RE-ENVISIONING
Schools & Social Justice Education

Presented by

Stephanie Tam Rosas, MA
LMFT (#116439)
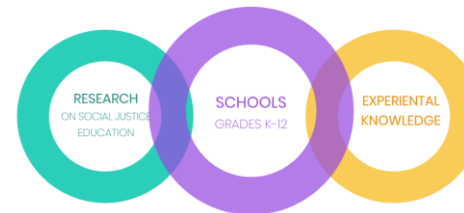tamrosas.com
Slides www.SchoolsForSocialJustice.com/event-slides

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Schools for Social Justice

RESEARCH ON SOCIAL JUSTICE EDUCATION   SCHOOLS GRADES K-12   EXPERIENTAL KNOWLEDGE

pdcr Positive Discipline Community Resources

www.pdcrcc.org

Music by

Alexandra Henry | https://open.spotify.com/artist/2sq0ETQPhucb3E2PHSv9dq?si=G4vbyLdPT8WUDTaqcsuybA
soulgoodenterrainment@gmail.com | Venmo @Alexandra-Henry-12 | Cash app @Snuffaluffalex
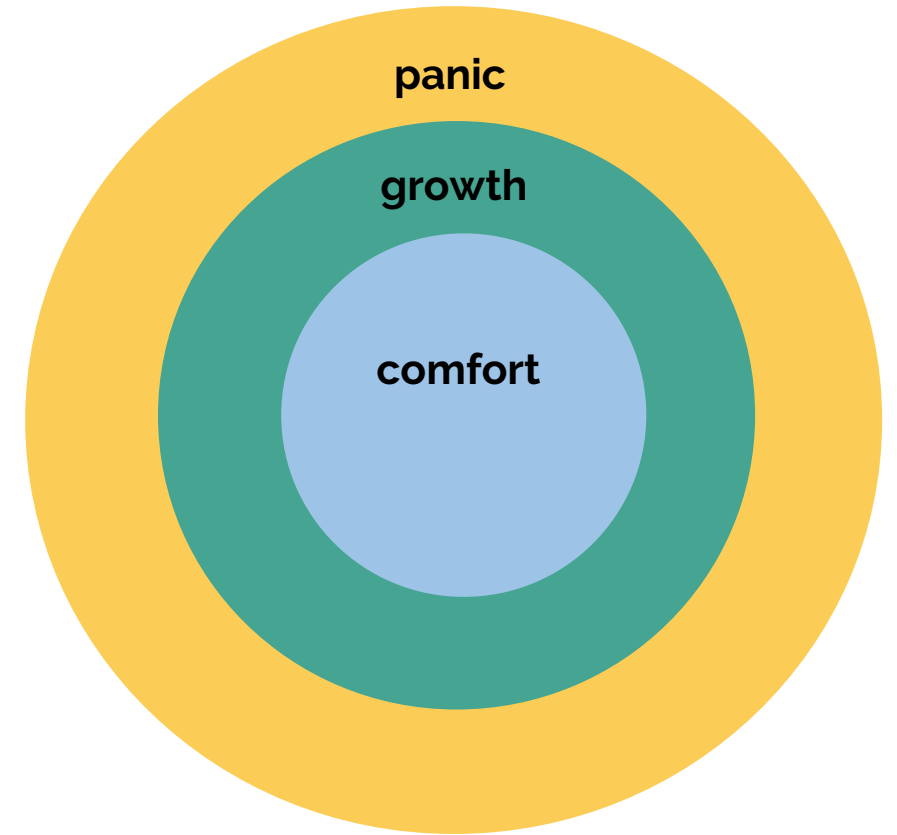
Outline

- **Social identities**

- **White supremacy in schools**

  - **Reflection/break out group**

- **Social Justice Education**

  - **Reflection/break out group**

- **Resources + action steps + MORE resources**

Group Guidelines

1. **Challenge yourself** to lean into learning/growth (and therefore into discomfort)

2. **Take care of your needs**

3. **Participate mindfully**

panic

growth

comfort

Our bodies

Anti-racism work is experienced through our bodies, not just our thoughts

- **Informative: signs of discomfort**

- **Useful: integrate/release emotion**

-Breathe

-Body check

-Move your body

Social Justice Education

The goal of social justice education is to enable people to develop the critical analytical tools necessary to understand oppression and their own socialization within oppressive systems, and to develop a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and in the institutions and communities of which they are a part of.

~Lee Anne Bell

(Adams, Bell, Griffin, *Teaching for Diversity and Social Justice*, 2007)

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# Social identities and intersectional lens

Social Identity: an identity someone holds based on their membership in a social group, and how that group relates to systems of power and oppression.
(race, class, gender, ability, age, sexual orientation, etc)

Intersectional Social Justice

- A necessary analytic tool to explain the complexities and the realities of discrimination and of power or the lack thereof, and how they intersect with identities.

- Understands that not all injustice is the same, multiple forms of oppression create shared experiences of suffering

Race

Race is a social construction, classifying people based on physical characteristics, BUT

White people have been using the invention of race to systematically benefit White people.

Overt Racism → **Colorblindness**

Entrenched Inequality: politically, socially, economically
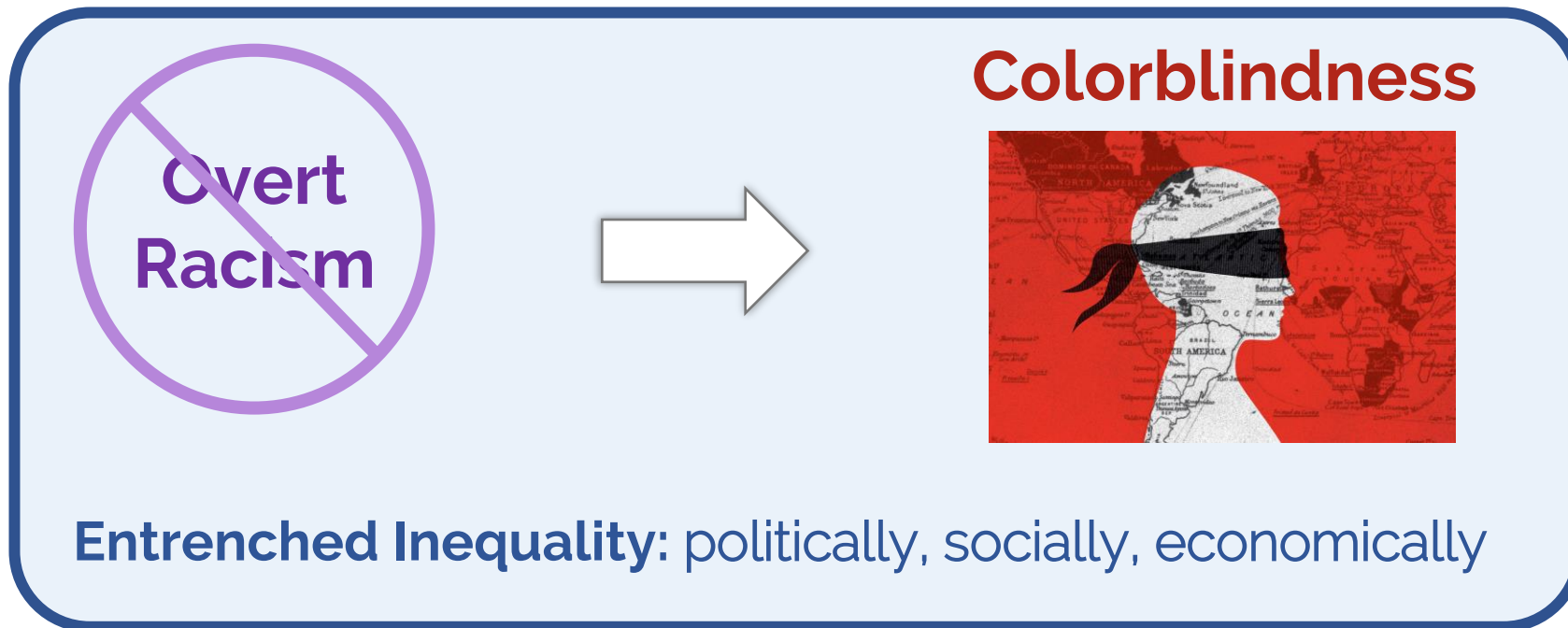
10 Examples That Prove White Privilege Protects White People in Every Aspect Imaginable

(Carol Anderson, *White Rage,* 2017)
(Ibram X. Kendi, *How to Be an Antiracist,* 2019)

White Supremacy

- A system of structural and societal racism which privileges White people over everyone else, regardless of the presence or absence of racial hatred.

- White racial advantages occur at both a collective and an individual level.

  - Prioritizes the feelings of White people over the dire needs of People of Color
  - Assumes White culture should be the dominant culture in our country
  - Assumes that racism would be over if people of color just assimilated and acted more like White people

The Conscious Kid https://www.instagram.com/p/CAq9_0uJary/

Overt White Supremacy
(Socially Unacceptable)

Lynching

Hate Crimes

Blackface   The N-word

Swastikas   Neo-Nazis   Burning Crosses

Racist Jokes   Racial Slurs   KKK

Calling the Police on Black People   White Silence   Colorblindness

White Parents Self-Segregating Neighborhoods & Schools

Eurocentric Curriculum   White Savior Complex   Spiritual Bypassing

Education Funding from Property Taxes   Discriminatory Lending

Mass Incarceration   Respectability Politics   Tone Policing

Racist Mascots   Not Believing Experiences of BIPOC   Paternalism

"Make America Great Again"   Blaming the Victim   Hiring Discrimination

"You don't sound Black"   "Don't Blame Me, I Never Owned Slaves"   Bootstrap Theory

School-to-Prison Pipeline   Police Murdering BIPOC   Virtuous Victim Narrative

Higher Infant & Maternal Mortality Rate for BIPOC   "But What About Me?"   "All Lives Matter"

BIPOC as Halloween Costumes   Racial Profiling   Denial of White Privilege

Prioritizing White Voices as Experts   Treating Kids of Color as Adults   Inequitable Healthcare

Assuming Good Intentions Are Enough   Not Challenging Racist Jokes   Cultural Appropriation

Eurocentric Beauty Standards   Anti-Immigration Policies   Considering AAVE "Uneducated"

Denial of Racism   Tokenism   English-Only Initiatives   Self-Appointed White Ally

Exceptionalism   Fearing People of Color   Police Brutality   Fetishizing BIPOC   Meritocracy Myth

"You're So Articulate"   Celebration of Columbus Day   Claiming Reverse-Racism   Paternalism

Weaponized Whiteness   Expecting BIPOC to Teach White People   Believing We Are "Post-Racial"

"But We're All One Big Human Family" / "There's Only One Human Race"   Housing Discrimination

Covert White Supremacy (Socially Acceptable)

The Conscious Kid

White Supremacy In Schools

- White silence

- Primarily learning about White people in US history

- Learning that the history of Black people started with slavery

- Invisibilizing the contributions of BIPOC people throughout history

- Books overwhelmingly representing White people/characters

- The majority of literature written by White voices

- Cultural values, "professional" norms

- ~80% White teaching force, 78% White principals

- Black high school students are twice as likely (12.8%) to be suspended as White (6.1%) students

- School to prison pipeline

- Policies, practices, and judgment that blames individuals for the circumstances they find themselves in, instead of pointing to systems of oppression

Characteristics of White Supremacy Culture

- **Perfectionism**

- **Paternalism**

- **Either/or thinking (good/bad dichotomy)**

- **Sense of urgency**

- **Right to comfort**

- **Fear of open conflict**

- **Individualism**

- **Neutrality**

Adapted from: Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun (2016. pgs 28-35)
Other resources:
- The Characteristics of White Supremacy Culture – Showing Up for Racial Justice
- Book: Me And White Supremacy by Layla F, Saad
- No, I Won't Stop Saying White Supremacy

Characteristics of White Supremacy Culture

Perfectionism

- need to be seen as "all knowing" or an expert

- mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are -- mistakes

- prevents us from seeing people as complex and flawed

- leads to defensiveness when those with power are criticized, instead of reflection and humility

Paternalism

- those with power think they are capable of making decisions for and in the interests of those with less power

- those with power do not make ongoing efforts to understand the views and experiences of those for whom they are making decisions

Adapted from: Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun (2016. pgs 28-35)

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Characteristics of White Supremacy Culture

Either/Or Thinking

- things are either/or, good/bad, right/wrong, with us/against us

- results in trying to simplify that which is complex

Sense of Urgency

- makes it difficult to take time to encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences

- frequently results in sacrificing potential allies for quick or highly visible results

Adapted from: Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun (2016. pgs 28-35)

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Characteristics of White Supremacy Culture

Right to Comfort
- the belief that those with power have a right to emotional and psychological comfort

Fear of Open Conflict
- when someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem

Adapted from: Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun (2016. pgs 28-35)

Characteristics of White Supremacy Culture

Individualism

- people in organization believe they are responsible for solving problems alone

- prioritizes heroes and moves us away from collective action

- blames individuals for their circumstances instead of pointing to systems of oppression

Neutrality

- assumes that your experiences, culture, and identity are normal or neutral

- never questioning whiteness or thinking that there is no White culture

Adapted from: Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun (2016. pgs 28-35)

Breakout Group Guidelines

○ **Write questions in comments**

○ **Speak from experience**

    "I find myself thinking…"

    "I find myself wondering…"

    "I notice that I feel…"

○ **Call in vs call out** (challenge ideas with the intent to help educate)

For White folks

- **Listen** (reframe from defensiveness)

- **Do not "tone police" BIPOC**
  - (do not ask BIPOC to reframe what they are saying in a "more polite" way)

panic

growth

comfort
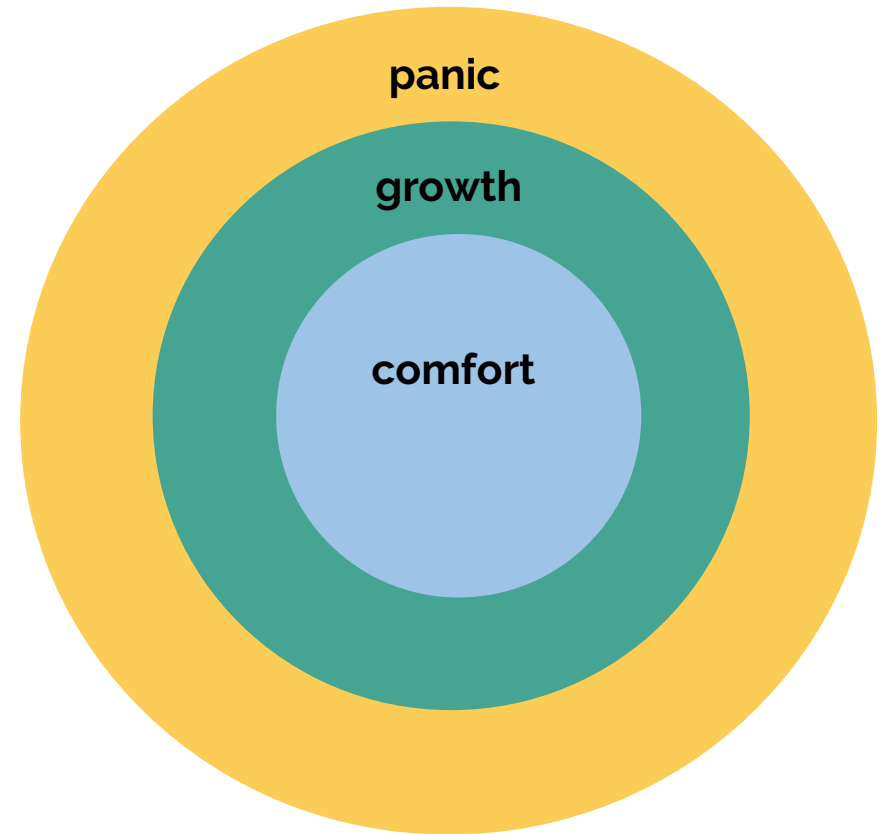
BREAK OUT GROUPS: (Reflect & Discuss)

1. How do you see white supremacy showing up in your school?

2. What would schools look like if white supremacy was dismantled?

Freedom Dreaming: Creating the world we dream of by first, visualizing the future we want to live in and second, determining the actions that will lead us there.

- uplifts, affirms, and harnesses the voices of people based on intersectional social justice

- connects people and communities to create shared visions with one another

- is about listening deeply while unlearning harmful ideologies and ideas

(Robin D. G. Kelley, *Freedom Dreams: The Black Radical Imagination,* 2002)
BRIC Freedom Dreaming Project

1. How do you see white supremacy showing up in your school?

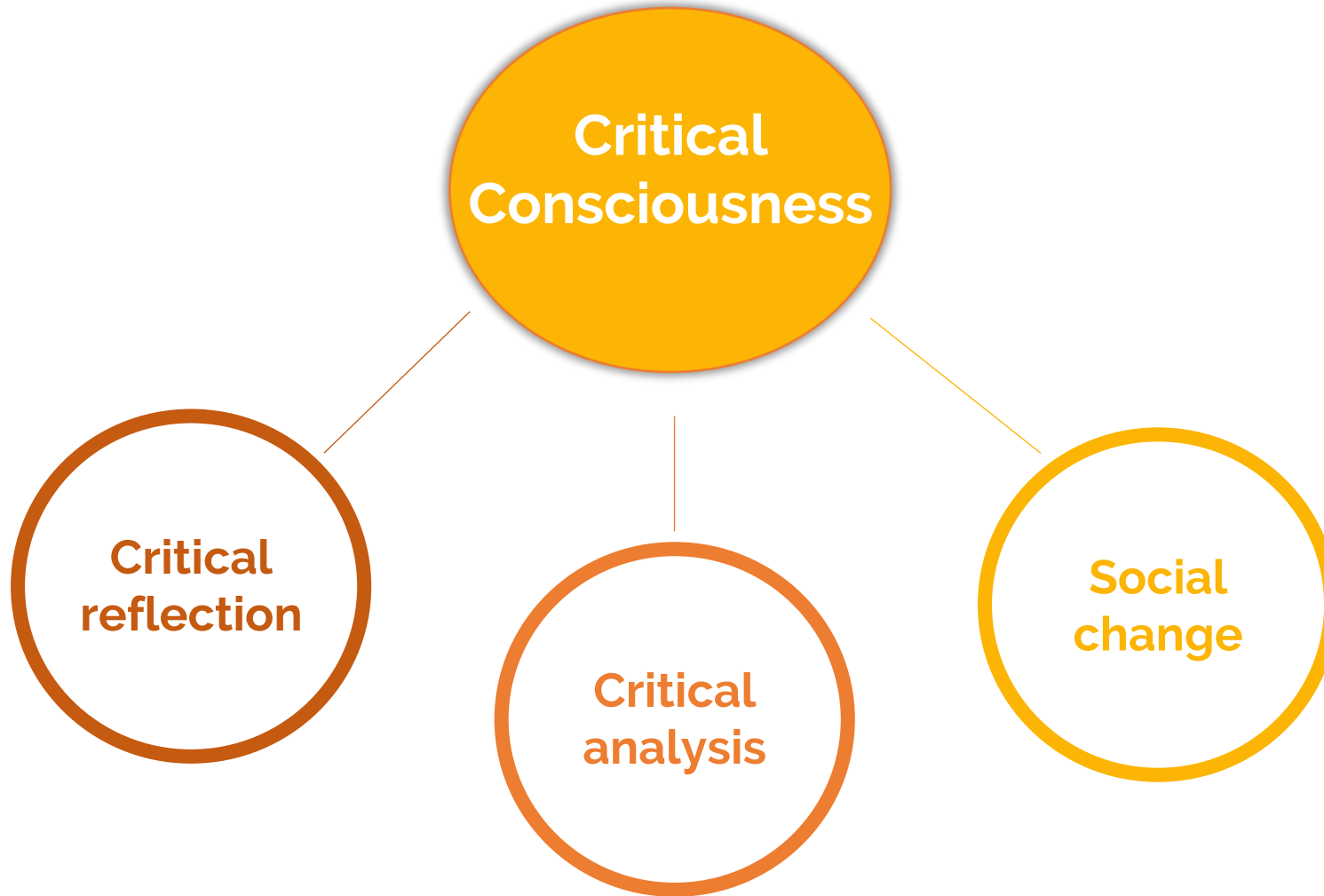Characteristics of White Supremacy Culture

- Perfectionism
- Paternalism
- Either/or thinking (good/bad dichotomy)
- Sense of urgency

- Right to comfort
- Fear of open conflict
- Individualism
- Neutrality

2. What would schools look like if white supremacy was dismantled?

Freedom Dreaming: Creating the world we dream of by first, visualizing the future we want to live in and second, determining the actions that will lead us there.
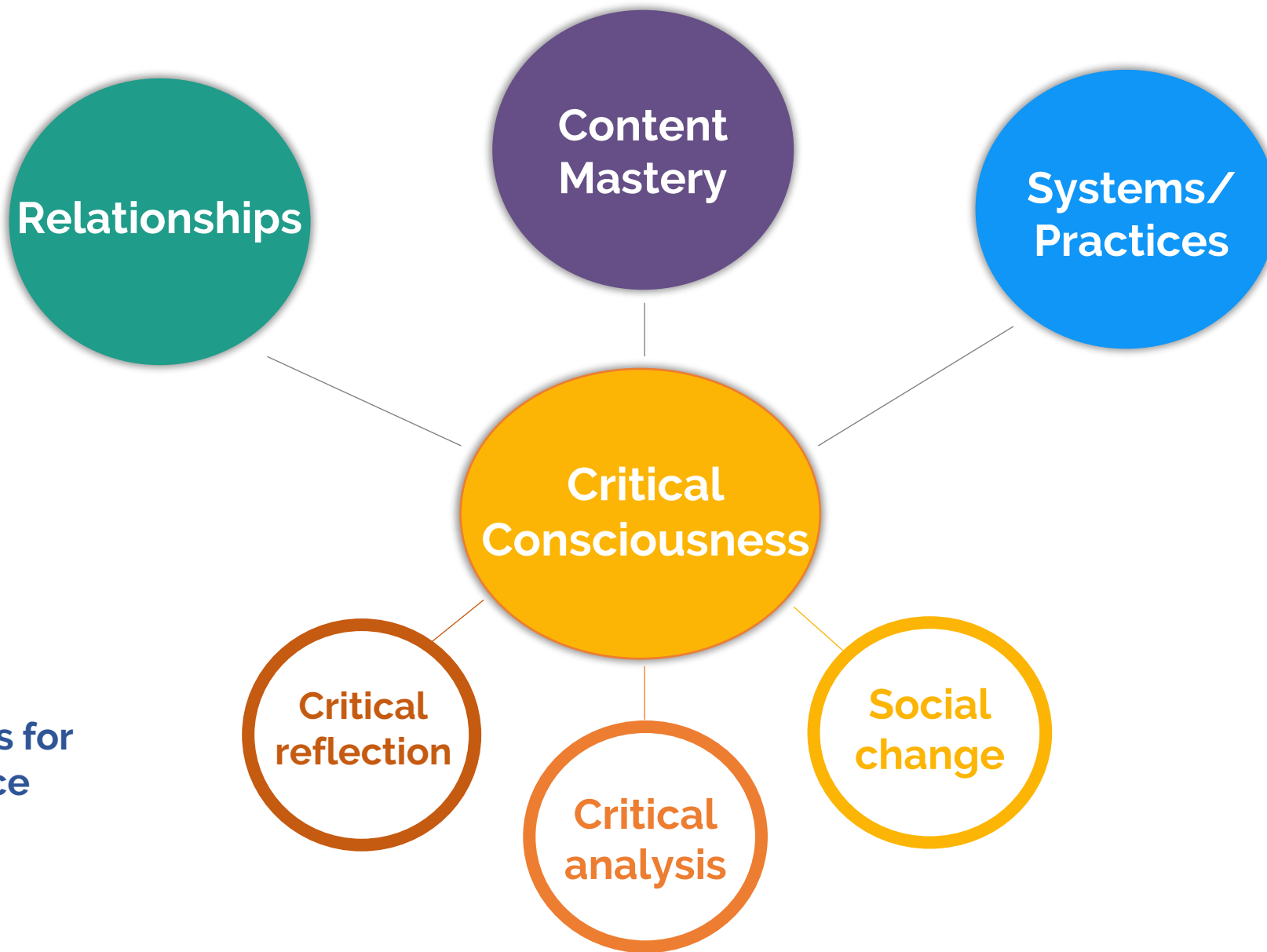
Classroom Components for Social Justice Education

- Relationships
- Content Mastery
- Systems/Practices
- Critical Consciousness
  - Critical reflection
  - Critical analysis
  - Social change

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The combination of critical reflection and taking reflective action toward social justice (Freire, 1970; Watts et al., 2011)

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Critical Consciousness

Critical Reflection

The process of people collectively examining their lived experiences and contextual histories through social analysis

→ identify structural inequalities and deconstruct these systems

→ frames oppression within sociohistorical context, structures, policies, and practices

BIPOC: collectively examine how internalized oppression has impacted their lives and communities, the structural conditions that uphold societal inequities, and how to deconstruct these systems

White folks: to acknowledge their systemic privilege, work through the emotionality of being White, and use their racial privilege to not only advocate for BIPOC, but share power and challenge systems of oppression
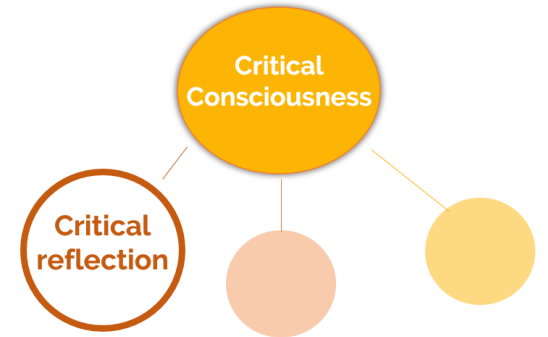
(Hackman, 2005; Watts et al., 2011)

Critical Consciousness

Critical Analysis

- Learning to read the world

- The process by which we consider perspective, positionality, power, and possibilities with respect to content

- Requires us to examine information from multiple, non-dominant perspectives (and see those perspectives as valid)

- Provides both deep knowledge and a direction for the application of that knowledge in students' lives
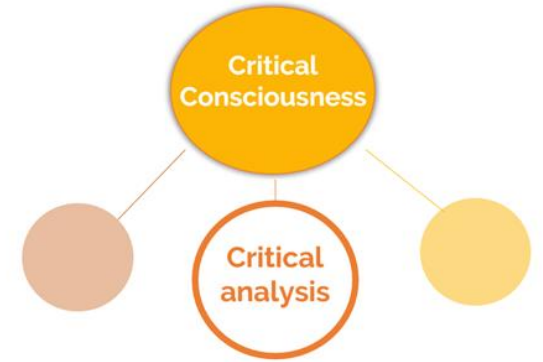
(Friere, 1970; Hackman, 2005)

Critical Consciousness

Social Change

- Should be influenced by critical reflection and analysis

- There are many forms of social change
  - Radical approach of grassroots protests and street actions (Alinsky, 1971)
  - Problem posing process (Freire, 1973)
  - Intergroup dialogue (Zuniga & Sevig, 2000)
  - Change that is grounded within "the system" (Oakes & Lipton, 1999)
  - Change outside "the system" (Lorde, 1984)

- It is important to teach social change and action in hand with social justice education, otherwise students feel stuck, guilty, or re-oppressed

- The process continues where action leads to knowledge, which can lead to subsequent critical action

(Hackman, 2005)

Critical Consciousness

Social change
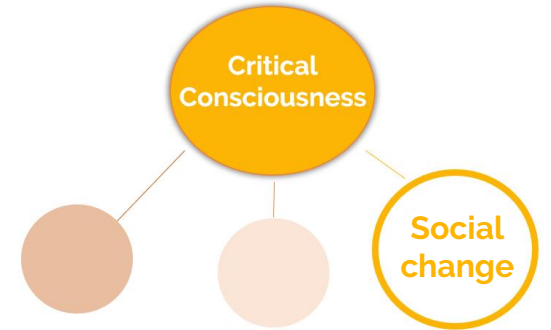
Relationships

- Build meaningful relationships with students

  - **Learn:** conversations, writing exercises, sharing objects or photos that are meaningful
  - **Share:** building relationships go both ways and includes vulnerability

- Provide students opportunities to build meaningful relationships with each other
  - Students will need space to meet with others from their own social identity groups
  - Students will need space for intergroup work across social identities

****Do not make members of traditionally marginalized groups educate more structurally privileged group members in the classroom.
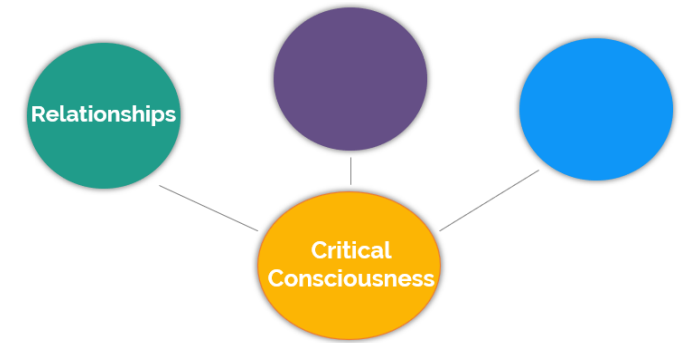
Content Mastery

- Students need information that is complex and represents a range of ideas and information beyond the mainstream.

- Historical contextualization

- Culturally Responsive Teaching: connect content and teacing to students' lives
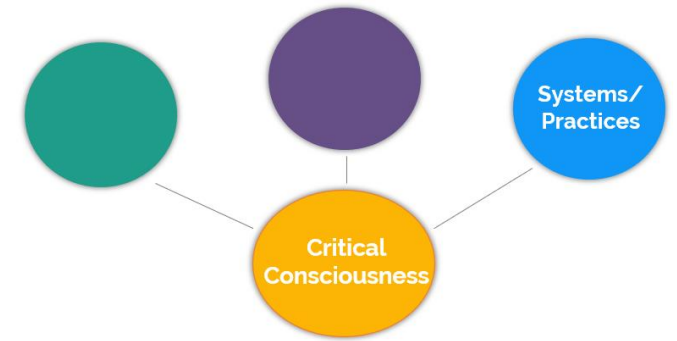
Examples
- stories and curriculum that discuss racism
- stories about BIPOC characters living life
- desire-based narratives, show BIPOC in action, not as needing saving
- complex personhood (complicate the good vs bad dichotomy)
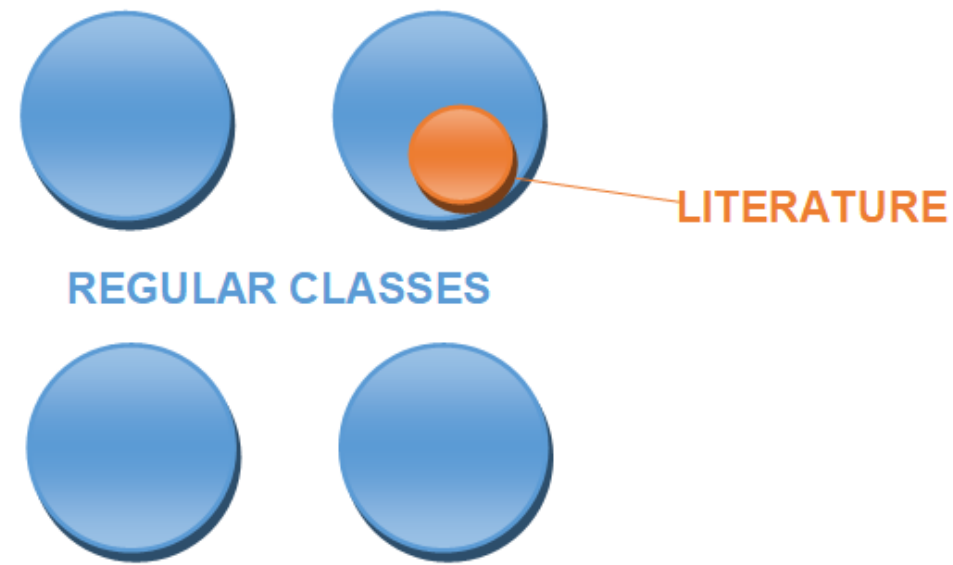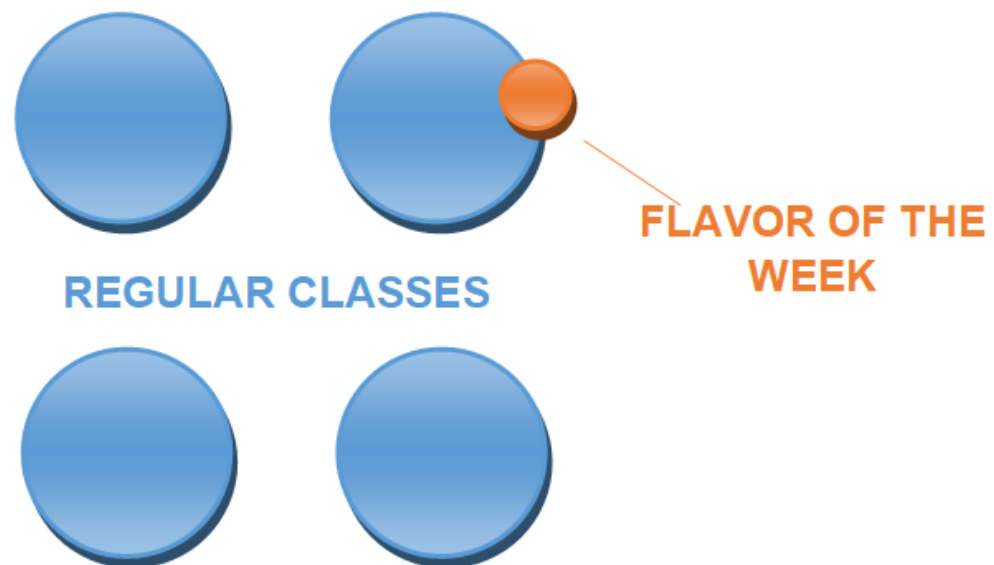- current examples of racism and oppression
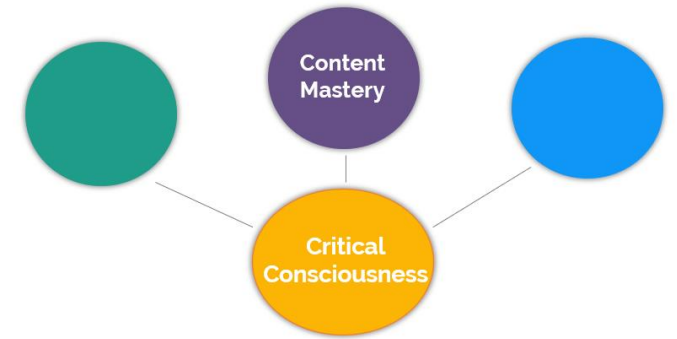
(Hackman, 2005; Ladson-Billings, 1994; Tuck, 2009)

Systems/Practices

- Challenge business as usual
  - Examine the processes you use to line up, group students, send out information about events, school/classroom news, and resources

- Examine systems of power
  - Horizontal power structures
  - Participatory democracy
  - Share meaningful decision making

- Co-construct agreements/community guidelines about how to navigate disagreements and how to be good critical friends
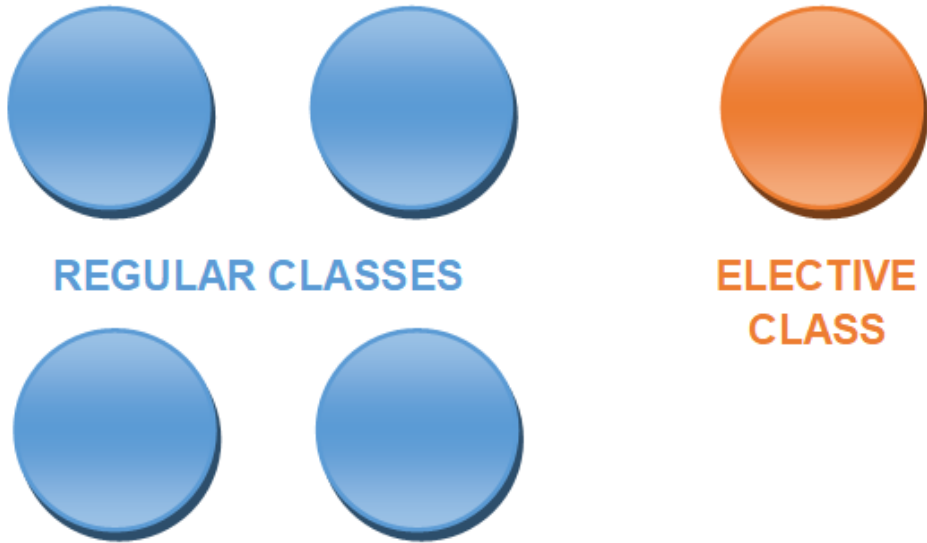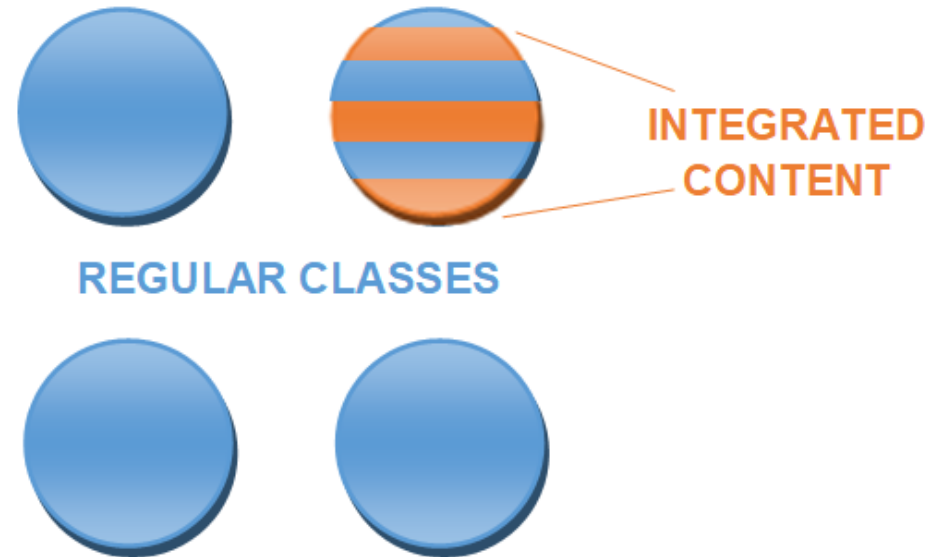
- Share the air

Intervention Examples

REGULAR CLASSES

FLAVOR OF THE WEEK

REGULAR CLASSES

LITERATURE

(Copenhaven-Johnson, 2006)

Intervention Examples

REGULAR CLASSES

ELECTIVE CLASS

INTEGRATED CONTENT

REGULAR CLASSES

(Welton, et al., 2015)

(Flynn, 2012)

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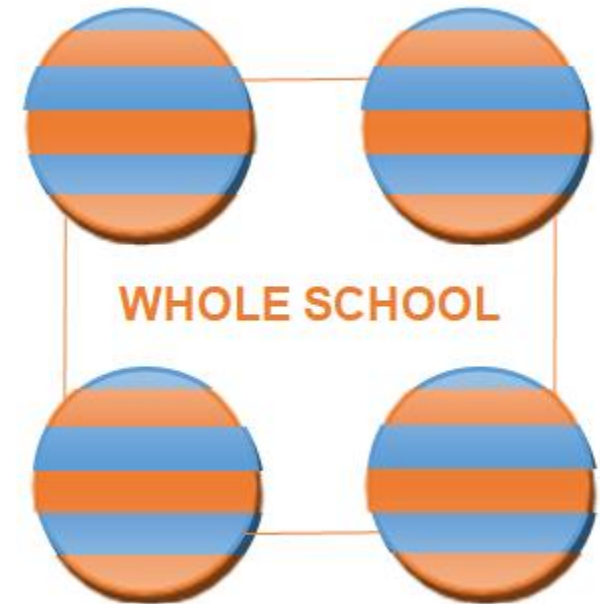
Intervention Examples

Whole School Approach (Kraft, 2007)

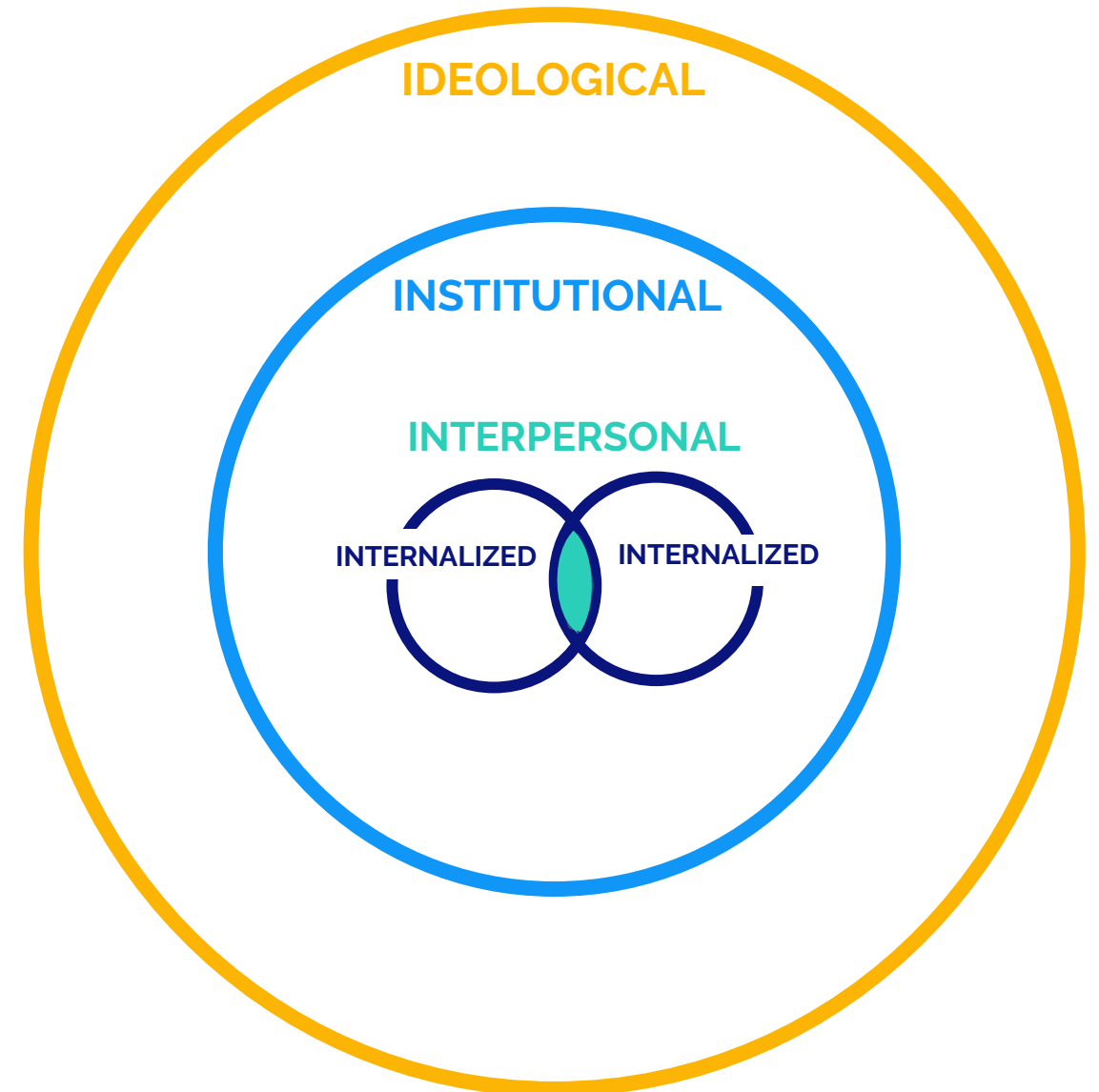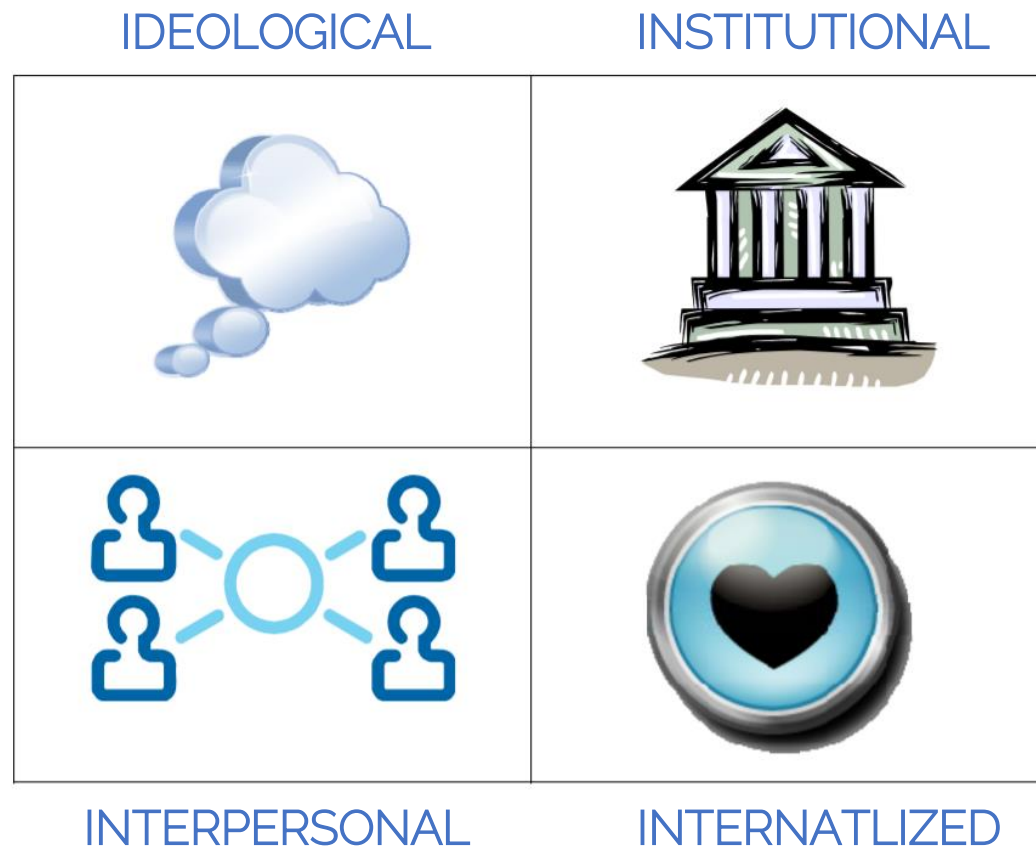**Explicitly taught about social justice issues**
- Integrating issues of social justice across the curriculum
- Teaching critical thinking skills and fostered social consciousness
- Culturally relevant teaching practices

Fostered a socially just school community
- Administrative decisions using democratic shared leadership committees with input from students, teachers, and parents

- School culture
    - Strong community values
    - Time to establish and review school culture
    - Constructive disciplinary practices

WHOLE SCHOOL

4 I's of Opression

IDEOLOGICAL   INSTITUTIONAL

INTERPERSONAL   INTERNATLIZED

IDEOLOGICAL

INSTITUTIONAL

INTERPERSONAL

INTERNALIZED   INTERNALIZED

Ideological & Institutional

Discipline philosophy and resulting policies
→ Are they promoting learning and inclusion?
→ Are they taking structural oppression into account?

Examples:
- No throw away people → school suspensions and expulsions
- Everyone deserves to be safe → police on campus

Alternatives:
- restorative justice
- mutual accountability

IDEOLOGICAL

INSTITUTIONAL

INTERPERSONAL

INTERNALIZED   INTERNALIZED
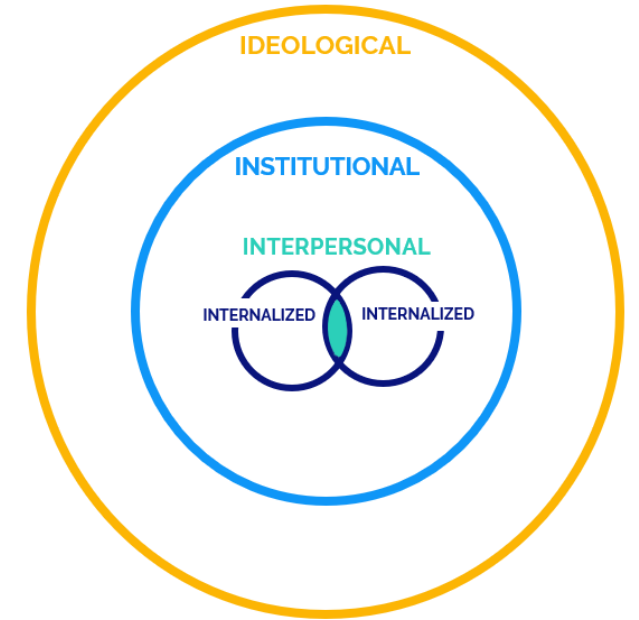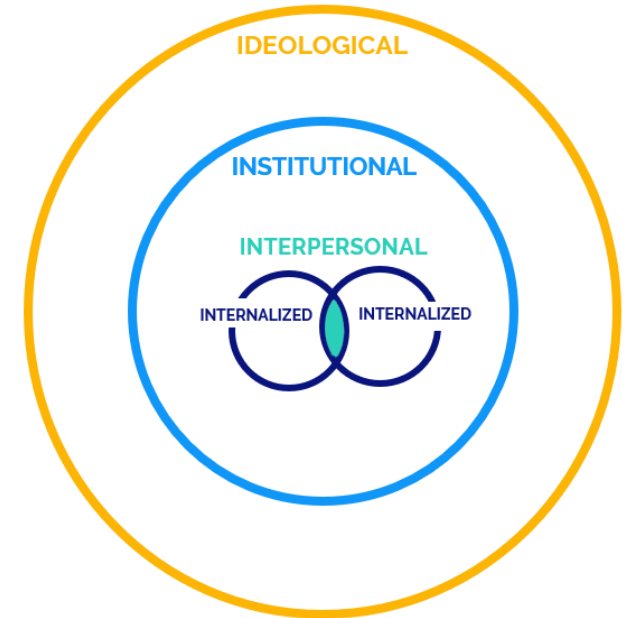
Ideological & Institutional

School culture and resulting practices
- Currently: White supremacy and antiblackness
- Alternatives: Use critical consciousness and intersectional social justice

Examples:

→ Break White silence: discuss race and intersecting identities
(openly, thoughtfully, and critically)

→ Racism & inequality is discussed and taught in curriculum

IDEOLOGICAL

INSTITUTIONAL

INTERPERSONAL

INTERNALIZED   INTERNALIZED

Ideological & Institutional

School culture and resulting practices
→ You are not more important than another person

Practices
- Challenge business as usual
  - How are decisions for the school made?
  - Who is involved in making those decisions?
  - Are you "sharing the air" based on intersectional identities?

- Examine systems of power
  - Horizontal power structures
  - Participatory democracy
  - Share meaningful decision making

IDEOLOGICAL
INSTITUTIONAL
INTERPERSONAL
INTERNALIZED   INTERNALIZED
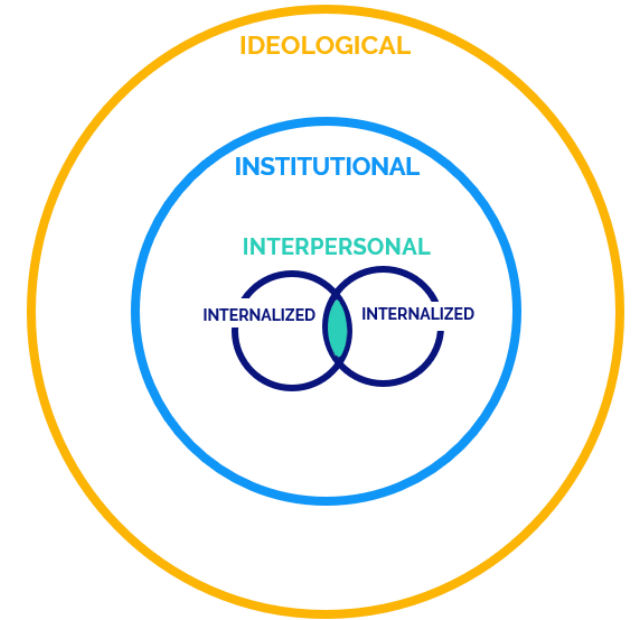
Interpersonal & Internalized

- Provide opportunities to build meaningful relationships with each other
  - staff to staff
  - parents and staff
  - student to student
  - students to parents and staff

- Partner with organizations and grassroot efforts
  (those that work *with* youth and treat their voices as experts and don't fall into paternalism)

- Support staff with the time, space, and support to reflect on their social identities, teachings and interactions with students, parents, and other staff

IDEOLOGICAL

INSTITUTIONAL

INTERPERSONAL

INTERNALIZED   INTERNALIZED
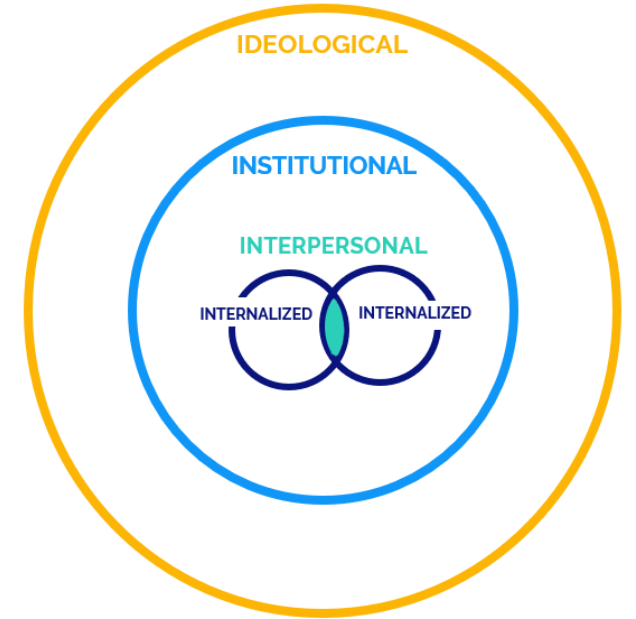
Recap

- Intersectional social justice lens to critique and guide your work
    - critique systems, not individuals

- Use critical consciousness development for all to go beyond lessons about social justice and

    → build meaningful relationships
    → examine content/teach new content
    → dismantle and reconstruct your systems/practices toward participatory democracy

Next Step Examples

❑ Critically examine systems of power in your school/org → co-create power sharing practices

❑ Read learn about the history and experiences of social identities outside your own (especially but not limited to the intersectional identities of your students)

❑ Get clear on your discipline philosophy and resulting policies —> are they promoting learning and inclusion? Are they taking structural oppression into account?

❑ Assess: Do students feel valued for their authentic selves? How are you showing them that? What opportunities/ resources do they have access to?

❑ Engage with community and parents

❑ Engage with organizations and grassroot efforts (those that work *with* youth and treat their voices as experts and don't fall into paternalism)

❑ Re evaluate business as usual

❑ Professional practices and what culture it's reproducing

❑ Bring others into this work, patiently and persistently

❑ Invite others to attend in sept

❑ Take time to heal

BREAK OUT GROUPS: (Reflect & Discuss)

1. What are your next action steps?

2. What are you hungry to learn more about?

Notes to principals:

- Model and lead: do your own work around your social identies

- Assess/gage where your staff are at and start there, then consistently continue to work with them on moving them and the school toward antiracism

- Support your staff in doing their work (resources, time, guidance)

- Inspire your staff to engage in social justice work
  - Social justice work needs to come from a place of love, compassion, joy, commitment, urgency, responsibility

- Collaborate: do this work with the community in which you reside

***DO NOT ask your teachers of color to do this work for you -- if they are interested in leading this work they need to be compensated properly

- This is a marathon – not a sprint

Recursos Comunitarios de Disciplina Positiva
Transformando Vidas Por Medio de Relaciones Respetuosas
www.pdcrcc.org

GRATIS
DISCIPLINA POSITIVA
GRUPOS VIRTUAL DE APOYO Y APRENDISAJE

https://forms.gle/yqodrrFRnbSBZzM97

Martes a las 6:30pm
- En Español
- Para padres con hijos de todas edades
- Para padres en los condados de Monterey y Santa Cruz
- Clase es de una hora, tiempo adicional para preguntas

Miercoles de 6pm - 8pm
- En Español (pronto con interpretacion en Mixteco conectese para pedirlo)
- Para padres con hijos de 0 a 5 años de edad
- Para padres de Las Lomas, Pajaro, Royal Oaks
- Recursos adicionales por medio de PVPSA y F5MC
- Apoyo adicional de corazon a corazon, uno-a-uno
Texte su nombre y edades de sus hijos al 831-292-4088

Lunes y Jueves de 4pm-5pm
- En Ingles
- Para padres con hijos de todas edades
- Para padres en los condados de Monterey y Santa Cruz

Pregunatnos sobre nuestras clases especiales y apoyo uno a uno para familias impactadas por el sistema judico o en libertad condicional

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Positive Discipline Community Resources
Transforming Lives Through Respectful Relationships!
www.pdcrcc.org

FREE
POSITIVE DISCIPLINE
VIRTUAL SUPPORT AND LEARNING GROUPS

https://forms.gle/yqodrrFRnbSBZzM97

Tuesday 6:30pm
- In Spanish
- For parents with children of all ages
- For parents and families living in Monterey and Santa Cruz Counties

Wednesday 6pm-8pm
- In Spanish (in Mixteco upon request)
- For parents of children 0 - 5 years old
- For parents from the Las Lomas and Pajaro region
- Additional resources available via PVPSA and F5MC
- One-to-one support and heart-to-heart listening available
Text your name and children's ages to 831-292-4088

Monday and Thursday 4pm-5pm
- In English
- For parents with children of all ages
- for parents and families living in Monterey and Santa Cruz Counties

Inquire about our FREE classes and one-to-one support for justice involved families offered in partnership with Adult and Juvenile Probation!

PDCR is your local Central Coast resource to support your Parent and Student Engagement goals!

Positive Discipline Community Resources
Transforming Lives Through Respectful Relationships!
www.pdcrcc.org

Positive Discipline

- Helps children feel a sense of belonging and significance

- Fosters social and life skills / Effective long-term

- Kind *and* Firm, mutually respectful approach

- Encourages problem solving and supports children and adults to feel capable and motivated

95% of our participants share that our virtual support and learning group sessions have given them new skills, tools and resources to:

- Foster mutually-respectful interactions and relationships with the children in their lives.

- Navigate the challenges of parenting/teaching/sheltering-in-place with children during COVID-19

Ways to Integrate Positive Discipline in your site

- Coaching and family support services to engage your parent community

- English/Spanish workshops and classes available on demand

- Professional Development Training (full day or mini series/ongoing support)

- Let us be your thought partners and integrate Positive Discipline to support your evolving needs and goals

Get support | Consulting & Trainings

- [Schools for Social Justice](#)

- [Queztal Education Consulting,](#) Hayward, CA

- [Ed-Plus Consulting](#) - DC

- [National Equity Project](#)

- [Brownicity](#)

- [Culturally Responsive Leadership](#)

Teach Terms

- [An Educational and Engaging Family Toolkit on Ending Police Brutality](#)

- [Teaching Tolerance (Facilitating critical conversations with older students)](#)

- [Chinook Fund (understanding oppression)](#)

- [D.C. Area Black Lives Matter at School Week of Action](#)

- [Woke Kindergarten (big concepts for very young people: 60 second videos, read alouds)](#)

Curriculum

- [Teaching for Change](#)

- [Rethinking Schools - books and magazines for race, language and ethnic studies ed.](#)

- [Seeking Equity & Education Diversity](#)

- [The Anti-Defamation League](#)

- [Teaching Tolerance](#)

- [Planning to Change the World: A plan book for social justice educators](#)

- [Anti-Racism Resources for teachers (from the Race Institute for K-12)](#)

- [Teaching About Native Americans in Pre-school & Kindergarten](#)

- [Dismantling Racism Works Web Workbook (dRworks)](#)

- [D.C. Area Black Lives Matter at School Week of Action](#)

Distance Learning

Discuss with your class why it is problematic (and harmful) for White students to:

- [Use Digital Blackface](#)

- [Use AAVE/BVE](#)

- [Mis-use Culturally Conscious Identifiers and Emojis](#)

- [Post videos/images of violence against Black people](#) [(which can trigger trauma symptoms](#))

This all seems too radical! Learn more here:

- Scaffolded anti-racism resource list

- Anti-racism resource list with common questions & definitions

- 40+ books for anti-racist teachers

- Justice in June (month long schedule for anti-racist learning and action)

- 11-Step Guide to Understanding Race, Racism, and White Privilege

- 21 Day racial equity habit building challenge

Breaking White Silence: Interactive Series
4 Thursdays July 16-Aug 6 from 2 - 3PM (PST)
[REGISTER] only 16 spots available

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This was not radical enough! Learn more here:

- [Critical Resistance: The Abolitionist Toolkit](#)

- [Introduction to Abolition: Study Group Guide](#)

- [Abolitionist Teaching and the Future of our Schools – webinar](#)

- [Education for Liberation Network](#)