

Reflective Dialogue to Disrupt Racial Realities

Hilltop Educator Institute

Building on the Wonders of Childhood

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Hilltop Discussion Series



Facilitated by:

Mike Browne (he/him)

&

Becky Krueger (she/her)

Hilltop Children's Center

4 Nickerson St #100

Seattle, WA

98109

Tuesday, August 18th, 2020

Thursday, August 20th, 2020

5:30pm – 7:30pm

institute@hilltopcc.org

206-283-3100 ext 2

www.hilltopcc.com/eds





Hilltop Educator Institute About the Facilitators

Mike Browne, MBA (he/him)

is an east coast transplant from New York with a MBA degree in International Business and Marketing. He currently serves as the Community Engagement Manager at Hilltop Children's Center – Seattle where he organizes culturally responsive professional development workshops and opportunities for adults working with young children. After exchanging his tap shoes for football shoes, he played Division 1 Football for the University at Albany, where he played cornerback and safety. Following 3 years of working and living in London and Spain, he found his way to Seattle where he has been building bridges between communities to help create a city where the voices of the marginalized are heard, inclusive policies are created, and citizens unite to form a vibrant urban center. While over the years, his job titles may have changed, and the cities he lives in may look different, one thing has remained the same – his ability to create and implement purposeful desired community change, form effective relationships and sustain community vitality. Feel free to contact him via LinkedIn <https://www.linkedin.com/in/msbrowne/> or via email msbrowne12@gmail.com.



Becky Kruger (she/her)

Becky has been an educator at Hilltop Children's Center since 2012, where she teaches and learns alongside 3-5 year olds and their families. Becky entered the field in 2006, developing a focus on learning more about the Reggio Emilia philosophy and implementing anti-bias education and advocacy in early childhood. In 2018, Becky co-founded a monthly Anti-Bias Book Club for parents and staff that she co-facilitates with the goal of thinking critically about how to support children's identity development and guiding them to become compassionate, active citizens in a diverse world. Becky has sought out anti-racism trainings and workshops in both early childhood and higher education settings since 2005, initially as a participant before moving into a leadership role over the last few years.



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Hilltop Educator Institute Reflective Practice

- Is a disciplined way of assessing situations, imagining a future different from today, and preparing to act.
- Through an active, reciprocal exchange, teaching can strengthen learning how to learn.
- Is a ball toss – educators plan curriculum based off of a child's interest (the toss to the child), children respond (the toss back to the educator), educators revise based off of what they saw (the toss back).
- Is an ongoing process of closely observing and studying the significance of unfolding activities...to better understand and delight in what happens in the classroom.

Convo starters with kids and adults:

"I don't like this" or "That makes me feel uncomfortable."

"Thank you for sharing that, I'm glad you are thinking about these issues."

"What can we do, right now, to try to change something that we find unfair?"

"What an unkind thing to say."

"How do race and class influence those policies? Practices? Assumptions?"

"How is power being distributed in the current situation? Who controls resources? Whose voices are getting heard?"

On the bus, car, walk to school, mention the things that are happening in the world which the school might be talking about or mention. A. It's good for them to be aware of the larger world, and B. you'll help prepare them for the role that race would play in these situations.

"I'm not sure if I agree with you on that because..."

"Do you think that show accurately portrays LGBT characters, or does it rely on stereotypes?"

How do you think the color of a person's skin influences how they see the world? What can you learn from the experiences of people of a different race?



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4 Types of Racism

1. Structural Racism

- a. It is the most profound and pervasive form of racism because it is embedded in our society
- b. Falls into all of our social and economic structures
- c. It is the distribution of materials and resources along racial lines
- d. Think of who has power, access, opportunities, how people are treated, and how policy impacts people

2. Institutional Racism

- a. Discriminatory treatment, unfair policies and inequitable opportunities and impacts, based on race
- b. Produced and perpetuated by institutions (schools, mass media, criminal justice system, businesses etc.)
- c. A person who represent an institution, holds power within it, and engages in racial bias, has engaged in institutional racism.
- d. Doesn't necessarily specifically name a specific racial group.

3. Cultural Racism

- a. Influences the collective beliefs about what constitutes appropriate behavior, what is seen as beautiful, and the value placed on various kinds of music, art, poetry, speech and other forms of expression.
- b. Shows up in advertising, movies, history books, definitions of patriotism, and in policies and laws. It helps justify laws and policies, such as racial profiling
- c. In America, the standards of art, beauty, and other forms of culture have historically been decided by straight, white, Christian men.
- d. Therefore, in America, the holidays we celebrate, the statues in our parks, the stories in our history books and other markers of culture generally honor white men to the exclusion of other groups.

4. Individual Racism

- a. Can be either conscious or unconscious.
- b. Over time, exposure to harmful images about POC trains folks to connect people of color with negative traits.



Hilltop Educator Institute Cultural Funds of Knowledge Walk Thru

To support you in your journey in using reflective practice and dialogue to disrupt racial realities, here is one possible way you can authentically fold in cultural funds of knowledge.

In the workshop, we used this example:

Becky, you're in a classroom of 5 year olds. They are all bi-racial. White and Latinx. White and Indigenous. White and Middle Eastern. Becky, is a white educator. During morning meetings, they are discussing the murder of George Floyd in May 2020 and you hear the children express some anti-Black comments and thoughts. You're not sure where this is coming from so, the next day, you decide to come in and work to unpack some of this even more. Here is one process we encourage educators, regardless of race, to engage in. We also advise them to go through each step and to not cut corners.

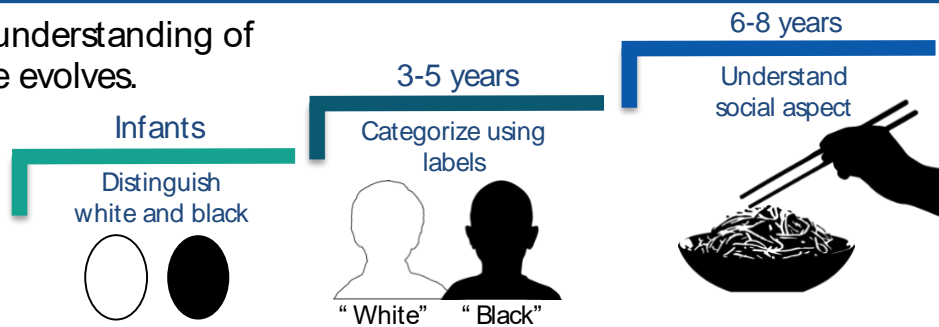
1. Understand your own identity and positionality through a project of self-discovery. In addition to the project of self-discovery, we encourage everyone to take an Implicit Bias Test such as the one here <https://secure.understandingprejudice.org/iat/>.
2. Uncover the lived reality of an individual who identifies as the community you're not familiar with. This means going out into the community. Supporting local businesses and movements. Asking questions and seeking to understand. Read articles and books from those communities.
3. Identify existing deficit racial narratives you heard when growing up, or that you hear in your school and communities.
4. Discuss the extent to which the deficit racial narratives impact their educational experience
5. Learn and apply about critical concepts of funds of knowledge, community cultural capital, windows, mirrors, and sliding doors.
6. Listen to a careful demonstration by educators who have lived experiences and have connected culturally responsive teaching practices with children in various settings (urban, ECEAP, outdoor classrooms, museums, libraries etc.)
7. Undo the previously generated deficit racial narrative and apply non-deficit ideologies to a lesson plan, schoolwide project, institutional initiative, and your community.

The process involves the collection, analysis and interpretation of data. The data set will provide intellectual direction educators to make any lesson culturally relevant. How? Because the social and cultural resources become the primary pedagogical characteristic of your curriculum, your school, and classroom culture.



Race Today: What Kids Know as They Grow

Children's understanding of race evolves.



The Take-Home

Children recognize that their race is part of who they are and how others see them. They absorb ideas about race from the people and information around them. Children use these ideas to figure out how they should feel about and treat others.

Want to
Learn
More?



Science Says

- Race is meaningful in our social world and racism still exists today.
- Children are aware of race. They observe and integrate ideas about race from those around them. These ideas are reflected in their own attitudes and behaviors.
- Children form racial identities. They recognize that their race and racial group is part of who they are and how others see them.
- Research suggests that not talking about race with children increases racist thinking and racism. Racial silence will never create racial equality, but talking about race can.



Try it at Home

- Take time to reflect on your own view of race. What feelings do you have when you hear or think about race? Consider how you respond to racial stereotypes.
- Participate in cultural events around your city. Learn the histories, cultures, and experiences of those in your community. Be intentional about broadening your perspective.
- Talk to your child about their own racial identity. What do they like about being part of their racial group? Is there anything they find hard about being part of their racial group? Or how do they think things would change if they were a different race or ethnicity?

modules.ilabs.uw.edu/module/race-today-what-kids-know-as-they-grow/
Questions? ilabsout@uw.edu

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1. Read

- a. Read books, seek the history they didn't teach you in school, consume scholars of color.
- b. As you read, draw parallels between the racist experiences of your community with what you're reading.

2. Reflect

- a. Pay attention to the different emotions that came up as you read about the experience of other historically marginalized group and your own plight.
- b. Reflect with other voices of color to reclaim your power and learn how to more effectively challenge racism when you noticed it.

3. Remember

- a. We have been conditioned to be complicit with racism when racist events are happening.
- b. Remember the times when you have an idea but had difficulty speaking up.
- c. Remember and begin to notice the opportunities where you could challenge instances of racism at your workplace.

4. Take Risk

- a. Take risks to interrupt racism at work and in your community.

5. Reject

- a. If it doesn't sit well with you... If it is not representative of the entire group goals... If it only centers the experiences of white people, then... challenge it and reject it.

6. Build Relationships

- a. Building connections and intentional relationships that are sustainable are central to our core. White supremacy tries to pit us against one another. Intentionally build relationship beyond your community.
- b. Intentionally seek to connect with other communities of color to build solidarity across movements.

Cultivating Self-Awareness – A Guide for White People

1. Read

- a. Read BIPOC authors
- b. Learn what White – privilege, supremacy, tears, culture, fragility, complicity, and silence are about

2. Reflect

- a. On how you contribute to racism including your actions and your inactions
- b. On ways you could have interrupted everyday racism, ways you have, and meaningful ways you can actively participate in racial justice initiatives

3. Remember

- a. This is a life long journey and you must continue to educate yourself on how your life outcomes are different than communities of color.

4. Take Risk

- a. You must be willing to give up social capital to achieve social change.
- b. It might look like giving up power and giving space and power for voices of color

5. Reject

- a. Reject the notion that:
 - i. you're not racist because of your proximity to Blackness (i.e. I have a Black boyfriend, my colleague QPOC, I watch BET etc).
 - ii. you know everything and the feeling that you need to be complimented or named a saint because you treated someone with respect and dignity.
 - iii. you're a superior ally because you can call out a racist action of your white colleagues

6. Build Relationships

- a. Be intentional in the communities you invest in. Both financially and socially.
- b. Build relationships with other white people who are taking active steps in their allyship and anti-racist journey.
- c. Build authentic relationships with communities of color.
- d. Surround yourself with people who won't coddle you but will hold you accountable when you mess up.



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Anti-Bias & Anti-Racists Books Ideas

(don't forget to look for these books at locally own BIPOC stores and shops)

Books for infants & toddlers

ABC For You & Me –Kim Gurnis (2000)

A is for Activist -Innosanto Nagara (2012)

Shades of People –Sheila Kelly and Shelley Rotner (2009)

Books for 3-5 year olds

The Colors of Us –Karen Katz (2002)

All the Colors We Are –Katie Kissinger (2014)

Mixed Me –Taye Diggs and Shane W. Evans (2015)

Happy in Our Skin –Fran Manushkin and Lauren Tobia (2018)

Fry Bread: A Native American Family Story –Kevin Maillard and Juana Martinez-Neal (2019)

The Skin You Live In –Michael Tyler and David Csicsko (2005)

For a list of more books, visit: <https://hilltopcc.com/institute-blog/building-anti-bias-library/>



Hilltop Children's Center

NAPCAST

Napcast is a podcast, co-hosted by two male Early Childhood Educators of Color, Nick and Mike. In each episode, they challenge you with their words, thoughts, advice, and perspective of two male educators of color.

Co-hosted by:

Nick Terrones (he/him)

is an Educator at Hilltop Children's Center where he has worked with toddlers for the last 10+ years implementing Anti-Bias Curriculum. He's a Los Angeles raised Mexican-Native-American with a passion for equity, plants, the ukulele, and raising awareness to the need of a gender-balanced workforce in ECE.

Mike Browne (he/him)

is the Community Engagement Manager for Hilltop Educator Institute. He's a New York raised, Afro-Caribbean, former collegiate athlete, working towards dismantling White Supremacy and forms of oppression in our society.

There are many ways to listen! We're on Spotify, Apple, Google Podcast, and more. To find all the links, visit our website at: www.hilltopcc.com/institute/napcast





“Could you tell me the normal way?” a kid asked me recently. “In English,” piped up another kid. “Yeah, the way regular people talk,” the first kid added.

It's not unusual for a kid to ask me to tell them something in English, either because they aren't understanding something or because they do understand but want to hear a direct translation of a particular word or phrase as a part of their learning process.

I've heard kids use words like 'normal' and 'regular' before, along with 'the right way' and 'how you're supposed to,' and when I ask kids questions to clarify what they mean it quickly becomes clear that what they mean fits the definition of these words in relation to their lives:

Normal (adjective): conforming to the standard or the common type; usual; not abnormal; regular; natural. Regular (adjective): usual; normal; customary.



These comments are not about their language learning but about noticing and understanding difference and when they come up, I talk with kids about what they mean. I do this by posing questions with the goal of getting us to consider people outside of ourselves and the idea that everybody's normal doesn't look the same and, in this case, there are places (even in Seattle) where the predominant language is something other than English.

However on this particular day, with the widespread fear and hatred in our country on my mind, these words stayed with me in a more personal way. After some reflection and brainstorming

with Emily, Hilltop's mentor teacher, I knew I wanted to do more work here to help expand the kids' ideas about “normal” and one way to get at that idea was to explore this idea of languages with kids.

Developmentally at this age, kids are starting to extend their view of the world beyond their families to include their friends, neighborhood, and school so I set out to gather data from kids about their view of the world, hoping that would lead me to a next step.

Questions I asked: What languages have you heard of? Do you know someone who speaks another language, someone in your family or a family friend? How many languages do you think there are in the whole wide world, a lot more than our list, about the same amount? What language do you think the most amount of people in the world speak?



Kids talked about parents, and grandparents and neighbors that speak other languages and were unanimous in thinking that English is most spoken language in the world. Their estimates of the number of languages in the

world ranged from six and ten to eight hundred, more than one thousand, a million and ten billion to simply “mucho.”

After this preliminary data collection I started looking for a way to expose kids to other languages and settled on playing a short [video](#) that showed people from different countries saying ‘hello’ in their language. As we watched I named the country the person was from and we would repeat each different hello. Kids commented on the pictures that they saw and the names of countries they had or hadn’t heard of. My intentions behind facilitating these conversations is exactly that, creating space for conversations that might open up the possibility of an even wider world than they can fully imagine and an eagerness to be a part of it.

Many kids were interested in practicing the different greetings and requested a second viewing so they could do it again. While a few kids chose favorite hellos or country names, others became focused on the flags that appeared with each new speaker. A couple of groups noticed that India showed up as the country for six different languages. Some of the more eloquent responses to the video were “wow” and “whoa” followed by “that was a lot” and “mucho languages”. One child had an eyes-wide dropped-jaw reaction to the number of different hellos and after a couple of false starts told us, with eyes and jaw still open in wonder, “that was a lot a lot a lot, that one place had six different ones!”

Here are other words kids thought they would be interested in hearing in different languages:

You’re welcome
Thank You
Flag
World
Love
Japanese
Family
My name

Now What?

As a way to offer kids more information about their world right here at Hilltop I am making a chart listing the languages they have context for, leaving space for other languages to be added as needed, and inviting families, visitors and staff to mark each language that they themselves speak or that a friend or family member speaks. There are quite a few languages spoken in our community and I’m hoping that with any luck people will help visually reflect that idea back to us.

Because flags became a point of interest to so many kids during these preliminary conversations I’m also planning ways for the kids to explore flags as another way of expanding their world view.

Jill is an educator with 2- to 5-year-olds at Hilltop Children’s Center, where she has worked since 2006. She became the Spanish Teacher in 2013.

You can read more blogs and articles at:
<https://hilltopcc.com/hilltop-blog/>



Books featuring Hilltop:

That's Not Fair! A Teacher's Guide to Activism with Young Children
by Ann Pelo and Fran Davidson, Redleaf Press, 2002

The Language of Art: Reggio-Inspired Studio Practices in Early Childhood Settings by Ann Pelo, Redleaf Press, 2007

Hilltop is also featured in publications from Harvest Resources, including:

- *The Art of Awareness*, Redleaf Press, 2002
- *Learning Together with Young Children*, Redleaf Press, 2007
- *The Visionary Director*, Redleaf Press, 2009
- *Reflecting Children's Lives: A Handbook for Planning Your Child-Centered Curriculum*, Redleaf Press, 2011
- *Designs for Living and Learning*, Redleaf Press, 2014

Books and Websites about Anti-Bias Education:

- *Anti-Bias Education for Young Children and Ourselves* by Louise Derman-Sparks and Julie Olsen Edwards
- *Leading Anti-Bias Early Childhood Programs: A Guide for Change* by Louise Derman-Sparks, Debbie LeeKeenan, and John Nimmo
- *Celebrate! An Anti-Bias Guide to Including Holidays in Early Childhood Programs* by Julie Bisson
- Anti-Bias Leaders in ECE <http://www.antibiasleadersece.com>
- Cultures Connecting <http://culturesconnecting.com>
- Project Implicit <https://implicit.harvard.edu/implicit>
- I-LABS modules <http://modules.ilabs.uw.edu/outreach-modules/>

Other books that inspire our thinking and support our practices:

- *Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education* by Carolyn Edwards, Lella Gandini, and George Forman
- *Learning Stories: Constructing Learning Identities in Early Education* by Margaret Carr and Wendy Lee
- *Reflecting in Communities of Practice: A Workbook for Early Childhood Educators* by Deb Curtis, Debbie Lebo, Wendy C. M. Cividanes, and Margie Carter

Additional Resources:

Season by Season the Year Unfolds

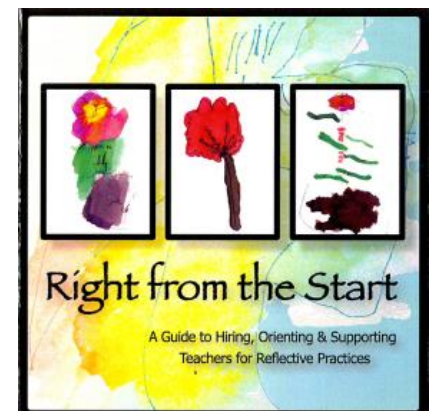
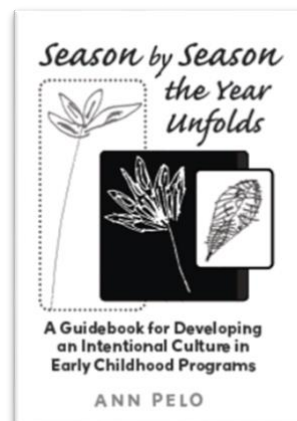
A Guidebook for Developing an Intentional Culture in Early Childhood Programs

Right from the Start

A Guide to Hiring, Orienting & Supporting Teachers for Reflective Practices

for more information about these resources
please visit

www.hilltopcc.com/publications





Hilltop Educator Institute Professional Development Opportunities

Customized Professional Development

Price Varies

Hilltop delivers a variety of presentations to faculty, schools, parents, community organizations, lecture series, and in-service days to name a few. Recent topics have included: Child-Centered Administration, Reflective Practice to Support Playful Inquiry, and Anti-Bias Education in Action. The range of topics is geared toward early childhood educators, but would also be of interest to parents and families of young children, and to elementary educators. Presentation length ranges from 90 minute sessions to multi-day experiences. Our format for longer presentations is interactive, with facilitators and participants engaged in dialogue around the selected topic.



Observation Visits

\$25/person

Observation Visits give you an opportunity to see Hilltop classrooms in action. These visits include a study guide, a brief building tour, time to observe in classrooms, and an opportunity to study documentation. Optional time in consultation with a Hilltop educator can also be scheduled for an additional fee.

Study Days

\$175/person

For those wishing to dive more deeply into dialogue with Hilltop educators, we offer Professional Study Days. Groups of 8-15 participants begin their day with an introduction to the values and practices that guide Hilltop's work, followed by an opportunity to see Hilltop's values and practices in action by observing in classrooms and studying documentation. Visitors then join Hilltop educators for a Pedagogical Lunch, offering guests a relaxed opportunity to ask questions and learn more about the practices and strategies they observed that morning. The afternoon concludes with presentations by Hilltop educators sharing stories of their work in the classrooms.

Come on your own, or bring your whole team for a day of inspiration and reflection.



Coaching and Consultation

\$150/hour

Bring Hilltop educators to your school! Our faculty is pleased to offer coaching and consulting for programs seeking to explore emergent curriculum, reflective teaching practice, and values-based administration in their own context. All of our consulting services are offered in a responsive, collaborative model that parallels our work with children and families. We would love to work with your school or center to help you develop systems and strategies that will enable you to achieve your reflective practice goals.



For more information or to register for any of these opportunities, please contact us:

**institute@hilltopcc.org
206-283-3100**

Visit our website www.hilltopcc.com/institute

HILLTOP EDUCATOR INSTITUTE

2020-2021 EDUCATOR DISCUSSION SERIES

Understanding Trauma to Provide Empathy Part I of III on Trauma

9.1.2020 | 5:30PM-7:30PM
Facilitated by Ricky Robertson (he/him)

Racial and COVID-19 Trauma: Building Resiliency in Children, Families, and Ourselves Part II of III on Trauma

9.15.2020 | 5:30PM-7:30PM
Facilitated by Amber Warner (she/her)

Trauma Responsive Leaders and Organizations Part III of III on Trauma

9.29.2020 | 5:30PM-7:30PM
Facilitated by Victoria Romero (she/her)

Activating Families of Privilege

11.12.2020 | 5:30PM-7:30PM
Facilitated by Becky Krueger (she/her) & Chelsea Myers (she/her)

Centering Indigenous Values in Education and Social Work

12.5.2020 | 10:30AM-12:00PM
Facilitated by Jane Boldrey (she/her)

Black Boy Joy

1.16.2021 | 10:30AM-12:00PM
Facilitated by Dr. Amir Gilmore (he/him)

Check back in November 2020 for the next set of workshops spanning from Feb 2021 to August 2021!



Each year, we are pleased to offer a series of culturally responsive workshops facilitated by guest speakers that explore a variety of subjects. The range of topics is geared toward adults working with young children such as early childhood and elementary aged educators, youth advocates, social workers, policy makers etc. but would also be of interest to parents, au-pairs, and families of young children, therapists, librarians and many more!

This year's EDS is about transforming and reimagining the educational experience to create new narratives to traditional white-centered programs. Join us on a year-long journey and discovery of how we can be better and do better to make sure 2020 never happens again.



For more info / to register visit www.hilltopcc.com/eds

Or email Mike at institute@hilltopcc.org

STARS / MERIT Hours Available

In partnership with SEED Early Childhood School at Temple Beth AM, Child Care Resources (CCR), KidsQuest Children's Museum, and the Bertschi School



HILLTOP EDUCATOR INSTITUTE

2020-2021 Saturday Seminars

Engaging Families in Reflective Practice:
Learning Stories in the Flow of the Year
9.12.2020 | 10:30AM-12:00PM
Facilitated by Sarah Felstiner (she/her)

Using Stories to Help Children, Families, and Educators Reflect, Connect,
and Understand

10.10.2020 | 10:30AM-12:00PM
Facilitated by Shalla Sayed (she/her)

Rough 'n' Tumble Play

11.07.2020 | 10:30AM-12:00PM
Facilitated by Nick Terrones (she/her)

Kitty Cats and Math

12.12.2020 | 10:30AM-12:00PM
Facilitated by Ellie Dawson (she/her) with Tom Drummond (he/him),
Sarah Felstiner (she/her), and Brayden (he/him)

Parallel Process

2.6.2021 | 10:30AM-12:00PM
Facilitated by Kelly Ramsey (she/her)

Affirming Dual-Language Learners

3.16.2021 | 10:30AM-12:00PM
Facilitated by Erika Flores (she/her)

Check back regularly for more speakers!
Mark your calendars for the Learning Stories Conference
June 24th to 26th, 2021!

The theme of the conference is

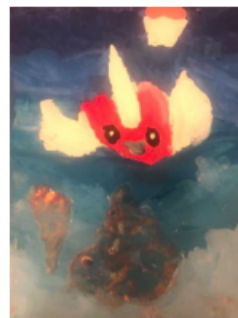
"The System Wasn't Built for Us:
Confronting and Challenging Injustices in ECE"



What can we learn about ourselves? The families we
serve? The children we partner with?
If we listen to the voices of children...

Saturday Seminars are a series of workshops, offered by
storytellers from different communities across North
America, that highlights stories of children's learning.

Designed as a lead-up to the Learning Stories Conference
held in Seattle, WA in June 2021, these workshops are a
capacity-building initiative to empower adults working
with and on behalf of children and families to transform
how we approach our work through the art of
storytelling.



For more info / to register visit www.hilltopcc.com/institute/seminar
Or email Mike at institute@hilltopcc.org
STARS / MERIT Hours Available

In partnership with SALSA (Supporting the Advancement of Learning Stories in America), Educa, and the Bertschi School

