Teachers Teaching Teachers
THE PROFESSIONAL DEVELOPMENT CENTER
AT HANAHAU‘OLI SCHOOL
Endorsed by the Clarence T.C. Ching Foundation

DIALOGUES
ON OUR
COMMITMENT
TO EQUITY

June 26, 2020 from 1:00 pm - 2:15 pm
“As a society becomes more enlightened, it realizes that it is responsible not to transmit and conserve the whole of its existing achievements, but only such as make for a better future society. The school is its chief agency for the accomplishment of this end.”— Dewey, 1916, p. 20

The mission of the Professional Development Center at Hanahauʻoli is to build upon the school’s rich progressive education tradition to support the development of school communities that promote a better future society for today’s children.
### Areas of Specialization

- Progressive Philosophy and Education
- Social Justice
- School Culture & Community
- Early Childhood, Child Development & Preserving Childhood
- Inquiry-Based, Interdisciplinary, Integrated and Concept-Based Teaching and Learning
- The Arts, Music, Physical World Lab, World Language, Digital Literacy, and Physical Education
- Multi-Age and Teaming Classroom Structures
- Parent and Community Engagement

### Programming

- Coursework (HIDOE/UHM)
- Summer Institutes
- Workshops
- Hosted Conversations
- Public Talks
- School Visits/Tours of Hanahau’oli
- Mentoring/Teacher Education
- Educator/Researcher Exchanges
- Online Progressive Education Resources
Terry Lock
Instructor: College of Education, University of Hawai‘i at Manoa

Amber Strong Makaiau
Hanahau‘oli School Professional Development Center Director
Associate Specialist: College of Education, University of Hawai‘i at Manoa

Tammy Jones
Hawai‘i Council for the Humanities
Reading and Discussion Program Assistant
Agenda

I. Welcome

II. Intellectual Safety

III. The Dialogue Process

IV. Terry Lock: On Equity

V. Two Breakout Groups:
   - Questions
   - Vote
   - Inquiry
   - Reflect

VIII. Large Group Share Out
Intellectual Safety: "In an intellectually safe place there are no put-downs and no comments intended to be little, undermining, negate, devalue, or ridicule. Within this place, the group accepts virtually any question or comment, so long as it is respectful of other members of the circle" (Jackson, 2001, p. 460).
1. **Questions:** Each participant generates a question

2. **Vote:** Participants vote on the two questions they want to talk about

3. **Inquiry:** The question that is chosen becomes the focus of dialogue and inquiry

4. **Reflect:** The group reflects on how did as a community and the quality of the inquiry.
PRE-READINGS
Museum of African American History and Culture’s website “Let’s Talk about Race” for educators I Am An Educator:

- Race and Racial Identity
- Being Antiracist
Terry Lock: On Equity

Equity (or Equitable): Treatment that is fair and just, taking into account the capacities of individuals, while not discriminating because of racial identity, ethnicity, gender, religion, ability or any other aspect of their identity. The concept of *equity* goes beyond *equality*, the latter implying identical treatment of individuals or groups despite their differing needs. (Derman-Sparks & Olsen, 2010, p. xii)
Equity is Not the Same as Equality

Equity means all children and families get the supports they need to develop their full intellectual, social, emotional, linguistic, and physical potential. Equitable teaching often includes working with families to create connections that extend and enrich learning.
Equity is Not the Same as Equality

Giving equal treatment to individuals at unequal starting points is inequitable. Instead of equal treatment aim for equal opportunity. This requires considering individuals’ and groups’ starting points, then distributing resources equitably (not equally) to meet their needs. Attempting to achieve equality of opportunity without considering historic and present inequalities is ineffective, unjust, and unfair.
Small Group Breakouts Instructions
Small Group Breakouts: Amber & Tammy

1. **Questions:** Each participant generates a question
2. **Vote:** Participants vote on the two questions they want to talk about
3. **Inquiry:** The question that is chosen becomes the focus of dialogue and inquiry
4. **Reflect:** The group reflects on how did as a community and the quality of the inquiry.

*At the end of your small group select one person who will share the question that your group chose to think about together and any key takeaways with the large group at the end of our time together.*
QUESTIONS For GROUP ONE: Amber
1. What are practical steps to create change in systems of racial inequality/systemic racism?
2. How can we support our middle school students in being kind to each other and understanding each others’ perspectives?
3. What are the challenges that are unique to Hawaii and reaching rural areas?
4. What are the steps that an individual can do, personally in everyday life, to create “that “shift? 
5. How can we address equity in the classroom and how can we scaffold it?
6. How can we elevate the need to talk about racism in a context where the existence of diversity might be creating the false sense of an anti-racist culture? (Kathleen, Terry, Jenn)
7. How can we affect a paradigm shift from a colonial system to more progressive equitable and innovative system?
8. What is the best way to approach parents who believe they are being racially profiled when it comes to implementing rules and policies for everyone?
9. How might music be able to help create a positive influence on kids?
10. How can we teach about anti-racism when kids are being influenced by racism in their home life?
11. How can we get the parents/adults to educate themselves in general or here in Hawaii so that they can teach their kids?
12. How can we get everyone on the same page so that kids can be supported by their parents to be anti-racist?
13. How do we equip our students with the tools they need to have difficult conversations with the people in their lives?
QUESTIONS for GROUP TWO: Tammy

1. How does this relate to what’s going on (in HI) with local people? How do you make this issue relevant to children who are seeing this through a lens of color (black/white) they are not a part of?
2. How do we understand the relevance of what’s happening on the continent in HI?
3. Is BLM relevant here? Is there an understanding in HI?
4. I’m curious...how do we reconcile the movement around BLM with decolonization?
5. How do we respect all groups’ history/culture/oppression while focusing right now on BLM?
6. How do we as a society/pockets of concerned people get to a place of true equity for everyone?
7. What influences do our students have at home, and do they conflict with what they hear in the classroom?
8. Why is it so difficult when someone starts by saying, “I don’t see color” or “I’m not racist”.
9. What do I call myself living here, in HI? What do I call you? Is it rude to ask?
10. What about the allies? How can we have more tools in our toolbox to support the allies?
11. How do we systematically disassemble the police system to break down corruption and bias while still having citizens feel safe?
12. How do we counterbalance the institutions of white supremacy and racism to intentionally and consistently balance equity at the center of our work?
Turn Taking

1. We will turn off the powerpoint so we can all see each other.

2. Put your Zoom into “Gallery View.”

3. Either raise your hand or Zoom’s virtual hand.

4. Person who is speaking chooses who speaks next.
Reflection

Community:
- How was our listening?
- Was it intellectually safe?
- How was our participation?

Inquiry
- Was it interesting?
- Did we use good thinking to scratch beneath the surface of the topic?
- Did you challenge your thinking?

Progress:
- Did we make new connections?
- Are we more confused?
- Did a possible Answer emerge?
Closing Large Group Sharing!
A representative from each of the three breakout groups will share (a) the group’s question and (b) key takeaways from the inquiry.