

Anti-Racism & Social Justice Work in IPS

**Presentation to the
School Committee,
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Anti-Racism & Social Justice Work in IPS: A Continuing Process

Ipswich Public Schools cares deeply about equity and racial justice.

- Building from the work already in process
- Striving to provide faculty with resources & time to unpack their own thinking
- Leaning on research and best practice
- Making curricular connections
- Looking at systems

Defining of Terms

About an Anti-Bias Education:

- building and drawing on intergroup awareness, understanding and skills;
- creating classroom environments that reflect diversity, equity and justice;
- engaging families and communities in ways that are meaningful and culturally competent;
- encouraging students to speak out against bias and injustice;
- including anti-bias curricula as part of larger individual, school and community action;
- supporting students' identities and making it safe for them to fully be themselves; and
- using instructional strategies that support diverse learning styles and allow for deep exploration of anti-bias themes.

From "[Critical Practices for Anti-Bias Education](#)," Teaching Tolerance



Defining of Terms

About an Anti-Racist Education:

Students need to understand privilege and rethink power.

Students from privileged communities can struggle to understand privilege since they may feel that they have had to work hard or struggle at times in their lives. Teachers must help students understand how privilege works at a systemic level that may have given students an edge that, while it may be one they didn't ask for, is still very real.

From "[All Students Need Anti-Racist Education](#)" by Christina Torres, Teaching Tolerance, July 30, 2020

"But we're a primarily white community. Why teach anti-racism?"

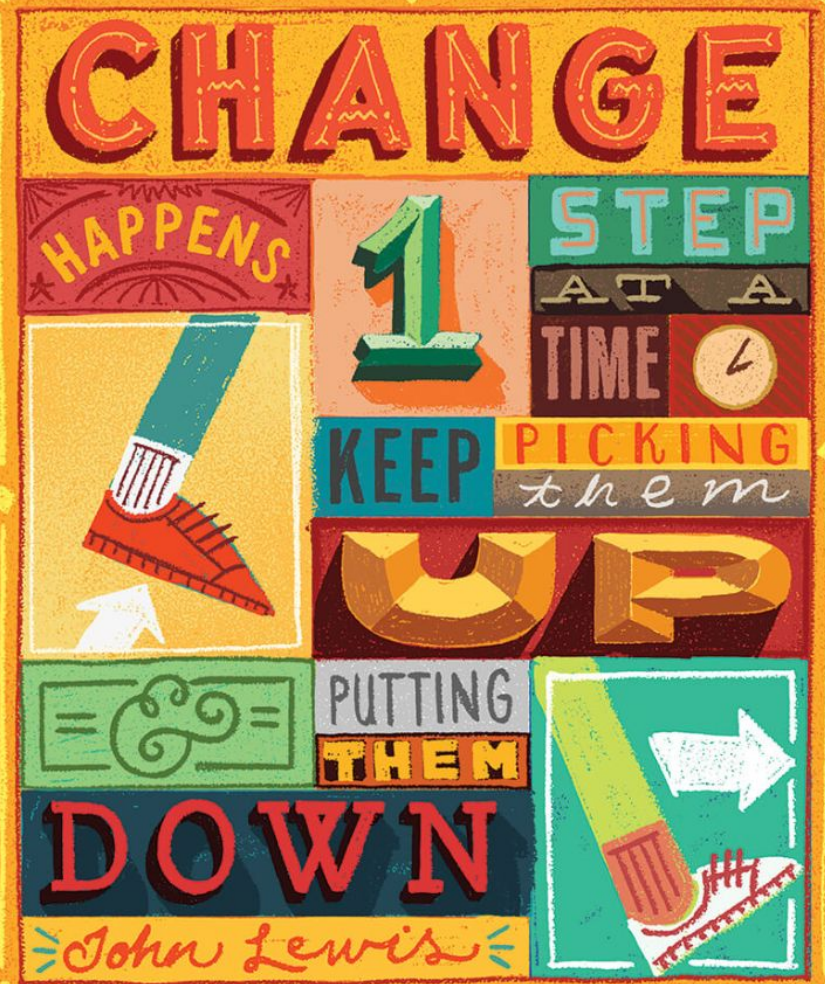
Anti-racist work means acknowledging that racist beliefs and structures are pervasive in all aspects of our lives—from education to housing to climate change—and then actively doing work to tear down those beliefs and structures. Those beliefs and structures don't just exist in primarily white/and or privileged institutions—they thrive there.

From "All Students Need Anti-Racist Education." Christina Torres, 7/30/20; Teaching Tolerance

Anti-Bias & Anti-Racist work is continual.

It has no "beginning" or "end."

That said, here's an overview of our journey in Ipswich Public Schools as of late, with acknowledgements to all those engaged.



1. Professional Learning Communities (PLC's)

In our elementary schools

Responsive Classroom practices

Classroom Library (and library)
diversity audits

Readings:

*White Fragility: Why it's so
Hard for White People to Talk
about Racism* by Robin

DiAngelo; *The Little Book of
Restorative Justice* by Howard
Zehr

Professional Development

**Conversations & Applications to
teaching & learning**



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2.

Unpacking the new History & Social Science standards

In all grade levels

Goal: all students learn history and social studies through diverse lenses.

- PD in cultural competency and having difficult conversations
- Curriculum being revised to show multiple perspectives
- Social justice integration through Humanities at IMS



3.

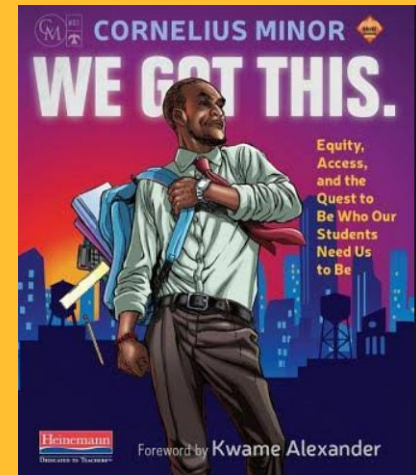
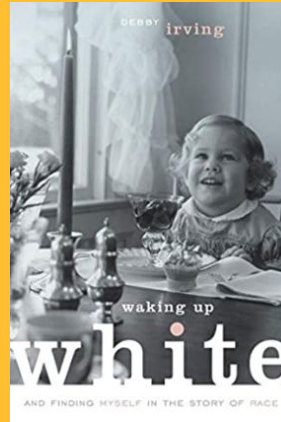
Continuing District-wide Professional Development

Facing History & Ourselves

Primary Source

"Let's Talk" & [Teaching Tolerance Social Justice Standards](#), Southern Poverty Law Center

District-wide PD Day 2020 focus





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4.

Restorative Justice Circles pilot

IMS

Standard Discipline vs. Restorative Justice

Primary Concern

Rules have been violated

People and relationship have been harmed

Questions

1. What rule was broken?
2. Who broke it?
3. What consequence/punishment is deserved?

1. Who has been affected?
2. What are their needs?
3. Who has the obligation to address the needs, to put right the wrong, to restore relationships?

Principles

Unbiased/Unemotional/Unattached/
Adversarial (3rd Party)

Accountability: consequences are imposed, which results in passive accountability.

Compliance: Hierarchical control brings order to the community.

Engagement: involves all stakeholders, including the community where the harm happened, needs, and interests of all (1st Party)

Responsibility: responsibility to address the harm; repair the harm; active person who caused harm; asks questions (active and passive)

Restoration: address the harm caused by, and reveal the wrongdoing.



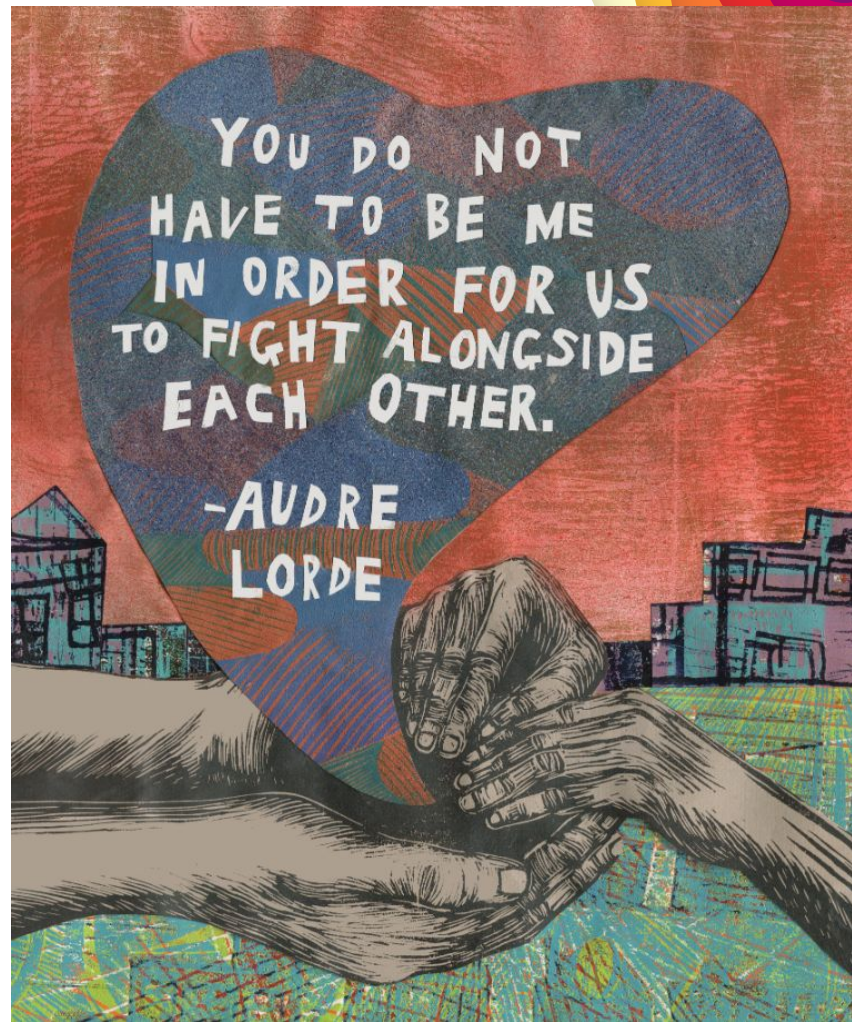
**Addressing the
systemic lens**

Jon Kidde:

https://drive.google.com/file/d/18Pu_BXgJTEAhIJ6Pzp8fQJhdrSz2MTzb/view

Thinking Forward:

- Literature and text review
- Aligning and integrating Social Justice Standards
- Systems look
- Data analysis for bias
- Striving for equity as we move into the fall and upcoming school year





Thank you for your support.

Questions?

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