

Whiteness in Ed Spaces- Session Notes

Who's in the Room

Name, Social Media Handle, School

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Paul Namaste-North Carolina School of Science & Mathematics
Joyce Ratley, @msratley, AP-Washington GT Magnet Elementary School
Stacy Darwin - Abbotts Creek Elem @stacydarwin

Resources

[OAR Durham](#) has some great resources and hosts workshops -- highly recommend!
[WeAre Durham](#) also has great resources [EdTalks: Dr. Keith Stanley Brooks "Critical Race Theory - Fact vs. Feeling"](#) (video)
[Race: The Power of an Illusion](#) (video)
and hosts workshops -- highly recommended!
[The Five Pillars of Hip Hop](#)
Critical Race Theory
[Seeing White](#) (podcast by Scene on Radio)
[Teachers of Color: In High Demand and Short Supply](#) -- Learning Policy Institute resources

Article: [Governor: Bring HBCUs into Teaching Fellows program](#)
[The Ron Clark Academy](#) offers great training during their educator tours

Was this (below) from [Debby Irving's workshop?](#)

not expect
learning in public

Exploring Cultural Values & Habits

Cultural competence is having enough self-awareness
to move beyond habit and make choices about when and why to reach for which cultural tool.

How whiteness lives in
me

Dominant (White) Cultural Values & Habits

Transactional
Hierarchical, authoritative, controlling
Dominated space
One right way, one right perspective
Eurocentric attitudes and behaviors are best
Formal education is best knowledge
Either/or
Emotional Restraint
Polite, compliant
Conflict Avoidance
Linear, one-dimensional thinking
Intellect over intuition
My comfort is more important than yours
Time is Scarce
Urgency, Efficiency, Fast
Be Busy
Quantitative over Qualitative
"Rugged Individual," Self-sufficiency
Talk at, be the knower
Thick skinned, competitive
Assumption & Judgment
Product/outcome is only goal
Poor disadvantaged you
Be more like me
Denial, defensiveness
Blame
Interrupt
Punishment
Threaten
Bravado
Prefer absolutes
Perfection
Scarcity & Withholding (empathy, trust, \$, knowledge)
Winners & Losers/Zero Sum Game
Individual Status
Permanence, Status Quo, Stagnant

Transformational Cultural Values & Habits

Relational
Collaborative, engaged, navigating
Shared space
Multiple approaches, multiple perspectives
Every culture has attributes to learn from
Lived experience is essential knowledge
Both/and
Emotional Honesty
Authenticity, feedback encouraged
Conflict navigation & resolution skills
Complex, interwoven, critical analysis
Intellect with Intuition
Courageous discomfort leads to growth
No such thing as wasting time
Faster not always better, pace to situation
Be Present
Quantitative integrated with Qualitative
Interdependence, Community
Ask & Listen, be the learner
Open, compassionate, cooperative
Curiosity
Process part of the product
What can I learn from you?
What makes you tick?
Acknowledgement, Owning Impact
Reflecting on own role
Settle down to observe and listen
Reconciliation
Reassure
Humility
Can tolerate ambiguity
Learning from mistakes
Opportunity & Generosity (empathy, trust, \$, knowledge)
Collective Advancement/Expand the Pie
Group Functionality
Impermanence, Growth, Vitality

- ❖ This list, created by Debby Irving, was inspired by the work of Peggy McIntosh, Milton & Janet Bennett, Margo Adair & Sharon Howell, and Tema Okun.
- ❖ Dominant white cultural values and habits can be internalized by people of all colors as we all need to know and use them to navigate and survive everyday life in the United States.

Racial reconciliation educator

damaged by racial ideas
getting self to other side
learn in public

Debby Irving ~ Racial Justice Educator & Writer ~ debby@debbyirving.com

The Encouraging Place
Reggie Edwards

Cultural Values & Habits Cheat Sheet

"We are creating a world that does not yet exist."

Adrienne Maree Brown

Norms of Whiteness	Transformational Interventions
Fear	Reassure
Rush	Pace
I know best	We're in this together
Control	Navigate
Hide	Risk and model vulnerability
Disconnect	Connect
Punish	Restore
Predictable Outcome	Infinite Possibilities

*"*Insanity* is doing the same thing over and over and expecting a different result."*

Albert Einstein

["Waking Up White" - Debby Irving](#)

"5 pillars of Hip Hop culture"

White washed curriculum - must be intentional to counteract it - whose voices are being left out

Move to action - don't just talk about it

Start from history - NC History

"White standard" -

Analyzing every space with a critical lense - field trips

How do we disrupt what is in place, the "whitewashing", that is doing real harm to our students and educators?

How do you bring in the community to support our scholars? What is the parent participation in this conversation? How do you deal with parent pushback?

You can't let parents deter you from the work - mission statement (preparing students for the real world) - some students learn within school about the real world due to not learning at home about diversity (lgbtq, race, etc.)

Suggestion - book study for teachers, parents (Despite the Best Intentions)

What do we do with parent push back?

White parent's children are benefiting from the system. They are perceiving that they are going to lose something. Fear of loss. Hard to let go of power/privilege

Loss of power.

Critical race theory - whiteness as property - dominant culture that permeates in our country - proximity to whiteness - Scarcity mentality

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Getting your piece of the pie -

Scene on Radio - Seeing White Podcast

Deliberate lack of resources - deliberate push

"Despite the best intentions" Book study for teachers and parents—invite PTA but intentional about who is in space

How do you get the people who don't "show up"

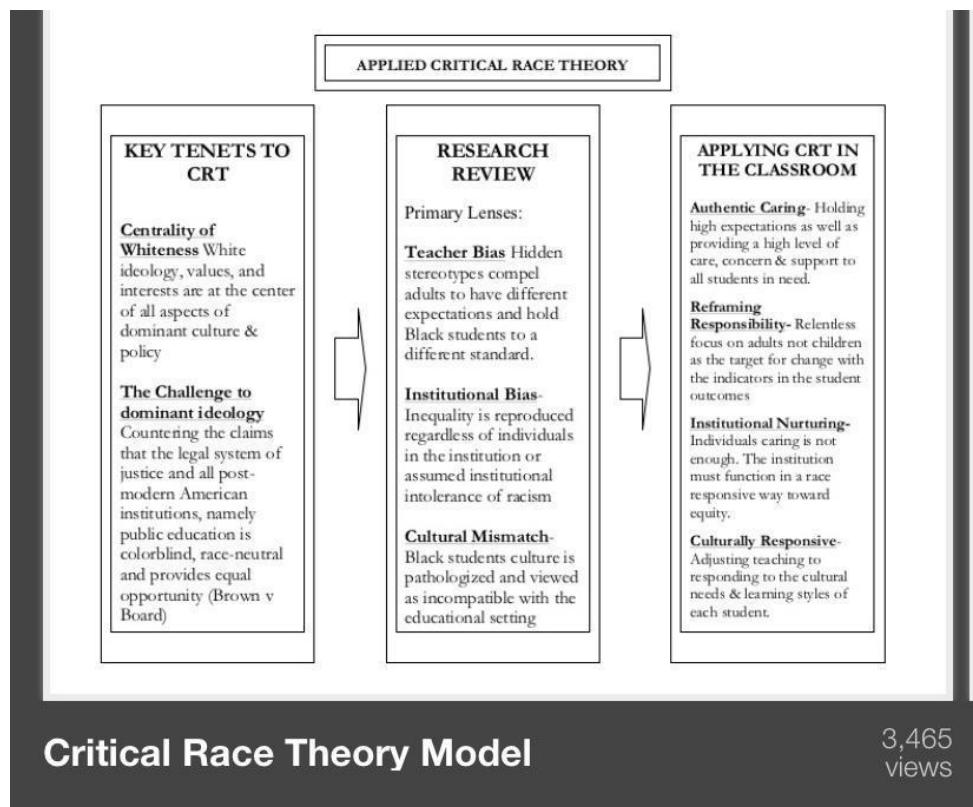
"We Are" community forums - responsibility of white people to advocate - this work is important for all of our children

Critical race theory resource—especially applying in classroom

Implications of having a diverse staff - it is important for white children to see black teachers too.

Are we tracking representation in our school staff?

How are we intentionally hiring diverse staff?



People of color who work in schools - difficult to navigate for POC - POC don't always want to be the voice of the people (tokenism, there because we want them to be there, etc). - Need to have people who extend the voice of the students - are we supporting the staff of color who are there

Question to the APs, Board Members, etc. - how do we still have schools in 2020 where we do not have POC in the classroom - J Ellis - principals given data - charged them with being intentional based on the data in hiring teachers of color

Parallel question - how are we ensuring our schools are places where educators of color want to work, feel safe working, and truly feel valued? What base level of training are all schools/admins being held to (re: equity) to move in this direction while also working on hiring/retention.

Does your school culture support POC - do they feel comfortable in your space - must support POC of color while they are there in your space