

Anti-Racist Partnership Framework for sites (8.20.22)

At Performing Arts Workshop, we reject any form of racism. We are committed to the work of reflection and revision by asking: How do we apply this same pedagogy to our partnership with sites like yours? How can we reimagine our work with students? We are reflecting on where we have been complicit in these racist systems, how we can transform those policies and behaviors, and how we can show up boldly in our solidarity with student groups including Black and Brown communities, low-income communities, immigrant communities, indigenous communities, LGBTQIA+ for the liberation of us all.

Purpose

It's never too early to talk about race with children. Studies have shown that babies as young as six month old can recognize the differences in skin color; by age two and a half, they may prefer to play with kids who are similar in race and gender; by age three, they are capable of making judgments on people based on race. We believe what children see, hear, learn and experience from their families, caretakers, school, and communities they are involved in is a big part of how they see races that are different from their own.

As no individual escapes the impact of being born into a racist society, no institution is exempt from racism/white supremacy. We must confront one of the most racist institutions, the education system, which are the very classrooms we step into as teachers. We have observed, experienced, and perhaps perpetuated racism. It is imperative that these interactions, thoughts, ideas and systems are named and addressed. Avoiding talking about race is a form of white privilege. By naming racism and racial tensions, we are not "bringing race into the classroom"; it is already here. We are stepping into racist classrooms as a consequence of living in a racist society. As teaching artists, if we are not actively interrupting racism, we are complicit in perpetuating racism. It is not enough to "not be racist." We must practice anti-racism.

The purpose of this document is to open the conversation with your site on how we can interrupt and eliminate the coded racism in our educational system, and cultivate an inclusive and diverse learning environment for our students through art-making and our partnership.

In order to cartake for the success of our collaboration, we've found that aligning on frameworks and values at the beginning of partnerships is best practice. That way, as issues, questions, and/or conflict arises (which we believe to be healthy and inevitable parts of collaboration), we have shared agreements for how we will approach them.

Please review this Anti-Racist Partnership Framework for context, guiding questions, and scenarios to consider. This is also a helpful document for teachers to discuss in the pre-residency meeting with the Teaching Artist assigned to their classroom. Our artists have reviewed this partnership framework with their classroom teacher and both have signed our [artist educator agreement](#).

Once you have reviewed this Anti-Racist Partnership Framework, please sign the agreement below.

Whom

Performing Arts Workshop (Teaching Artists and Staff)
and
Sites (Site Director/Coordinator/Classroom teachers)

Administration & Leadership

- We encourage school sites to cut ties with the police, and instead, to invest in on-site therapy and/or community building to create safe space for repairing, healing and positive reinforcement.
- We encourage school sites who work with the police to hold them accountable for the protection of students without disruption of their learning environment.
- We encourage sites to recognize how white supremacy influences and shows up in administration, school, classroom, peer interaction, classroom management and curriculum...etc.
- We encourage you to group students with diversity when given the opportunity.
- We encourage sites coordinators/directors to share Performing Arts Workshop's anti-racist mission with families and caretakers and classroom teachers.

Communication & Conversation

- We encourage teaching artists, staff and site director/coordinator/classroom teacher to have regular check-ins on how to advance their partnership in support of our BIPOC students and anti-racist practice.
- No communication is over-communicated. We understand everyone has different pace in learning how to be an anti-racist, as long as we don't stay silent, we are here to engage anti-racist conversation with you again, again, and again.
- Talk about race, talk about racial differences, talk about racial biases, talk about racial injustice, with students, with us, with your staff, with families and caretakers.
- See something, say something. When you notice areas we can improve to support our BIPOC students, we want to hear from you.

Curriculum & Focus

Teaching artists from Performing Arts Workshops are required to attend monthly Learning & Growth Workshops on subjects related to anti-racism in order to integrate anti-racist practices in their curriculum, lesson plans and in the facilitation of their classes. We welcome questions like:

- How can I support the teaching artists, their curriculum and lesson plan, and their presence onsite?
- How can I be an active participant in teaching artists' class?
- How and when can I continue to reinforce problem-solving exercises, concepts, and conversations after teaching artists leave and after the residency is over?
- What are the ways I can support the mission of building an inclusive culture through creativity and art-making?
- Call up and let shine. Am I actively highlighting BIPOC students' work, ideas, leadership, risk-taking, and reinforcing their confidence?

Scenarios

Below are a few scenarios you may encounter in the classroom, discuss with your collaborators on responses you may take. Feel free to share more potential scenarios you foresee in the class.

Questions you can ask yourself after reading the Scenarios below

What would you do?

How Could you respond to the student during the first few minutes?

How would you approach your student?

What is your instinct? Why?

Are you uncomfortable?

Why and where in your body are you feeling uncomfortable?

What could be done better the second time?

- *Instead of following the dance teacher, Mei-Ling decided to do her own movement, students started to laugh at Mei-Ling and followed her lead. (ask the questions)*
- *Rico raised his hand and asked - "Why are we listening to country music only?" (ask the questions)*
- *Maria was late to the class and showed no interest in participating in the lesson. (ask the questions)*
- *Mary showed hesitation when asked to hold a Black student's hand. (ask the questions)*
- *"Criss-cross applesauce is too hard for me, teacher!", Marcus shouted. (ask the questions)*

Definitions

Performing Arts Workshop [Anti-Racist Framework](#)

Performing Arts Workshop [Statement in Defense of Black Lives](#)

BIPOC: Black, Indigenous, People of Color

TQBIPOC: Transgender, Queer, Black, Indigenous, People of Color

LGBTQIA: Lesbian, Gay, Bisexual, Transgender, Queer or questioning, Intersex, Asexual or allied.

Anti-Racism: A constant practice of awareness, actions, and self-education in areas that we are lacking in understanding people of any race. To actively and equitably support people of any race.

Individual Racism: Pre-judgement and discrimination on races that aren't one's own. It can be in an individual's conscious and subconscious, beliefs, behaviors and actions towards others.

Institutional / Systematic racism

The denial of access to resources and or opportunities based on racism, class, gender, etc. The allocation of substandard resources on the basis of race, class, gender, etc. Systems designed to maintain the supremacy of one group over another. By Candice Wicks-Davis

Anti-Racist Partnership Framework Agreement

For each Workshop class, School/ Site* agrees to abide by the Workshop's Anti-Racism Framework, which includes requirements to engage with racial dynamics directly and immediately in the classroom and from a framework of racial equity and collective liberation.

AGREED TO AS WRITTEN ABOVE:

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SCHOOL/ SITE*

PERFORMING ARTS WORKSHOP

By: _____

By: _____

Lead Name
Site Coordinator
School
phone

Van Nguyen-Stone
Senior Program Manager
Performing Arts Workshop
(415) 673-2634 ext 305

Date: _____

Date: _____