San Jose State University

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2016

Leading for Diversity Video-Facilitator's Guide

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Available at: https://works.bepress.com/rosemary_henze/35/
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Part I

Introduction

Purpose of This Guide

This guide provides a framework to guide facilitators who use the Leading for Diversity video in professional development contexts. The guide articulates the main concepts conveyed by the video, offers a set of principles for the use of the video, and suggests sample activities for discussing and debriefing the content of the video in both preservice and inservice contexts. It also includes, in appendices, some handouts that a facilitator might use to support his or her session.

Purpose of the Video

The video itself is designed to serve as a springboard for discussions on racial and cultural diversity and equity in schools. While social conflict is triggered by many different factors such as socioeconomic status, gender inequality, discrimination based on ability, and others, this work focuses primarily on racially and ethnically motivated conflict. It should help people in leadership roles think about and plan a coherent approach to intergroup relations within the larger context of creating more equitable schools. It can be used as support material for the Leading for Diversity book, or by itself. However, the video should be considered only one tool in a larger, ongoing effort to create equitable schools.
**Audience**

The video is directed toward people who are leaders or emerging leaders in K–12 schools, including principals, assistant principals, district administrators, teachers, counselors, students, parents, and other community members. It includes examples from elementary, middle and high school levels, so viewers at any level should find relevant material.

This Facilitator's Guide is to be used by those who are planning to lead and/or facilitate a discussion of the video's content. Facilitators might include professors in educational leadership programs, teacher educators, professional development specialists in school districts, consultants who work with schools, or parent and community leaders. They do not have to have any specialized preparation to facilitate a video session, although experience as a facilitator is helpful. Reading this guide carefully should give leaders and facilitators the necessary background to successfully guide a discussion of the video content.

**Time**

The video is 44.25 minutes long. Most workshops, classes, and professional development sessions run for 1, 2 or 3 hours. Depending on the time frame available, leaders and facilitators will need to devise different plans for facilitation. Some suggestions are included under the section titled "Sample Facilitation Plans."
Part II

Content of the Video

The Leading for Diversity video demonstrates what proactive school leaders do to promote positive ethnic relations in their schools. These leaders explain how they not only address conflicts around race or ethnicity but also how they create a strong foundation for inclusion of all groups, a healthy respect for differences, and strategies for addressing underlying sources of conflict. When applied, the lessons from the video will help school leaders reduce the likelihood of ethnic or racial violence and, on the more positive side, create safe, secure, and respectful multi-ethnic school communities.

The video content is based on the findings of a national research project by the same name which was carried out between 1996 and 2001. The original research project consisted of case studies of 21 schools across the U.S., and its purpose, similar to that of the video, was to document what proactive school leaders do to promote positive interethnic relations in diverse schools.¹ A book designed for school leaders, also by the same title, was published in 2002 by Corwin Press.²

The video includes interviews with leaders of high schools, middle schools and elementary schools in the San Francisco Bay Area, as well as on-site scenes that illustrate the practices discussed in the interviews. It also includes interviews with students and staff of a community-based program that develops youth as leaders in their schools.³ All the footage was shot in Spring 2003.

Key Concepts the Video Should Convey

1. Four Themes

The video is organized into four parts: Building community, affirming identity, cultivating student leadership, and addressing root causes of
conflict. Each of these themes emerged from the research, and we believe they provide a useful framework for understanding how schools can conceptualize their work on intergroup relations. They are integral parts of a comprehensive, proactive approach to promoting positive interethnic relations in schools. Therefore, focusing on only one or two while not addressing the other themes will only result in a piecemeal approach and could cause more damage than good. Leaders need to pay attention to and develop practices to address all four themes. Below are short descriptions of the four elements. In Resource 1, there is a handout with a diagram of the four elements.

Building Community

Building community means finding and building upon what people all share—for example, high aspirations for their children, the need for safety and security, the need to feel a sense of unity while still respecting differences. Community-building activities might include processes where a class or a group of faculty identify common goals or make agreements about classroom processes; where students identify a community issue they would like to address; as well as times where people come together to celebrate successes, improvements, etc. A community in this context is defined as people who work together and learn together, i.e., teachers, staff, students, parents, and in some cases other members of the extended community who work in partnership with the school.

Key points in building community:

- In order to build community, leaders need to make sure that every student and staff member feels like they belong to that community.
- It is important for leaders to demonstrate common ground but not to pretend that people don’t have differences.
- To build good relations with students, faculty and staff have to be a community. Teachers need to feel valued and recognized for their diverse contributions, different teaching styles, etc.
- One fundamental thing school leaders can do to foster community is to structurally create regular time and place for school staff to meet and collaborate that is integrated into their work week. Creating a regular, adequate meeting time for staff to collectively assess, reflect, plan, and improve on all aspects of the school culture will not alone guarantee a positive, inclusive community, but it will be difficult to achieve and sustain one without it.
- Leaders need to reach out to the parental and larger community, build links with their leaders and members, and establish relations of mutual respect so that they help the school shape the contours and essence of the work around racial and cultural conflict.
- Leaders need to make it clear to students that some behaviors and activities that may be learned at home do not belong in the school (especially fighting back via physical violence).
Affirming Identity

Affirming identity means encouraging students and staff members to recognize and value their different identities as groups as well as individually. Affirming identity can include, for example, learning about the history and struggles of one's own ancestors through an ethnic-studies class or a student club; bringing knowledge and skills from students' families into the curriculum; and celebrating ethnic holidays and the contributions of people of different backgrounds. It can also mean supporting students to understand and take action on some of the major issues currently affecting them as members of a particular group (by race and ethnicity, class, gender, sexual orientation, disability, etc.).

Key points in affirming identity:

- Student success is related to students knowing who they are, both as individuals and as members of various groups.
- Curriculum is a key place to teach ethnic identity, intergroup relations, and ways to address racism. It has to become "ordinary, not extraordinary" to address diversity in curriculum.
- Claiming "colorblindness" can be a way of negating students' identity, since many students identify as members of a racial group.
- One authentic way of affirming identity is by developing personal relationships with those who are different from us, with an attitude of mutual acceptance and learning. Again, this is something school staff can model for students through their own ways of being, with them and with each other.

Cultivating Student Leadership

Cultivating student leadership means creating conditions that allow students to empower themselves. If we simply impose our agenda of creating equitable schools on students, they will not come to see and experience this as part of their own work. Changing the structures of school so that there are multiple ways for students to acquire leadership skills and multiple leadership roles for them to play encourages more diverse student leadership and teaches critical democratic values.

Key points in cultivating student leadership:

- School staff need to listen to young people to learn how they define their own most critical needs. It is important to create structural opportunities for students to give voice to their needs and ideas on a regular, ongoing basis in a variety of settings (classroom one-on-one and group time; lunch with administrators; faculty meetings; parent meetings; student assemblies; student councils; etc.).
- Students need to be provided opportunities to take ownership of efforts to improve intergroup relations. Students can take leadership roles at all levels—elementary, middle and high school.
- Part of developing leadership skills in students is developing their ability as organizers of change in schools. Students are often very
insightful about problems in schools but need scaffolding in learning how to approach making change effectively.

- Local community organizations can be powerful allies in promoting social change in schools.

Addressing Root Causes of Conflict

Addressing root causes of conflict means actively identifying, discussing, and addressing the underlying factors that create conflict in schools—for example, inequities in the system of the school that confer privilege on some students more than others; segregated groupings, whether intentional or not; and racist, classist, and sexist attitudes and behaviors. Addressing the root causes of conflicts is always necessary because, even if we practice all the previous three principles, conflicts will still emerge from time to time.

Key points in addressing root causes of conflict:

- A leader who only focuses on the most overt evidence of conflict (e.g., physical violence, namecalling, and racial slurs) is reactive rather than proactive. A proactive leader addresses the underlying tensions (such as avoidance of certain groups, exclusion of certain groups, and perceptions that treatment is unfair or unequal across groups) and the root causes of conflict—stereotypes; segregation which allows groups to become isolated; racist attitudes among faculty and staff; socialization processes in which parents and other adults inculcate negative perceptions of other groups; inequality; and the use of power or authority to exclude certain groups and to privilege others. (See Resource 2 for handout of the “iceberg model” with graphic.)

- Addressing the systemic and cultural causes of the continued presence of the “achievement gap” is one of the major ways school leaders are trying to address equity and diversity issues. Leaders in this video urge educators to carefully and honestly examine student data and to acknowledge that students start in different places, and therefore require different approaches. This does NOT mean that teachers should “dumb down” expectations or apply a lower standard; rather it means that school staff must assume responsibility for enlisting alternative methods and resources to effectively differentiate instruction and meet the needs of students who have been underserved.

- When there is an overt physical or verbal conflict, leaders can use that as an opportunity for learning—both for those directly involved, as well as for other staff and students. By getting to the underlying causes and working with others to address them, leaders can help people prevent such conflicts in the future. At the same time, they will be modeling a proactive way of problem solving that is an important part of engaging in lifelong learning.
• School leaders should recognize and address racial and social status tensions among staff. If adult issues are ignored, the staff will be unable to address student issues effectively. As suggested above, engaging these challenging issues honestly and productively will be most possible among school staff where there exists a strong sense of community and relational trust.

• Leaders who are actively working on issues of race and ethnicity in their schools might still at times face accusations of racism. This is a part of our society in the U.S., and leaders need to consider how they will respond. The video shows several examples of how proactive leaders deal with such accusations. The responses are different, showing that there is not only one “correct” way to handle it. However, it is useful to note that the common element in each of the examples is that the school leaders each took the time to engage in dialogue with the accusing person, and by so doing created new possibilities of perception for each.

• Diversity and equity are clearly not issues to be addressed only by people of color or of low socioeconomic status. Although the video shows many people of color who are working on these issues, it also shows a number of European Americans who are equally invested in these efforts. Everyone has something to contribute and a role to play, and leaving people out only sends a message of divisiveness. (On the other hand, there are times when it is perfectly appropriate and helpful to have conversations and meetings of affinity groups based on ethnicity, class, gender, etc., to better understand and address the issues and examine the role and responsibility of that group in addressing the issues.)

2. The Relationship Between Positive Intergroup Relations and Academic Achievement

We believe it is useful to think of safe schools and positive intergroup relations as preconditions for raising academic achievement. In order for students to be able to focus on academic achievement, they need to first feel physically and emotionally safe in school. Then, they need to have a sense of belonging to the school community and a sense that their identity, both as an individual and as part of various groups (racial and ethnic, class, gender, etc.), is valued and respected. When these elements are assured, then students can focus on academics, but if they are distracted because they feel unsafe or because other students are verbally harassing them, they cannot put much energy into academics.

3. The Responsibility of Those in Leadership Roles

School leaders can use their institutional power and authority to make positive changes in the school climate. The leaders in the video are doing so, and others can as well. The facilitator needs to emphasize that although racism is endemic to our society, it does not have to be that way.
Racial classifications and racism are socially constructed, not biologically predetermined, and therefore leaders of schools have a responsibility to work to undo them.

Notes

1. To find out more about the original research project, please visit our Web site: www.arcassociates.org/leading. There you will find information about how to order the research report and other publications related to the same project.


3. All of the people you will see in the video have given their informed consent to be included.
Part III

Principles for Using the Video

The following principles provide general guidance and some dos and don’ts that will help make your session as effective as possible.

1. Try to Have People Attend the Session in School Teams or Other Teams That Are Already Functioning

As a facilitator, you may or may not have control over who attends your session and in what groupings they attend. However, if you do have some input, try to get people to attend in teams because then they will be better able to implement some of the suggestions from the video. They will have shared experience and a natural advocacy and support group as they continue to work on issues of diversity and equity.

2. Contextualize the Video in Ongoing Work on Diversity and Equity Issues at Your Site or Program

As noted earlier, the video should be considered one tool that is part of an ongoing effort to address diversity and equity issues. It is not supposed to be the content of a “one-shot” workshop, in which the content and issues raised are never discussed again, or are only discussed sporadically when they arise. The one-shot approach will lead to failure and frustration as participants may feel short-changed and will not see the relevance of the issues raised in a larger context. Instead, the video should be part of an intentionally planned, ongoing effort on the part of the school, district, or professional preparation program.

This means that the facilitator of the video viewing session must contextualize the session in the specifics of your own place and time.
How the video is used will depend on what has gone before and what comes after. The facilitator should clearly articulate these linkages at the beginning of the session and again at the end so that participants leave with an understanding of how this work fits with other work and what they are going to do next.

One way to do this is to remind participants of overall goals that have already been established in the site or program beforehand and to point out what related objectives you hope the group will accomplish today by viewing and discussing the video.

3. Set Clear Objectives for the Session So That Participants Can Assess What Was Accomplished

These objectives, as noted above, will depend on how the video session fits with other work you are doing at the site or program. They should be measurable and easy for participants to see how well they accomplished those objectives. For example, one objective might be “By the end of the session, participants will have identified priority areas for the school to work on to improve interethnic relations.”

4. Treat the Four Parts of the Video as Integral Parts of a Whole Rather Than as Discrete Elements

Each part is necessary but not sufficient for schools to improve in their approach to intergroup relations. Schools that seem to be most effective in creating positive intergroup relations emphasize all four elements, not just one or two. In fact, there is some evidence that emphasizing one element without the others could be damaging. For example, a school that focuses only on affirming identity could potentially become fractured along ethnic lines because there has not been enough attention paid to building a solid sense of community. Likewise, a school that focuses only on community building might send the message that differences are something to be ashamed of or unimportant. Facilitators should therefore be sure to address all four parts of the video rather than only focusing on some and not others.

5. Treat the Video Session as Part of a Cycle of Inquiry

The video can be used as a tool that helps participants identify problems related to intergroup relations and, over time, to develop solutions. But we caution people not to move to solutions too quickly because “quick and easy” solutions are often the ones most easily abandoned. Instead, by using a cycle of inquiry (and creating the meeting time structures to support this), participants can ensure greater buy-in and institutionalization of whatever solutions they reach.

In the cycle of inquiry represented below, participants move through the following steps (framed as questions) and then repeat the cycle each time they identify new problems or issues.
a. What is the problem, and how can we identify it in question form? (For example, a problem framed as a question might be: "Why are African American and Latino boys referred for discipline at a higher rate than other groups?)

b. What additional data do we need in order to better understand the problem, and what can we learn from examining those data?

c. What are the preconditions that constrain or support our solving of this problem?

d. What skills, knowledge, and strategies can we use to solve this problem?

e. Who are the key participants for creating a solution?

f. Who else needs to be included?

g. What is our timeline for action?

h. (After action has been taken) How effective were our specific actions at addressing the problem?

i. How can we be more effective or deepen the solution? (Start cycle of inquiry again)

**Cycle of Inquiry**
Part IV

Sample Facilitation Plans

These plans are only a sample of what a facilitator might do. They are not meant to be used as a rigid or limiting set of procedures. Experienced facilitators should feel free to use whatever portions of these plans make sense in your context, and add to or change what doesn’t. It is more important to follow the principles laid out in the previous section and to be well grounded in the content of the video than to follow one of these plans rigidly.

Sample Plan for a 1-Hour Session

1. A Few Days Prior to the Session

Ask participants to respond to a set of questions distributed prior to the session. The focus of their analysis can be on student-school (as institution) relations, relations among adults, or relations between adults and students. For example:

- What do you think your school is doing well in promoting positive relations among different racial and ethnic groups? What evidence can you share?

- What do you think is missing or needs improvement in your school’s approach to interethnic relations? What evidence can you share?
2. At the Beginning of the Session (5 minutes)

After welcoming people, present the objectives or expected outcomes of the session. These objectives or outcomes will depend on how the video fits within your overall process of school and district improvement in the area of equity and diversity. This sample plan is designed with the objective of helping participants identify a high priority need at their school with regard to interethnic relations. Tell the group that the video they are going to watch is a summary of some of the major findings of a national research project which documented exemplary practices in schools that had created relatively harmonious, inclusive environments. Let them know that there will be a short reflection activity after viewing the video to consider next steps.

3. Show Video

The video takes just under 45 minutes.

4. After Viewing the Video

Conduct a 10-minute reflection in which you ask participants the following questions:

- After viewing the video, what would you add to or change about your assessment of your school? Look again at your evidence.
- What would you say is the highest priority need in terms of interethnic relations at your school?

Try to give participants 5 minutes to reflect individually, and then ask for volunteers or select a few people to share with the whole group.

5. In Continuing Work on Diversity and Equity

Ask participants to meet at some other time in teams to share their ideas about the highest priority needs at their school. If time is very limited for whole-staff meeting at a school site, selecting the priority needs could be done by an existing Equity or Leadership Team (this could also be a task around which an Equity Team gets formed). Once the highest priority issues or problems have been identified and shared with the whole staff, future work can be planned according to the cycle of inquiry described in the section on “Principles for Using the Video.”
fits within your overall process of school and district improvement in the area of equity and diversity, but this sample plan is designed to help school teams frame a question or questions that will focus their inquiry on interethnic relations in their school. Tell the group that the video they are going to watch is a summary of some of the major findings of a national research project which documented exemplary practices in schools that had created relatively harmonious, inclusive environments.

Tell participants that before they view the video, you would like them to respond to a few questions. For example:

- What do you think your school is doing well in promoting positive relations among different racial and ethnic groups? Share your evidence.
- What do you think is missing or needs improvement in your school’s approach to interethnic relations? Why do you think so? Is there are particular problem or issue at your school related to intergroup relations? Make sure to add evidence to your answers.

They should answer the questions individually first. If there is enough time, they can share their responses in pairs.

Let them know that there will be several reflection activities after viewing the video to consider next steps.

2. Show Video
The video takes just under 45 minutes.

3. After Viewing the Video
a. Conduct a 20-minute think-pair-share reflection in which you ask participants the following questions (the questions can be placed on an overhead or handout):

- Of all the issues you saw in the video, which one was closest to the issues you are facing today in your school?
- What did you see in the video that you think might be useful to you as a leader in your school? Why?
- What questions do you have after watching the video?

Ask participants to reflect individually for 5 minutes. Then ask them to get into pairs and share their responses (5 minutes). Note: if you have even a somewhat diverse faculty, it is often useful to “walk the talk” by specifically instructing staff to pair up with, a) someone who is as different from themselves as possible (by race and ethnicity, then by any other criteria they choose), and b) someone with whom they seldom have a chance to work or do not know very well. Using these two simple criteria practices bring a racial and ethnic lens in a low threat way and can serve as a community-building tool—two elements important to creating a more inclusive climate.
Finally, sample the responses by asking pairs to volunteer, or selecting a few people to respond (10 minutes). This way, everyone has a chance to hear at least some of the responses. As facilitator, you might want to comment briefly if you notice any interesting patterns or surprises in their responses.

b. **Identify what your school is doing in each of the four areas** (25 minutes). To do this activity, you will need to distribute copies of the handout on the four areas (see Resource 1).

- First, go over the four areas briefly and see if anyone has any clarification questions about them (5 minutes).
- Ask participants to form groups based on their school teams, or whatever other existing team structure makes sense in your context. As a team, they should discuss what they see their own school doing currently in each of the four areas. Tell them if they don’t see their school doing anything in a particular area, that’s okay, because the purpose of this activity is to see where there are gaps in schools’ approaches to intergroup relations (15 minutes).
- Take a few minutes to elicit (as a whole group) some positive things schools are doing. It is important to do this so that participants don’t feel like the whole session is focused on what they are NOT doing (5 minutes).

c. **Identify areas for improvement** (15 minutes). Still in the same groups, ask participants to identify where there are gaps or needs for improvement in one or more areas. Does this relate in some way to the problems they identified at the beginning of the session? Ask them to begin to formulate the problem as a question so that they can follow up later using the cycle of inquiry.

Allow 15 minutes for them to work in groups. Give them a 5-minute warning so they have time to document their inquiry question.

d. **Closing and assessment.** As a closing activity, ask each group to share their questions for future follow up (5 minutes).

4. **In Continuing Work on Diversity and Equity**

Participants should continue to meet regularly so that future work can be planned according to the cycle of inquiry described in the section on “Principles for Using the Video.”

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**Sample Plan for a 3-Hour Session**

1. **At the Beginning of the Session** (10 minutes)

After welcoming people, present the objectives or expected outcomes of the session. These objectives or outcomes will depend on how video
fits within your overall process of school and district improvement in the area of equity and diversity, but this sample plan is designed to achieve three objectives:

- To help school teams identify underlying versus surface-level conflicts that are related to race and ethnicity.
- To help school teams frame a question or questions that will focus their inquiry on interethnic relations in their school.
- To help school teams begin to identify actions they might take to promote positive interethnic relations. These actions could be intrapersonal (at the level of oneself), interpersonal (in relationships with others), or institutional (at the level of organizational structures and policies).

Tell the group that the video they are going to watch is a summary of some of the major findings of a national research project which documented exemplary practices in schools that had created relatively harmonious, inclusive environments.

Tell participants that before they view the video you would like them to respond to a few questions. For example:

- What do you think your school is doing well in promoting positive relations among different racial and ethnic groups? Share your evidence.
- What do you think is missing or needs improvement in your school’s approach to interethnic relations? Why do you think so? Is there are particular problem or issue at your school related to intergroup relations? Share your evidence.

They should answer the questions individually first. If there is enough time, they can share their responses in pairs.

Let them know that there will be several reflection activities after viewing the video to consider next steps.

2. Show Video

The video takes just under 45 minutes.

3. After Viewing the Video

a. Conduct a 20-minute think-pair-share reflection in which you ask participants the following questions (the questions can be placed on an overhead or handout):

- Of all the issues you saw in the video, which one was closest to the issues you are facing today in your school?
- What did you see in the video that you think might be useful to you as a leader in your school? Why?
- What questions do you have after watching the video?
Ask participants to reflect individually for 5 minutes. Then ask them to get into pairs and share their responses (5 minutes). Finally, sample the responses by asking pairs to volunteer, or selecting a few people to respond (10 minutes). This way, everyone has a chance to hear at least some of the responses. As facilitator, you might want to comment briefly if you notice any interesting patterns or surprises in their responses.

TAKE A 10-MINUTE BREAK

b. Identify surface versus underlying conflicts at participants’ schools (30 minutes). To do this activity, you will need to distribute Resource 2: The Iceberg Model of Racial and Ethnic Conflict.

Briefly explain the model and ask if participants have any clarification questions (5 minutes).

Ask participants to reflect individually on the following questions (10 minutes):

- Where do you see your school in terms of the three layers of racial and ethnic conflict?
- Are there any overt conflicts that you know about?
- Do you know about any underlying tensions?
- Which of the root causes do you think lead to the tensions or conflicts you know about?

Ask participants to form groups based on their school teams, or whatever other existing team structure or configuration makes sense in your context (keep in mind that while it is sometimes useful to give existing work groups time together, it can also be important to have people mix and work with others to hear other perspectives). As a group, they should share their responses to the above questions and discuss why there might be differences in their perceptions. If it seems appropriate, explain that different people “notice” different things because of our backgrounds and also where we are positioned in the school context—our role, our physical location, etc. We perceive the same events differently (15 minutes).

c. Identify what your school is doing in each of the four areas (25 minutes). To do this activity, you will need to distribute copies of the handout on the four areas (see Resource 1).

- First, go over the four areas briefly and see if anyone has any clarification questions about them (5 minutes).
- Ask participants to form groups based on their school teams, or whatever other existing team structure makes sense in your context. As a team, they should discuss what they see their own school doing currently in each of the four areas. Tell them if they don’t see their school doing anything in a particular area, that’s okay, because the purpose of this activity is to see where there are gaps in schools’ approaches to intergroup relations (15 minutes).
• Take a few minutes to elicit (as a whole group) some positive things schools are doing. It’s important to do this so that participants don’t feel like the whole session is focused on what they are NOT doing (5 minutes).

d. *Identify areas for improvement* (15 minutes). Still in the same groups, ask participants to identify where there are gaps or needs for improvement in one or more areas. Does this relate in some way to the problems they identified at the beginning of the session, or to those they identified using the iceberg model? Ask them to begin to formulate the problem as a question so that they can follow up later using the cycle of inquiry.

Allow 15 minutes for them to work in groups.

e. *Different planes of action* (15 minutes). Present to participants the three planes of action depicted in Resource 3—intrapersonal, interpersonal, and institutional. Explain that as we follow a cycle of inquiry to address issues we have identified, we can operate on several different planes. The intrapersonal plane is within ourselves, where we can engage in a process of examining our own attitudes, assumptions and beliefs that create the lens we look through. The interpersonal plane is between ourselves and other people; the quality of relationships developed with others, especially across racial and ethnic differences, that is the basis for learning from and about each other and building community. The institutional plane is the organizational culture in which we work, the school and school system, and the underlying structures and policies that fundamentally shape the quality of our interpersonal interactions and personal experience. These three domains dynamically influence one another, but usually in unconscious ways. By understanding how institutional structures, such as having or not having regular in-school time for collaboration or cycle of inquiry, can influence the quality of our collective and individual experience, participants might gain a better understanding of where and how to take action. Actions toward change can take place on any or all of these planes (5 minutes).

Ask participants to reflect individually on what steps can be taken to address the problem or question they have identified. Are there things they can do internally as individuals? Are there things they can do interpersonally? Are there things they can do to move the institution along? (10 minutes)

f. *Closing and assessment* (10 minutes). Ask participants to reconvene in their groups and share whatever they feel comfortable sharing from the individual reflection (5 minutes).

(Some people might not feel comfortable sharing some of their ideas, especially those dealing with internal work to be done.)

Ask each group to share a question for future follow up and a possible action they might take at any one of the three planes (5 minutes).

4. In Continuing Work on Diversity and Equity

Participants should continue to meet regularly so that future work can be planned according to the cycle of inquiry described in the section on “Principles for Using the Video.”
Four Principles for Improving Intergroup Relations

Affirming identity means encouraging students and staff members to recognize and value their different identities as groups as well as individually. This can include, for example, learning about the history and struggles of one’s own ancestors through an ethnic-studies class or a student club; bringing knowledge and skills from students’ families into the curriculum; and celebrating ethnic holidays and the contributions of people of different backgrounds.

Building community means finding and building upon what we all share—for example, high aspirations for our children, the need for safety and security, the need to feel a sense of unity while still respecting our differences. Community-building activities might include processes where a class or a group of faculty identify common goals or make agreements about classroom processes; where students identify a community issue they would like to address; as well as times where people come together to celebrate successes, improvements, etc.

Cultivating student leadership means creating conditions that allow students to empower themselves. If we simply impose our agenda of creating equitable schools on students, they will not come to see this as part of their own work. Changing the structures of school so that there are multiple ways for students to acquire leadership skills and multiple leadership roles for them to play encourages more diverse student leadership and teaches critical democratic values.

Addressing root causes of conflict means actively identifying, discussing, and addressing the underlying factors that create conflict in schools—for example, inequities in the system of the school that confer privilege on some students more than others; segregated groupings, whether intentional or not; and racist, classist, and sexist attitudes and behaviors. Addressing the root causes of conflicts is always necessary because, even if we practice all the previous three principles, there will still be conflicts from time to time.

Four Principles for Improving Interethnic Relations (ABCA)

**Overhead**

- **Address**
  - Root Causes of Conflict

- **Affirm**
  - Identity

- **Cultivate**
  - Student Leadership

- **Build**
  - Community
The Iceberg Model of Racial and Ethnic Conflict

In our study of proactive leadership in ethnic relations, a model has emerged that can help educators understand the progression of racial and ethnic conflict. We use the metaphor of an iceberg to illustrate how some kinds of conflict are very obvious, while others are less noticeable. Overt conflict, such as physical fighting or the use of racial slurs, sits at the top of this model. It is exposed and easy for others to detect. Underlying, latent, or potential conflicts or tensions are directly below the surface. The people affected by these conflicts and tensions may or may not be aware of them; for example, when someone is excluded from participation in a group because of culture, ethnicity, language, etc., she may feel uncomfortable and hurt, but she may not recognize this as a form of racial tension. Such conflicts or tensions may remain hidden indefinitely or surface later as overt conflicts. The bottom of the iceberg represents the root causes of racial and ethnic conflict, which include such factors as:

- Segregation, which allows for the development and maintenance of stereotypes about other groups with whom one has little actual contact
- Institutionalized racism and individual racial prejudice
- Socialization in which parents and other adults consciously or unconsciously transmit to children negative information about other groups
- Inequality, in which power, status, or access to desired goods and services are unequally distributed among groups (Kriesberg, 1998, pp. 40-44)

The Iceberg Model of Racial and Ethnic Conflict

Overhead

OVERT CONFLICTS

UNDERLYING TENSIONS OR CONFLICTS

ROOT CAUSES OF RACIAL AND ETHNIC CONFLICTS
Resource 3

Three Planes of Action

_Intrapersonal:_ What will I do or change in myself? What are the attitudes, assumptions and beliefs I hold that shape the lens through which I see the world? Where did they come from? How do they keep me from understanding and working effectively with diverse students?

_Interpersonal:_ What will I do or change in my relationships with others? How can I build relationships with others to create an honest, collaborative community based on relational trust? How can we collectively change institutional structures to better help us serve students equitably?

_Institutional:_ What will I/we do to change organizational structures and policies in my school or district so that they support building an inclusive, authentic, reflective, learning community focused on serving all students equitably?