Welcome to *Becoming an Antiracist Educator*, a self-guided program for you and your professional learning community.

Antiracist education is a theory of learning and action to help us do the important work of dismantling racism in schools and taking concrete steps for a better and more just future. There’s never been a more critical time for educators to apply antiracist principles in what and how we teach. We have designed this resource to help.

This toolkit is a companion guide to our four-part web series that features educators from around the country in dialogue with one another as they seek their own understanding of what it means to be an antiracist educator.

Through the web series we answer some of your most frequently asked questions about antiracism, deepen your understanding of CARE’s Principles, examine the importance of community and discuss how to lead lasting change.

Spoiler alert: There are no easy answers. Becoming an antiracist educator is a process that requires deep ongoing critical self-reflection, humility and courage. Throughout the journey, we may stumble, unintentionally say the wrong thing, or just want to give up all together. However, we know our antiracist future depends on what and how students learn today.
Summer Conversation: BECOMING AN ANTIRACIST EDUCATOR

How It Works

1. Ask one or more colleagues to watch the series and discuss it with you.
2. Register on antiracistfuture.org to get videos sent directly to your inbox.
3. Read CARE’s Principles.
4. Start with any episode and the accompanying discussion guide. Deepen your understanding with the action items at the end of each discussion guide.
5. Repeat until you have watched all four episodes.
6. Tell us what you think by completing this survey or sharing on social media with the hashtag #CARETeachChange

What People Are Saying

“Thank you so much for this series! I appreciate the different perspectives & identities of the speakers each episode. I also am grateful that the panelists attempt to share specific anecdotes, examples, or practices instead of just talking in generalities.”

“I think the videos are wonderful and great vehicles to start important discussions. The questions in the guide are helpful as well and have given us a path of how to discuss these issues.”

“I watched all four episodes and thought they were very, very helpful in understanding institutional racism in education. I loved hearing the perspective of all your guests. They deepened my understanding. I hope you will do more to help us continue this critical work.”

“I thought there was very valuable dialogue about some of the challenges but then also some of the excuses we might use not to have the hard conversations. I loved the emphasis at the end about trying to just determine what is the next thing you can do. Made it feel so much more manageable to present to staff and to even guide our whole building equity team. If we all commit to one next step and then regroup and determine the next step imagine the progress!”
Our Vision for an Antiracist Future

Like so many before us, we look to a future where the promise of equality is upheld for everyone. We understand that keeping that promise requires working together to overturn the long legacy of racism that has limited opportunity for too many. We recognize we’re not yet there, and we believe, along with Nelson Mandela, “that education is the most powerful weapon which you can use to change the world.” What and how children learn – in the curriculum and in how they are taught – can lead to that more equal and just future. That future depends on antiracist educators with access to high-quality materials who are committed to their own learning.

Our Principles

Affirm the dignity and humanity of all people.
Antiracist educators put people, particularly students, at the center of instruction. The curriculum champions the diverse and complex human experience. Antiracist schools recognize the value and possibility in all students and ensure that no one feels unsafe, invisible, or unheard.

Embrace historical truths.
Antiracist educators reject incomplete narratives that hide more than they reveal and they are adept at confronting hard histories in the classroom. The curriculum counters dominant narratives by including multiple perspectives and balances stories of oppression with those of agency, resistance, and perseverance. In antiracist schools, students uncover the roots of present-day injustice.

Develop a critical consciousness.
Antiracist educators recognize how dominant narratives perpetuate marginalization. The curriculum explicitly addresses power and marginalization. In antiracist classrooms, humility and courage drive dialogues among students and educators that expose the hidden and visible ways racism manifests in individuals and societies.

Recognize race and confront racism.
Antiracist educators understand intersectionality and recognize that all individuals are affected by living in a racialized society. The curriculum demystifies difference and demolishes stereotypes, encouraging students to see each other more fully. Confronting racism means explicitly addressing bias, racism, power, privilege, and oppression.

Create just systems.
Antiracist educators focus on the complexity of systems, particularly those in schools. The curriculum invites students to examine how policies and practices operate to impede or advance human potential. Antiracist schools dismantle inequitable systems and create new ones.

Looking for more? Check out our website antiracistfuture.org for more information.
DISCUSSION GUIDE: CARE WEB SERIES, E. 1
Guests: Scott Bayer, Dr. LaGarrett King, Jessyca Mathews, and Juliana Urtubey

STANDING ON SOLID GROUND:
AN INTRODUCTION TO CARE’S ANTIRACIST PRINCIPLES

KEY IDEAS

• Any CARE principle can serve as an entry point for antiracist educators, but educators should aspire to act in relation to every principle even as they gain confidence and competence.

• Antiracist educators embody and employ attributes such as humility and courage.

• Antiracist educators should see an impact on their curriculum, pedagogy, and in relationships with students and families.

3. Dr. LaGarrett King said educators have been on the treadmill at two mph for 10 minutes when it comes to antiracism education and equity in schools. How do we increase the speed in which we enact change, and maintain momentum for the long haul? How do you add more urgency and action to your work?

4. Jessyca Mathews identifies courage as a necessary attribute for antiracist educators. Why do we need courage as antiracist educators? Where do you find your courage as an antiracist educator?

5. Scott Bayer referenced the poet Jimmy Santiago Baca's work, When I Walk Through That Door, I Am. Think about your identity. Who are you when you walk into a room? How does your identity impact who you are as an educator -- your curriculum decisions, your relationships with students and families, your daily choices in your role?

KEY VOCABULARY

Antiracist education: According to the National Museum of African American History and Culture, “Antiracist education is a theory of learning and action to help us do the important work of dismantling racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It examines and challenges how institutions support and maintain disadvantages and advantages along racial lines.” CARE expands on this definition by examining how curriculum materials support or counter racism.

RESOURCES
CARE Antiracist Principles

REFLECTION/DISCUSSION QUESTIONS

1. Read the CARE Principles. Each panelist reviewed the CARE Principles and shared their initial impressions. What are your initial impressions and how can you apply them to your role as an educator?

2. Juliana Urtubey talks about humility being key when aspiring to be an antiracist educator. Why is humility so important? What does humility look like for an antiracist educator? What do you realize you need to learn more about to be a better antiracist educator?

ACTION

Educators have power. Identify examples of power you wield as an educator. For example, all educators have the power to affirm their students or to ask questions to deepen critical consciousness.

• Identify at least five ways you have power as an educator.

• Decide how you will act in alignment to CARE’s Antiracist Principles.

• Share your intentions with a colleague, friend, or your students.

• Encourage colleagues to visit antiracistfuture.org to learn more and join you on the journey.

• Stay engaged through our social channels.
IS THIS ANTIRACIST? AND OTHER COMMON QUESTIONS

**KEY IDEAS**

- Becoming an antiracist educator is a process that will require deep and ongoing critical self-reflection.

- All people are impacted by racism and white supremacy therefore antiracist educators must broaden their conversations about race and racism to include more than the Black/white binary.

- Explicit learning opportunities for students about race and racism are necessary to reach our collective antiracist future.

**KEY VOCABULARY**

*Socialization:* The process beginning during childhood by which individuals acquire the values, attitudes and habits of society. (Merriam Webster)

**RESOURCES**

*Cycle of Socialization*

**REFLECTION/DISCUSSION QUESTIONS**

1. During the conversation, the guests spend time discussing becoming an antiracist educator. What could you share about your own antiracist path with your colleagues or students? Why is it important to be able to articulate and communicate the process?

2. What role has vulnerability played in your antiracist journey?

3. Review *Bobbie Harro’s Cycle of Socialization*. Reflect on your first socialization. What did you learn about racism or antiracism? How was racism or antiracism reinforced? What were the results?

4. Return to *Bobbie Harro’s Cycle of Socialization*. Now reflect on your institutional and cultural socialization. Why is this cycle important to understand as an educator? What messages are you reinforcing with students?

5. How have you explicitly taught students what it means to be antiracist? If you haven’t, why not?

6. Race and racism are often presented in a Black/white binary. How are you preparing your students to understand the nuanced experiences of all racial and ethnic (AAPI, Black, Indigenous, Latino/a, and white) identities?

7. What learning must occur, or barriers must you overcome, to explicitly teach students about antiracism?

**ACTION**

Critical self-reflection, the ability to question your own assumptions, biases and ideas, is key to growing as an antiracist educator. Throughout the episode the guests discussed how they engaged in their own critical self-reflection. Now it’s your turn.

- Take some time to engage in critical self-reflection regarding your curriculum or pedagogy. What are some of your assumptions, biases, and ideas that inform your practice?

- Practice vulnerability by articulating your antiracist journey with friends, colleagues or students.

- Identify more questions you have about antiracist education and start searching for the answers.

- Encourage colleagues to visit [antiracistfuture.org](http://antiracistfuture.org) to learn more and join you on the journey.

- Stay engaged through our social channels.
GATHERING YOUR PEOPLE:
WORKING WITH ANTIRACIST (AND NOT-SO ANTIRACIST) EDUCATORS

KEY IDEAS

• Your antiracist education community may be comprised of many different stakeholders, those who share your identities, and those who broaden your perspective.

• Antiracist educators believe there is potential in educators who may be demonstrating resistance. The key is to remain true to your antiracist values.

• Leading as an antiracist educator can take a physical, psychological and emotional toll. It is important to understand your limits and continue to care for yourself and community.

RESOURCES

Learning for Justice Speak Up at School Guide

REFLECTION/DISCUSSION QUESTIONS

1. As an aspiring antiracist educator, who is in your community? How do they sustain you and support your antiracist efforts?

2. What assumptions have you made about your colleagues’ level of readiness to engage in conversations about antiracism? What are opportunities to rethink your perspective?

3. What should you consider when working with educators who demonstrate willingness to engage in conversations about antiracism?

4. What should you consider when working with educators who demonstrate resistance to engage in conversations about antiracism?

5. What perceptions do you have about antiracist educators? How does that impact how you show up as an antiracist educator?

6. Reflect on some of the ebbs and flows of being an antiracist educator. What can you learn from those moments?

7. After listening to the panelists, what values, dispositions, and skills do you believe are important to cultivate as an antiracist educator?

ACTION

Antiracism education is difficult and should not be done in isolation. The sooner you find a community where you can grow and feel sustained, the more equipped you will be to engage in this work for the long haul. Here are some ways you can continue to work with and within an antiracist community.

• If you do not have formal support through your organization, develop a plan to continue the conversations with a trusted community. You can start by encouraging colleagues to visit antiracistfuture.org to learn more and join you on the journey.

• Get to work by finding opportunities to address the racist or biased thinking of those in your circle of influence.

• Identify what makes you feel nourished through your antiracism work. Find opportunities to get nourished, especially when the work becomes difficult.

• Stay engaged through our social channels so that you can connect with others.
MORE THAN A MOMENT:
SUSTAINING ANTI RacIst EDUCATOR PRACTICES

KEY IDEAS

• For antiracism education to gain traction in larger systems, faculty and staff must have a common understanding of key terms.

• Systems should shift from making professional learning about antiracism an option to making it foundational for all educators.

• Antiracism leadership can, and should, come from every position in a school system.

KEY VOCABULARY

Antiracist education: According to the National Museum of African American History and Culture, "Antiracist education is a theory of learning and action to help us do the important work of dismantling racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It examines and challenges how institutions support and maintain disadvantages and advantages along racial lines." CARE expands on this definition by examining how curriculum materials support or counter racism.

RESOURCES

Talk About Antiracist Education

REFLECTION/DISCUSSION QUESTIONS

1. What key terms does your system need to learn to push antiracism education forward?

2. Describe your system’s current strategy for preparing antiracist educators? If you cannot do so, what strategic moves you would suggest?

3. How is professional learning used to sustain antiracism practice in your system? How effective is it? What would you modify?

4. What types of investments are required to move your system forward on its antiracism journey?

5. Think about some of the policies in your system. Which ones need to be revisited through an antiracist lens?

6. Identify an antiracist leader in your system. How are they successful? What can you learn from them?

ACTION

Creating just systems is one of CARE’s Antiracist Principles and there are many ways to work toward that effort. Here are a few ways you can act today.

• Identify policies that act as barriers to equitable participation of all students. Ask questions and brainstorm ways to make them antiracist.

• Mentor other educators who are on their antiracism journey.

• Identify and use curriculum that help students understand how everyday people took action to create large scale change.

• Check out schooltalking.org which offers tools for engaging in conversation for antiracism and equity in school communities.

• Stay engaged through our social channels or visit us at antiracistfuture.org as we continue to develop professional learning resources for antiracism education.
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Teach. Change. Ending racism depends on what—and how—students learn today.

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