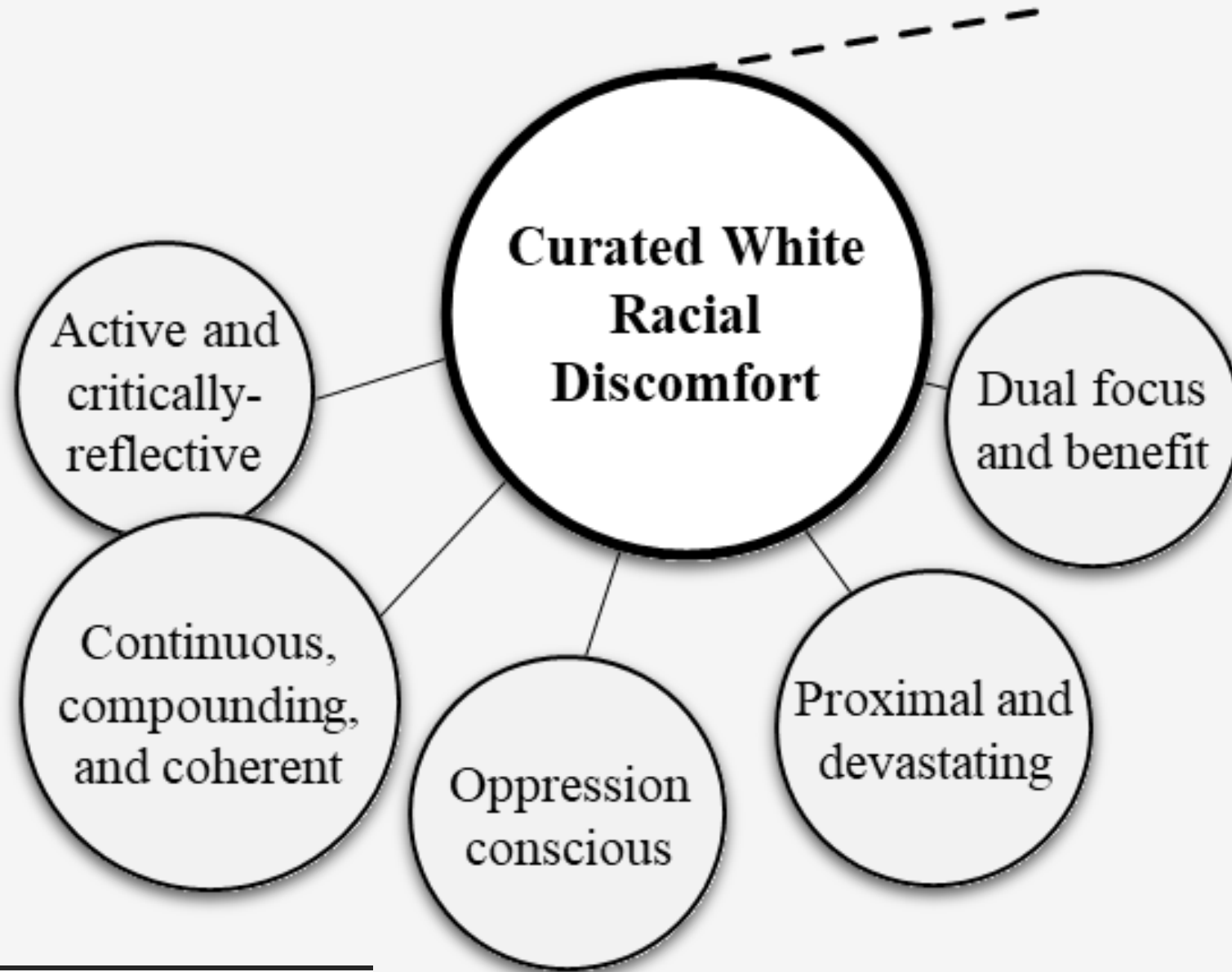
Chapter 4. Collective
Awareness of Racial
Emotions and Beliefs



Chapter 5. Race-
Conscious Inquiry
Cycles (Leadership)



Chapter 6. Stuck
Improving—Knowing
that Racism (White
Supremacy) is *at Work*





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.

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.

Oppression Conscious



- ❑ 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.



Proximal and Devastating

- ❑ 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?



Thank you

Check Out My...

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