

CRE STORIES: A DISCUSSION GUIDE

Seen in the Classroom, Being Culturally Responsive as a White Teacher, and The Archaeology of Self

Yolanda Sealy-Ruiz argues that educators of all backgrounds must do the "deep work" of excavating their personal histories and activating their racial consciousness as a precursor to theorizing about pedagogy:

- Hearing the stories from Aaron and Erin, how does this process potentially differ for white teachers versus teachers of color?
- In what ways are teachers in your schools/districts supported to do the “deep work” of excavating their personal histories and activating their racial consciousnesses?
- What might change if teachers were better supported and more practiced in this “deep work”?

Race Conversations in the Classroom, Breaking the Stereotype of the Uncaring Black Parent, and Raising a Critically Conscious Teaching Force

The second set of films explore ways in which racialized stereotypes, prejudices, and biases can enter into and be addressed in classrooms and schools:

- How are students in your schools being supported to have critical conversations about race that explore institutions, not just individuals?
- In what ways are parents viewed by school-based educators in your district? How are families being engaged to support pro-equity efforts in schools?
- How are your districts supporting classroom educators to develop and deepen their understandings of systemic racism, power, and privilege?

A Principal's Perspective, Relearning History Telling New Stories, and Practicing Culturally Responsive Education

The final three films offer some concrete examples of work being done in the field to advance culturally responsive education:

- Consider the concrete examples discussed in these three stories. From your position within your school, district, and/or community, what are specific actions you can take to advance equity and culturally responsive education?

