

Passing the Torch...



*Anti-Racist Teaching
for all Students
(Talking About Race)*

MISSION of EMI

EMI is a collaborative of educational activists which seeks to serve as a laboratory for developing and implementing effective anti-racist practices and programs.

Vision of EMI

EMI seeks to establish anti-racist school climates that demand high academic achievement from children of color while nurturing the growth and development of all children.

**A system of
advantage based on
race.**

David Wellman - 1977

Racist and Anti-Racist Behavior

Racist Behavior

Anti-Racist Behavior

Active

Blame

**Make your life a
have to!!!**

Avoidance

**Speak out.
Educate others.
Get involved.**

Passive

Denial

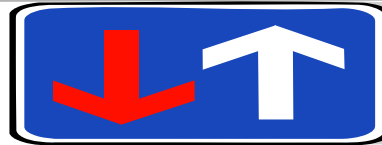
Rescue

Your Journey/Your Sphere of Influence

Your school house.



Your anti-racist classroom



The personal and the professional are inextricably linked.



Your professional anti-racist journey.



Your personal anti-racist journey



Guidelines for Creating a Supportive Environment

- We acknowledge that there are many forms of oppression...
- Respect confidentiality.
 - No personal attributions
- Be willing to “try something new”.
 - Felt, found, feel...
- We can agree to disagree...
 - Not OK to blame, shame, attack or putdown
- Ground events and sharing in personal experiences using “I” statements.
- Share the air time – be an active listening.
- Be conscious of intent vs. outcome.

Guiding Beliefs

- Learning and change happens in a space that is safe, challenging and where participants can speak honestly.
- Language is powerful and contextual.
- Racism on the personal, cultural and institutional levels impacts the academic achievement of all students.
- **It is important to understand the process of self-reflection and finding your own voice.**

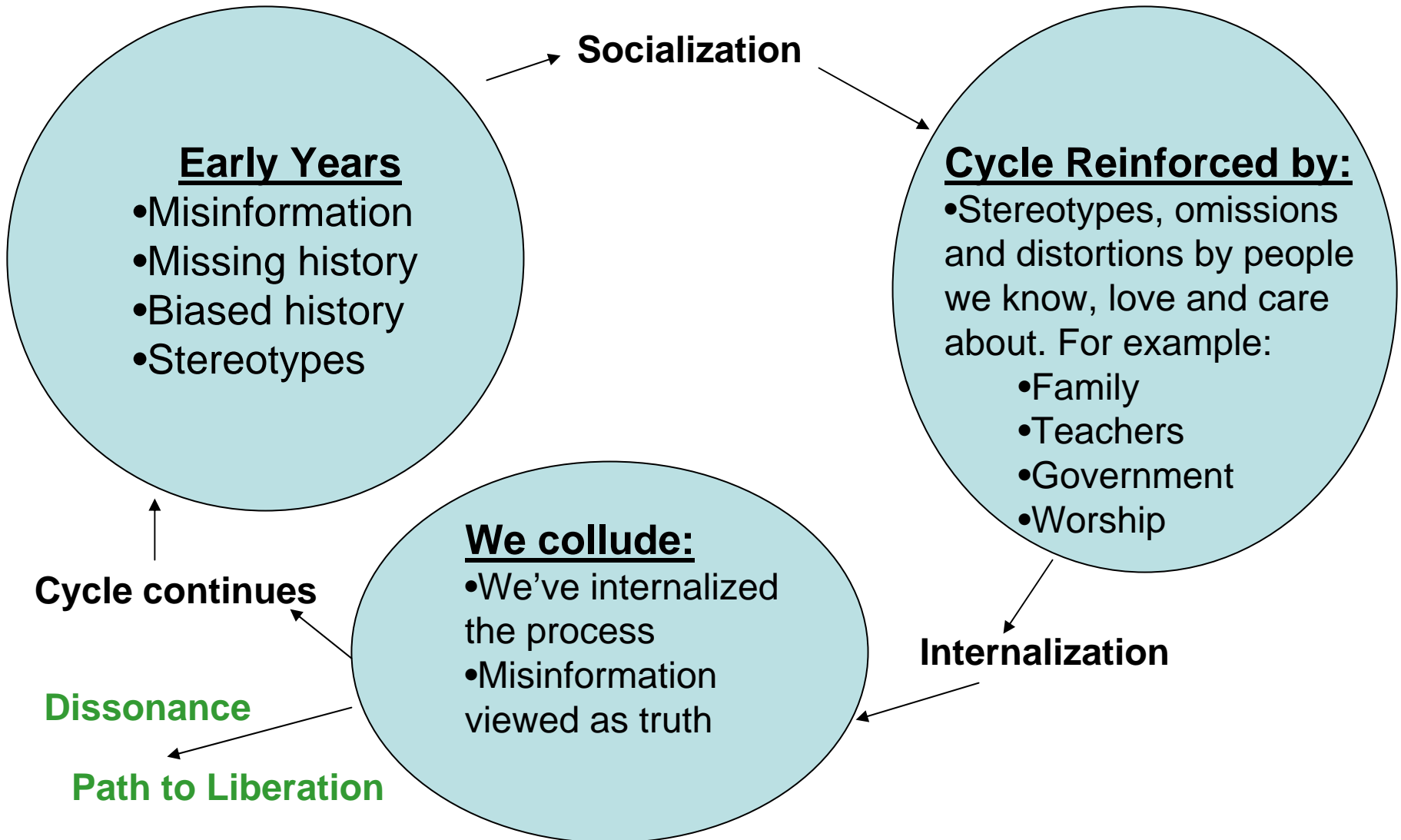
- What is your ethnic background?
- What has it meant to you to belong to your ethnic group?
- How has your ethnicity been a source or strength for you?
- How has your ethnicity been a source of difficulty for you?
- How has your ethnicity impacted your teaching, and the experience that your students have in your classroom?

Guiding Beliefs

- Personal, cultural and institutional racism impacts academic achievement.
- White privilege and internalized oppression exists and impacts academic achievement.

Cycle of Oppression

(Avayzian & Tatum)



Guiding Beliefs

Understanding racial and cultural identity development is essential for supporting the academic achievement of all students.

Schemas of Racial Identity

Development

(Helms, Cross, Tatum)

<u>People of Color Identity</u>	<u>White Identity</u>
Pre Encounter	Contact
	Disintegration
Encounter	Reintegration
Immersion/Emersion	Pseudo-Independence
	Immersion/Emersion
Internalization	Autonomy

Some explanations for the underachievement of African American students.

- Harris Cooper – messages sent by non-verbal behavior.
- Jeff Howard – buying into rumors of genetic and intellectual inferiority.
- Uri Triesman – one must work alone.
- Claude Steele/Josh Aronson – stereotype vulnerability.
- Herbert Kohl – “I won’t learn from you...”
- Jim Cummins – passive instruction; subtractive culture.
- Lisa Delpit – lack of cultural capital.
- John Fordam/Signithia Ogbu – the burden of acting white.

Some explanations for the underachievement of Asian American students.

- Model Minority Myth
 - Model minority stereotype.
 - Images in popular press.
 - Rescuing behaviors of teachers.
 - Opting to be popular and out of academic competition.
 - Loss of face.
 - Lack of support in negotiating English.

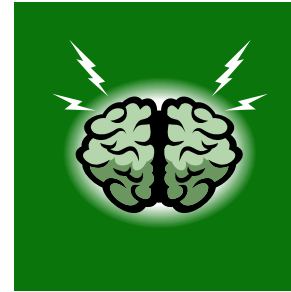
Transforming Curriculum



Multicultural Teaching
Culturally Relevant Teaching
Anti-Racist Teaching

• To Know...

What did you learn as a result of our discussion?



Multicultural

• To Care...

What are your thoughts and feelings about what you learned?



Culturally relevant

• To Act...

What are your thoughts about the information you learned and what are you going to do about it?



Anti-racist

In the classroom...

It costs \$1.50 to travel each way on the city bus. A transit system “fast pass” costs \$65 a month. Which is the more economical way to get to work – the daily fare or the fast pass?

**Challenge
Your
Assumptions.**

