

How to be Antiracist Educators

Homework:

1. (~10-15 min) Read these 2 brief articles:

- [“How Ibram X. Kendi's Definition of Antiracism Applies to Schools”](#) by Katrina Schwartz / KQED
- [“How to be an Antiracist Educator”](#) by Dena Simmons / ASCD

2. (~15-20 min) Reflect on the following questions in Part 1 and Part 2:

Please focus on the ones you feel most relevant to you or that help you make sense of this work. As we will be drawing from these responses in our small group breakout on Tuesday 8.25, it may be helpful to write notes for yourself.

Part 1: Engage in Vigilant Self-Awareness

- How does your identity provide or prevent access to necessary resources?
- How does your power and privilege show up in your work with students, take up space, or silence others?
- What single narratives are you telling yourself about students, and how does that affect grading, behavior management, and other interactions?
- Do you and the academic materials you use uphold whiteness or lift up the voices and experiences of people of color?

Part 2: Application of Kendi's work to education

In the KQED article, look again at the example the teacher uses about the interplay between racist policies and curriculum choices. Think through the logic chain she describes. Then, reflect on some “taken for granted” assumptions in your school that have implications for racist policies and impacts.

Examples to consider:

- How math courses are sequenced
- How assessments are designed
- Grading
- What counts as attendance in distance learning
- Tracking

Select one of those policies and be prepared to talk about the following:

- What is the policy?
- What is the “logic” that has allowed it to exist as taken for granted?
- How does it demonstrate a racist policy?
- What are the implications for students?

(Preview) Protocol for Small Group Breakout

We will use the following protocol for our breakout group on Antiracist Educators

In groups of 4:

Step 1: Share the Policy (up to 2 min each / 8 min total)

Each person shares out their reflection on the “taken for granted” assumptions in their school. Note: We are sticking to “reporting,” no “fixing” or “judging”.

- What is the policy?
- What is the “logic” that has allowed it to exist as taken for granted?
- How does it demonstrate a racist policy?
- What are the implications for students?

Step 2: Discussion (25 min)

- Within our loci of control, what are the actions or practices we might be able to enact in order to make shifts related to the policies we shared above?
- Use the headline actions in Simmons’s ACSD article below as a framework:
 - *1. Engage in Vigilant Self Awareness*
 - *2. Acknowledge Racism and the Ideology of White Supremacy*
 - *3. Study and Teach Representative History*
 - *4. Talk about race with students*
 - *5. When you see racism, do something*
- What does it mean to you to think about your own power? What does that mean in relationship to your students of color? What does that mean in relationship to your white students?

Step 3: Takeaways & Next Steps (10 min)

- Who do you need to work with to make shifts to this policy?
- How will you introduce this to or build on this antiracist work with your 9GS team? To other educators or administrators?
- How does this inform the start of school? In particular, how does it affect how you will design your courses?