

# What do I say when...?

RESPONDING TO COLLEAGUES' INEQUITABLE STATEMENTS



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# Connecting

What do you risk when you stand up for equity and antiracism?

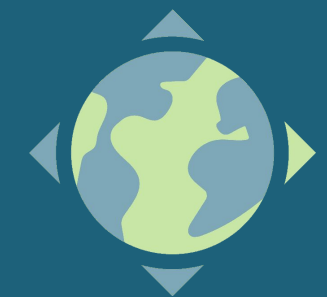
What do you risk if you *don't*?



# Why do we experience resistance?

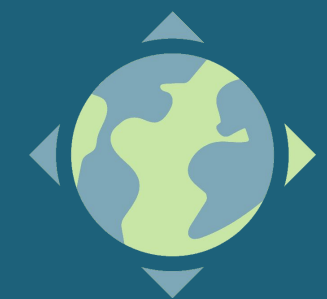
- disrupting existing power and privilege structures
  - unsettling people's hierarchical place in the system and the merit of their status
- upsetting what people are 'used to' and 'how it has always been'
- countering some narratives people have been told their whole life
- challenging people's beliefs

Systems of inequality maintain and replicate with the collusion of individuals.



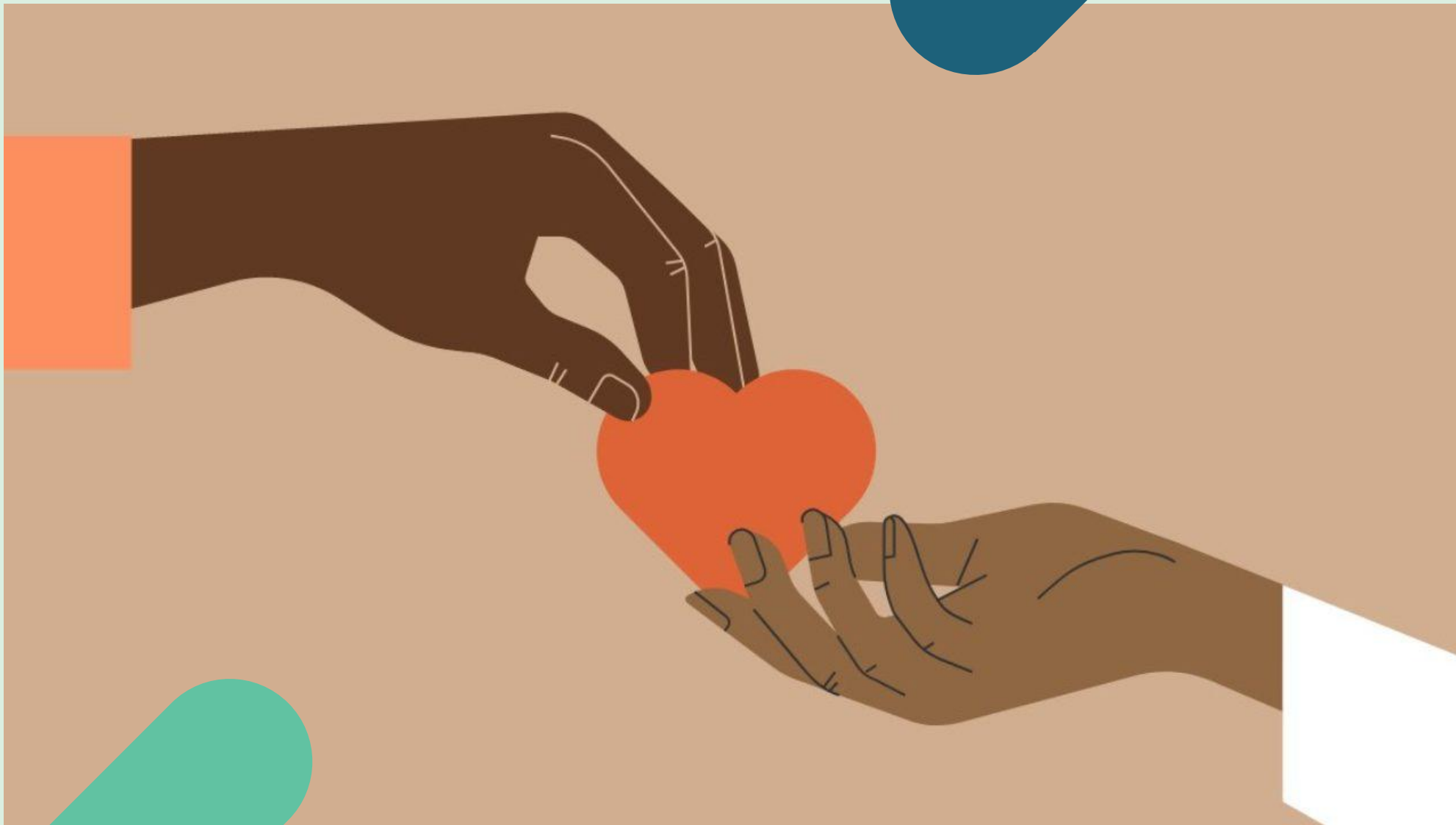
# Why do we respond?

- one-on-one conversations are critical to educational equity work as a whole
- provide accountability to our peers
- model conversations for students and colleagues
- uphold our own values and sense of integrity
- create a more just community



# Quickwrite

**When has a peer/colleague “called you in” on an equity issue? How did it feel? How did you react? How did it build your understanding or shift your practice?**



# Relationship

**Adults need to feel cared about, valued for their strengths, and part of a community (just like students)!**



**“Relationships before rigor”**



# Modeling

Show vulnerability, offer ideas that have worked for you, and be empathetic.

Offer to engage in learning *together*.

“I used to think... but now I know...”



# Frameworks

- **Courageous Conversations Compass**
- **Heron's Six Categories of Intervention**
- **SCARF Model**





# Silence

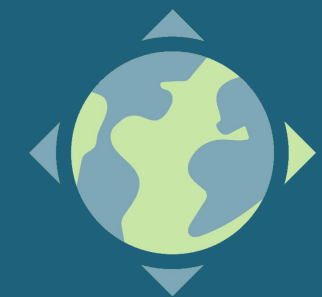
People will often fill silence with metacognition, clarifying statements, etc.

It can be uncomfortable to wait in moments of conflict, but it can be useful for the person speaking.



# Sentence Starters

- I know your intentions for doing \_\_\_ are good. Have you considered the impact?
- May I give you some feedback about \_\_\_?
- I hear a deficit mindset in your thinking about \_\_\_\_. Can we work together to reframe that?
- I used to think \_\_\_\_, but now I know \_\_\_\_. So I have changed by practice by \_\_\_\_.
- I can see that you really [think/feel/believe/want to] \_\_\_\_.  
What is standing in your way?
- I wonder what other strategies/techniques might accomplish \_\_\_\_.  
What might be a more equitable approach?
- I've tried \_\_\_ and it worked really well for me. Would you be willing to give it a try and let me know how it goes for you?




# Practice!

- At your table, brainstorm responses to each of the “What Do I Say When...” phrases.
  - Practice out loud if you have extra time!
- Share out in the large group– add any additional responses to the third column.



# Questions? Comments? Resources!

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