“Social inequality is embedded in our individual values and beliefs, and the systems and institutions we create reflect these inequalities. Therefore, change must begin with individuals transforming ourselves. We can do this by challenging our perceptions and assumptions, critically analyzing what we know and recognizing power in interpersonal relationships. However, anti-oppression work cannot end there. For any real change to happen, we must also work to restructure systems and institutions.”

MARGARET ALEXANDER, INTEGRATING ANTI-OPPRESSION PROJECT
Alicia Greene Community Engagement and Culture Coordinator, Boston Children’s Museum & Social Justice Mediator

Jennifer Alexander Founder, Executive & Creative Director, Kidcity Children’s Museum

Akemi Chayama Japan Program Manager, Boston Children’s Museum & Social Justice Mediator

Laura Huerta Migus Executive Director, Association of Children’s Museums
SESSION OVERVIEW

- Group agreements and ground rules
- Key information and concepts
- Skill building activities that support taking social justice action
- Identify strategies for change
- Review
- Q & A
- Evaluations
- Closing
- Cell phones silence is golden!
- Confidentiality
- Be honest & respectful
- Shared learning & share air time
- Value discomfort
- Bring your whole self
- Practice BOTH/AND thinking
- Process & context
- Tweet during the session and share your experience: #IA17 #N2N

GROUP AGREEMENTS AND GROUND RULES
SOCIAL JUSTICE HISTORY OF CHILDREN’S MUSEUMS & ACM’ STRATEGIC PLAN
Research clearly shows that children not only recognize race from a very young age, but also develop racial biases by ages three to five that do not necessarily resemble the racial attitudes of adults in their lives (Erin Winkler, PhD, "Children are not Colorblind" citing Aboud, 2008; Hirschfeld, 2008; Katz, 2003; Katz & Kofkin, 1997; Patterson & Bigler, 2006; Van Ausdale & Feagin, 2001)
By around 2020, "more than half of the nation's children are expected to be part of a minority race or ethnic group," the Census Bureau says, putting Americans under the age of 18 at the front of a trend that will see the overall population follow suit some 20 years later. ("For U.S. Children, Minorities Will Be The Majority By 2020, Census Says" NPR, March 4, 2015)
The ASTC-ACM 2016 Workforce Survey (102 Children's Museum Respondents)

- U. S. Children's Museum CEO's
  - 4% Hispanic 80% Female
  - 95% White 2% African American
  - approx. 1% Chinese, Japanese & Filipino origin

- U.S. Children's Museum Floor Staff - 81% said their staff reflects the diversity of their community “very well” or “somewhat well” - the top two categories on the survey.

- Only 20% of US Children's Museums say they have a “significant” program to recruit and retain a diverse workforce.

- Just 15% of Children's Museum CEO's are promoted from within
The “tourist approach”—simply exposing children to materials that represent different groups (such as activities, diverse dolls, foods, clothing, and pictures)—does not stimulate substantive conversations or challenge children’s attitudes (Patricia Ramsey, Teaching and Learning in a Diverse World).
ICEBERG CONCEPT OF CULTURE

• **Surface Culture**
  Most Easily Seen

• **Shallow Culture**
  Unspoken Rules

• **Deep Culture**
  Unconscious Rules
WHAT DOES SOCIAL JUSTICE LOOK LIKE IN YOUR MUSEUM (AND IN YOUR COMMUNITY)?
According to Marilyn Cochran-Smith, a leading scholar in education, a social justice framework is one that "actively address[es] the dynamics of oppression, privilege, and isms, [and recognizes] that society is the product of historically rooted, institutionally sanctioned stratification along socially constructed group lines that include race, class, gender, sexual orientation, and ability [among others]."

"I believe that education is the civil rights issue of our generation. And if you care about promoting opportunity and reducing inequality, the classroom is the place to start. Great teaching is about so much more than education; it is a daily fight for social justice."

~ Secretary Arne Duncan, October 9, 2009
4 I’S OF OPPRESSION
KEY TERMS

- Culture
- Race
- Racism
- Prejudice
- Implicit Bias
- Intersectionality
- Counter Narratives
- Privilege
- Inclusion
- Identity
- Master/Dominant Narrative
- Power
- Cultural Responsiveness
- Stereotype Threat
CHANGING THE STORY: EQUITY VS. EQUALITY
“Museum staff need to engage in an examination of their own cultural context so that they can then critically examine their role within the Museum and critically appreciate the experiences and values of those who come from other cultural contexts.”

MARGARITA PEREZ, ED. D
REVISITING CULTURAL COMPETENCE, SUMMER 2014
CULTURAL IDENTITY

- Ethnicity
- Nationality
- Language
- Religion
- Gender
CULTURAL RESPONSIVENESS ASSESSMENT
SMALL GROUP DISCUSSSION
SPHERES OF INFLUENCE
CULTURAL RESPONSIVENESS ACTION PLAN
WRAP UP & KEY POINTS
We have history of doing advocating for issues affecting children & families

Social justice work in ALL museums and institutions is necessary

Work on your house first….But, who’s tool’s are you using?

Put your plan into action!
Alicia Greene  greene@bostonchildrensmuseum.org
Jennifer Alexander  director@kidcitymuseum.com
Akemi Chayama  chyama@bostonchildrensmuseum.org
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THANK YOU!