

# ANTI-RACIST LEADERS: BUILDING CAPACITY, PARTICULARLY IN WHITE ALLIES

A panel discussion of our journey –  
thus far

# What brought you to this session?



# Guidelines for Working With White Allies: Personal Reflections



- Identifying White Allies
- Building Relationships of Trust
- Using a Common Language: Four Agreements, Six Conditions
- Identifying Mutual Goals and Activities
- Committing to Shared Ownership

# Background and introductions

- Wisconsin Consortium on Racial Equity in Pre-K through 12 Education
  - ▣ Six participating districts
  - ▣ CESA staff → Local coaches
  - ▣ Training and support from the Pacific Education Group and West Wind Educational Policy

# Four agreements



- Stay engaged
- Experience discomfort
- Speak my truth
- Expect and accept non-disclosure

# Four agreements

- Share your experience using the four agreements in your personal and professional lives:
  - When you use the agreements to talk about race, which agreement is the easiest for you to embrace and practice – and why?
  - When you use the agreements to talk about race, which agreement is the most difficult for you to embrace and practice – and why?
  - How has using the four agreements made a difference in your personal and professional lives?
  - How did you “practice” talking about race – and did the agreements help?

# Six conditions

- Establish a racial context that is personal, local, and immediate
- Isolate race
- Race as a social/political construct
- Monitor the parameters of the conversation
- Working definition of race
- Examine the presence and role of Whiteness

# Six conditions

- Share your experience with using the “six conditions” as a lens to view your personal and professional lives:
  - Share an example of making race “personal, local, and immediate.” How do you practice this personally and professionally?
  - When you “isolate race,” what do you discover about your personal and professional lives?
  - Which of the other conditions challenged you – and how?

# Racial autobiography



- Family
- Neighborhood
- Elementary and middle schools
- High school and community
- Present and future
- General

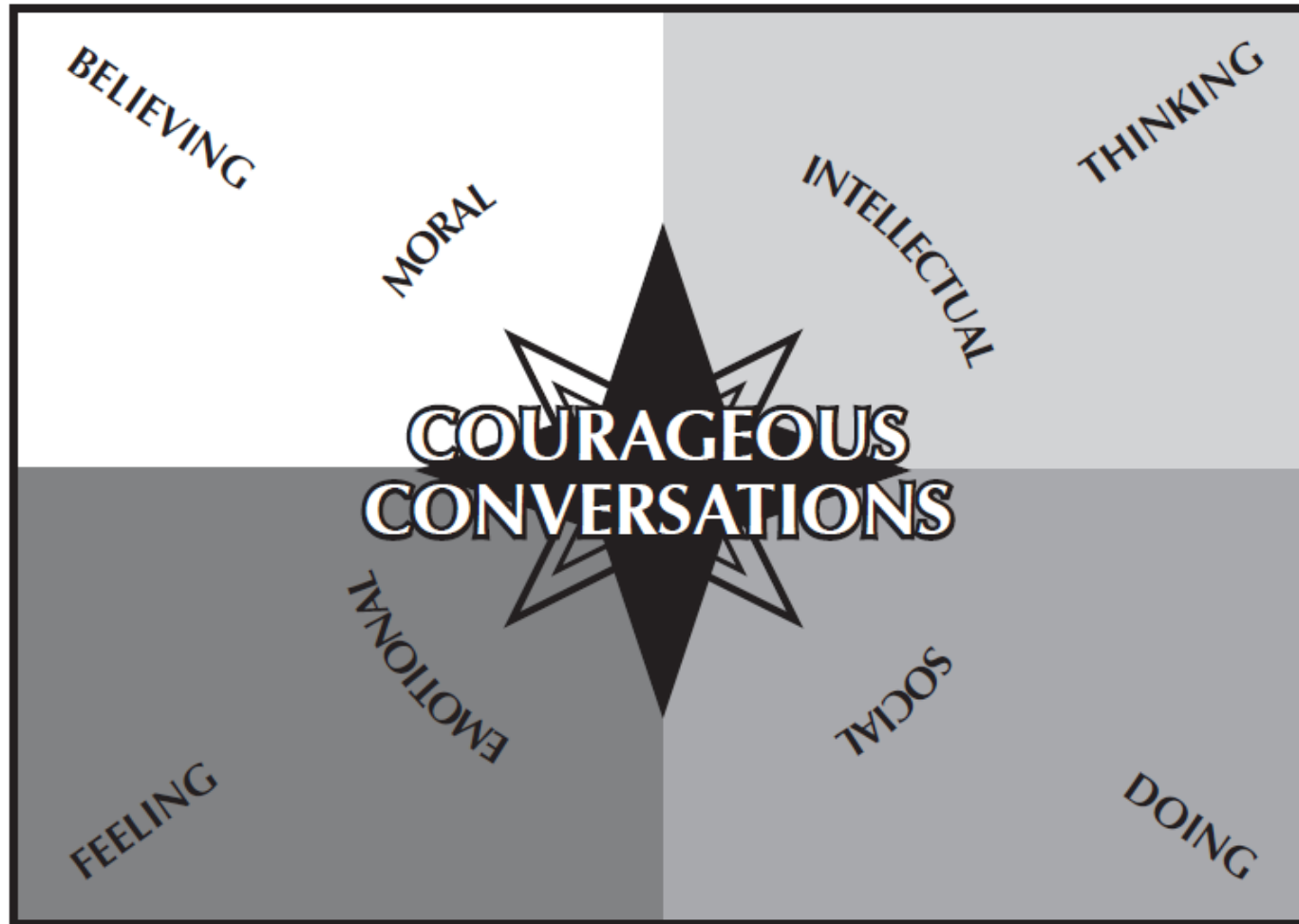
# Racial autobiography

- What is your earliest memory of race?
- What is one of your most recent memories of race?
- How has constructing your racial autobiography changed you?
- What are some themes or hopes that you have for your future racial autobiography?

# Courageous Conversations Compass

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*from Courageous Conversations about Race by Glenn E Singleton and Curtis Linton, Corwin Press, 2006*



# Compass

- Share your experience using the compass:
  - What is useful about the compass?
  - How do you “center” yourself in conversations about race?
  - Where do you most often find yourself – and what are some thoughts/feelings/beliefs about that?
  - Where do you least often find yourself – and what are some thoughts/feelings/beliefs about that?

# Anti-racist leaders: white allies

A white antiracist is: "a white man or woman who is clearly identified as an ally to people of color in the struggle against racism" (Tatum in Brown, 2002, p4) and someone who "daily vigilantly resist[s] becoming reinvested in white supremacy" (hooks in O'Brien, 2002, p5).

<http://www.whiteantiracist.org>

# Anti-racist leaders: white allies

- What does it mean to be a anti-racist leader and white ally:
  - ▣ Why is racial equity important for white students?
  - ▣ What has been a personal or professional success for you as a white anti-racist ally?
  - ▣ What are your challenges as a white anti-racist ally?
  - ▣ How do you continue to grow?
  - ▣ What are valuable resources for you as a anti-racist leader and white ally?

# Discussion



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