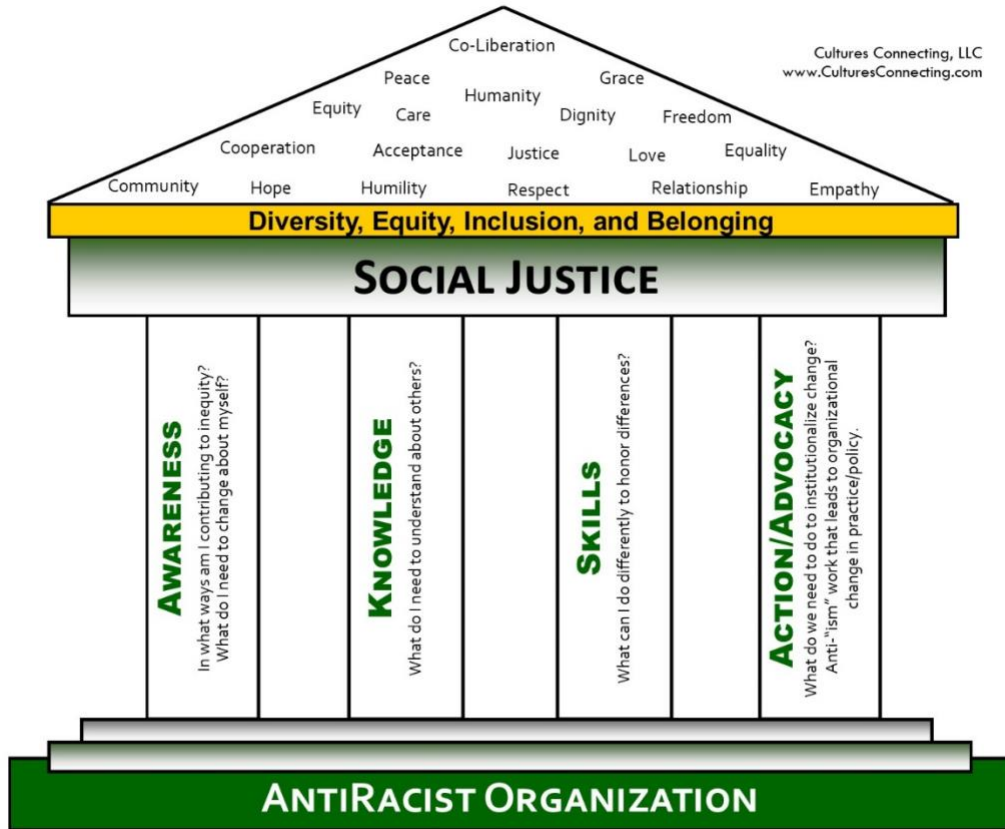


FOUNDATIONS OF SOCIAL JUSTICE



Those in education who strive for social justice are **actively**...

In the process of gaining **Awareness** of their own assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth.

Attempting to understand the worldview of culturally diverse populations through increasing their **Knowledge** of others. They seek to learn about the values, assumptions, practices, communication styles, group norms, biases, experiences of marginalization, perspectives, and so on, of culturally diverse students, families, communities, and colleagues.

Developing and practicing appropriate, relevant, and sensitive strategies and **Skills** in working with culturally diverse students, families, communities, and colleagues.

To achieve social justice, professionals are utilizing their **Awareness, Knowledge, and Skills** to develop an equity lens and effectively engage across cultures.

Those in education work together by taking **Action** and **Advocating** to address institutional and systemic racism on behalf of students, families, communities, and colleagues they serve. This requires asking critical questions, removing barriers, creating welcoming and inclusive spaces, developing policies, hiring diverse staff and other measures address diversity, equity, and inclusion.

Achieving social justice is an active, developmental, aspirational, and an ongoing journey where institutions constantly assess and reassess its policies and practices with the goal of effectively serving those who historically have been underserved.

AWARENESS

Awareness To cultivate self-awareness, professionals are...	<input checked="" type="checkbox"/> Check the box that most closely identifies where you are at in this work
<p><i>...moving from being culturally unaware to being aware and sensitive to their own cultural heritage and to valuing and respecting differences.</i></p> <ul style="list-style-type: none"> • Explores their values, beliefs, and assumptions about human behavior • Is not ethnocentric, believing in the superiority of one's group • Learning about own cultural heritage 	<p>I _____ work towards becoming aware and sensitive to my own cultural heritage and valuing and respecting differences.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>
<p><i>...aware of their own values and biases and how they affect People of Color (PoC).</i></p> <ul style="list-style-type: none"> • Avoids prejudices, unwarranted labeling, and stereotyping • Actively challenges their own assumptions 	<p>I _____ work towards becoming aware of my own values and biases and how they might affect People of Color (PoC).</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>
<p><i>...comfortable with racial differences between themselves and their constituents and colleagues.</i></p> <ul style="list-style-type: none"> • Does not profess color blindness • Does not negate the existence of differences • Differences are not seen as being deviant 	<p>I _____ feel comfortable with racial differences between me and my constituents and colleagues.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>
<p><i>... sensitive to circumstances that may dictate a referral of a child or family to someone else (personal biases; stage of racial, gender, and sexual orientation identity; sociopolitical influences, etc).</i></p> <ul style="list-style-type: none"> • Aware of one's limitations and at the same time not threatened by seeking help from other professionals <i>HOWEVER...</i> • Willing to work with racially diverse students and colleagues 	<p>I am _____ sensitive to circumstances that may dictate referral of a child or family to someone else, and at the same time I am committed to working effectively with culturally diverse students and colleagues.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>
<p><i>...aware of and accepts responsibility for their own racist, sexist, heterosexist, and other detrimental attitudes, beliefs, feelings, and behaviors.</i></p> <ul style="list-style-type: none"> • Does not deny that they have directly or indirectly benefited from individual, institutional, and cultural biases • Attempts to deal with own racism, sexism, heterosexism etc., in a non-defensive, guilt-free manner • Has begun the process of defining a new non-oppressive and non-exploitive attitude. 	<p>I _____ work towards becoming aware of and accepting responsibility for my own racist, sexist, heterosexist, or other detrimental attitudes, beliefs, feelings, and behaviors.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>

KNOWLEDGE

Knowledge To gain knowledge professionals are...	<input checked="" type="checkbox"/> Check the box that most closely identifies where you are at in this work
<p><i>... learning specific information about the groups they work with.</i></p> <ul style="list-style-type: none"> • History, experiences, cultural values, lifestyles, issues • The influence of institutional policies and practices. 	<p>I am _____ intentional in learning more about the cultural norms, values, beliefs, communication styles, history etc., of the racially diverse children and colleagues I work with.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>
<p><i>...acquiring a good understanding of the socio-political systems operating in the U.S. with respect to treatment of marginalized groups in our society.</i></p> <ul style="list-style-type: none"> • The impact of racism, power, and oppression, e.g., education, health, housing, legal system, etc • The role of ethnocentric monoculturalism on the development of identity and worldviews among PoC students and families. 	<p>I have _____ understanding of the sociopolitical systems operating in the U.S. with respect to treatment of racially marginalized groups in the U.S.</p> <p><input type="checkbox"/> A Strong <input type="checkbox"/> Some <input type="checkbox"/> Little <input type="checkbox"/> No</p>
<p><i>...acquiring clear and explicit knowledge and understanding of the generic characteristics of individuals from diverse ethnic, racial, and socioeconomic backgrounds.</i></p> <ul style="list-style-type: none"> • Language and culture-bound values • Theories and models that may be useful to working with PoC students and families • Does not limit the potential of a person based on their race, class, or other factors 	<p>I _____ possess knowledge and understanding of the generic characteristics of children and colleagues from diverse racial backgrounds that I work with.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>
<p><i>...acquiring knowledge of institutional barriers that prevent diverse groups from accessing and using services.</i></p> <ul style="list-style-type: none"> • Location of services, transportation • Formality or informality of décor • Language used to advertise services • Where services are publicized • Availability of underrepresented groups at different levels in the organization • Organizational climate • Hours and days of operation • How services may be viewed • Other factors _____ 	<p>I am _____ knowledgeable of institutional barriers that prevent BIPOC families from accessing and using services.</p> <p><input type="checkbox"/> Usually <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p>

SKILLS

SKILLS To demonstrate skills professionals are...	Professional and/or Personal Examples in Your Life
<p><i>...able to generate a wide variety of verbal and nonverbal responses.</i></p> <ul style="list-style-type: none"> • Marginalized groups may learn to problem solve and respond differently (e.g., to teaching styles) than those from dominant groups • The wider the repertoire of responses and pedagogy the educator possesses the more effective they will be • Educators become comfortable with a multitude of teaching styles and modalities 	<p>I _____ practice generating a wide variety of verbal and nonverbal responses with my diverse students, families, and colleagues.</p> <p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...able to send and receive both verbal and nonverbal messages accurately and appropriately.</i></p> <ul style="list-style-type: none"> • Able to communicate thoughts and feeling as well as read messages received • Considers the cultural cues that are operating within a setting • Is knowledgeable and skillful with different styles of communication e.g., subtlety and indirectness vs. directness and confrontation 	<p>I _____ practice sending and receiving both verbal and nonverbal messages accurately and appropriately.</p> <p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...able to exercise a variety of relationship building skills.</i></p> <ul style="list-style-type: none"> • Attending special events • Engages in outreach • Plays ombudsman roles • Makes home/community visits • Acts as change agent 	<p>I _____ practice a variety of relationship building skills.</p> <p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...aware of their helping style, recognizes the limitations they possess, and can anticipate the impact on culturally diverse populations.</i></p> <ul style="list-style-type: none"> • Consults with others • Participates in Social Justice Professional Development • Able to communicate their desire to help • Avoids paternalistic helping, i.e., empathy rather than sympathy, does with rather than for 	<p>I am _____ aware of my helping style and recognize my limitations anticipating the impact on my culturally diverse students, families, and colleagues.</p> <p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>
<p><i>...taking risks and making mistakes, knowing that new learning occurs on the edge of their competence.</i></p> <ul style="list-style-type: none"> • Sees “mistakes” as an opportunity to grow • Encourages students and colleagues to take chances and learn from mistakes 	<p>I _____ take risks and am willing to make mistakes.</p> <p><input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never</p>

ACTION & ADVOCACY

ACTION & ADVOCACY	<input checked="" type="checkbox"/> Check the box that most closely identifies you
To promote social justice, professionals... Educate co-workers and close friends about racism and other forms of oppression.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Raise issues in the workplace with people in power, co-workers, and staff.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Ensures what normally appears on bulletin boards, walls, handouts, newsletters, and other materials is inclusive.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Are a referral resource—direct people to those who might be of assistance.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Act as a model, taking risks and questioning the dominant power structure.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Establish discussion groups and other activities around racism e.g., readings, films, exercises in school or workplace.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Make sure that resources are allocated for enhancing the learning experience of Students of Color.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Assess the environment of their workplace to ensure that it reflects the diversity of staff and students (e.g., assemblies, activities, décor).	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Contribute time and/or money to agencies, organizations or programs that actively confront the problems of oppression.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Look at own racist attitudes and behaviors and the impact they have on families.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Openly disagrees with racist comments, jokes, or actions of those around them.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Take the time to complain to those in charge when they notice racism in businesses e.g., greeting cards, toys, foods.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Demonstrate a willingness to change self vs. others as it relates to cultural norms, values, behaviors, and attitudes.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Seek out and actively participates in professional development aimed to enhance their awareness, knowledge, and skills in effectively working cross culturally and addressing racism.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Envision a world free of bias and work to restructure ideas and create alternatives.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never

Action & Advocacy To promote social justice, professionals...	<input checked="" type="checkbox"/> Check the box that most closely identifies you
Examine policies within their organization to see if they meet the needs of diverse students, staff, families, and communities	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Question the norms of meetings to ensure equity.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Review hiring policy and practices to include diversity.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Review the mission and vision of their organization to include diversity.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Review the allocation of time and money resources to ensure racial equity.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Ensure the organization's evaluation and assessment tools take into consideration issues of racism, power, privilege, and oppression.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Investigate curricula in their school/classrooms for cultural relevance and anti-bias qualities.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Include diverse representation in decision making.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Include students, families, staff, and communities of color in conversations and planning around racial justice.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Infuse cultural relevance in all professional development.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
<i>Add your own</i>	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never

Adapted from Sue, D.W., & Sue, D (2003). Counseling the culturally diverse: Theory and practice, 4th Ed. New York: John Wiley.

Action/Advocacy Section Adapted from Katz, J.H. (1978) White awareness: Handbook for anti-racism training. Oklahoma Press.