

Professional Antiracism Action Plan

In the role of PLC Facilitator

Discuss cultural expectations for academic excellence with Eagle Ridge staff and how this impacts our schools philosophy on how we instruct, assess and discipline students.

Objectives:

1. Identify assumptions and stereotypes that may exist about people from other culture
2. Discuss how racial stereotypes have inhibited learning for certain students and connections with their families
3. Educate staff about different racial and cultural groups in order to remove stereotypes that may be held.

Activities

1. Utilize Professional Learning Communities (PLC) groups for our discussion as these groups have already been formed and trust created for having open and honest conversations.
2. Using the gallery walk protocol, staff will walk around and write down assumptions and stereotypes about people from cultures other than your own. (see attachment #3)
3. Staff will then debrief using “what, so what, now what” protocol (see attachment #4)
4. Give out culture cards to teachers as a resource and to counteract stereotypes that may exist. (see attachment #5)

Indicators

1. PLC Group activity
2. Completed activity #3- Gallery Walk
3. Completed activity #4- What, So What, Now What
4. Use of culture cards

Attachment #3

Gallery Walk Protocol

Purpose:

To share your ideas and learn from the ideas of others.

To analyze your ideas

Prior to the walk: Write down five assumptions and/or stereotypes that may exist about people from cultures other than your own.

Categories: Latino, Black, Somali, Russian, Pacific Islanders, Hmong and White (all of these groups exist within our school)

Presentation: Walk around to each poster and list your assumption or stereotype under the correct category.

Conversation: After everyone has listed at least five assumptions and/or stereotypes staff will engage in a conversation about the following questions:

- How do assumptions and stereotypes inhibit learning for certain students and connections with their families?
- What expectations do we hold for our students? Is this expectation the same for all students?
- How can a school incorporate the cultural norms of the diverse cultures represented in this student population? What is the teacher's role in this?
- What is the expectation for family involvement in our school? Do all families meet that expectation? Do we have the same expectation for all families?

Learnings: When all PLC groups are finished with the gallery walk, one member of each group will share a highlight of the various conversations with the whole staff.

Attachment #4

What, So What, Now What Debriefing

Think about what, so what, and now what regarding what you have learned in your PLC. You may use the questions to help guide your thinking, or you may jot your thoughts down.

WHAT? What have you learned about stereotypes that are held in our school that may be inhibiting student learning? What have you learned about expectations we have for all of our students?	
SO WHAT? What does this mean for you as a teacher? How does this impact your classroom and our school as a whole?	
NOW WHAT? What are you going to do with this information? How will you use the information you learned today to ensure that we are holding all of our students to the highest expectations?	

Attachment #5

CULTURE CARDS

Culture cards will be distributed to staff as a resource. Each card will contain the following information. Culture cards are completed and in a PDF.

Cultural Dimensions

1. Communication Style: an individual's preferred way of sending and receiving messages in a social setting. May include verbal and nonverbal methods.
2. Social Interaction Style: an individual's preferred way of relating to people. Tendencies usually lean toward avoiding interaction in favor of solitude or desiring interaction and being around groups of people.
3. Response Style: an individual's preferred way of demonstrating his or her personality. Answer question, "Who am I" in relationship to events, ideas, or people.
4. Linguistic Styles: an individual's pattern of language orientation, most likely to be used by a cultural group.