

Get Comfortable with Being Uncomfortable: Being An Ally of Our Students

Joshua Johnson & Barry L. Houser
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Goals of Session

- Define diversity, equity, inclusion, & articulate their importance in music education
- Identify & reflect on systems and structures that negatively affect traditionally underserved and marginalized communities in our profession
- Examine, identify, understand, and challenge systemic racism and social inequities that happen in our profession
- Establish an open & honest dialogue that gives educators the tools needed to create an inclusive ensemble

Diversity Vs. Inclusion

While the terms equity and equality may sound similar, the implementation of one versus the other can lead to dramatically different outcomes for marginalized people.

Two Qs - Qualitative vs. Quantitative

How do we authentically cultivate a program and profession that truly values Diversity?

Visible & Invisible Identities

Are the cultures of African Americans, Korean Americans, Native Americans, Latinx Americans valued at the same level of the cultures of White Americans?

“Diversity is being invited to the party. Inclusion is being asked to dance.” -Verna Myers

Allyship

What is an Ally?

Performative Allyship

How can we be better allies for our students?

What do students need to feel validated, supported, & valued?

Equity Vs. Equality

Equity is more than a list of practical strategies. It is a lens and an ideological commitment.

**EQUALITY CANNOT EXIST
WITHOUT EQUITY**

Not just allowing people to be who they are, but affording them equal and more opportunity to catch up to those with a historical “head start”.

Racism Vs. Anti-Racism

Our thoughts, practices, actions, and policies are either Racist or Anti-Racist – expressing ideals that suggest that certain racial groups are inferior or superior when compared to others.

Not enough to not be Racist, we must be Anti-Racist.

Racism is denial. Anti-Racism is acknowledgement. Explicit vs. Implicit Biases

What is the Music Education Paradigm?

What do we teach?

How do we teach?

Why do we teach?

What is expected of teachers & how do we teach them?

Is there a common set of assumptions, concepts, values, and practices that the music education profession holds?

Be the Domino.

Being fearless doesn't mean that fear doesn't exist when the time comes to speak the truth. **It means committing to speaking out even if you have fear.** It is a skill you can learn and practice.

Issues in Our Profession

Lack of Representation

Stereotypes & Falsehoods

Recruiting

Literature

Thinking Inclusively

We have to envision something that is not what many of us experienced growing up. An inclusive classroom is one where people, regardless of their identity,, are able to come in and be their full selves. Students should not have to lose or deny any element of their identity/ culture to achieve success.

Good Intention, Bad Execution:

What Can We Do?

Who are Our Students?

Race

Socio-Economic Background

Religion

LGBTQIA+

Gender Identity/ Expression

Socio-Political

Guiding Questions for Personal Reflection

How can I be a better ally?

What is Your Teaching Philosophy?

Are we asking our students to assimilate?

Why do I feel uncomfortable talking about this?

What biases do I have? Explicit or Implicit.

Am I validating or invalidating the identities of my students?

Are my policies benefiting everyone or just a certain demographic?

How can I be the domino in my program, school, district, and profession?

Notes:

Questions?

Josh Johnson -

josh.johnson1207@gmail.com

Barry Houser-

bhouser2@illinois.edu

We are here to help!

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Questions:

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