

Black SEL + The Black Educator

Part I



Intended Outcomes:

- Build a community of colleagues to support our personal and professional work with Black SEL.
- Deepen our self-awareness and identify practices that will support Black SEL core competencies.
- We will use the SEL competencies in reflection on challenges and obstacles we have faced or will face in our current setting.
- We will deepen our commitment and resolve as practitioners and ambassadors for Black SEL.

Grounding Questions (Why did you come to this space? What do you hope to get from this space? What do you intend to give to this space? What do you plan to do with it beyond this space?)

Example Scenarios

Scenario A: Your school or other school-like context has just adopted a new scripted SEL curriculum for teachers to use with students. At first glance, you notice that the resources and scripts do not reflect the language, identities, or cultures of Black staff and students. Your administration/leadership has stated that this curriculum is researched, vetted, and has a record of success, so you are to use the curriculum with fidelity.



Scenario B: Your school setting is academically rigorous and academically focused with a clear curriculum with professional development for teachers rooted in content and even discusses and prepares teachers to think about cross-curricular connections in Math, Science, English Language Arts (ELA), and History. When you share with your administration that SEL is an important aspect of student learning and teacher development, your suggestion is dismissed, and you are asked to focus on academics and content in preparation for the end-of-year testing.

Scenario C: Your school staff and school leadership are predominantly white-serving a majority Black and Latine student population in a rapidly gentrifying, historically Black, neighborhood. Student-student relationships are strained across race and ethnicity, teacher-teacher relationships are strained across similar lines, family-school relationships are stifled by mistrust, and school administration hasn't been responsive to student, teacher, or community needs.



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Part II



Which of these scenarios (if any) are most interesting to you OR most reflective of your current context?



Are there other scenarios that you have encountered, heard about, or think are worth problem-solving around in today's space?

Scenario Discussion

1

For the scenario you have chosen...What initial thoughts, feelings, or reactions come up for you? What about this scenario feels familiar? What feels unfamiliar or uncomfortable?

Describe how each SEL competency can be applied to the scenario (be generative, no right answer) What would you do in this situation?

2

3

Create a short and creative way to share back with the group (short skit, poem, song, commercial, etc)



Closing

Give space for collecting names, numbers, emails

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Part III



Quick Tips for the Black Educator Incorporating Black SEL

- 1 Know thyself!** Commit to vigorous self-reflection and make daily reflection a part of your practice. *(Self-Awareness)*
- 2 Find Community!** Make sure to leave with names, numbers, and emails; continue to connect with those who believe in Black SEL are committed to applying it, and will lovingly hold you accountable and remind you of your own commitment. *(Interpersonal Awareness & Relational Skills)*
- 3 Listen!** When you ask others about their perspectives (students, colleagues, administrators) genuinely listen to their thoughts, seeking to understand and looking for common ground on which to build shared commitments. *(Self Awareness, Social Awareness & Relationship Skills)*
- 4 Pause before you respond!** When we are passionate, experience micro-aggressions, or are otherwise faced with obstacles, it can be easy to respond from emotion without thinking through the most powerful way to inspire and catalyze change. *(Self Awareness, Social Awareness, Self-Management, Responsible Decision Making)*