

Transformative Race Talk: a lever for organizational improvement

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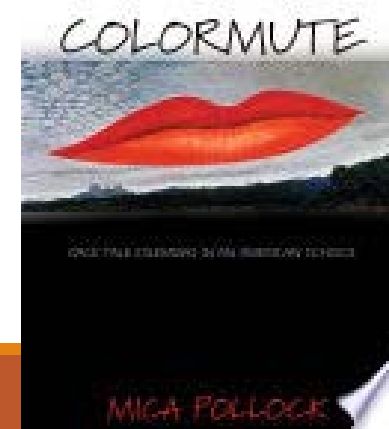
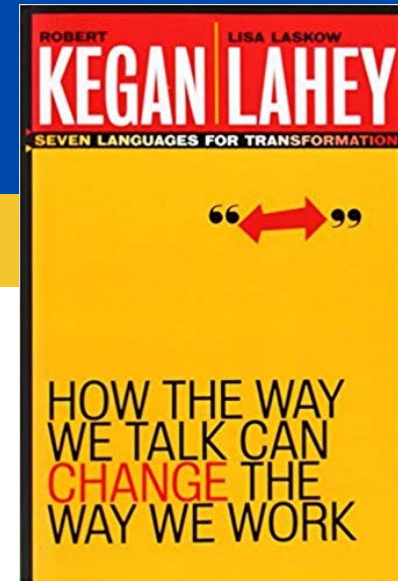
Research Agenda

Racial equity work requires developing a distinct organizational capacity for noticing, engaging in, and learning from racial conflicts and dilemmas. Developing the consciousness that this process is central to equity work is likely to bring white teachers closer to the racialized experiences that students of color encounter on a routine basis.

Suggested Readings

Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. John Wiley & Sons.

Pollock, M. (2009). *Colormute: Race talk dilemmas in an American school*. Princeton University Press.



Objective and Methods

To increase participants' understand of the role of *transformative race talk* and *equity-focused teaching practice* as important aspects of increasing organizational capacity for improvement.

Establishment of Holding Environment. The workshop involves taking risks in a “dangerously safe” experiential learning environment.

Deliberate Practice. The workshop invite participants to learn by *doing the work* of noticing and talking about what equitable and inequitable practice entails.

Personal and *Collective* Critical Reflection. Participants will have opportunities to engage in critical self- and collective-reflection.

Practice. Participants will notice, name, and challenge people to confront racial anxieties.




Observation and Mini-Essay

American history observation (declaration of independence):

<https://www.youtube.com/watch?v=p07cEjN8W0U>

Watch the video and write a mini-essay outlining:


- A. General overview of what you observed,
 - B. The strengths of the lessons, and
 - C. Areas for growth
 - D. Conclude with description of how you would talk to this colleague about improvement.
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How?

Transformative Race Talk

Increases collective capacity to notice and analyze problems, identify, name, and generate solutions:

- a) Formal facilitation routines that promote openness and transparency,
 - b) Racially specific language use (and awareness of racism), and
 - c) Group talk that reflects self-reflection about spheres of influence.
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ACTIVATING TRANSFORMATIVE RACE TALK PRACTICE

While Sharing:

Start with how you feel (emotional state) to contextualize your statement.

Use I statements, speak from experience, speak *your* truth, state what you argue or believe (avoid broad generalizations and speaking for others – unless given permission to do so).

Focus on use of supporting evidence and methods used to arrive at conclusions, based in descriptive observation FIRST.

BE specific about race, class, gender, etc.

When Responding:

Acknowledge what you hear others say, openly show appreciation for honesty and courage, validate experiences of others.


Ask clarifying questions, ask for **evidence**, ask for **disconfirmation** (give an example that is the opposite of what you experienced, learned, or read), etc. Push back by using specific authors, concepts, etc.

Re-Observation and Noticing

American history observation (declaration of independence):

<https://www.youtube.com/watch?v=p07cEjN8W0U>

Watch the video and be prepared to discuss:

- A. Overview of what you observed with *focus on equity*
 - B. The strengths of the lessons, and
 - C. Areas for growth as relates to *equity*
 - D. Conclude with description of how you would talk to this colleague about improving access and opportunity for all students.
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Cultivating Public Race-Talk as a Lever for Organizational Learning

You can collectively address problems you can collectively discuss.

Disrupting race-neutrality by making race-talk a visible lever for collective learning will increase your organization's capacity to problem-identify and problem-solve racial inequities.

The Reflection Process



Video Analysis Activity

High School Math Observation:

<https://www.youtube.com/watch?v=CH4IMgEM9og>

Middle School Math Observation:

https://www.youtube.com/watch?v=xah_C_aTkZs

American history observation (declaration of independence):

<https://www.youtube.com/watch?v=p07cEjN8W0U>

American history observation (civil rights):

<https://www.youtube.com/watch?v=kGD6WBaCzVQ>

American history (Brown vs. Board):

<https://www.youtube.com/watch?v=HaTY0IbkjHc>

Making sense of racial inequities

Racist thought	The thought that a classified group is superior or inferior to any other group Actions, conscious and unconscious, that stem from racist thoughts
Intrapersonal	Intrapersonal anxiety, fragility, fear, etc. – inner dialogue
Interpersonal	Prejudicial treatment of some, preferential treatment of others reflected in relational interactions
Substantive conflict	The goals of what school should accomplish – curriculum
Institutional- Procedural	Normative and taken for granted routines that reinforce racism regardless of intent – Policies, procedures, behaviors, practices
Systemic-Historical	The precedent(s) and structures that ensure white supremacist thoughts shape actions and behaviors