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**“So, what are you doing with all  
the white kids?”**

**— Chris Weiss and Mara Rosenberg —**

**Trinity Episcopal School  
NCAIS October 27, 2017**

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# Cultural Proficiency Continuum

- **Green dot for self-assessment: Where are you on the cultural proficiency continuum?**
- **Purple dot for school assessment: Where do you think your school is on the cultural proficiency continuum?**

# Cultural Competence: Behaviors and Practices

- Name the differences: Assess Culture
- Claim the differences: Value Diversity
- Reframe the differences: Manage the Dynamics of Difference
- Train about differences: Adapt to Diversity
- Change for differences: Institutionalize Cultural Knowledge

# What does cultural proficiency look like?

- **A way of being** that enables both individuals and organizations to respond effectively to people who differ from them.
- Cultural proficiency is **not an off-the-shelf program**. It is an approach; it provides tools and help for an increasingly diverse world with an increasing number of well-intentioned and fearful people.
- The **use of specific tools** effectively describing, responding to, and planning for issues that emerge in diverse environments.
- **Policies and practices** at the organizational level and **values, beliefs and behaviors** at the individual level that enables effective cross cultural interactions among employees, clients, and community.

# Brief History of TES Diversity & Belonging Work

- Diverse student body
- POCIS group
- Service learning, freedom fete speakers, PoCC
- Middle School affinity groups
  - Young Men of Color (YMC)
  - Young Women of Color (YWC)
- Lower School affinity groups: Diversity and Belonging (lessons for all) and Young Children of Color (YCC)

# What We've Learned & Why This Work Is Important

## **Learnings:**

- Messy, complicated, risky
- Can't wait till 6th grade to begin having difficult conversations about race
- Smaller groups and smaller grade spans are better
- Parent communication and engagement are key
- Invest in teacher training and development

## **Importance:**

- Can't just address the needs of the minority group in a school
- White students, especially if majority, need to understand the issues of race

# What White Kids Need to Know About Race\*: Messages and Content

## Messages:

- Talking about race is not racist; it's OK--and important
- Race is an essential part of one's identity
- Create a positive white identity that allows white students to move toward it

## Content:

- Be clear about the meaning of “race”
- Understand systemic racism
- Learn how anti-racist action is relevant to all
- Understand stereotypes and their counternarratives

■ \*Ali Michael & Eleanor Bartoli Independent School Magazine, Summer 2014

# What White Kids Need to Know About Race: Skills

- Develop self-awareness about racial beliefs
- Analyze media critically
- Learn how to intervene
- Manage racial stress
- Honor and respect racial affinity spaces for students of color
- Develop authentic relationships with peers of color and other white students
- Recognize one's racist and antiracist identities



# Diversity and Belonging: Structure in Lower School

- Students of color (self-identified) invited to be a part of Young Children of Color
- K-1, 2-3, 4-5
- YCC advisors--faculty/staff of color, some are white
- YCC and Diversity and Belonging Meetings--monthly after grade-level Chapel
- Picture books serve as catalysts
- YCC 4th-5th graders meet for lunch and social time 1-2 times a month

# Community Norms

for difficult conversations

- Use "I" statements.
- Honor confidentiality. (Tell the what, not the who)
- Do not judge others.
- Participate fully.
- Challenge yourself.
- Listen and think before you speak.
- It's okay to feel uncomfortable.
- Sometimes disagreements help us change.
- Be comfortable with silence.
- Stay on topic and share what is important.

Race	Ethnicity
<ul style="list-style-type: none"><li>• color of your skin</li><li>• categories based on people's looks</li><li>• often been used to claim superiority</li></ul>	<ul style="list-style-type: none"><li>• where in the world your family comes from</li><li>• accent, dialect, religion</li><li>• culture, community</li><li>• food, music, holidays</li></ul>

# Diversity and Belonging: Themes at Trinity

## **Identity: Who am I?**

- *Name Jar, Skin Again, Why Am I Me?*

## **Diversity: Who are you?**

- *Colors of Us, Let's Talk About Race, Let's Eat*

## **Belonging: Who are we together?**

- *Lend a Hand, Each Kindness*

# Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds  
Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)



**0.9%**  
American  
Indians/  
First Nations

**2.4%**  
Latinx

**3.3%**  
Asian Pacifics/  
Asian Pacific  
Americans

**7.6%**  
African/  
African  
Americans

**12.5%\***  
Animals, Trucks, etc.

**73.3%\*\***  
White

\* About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.

# WINDOWS, MIRRORS & SLIDING DOORS

Rudine Sims Bishop

# Intro to a Diversity Audit

- Non-human, anthropomorphic main characters
- **Main** characters of color
- **Main** characters who are lesbian, gay, bisexual or transgender
- **Main** characters with disabilities
- Written or illustrated by a person of color or a Native/Indigenous person
- Feature diverse characters/storylines
- Feature a range of family structures or family configurations
- Explore different socioeconomic backgrounds
- Are reflective of our students' cultures and heritages
- Explore religious diversity

# Intersections of Identity

- Racial and/or Ethnic Background
- Ability
- Family Structure
- LGBTQIA+
- Mental Illness
- Religious Identity
- Socio-Economic Status

# Resources for Diverse Book Selection

[Angie Manfredi 70 books in 60 minutes presentation](#)

[We Need Diverse Books](#)

[Our Story](#)

[Lee and Low blog](#)

[Stories of immigrants and refugees](#)

[The Pirate Tree](#)

[Reading Diversity from Teaching Tolerance](#)

[The Nerdy Bookclub](#)  
[books](#)

[Guide for selecting anti-bias children's](#)

[My Daughter's Summer Reading List is Old School](#)

[Diversity audit on Books Between podcast](#)

[Rudine Sims Bishop video series from Reading Rockets](#)

[Reading While White blog](#)



# Resources for “the work”

Colorblindness: the New Racism

The Lie

White Anti-Racism

Teaching Tolerance

*White Like Me*, by Tim Wise

*Diversity Work in Independent Schools*, NAIS

Students \_\_\_\_\_  
Grade: 4th

1. What is race? How would you define this term?  
Race is somebody's culture, where they are from or their family's birth place.

2. How often do you talk about race at home or outside of school? How often do you talk about race in school with your classmates?  
I do not talk about race in school, I talk a little bit with my parents.

3. How easy/comfortable is it for you to talk about race? On a scale of 1 to 5 with 1 being very hard and 5 being very easy? Why?  
3. because ~~if~~ I don't want to offend anyone with their race, and I just feel like it is rude.

4. How easy/comfortable is it for you to talk about YOUR race? On a scale of 1 to 5 with 1 being very hard and 5 being very easy? Why?  
2. I am proud of my race but sometimes people are rude about it and sometimes it embarrasses me when they act like I know everything about the race when I don't.

5. Is there anything about race that you hope to understand better?  
Nope

date: 11-10-17  
Students \_\_\_\_\_  
Grade: 4th

1. What is race? How would you define this term?  
Race is different skin colors

2. How often do you talk about race at home or outside of school? How often do you talk about race in school with your classmates?  
I don't talk about it at home that much  
I sometimes talk about it in school

3. How easy/comfortable is it for you to talk about race? On a scale of 1 to 5 with 1 being very hard and 5 being very easy? Why?  
It's a 4 for me because I know that there have been changes that let all colors be equal where we live

4. How easy/comfortable is it for you to talk about YOUR race? On a scale of 1 to 5 with 1 being very hard and 5 being very easy? Why?  
5 because everybody no matter what skin they are should be treated good for it

5. Is there anything about race that you hope to understand better?  
Why did people use to treat whites better than blacks

## Surveys (post):

6. What are the two most important lessons/ideas you have learned from Mentoring

6. What are the two most important lessons/ideas you have learned from Mentoring Moments/ Parallel lessons this year?

I have learned to be comfortable w/ my skin and to be proud of it. (even though we were real jerks in the past?)

7. Has this experience changed you, and if so in what ways?

In many ways like knowing when people are being racist and how to stop it.

8. What is one thing you want us to think about or change as we plan for next year?

The name, parallel means never cross/touch

# Q and A?

