

# Welcome!

DO NOWs:

1. Please change your Zoom name to include pronouns
2. Personal reflection/be ready to share: What are the top 3 challenging behaviors you are seeing from students?

**BECOMING AN ANTI-RACIST AND  
ANTI-BIAS EDUCATOR**



# Welcome!

## BECOMING AN ANTI-RACIST AND ANTI-BIAS EDUCATOR

**ESSENTIAL QUESTION:** What does equitable teaching and learning look like, sound like, and feel like in a CPS classroom?



# WHO WE ARE

**Jenny Chung**

*Curriculum & Training Specialist*

Office of Equity, Inclusion, and  
Belonging (OEIB)

*In-District Instructor, Studying  
Skillful Teaching*

she / her

**Jo Quest-Neubert**

*Literacy Interventionist*  
Vassal Lane Upper School  
(VLUS)

they / them

Today's special guest:

**Kini Udovicki**

*Youth Advocacy Specialist*

Office of Equity, Inclusion,  
and Belonging (OEIB)

she / her

## **AGENDA:**

- 1. Community Builder**
- 2. Behavior is Communication**
- 3. PTSE, Trauma, & Social Toxicity**
- 4. Dr. Shawn Ginwright - Healing Centered Engagement/Radical Healing**
- 5. HCE in action**

## **Session Objective:**

**Define principles of healing centered engagement, how it responds to Persistent Traumatic Stress Environments, and what it looks like in our work with young people.**

# COMMUNITY AGREEMENTS

## ❖ **Stay Engaged**

- Don't give up when it gets personal, difficult, or uncomfortable

## ❖ **Speak Your Truth**

- Even when you feel you may be exposing your racial [or other] ignorance

## ❖ **Experience Discomfort**

- Transforming beliefs will not come easily or painlessly

## ❖ **Expect/Accept Non-Closure**

- Continuous learning requires you to choose imperfection over inaction

## ❖ **Assume Positive Intent AND Take Responsibility for Impact**

## ❖ **Confidentiality**

- What is said here stays here; what is learned here leaves here

# Community Builder: Breakout Rooms

**1: Introduce yourselves!  
Names,  
pronouns,  
school/  
department, and  
role**

**2: How many commonalities can you find? Make a list of everything you have in common.**

# BEHAVIOR is COMMUNICATION

1. Add a sticky for the top three challenging behaviors you identified in your Do Now on the JamBoard, under “behaviors.”
2. In small groups, brainstorm/discuss the **possible messages** those behaviors might be communicating.



**In the chat:**

**What is something that you see is different with your students in the COVID environment than you saw pre-COVID?**



# Persistent Traumatic Stress Environments

## Persistent Traumatic Stress Environment

- Trauma and crises that have become commonplace
- Focuses on root causes of health disparities, food insecurity, lack of housing and medical care

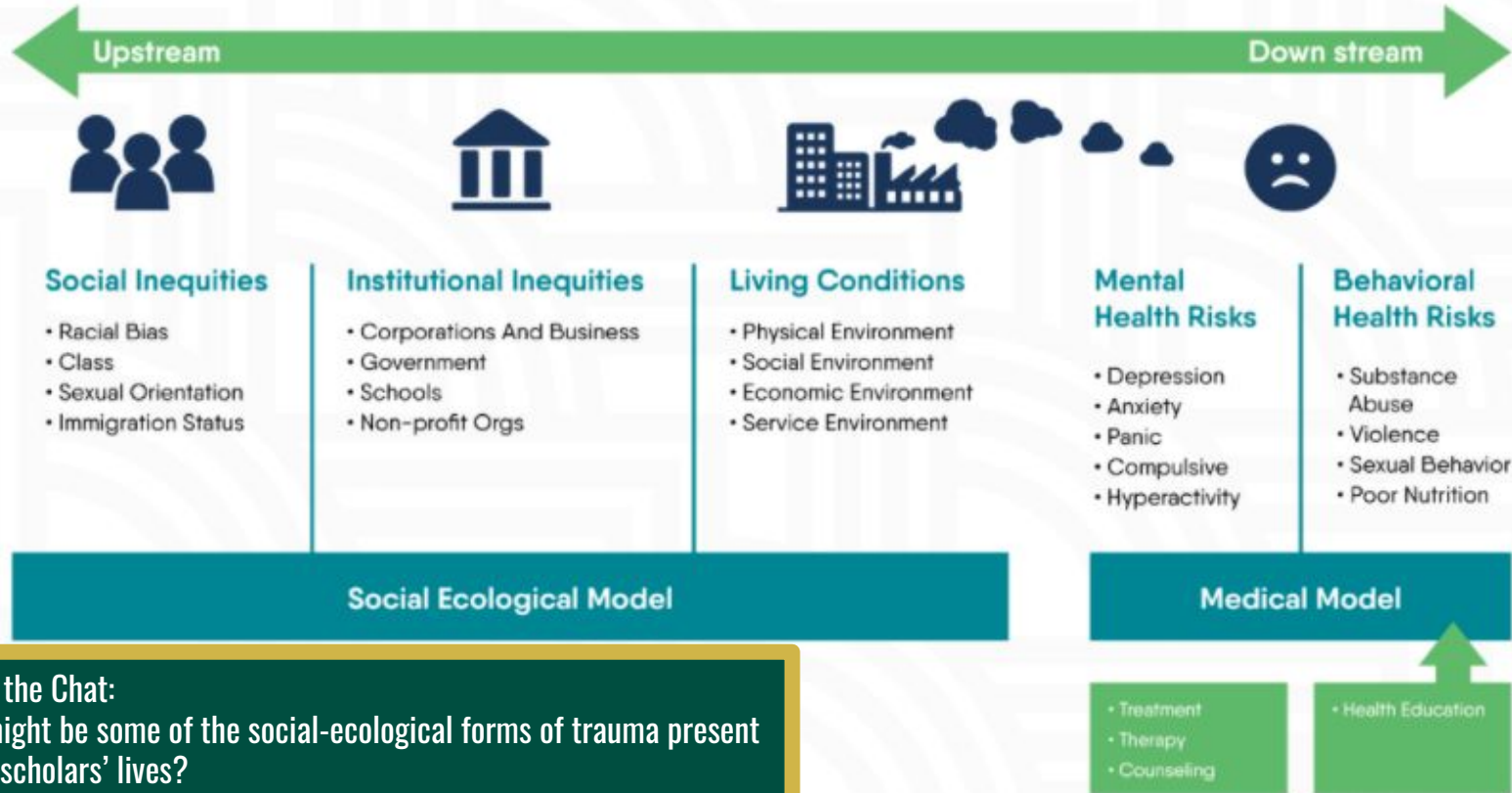
# TRAUMA & SOCIAL TOXICITY

- **Social Toxicity** (coined by social researcher James Garbarino): the extent to which the social environment is poisonous, in the sense that it contains serious threats to the development of identity.
- When it comes to social toxicity, we need to heal from **harm** caused to:
  - Our social identities that include race, class, gender, sexuality, etc.
  - Our sense of power to change things and act in ways that improve wellbeing for our communities.
  - Our sense of interconnectedness, and sense of belonging.
  - Our sense of achieving a desired future and sense of aspirations.

**Collective Experience of Trauma:** More than a few people are experiencing trauma at any point in time

What social toxins do you identify in your own lives? How have social toxins harmed you?

# Social Determinants of Trauma



Type in the Chat:  
What might be some of the social-ecological forms of trauma present in your scholars' lives?

Upstream and downstream view of the social determinants of Trauma

POVERTY  
COLORISM

HOMOPHOBIA

PATRIARCHY

RACISM

INDIVIDUAL



INTERPERSONAL



INSTITUTIONAL



VALUES  
PRACTICES  
POLICIES

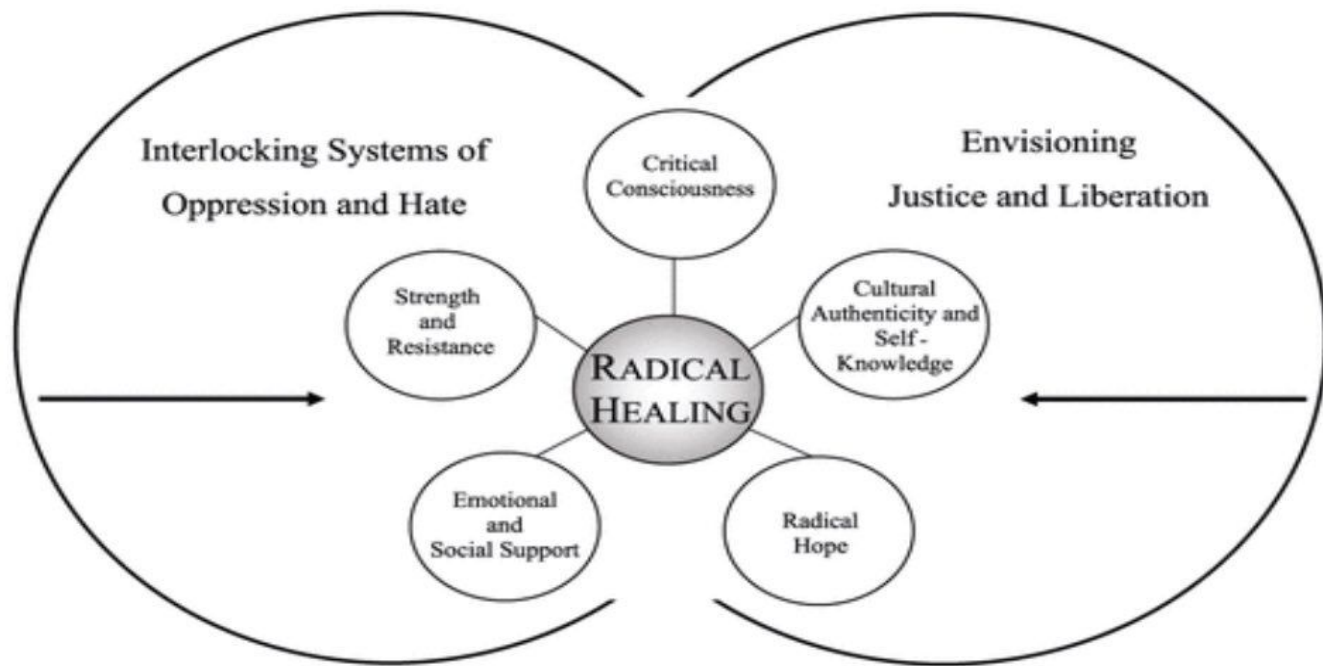
Ecosystem of harm (Individual, Interpersonal, and Institutional levels)

# Video - Dr. Shawn Ginwright

Watch [this video](#). Be prepared to discuss in breakout space:

**What is the difference between having social-emotional skills and having social-emotional health/well-being?  
What does shifting our focus from skills to health/well-being require of us?**





**Figure 1.** A psychological framework of radical healing.

# 5 PRINCIPLES OF HEALING CENTERED ENGAGEMENT (CARMA)

1. **CULTURE:** Values and norms that connect us to a shared identity and community.
2. **AGENCY:** The individual and collective power to act, create, and change personal conditions as well as external systems.
3. **RELATIONSHIPS:** Transformational relationships where we are vulnerable and transparent in our interactions, share pieces of our humanity, and work toward sustaining healthy relationships within our community.
4. **MEANING:** Profound discovery of who we are, why we are, and what purpose we are meant to serve.
5. **ASPIRATION:** Capacity to imagine, set, and then accomplish goals both for personal and collective advancement.

# Healing Centered Engagement in ACTION - Grade Band Groups

1. Explore a resource:  
Healing Centered Engagement Content Library
2. Discuss:  
How do we facilitate conversations about culture with students whose cultures are different from ours?



# Personal Reflection

## DIRECTIONS

1. Think back to the challenging behaviors you identified earlier and think of one particular student who exhibits one or more of those behaviors.
2. What social toxins may be at play in the young person's life? What harm may have been caused to this young person by these social toxins?
3. What are the current responses you are doing with this young person?
4. Using a healing centered approach, what could you do differently in your interactions with this young person moving forward?

# Reflection/Next Steps

## Session Feedback

I used to think...now I think...

I used to think...now I wonder...

I used to think...now I think that..., only more so!


I commit to trying...



# Want more?

**NEW CHOICE COURSE!**

*An asset-based and culturally-rooted approach to healing and well-being for young people of color and their adult allies.*



**CAMBRIDGE PUBLIC SCHOOL**

Office of Equity, Reflection, and Belonging


FROM TRAUMA-INFORMED CARE TO

**HEALING CENTERED ENGAGEMENT**

TUESDAYS  
3:30-5:00 PM

JANUARY 25  
FEBRUARY 15  
MARCH 8  
MARCH 29  
APRIL 12  
APRIL 26  
MAY 10

Inquiry Lab,  
CRLS Library, 2nd floor  
PLP Course #10585



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