BUILDING CAPACITY Through Social Justice Principles
PRESENTERS

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Saleem Hue Penny Chicago Children’s Museum
  ○ @huedotart, #MuseumsAndRace

Alicia Greene Boston Children’s Museum
  ○ @LadyOshun1, #AAMSMJ

Margaret Middleton Independent
  ○ @maggmidd, #MuseumEdChat
FRAMING OUR DISCUSSION

- Why *this* conversation, why *now*, and why with ACM?
- Wait, this isn't a history of social justice and children's museums?
  - Resource List? Wow! Thanks presenters!
- Three staff, three personal journeys.
- Three museums, three institutional journeys.
  - Assessment
  - Action Planning
  - Resilience
ASSESSMENT

- Journey of relevance and change
- Where are you on the personal journey?
- Where is your organization on this journey?
PERSONAL ASSESSMENT

- Harvard Implicit Bias Test
- White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh
<table>
<thead>
<tr>
<th>Ethnocentric</th>
<th>Ethnorelative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td>Acceptance</td>
</tr>
<tr>
<td>My cultural experience is the only one that is real and valid. There is little to no thought of “other.”</td>
<td>I accept but may not agree with other cultures. Generally, I am curious and respectful.</td>
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<tr>
<td>Defense</td>
<td>Adaptation</td>
</tr>
<tr>
<td>“We” are superior and “they” are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.</td>
<td>I “see” the world through different eyes and make intentional changes in my own behavior and values.</td>
</tr>
<tr>
<td>Minimization</td>
<td>Integration</td>
</tr>
<tr>
<td>Other cultures are trivialized or romanticized. One tends to deny differences (e.g., “color blind”) and only seek similarities.</td>
<td>I easily move in and out of different cultural worldviews.</td>
</tr>
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ORGANIZATIONAL ASSETS

- YWCA Equitable Organization/Racial Justice training
- CCLI: Cultural Competence Learning Institute
- MASS (Museums As a Site for Social) Action
ASSESSING COMMUNITY NEEDS

● What are the most pressing social justice / injustices and inequities facing the community?

● How do we join in on the work and build capacity to be a relevant partner and change agent?

● Use the hard data: Race to Equity: racetoequity.net
BUILDING CAPACITY

- Organizing teams
- Developing foundational documents
- Engaging in deep community listening
ACTION-PLANNING

Frameworks


● Reggio Emilia: A Bill of Three Rights
ACTION-PLANNING

Rights

● Play, recreation
● Participate, protection
● Identity, self-expression
  ○ Article 27: Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
  ○ Article 31: Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
ACTION-PLANNING

Accountability
- Leadership expectations
- Internal and external collaboration

Evaluation
- Levels of transparency
- Embedding throughout the organization

Staying the course?
BUILDING RESILIENCE

● **Resilience**: capacity to adapt to change

● **Resilience of**: community, sector (museums), and individual

● **Resilience to**: pre-eminent threats such as compassion fatigue, burnout, etc.
AWARENESS

- Follow your pre-flight instructions
- Understand “oppression” and the three levels of culture
- Learning development
SPHERES OF INFLUENCE

- Assess and develop a plan for change
- Expand your opportunities
- Design for learning
SELF CARE IN ACTION

- Finding space for voice, agency and ally-ship
- Balancing care & push
- Using strategies to promote resilience
MOVEMENT BUILDING

Activity:

1. Where is your *institution* in this work?
2. Where are you *personally* with this work?
3. Is this work in your job title, description, or scope of work? How *formal* is expectation?

...Line up and discuss.
MOVEMENT BUILDING

Reflection:

● “Continue, Stop, Start”

Exchange contact info:

● Make contact.
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