The Power of Power

Chris Won
Thunder Mountain High School, Juneau, AK
Warm-up

1. Make a tri-fold name tag with your preferred name and gender pronouns.
2. On the other side, write one positive goal you have for your locales.
3. Pick one element on the right that you believe is most important for students.
Acknowledgement

1. I was born on the land of the 한인 (Han In) and grew up on the land of the Massachusetts.
2. I live on the ancestral lands of the Lingít Peoples.
3. I stand on the ancestral lands of the Dena’ina Peoples.
Yáa at wooné

1. Respect for self.
2. Respect for others.
3. Respect for the space.

First Alaskans Institute

Our Agreements:

In Every Chair, a Leader
Speak to be Understood; Listen to Understand
Be Present; Be Engaged
Value Our Time Together
Safe Space for Meaningful Conversation
Challenges → Solutions
Takeest Thou Hats Off
Our Value of Humor Helps Us
We are Responsible for Our Experience
Take Care of Yourself; Take Care of Each Other
Learning objectives

1. Define POWER in its various contexts.
2. Understand the difference between INTERPERSONAL and SYSTEMIC.
3. Understand how SYSTEMS OF POWER affect our students.
## Framework

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- Upon asking...
- We begin to...
- And navigate the spectrum between...
- In order to to prevent...
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5 Essential Questions in Life

An excerpt from Dean James Ryan’s remarks at the 2016 HGSE Presentation of Diplomas & Certificates.
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Wait, what? Understanding
I wonder if/why? Curiosity
Couldn’t we at least? Progress
How can I help? Good relationship
What truly matters? Heart of life
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**Wait, what?**

1. What can we do to **improve** our schools & districts?
2. What are the **issues** that affect our schools?
3. What are you **wearing**?
What are the issues that affect our schools?

Visible

- Often interpersonal
- Seen by direct service professionals
- Low attendance, behavioral challenges, low performance
- Unprofessional faculty

Invisible

- Often systemic
- Seen by admin & legislators
- School/district-wide performance, socioeconomic achievement gaps
- Lack of training or mentorship programs

Essential question: Wait, what?
Strategy: Inquire critically
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**Systemic vs Interpersonal**
**Essential question**
- Wait, what?

**Strategy**
- Inquire critically

**Spectrum**
- Systemic vs Interpersonal

**Prevention**
- Personal bias

---

**Systemic**

By institutions such as governments, schools, prisons, corporations, etc...

---

**Interpersonal**

Between people of the same oppressed groups, or between an oppressed group and a non-oppressed group
Additional resources

1. ‘Corporations are people, and they have more rights than you’
   https://www.huffingtonpost.com/adam-winkler/corporations-are-people-a_b_5543833.html

2. ‘Childbirth is killing Black women in the US, and here’s why’

3. ‘Explaining White privilege to a broke White person’
   https://medschool.duke.edu/sites/medschool.duke.edu/files/field/attachments/explaining_white_privilege_to_a_broke_white_person.pdf
2. Clarify terms
1. What are the **differences** in the terms we often use, interchangeably?
2. What is the difference between **equity vs. equality**?
3. What are the **risks** in using these terms, interchangeably?
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Disproportionate coverage of American history
Equity vs Equality

**Equality**

The assumption is that everyone benefits from the same supports. This is equal treatment.

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**Equity**

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

---

**Justice**

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

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**Essential question**

Wait, what?

**Strategy**

Clarify terms

**Spectrum**

Equity vs Equality

**Prevention**

Misappropriation
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**Equity**

Process to achieve equality, where resources are distributed according to proportional needs

**Equality**

Everyone benefits from the same amount of support or resources
### Perception

What we think is true
status quo, social norms

### Reality

What is actually true, history, Statistics

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**Sustain**

Maintain, Refine, Recyclical

**Innovate**

New, Revolution, Resources

—
Intention

Meaning, attitudes, purpose

Impact

Actual results, effects, causes

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**Empower**

Lifting someone or groups of peoples up, giving them power & self-determination

**Control**

Guiding someone or groups of people towards, giving them a path & nurturing
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### Additional resources

1. ‘Multi-tiered Support System’
   [https://drive.google.com/file/d/1fPPDQC3lXBx2pqzpfvaMsem4APPC2TPd/view?usp=sharing](https://drive.google.com/file/d/1fPPDQC3lXBx2pqzpfvaMsem4APPC2TPd/view?usp=sharing)

2. ‘Native Lands Interactive Map’
   [https://native-land.ca/](https://native-land.ca/)

3. ‘Alaska Cultural Standards’
   [http://ankn.uaf.edu/Publications/CulturalStandards.pdf](http://ankn.uaf.edu/Publications/CulturalStandards.pdf)
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3. Review literature

I wonder if/why?
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**I wonder why/if?**

1. I wonder why our **data** looks like this?
2. I wonder if our success is **due to** ...?
### Essential question
- I wonder why/if?

### Strategy
- Review literature

### Spectrum
- Perception vs Reality

### Prevention
- Misconceptions

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**Douglas Island Village Fire**

In 1962, the Douglas Indian Village of the T’aaku Kwáan Peoples was set ablaze to make way for a new harbor.
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Was Dr. MLK Jr. a criminal?
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**Perception vs Reality**
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**Perception**

What we think is true
status quo, social norms

**Reality**

What is actually true, history, Statistics
### Additional resources (personal research)

1. What are issues around equity in your locales?
   a. Academic: https://education.alaska.gov/reportcard
   b. Social: 
2. Why did that issue come about?
   a. History of Colonization:
      https://drive.google.com/open?id=1kgIeycwuVX53YaQP4mHvJjbwmsLsigjL
3. How can we rebuild?
4. Plan & strategize

Couldn’t we at least?
Couldn’t we at least?

1. Where do we start?
2. Do we start anew? or from what we already got?
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**S.M.A.R.T.**
Specific, Measurable, Achievable, Relevant, Timely

Smart goal-setting
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**Sustain vs Innovate**
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**Sustain**

Maintain, Refine, Recyclical

**Innovate**

New, Revolution, Resources
FALSE SOLUTIONS
What we know won’t work

REAL SOLUTIONS
What we know we really need

POLITICALLY REALISTIC

Essential question
Couldn’t we at least?

Strategy
Plan & strategize

Spectrum
Sustain vs Innovate

Prevention
Malpractice

CREATE
CODIFY
GOVERN
OPPOSE
EXPOSE
Additional resources

1. ‘Jemez Principles for Democratic Organization’
   https://drive.google.com/open?id=1KHzD2g9b2Yh1d7Rp3XBRgdre2QNRdrA8
2. ‘First Alaskans Institute’
   https://firstalaskans.org/)
5. Form relationships

How can I help?

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1. How do we know what is best for our schools?
2. How can I work towards understanding?
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**Student-to-World Relationships**
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**Student-to-World Relationships**

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- **Essential question**: How can I help?
- **Strategy**: Form relationships
- **Spectrum**: Intention vs Impact
- **Prevention**: Microaggression
### Principles of Learning

Dr. Martin Brokenleg’s presentation of the Circle of Courage at the Truth and Reconciliation Commission hearings.

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What is **best** for our students & schools?

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If your intention is...
- Advocacy
- Inclusion
- Appreciation
- Education

Make sure your impact isn’t...
- Silencing
- Othering
- Appropriation
- Assimilation
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**Intention vs Impact**
**Intention**

Meaning, attitudes, purpose

**Impact**

Actual results, effects, causes

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Inclusion vs Diversity
### Additional resources

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   [https://docs.google.com/forms/d/1-xSEoCeZYSyGA93K7TIApZedRzHiEkiaepefMZvQWDQ/viewform?edit_requested=true](https://docs.google.com/forms/d/1-xSEoCeZYSyGA93K7TIApZedRzHiEkiaepefMZvQWDQ/viewform?edit_requested=true)
2. ‘Intention vs. Impact: Why Your Intentions Don’t Really Matter’
   [https://everydayfeminism.com/2013/07/intentions-dont-really-matter/](https://everydayfeminism.com/2013/07/intentions-dont-really-matter/)
3. ‘Potential Pitfalls of Empathy Passage’
6. Practice praxis

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What truly matters?
What truly matters?

1. Why am I **invested**?
2. If the schools reflect our future, how do we want to **grow** them?
Why are we **invested**?

**For Educators**
- Empathy
  “For my friends, family, etc…”
- Morals & Values
  “It is the right thing to do”
- Personal Interest
  “Better place to live in for us”

**For Students**
- Identity Development
  “Who am I, Who shall I become, & Who shall I be for others?”
- Critical Thinking
  “Perceiving versus knowing”
Culturally Responsive Principles

1. Identity development.
2. Equity.
3. Developmental appropriateness.
4. Holistic support.
5. Relationships.
6. Positive emotions.
Power(s)?

Essential question: What truly matters?
Strategy: Practice praxis
Spectrum: Empower vs Control
Prevention: Misalignment

Feeling
Control
Capability
Empowerment
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<td>Clarify terms</td>
<td>Equity vs Equality</td>
<td>Misappropriation</td>
</tr>
<tr>
<td>I wonder why/if?</td>
<td>Review literature</td>
<td>Perception vs Reality</td>
<td>Misconceptions</td>
</tr>
<tr>
<td>Couldn’t we at least?</td>
<td>Plan &amp; strategize</td>
<td>Sustain vs Innovate</td>
<td>Malpractice</td>
</tr>
<tr>
<td>How can I help?</td>
<td>Form relationships</td>
<td>Intention vs Impact</td>
<td>Microaggression</td>
</tr>
<tr>
<td>What truly matters?</td>
<td>Practice praxis</td>
<td>Empower vs Control</td>
<td>Misalignment</td>
</tr>
</tbody>
</table>

- Upon asking...
- We begin to...
- And navigate the spectrum between...
- In order to to prevent...
Learning objectives

1. Define **POWER** in its various contexts.
2. Understand the difference between **INTERPERSONAL** and **SYSTEMIC**.
3. Understand how **SYSTEMS OF POWER** affect our students.
Acknowledgement

1. I was born on the land of the 한인 (Han In) and grew up on the land of the Massachusett.
2. I live on the ancestral lands of the Lingít Peoples.
3. I stand on the ancestral lands of the Dena’ina Peoples.
Chin’an -- Tsin’e e -- Maasee’ -- Baasee’ -- Mahsi’ -- Dogedinh -- Tsin’aen -- ’Awa’ahdah -- Gunalchéesh -- Way dankoo -- Háw’aa -- Quyanaa -- Quyanaq -- Igamsiqanaghhalek -- Quyana -- Qagaasakung -- Thank you -- 고맙습니다!
