

Overview

- Re-visit co-created community commitments
- Talk through article & practices for accountability
- Guest presentation
- Questions for discussion: Where to begin, level to engage, how this fits with *Educare Network's Research Agenda: Advancing Racial Equity?*



COMMUNITY COMMITMENTS

[CO-CREATED FEB-MAR 2021]

- Make space and take space
- Create safe & supportive space – listen actively, be present, be respectful
- Share authentic selves
- Consider other viewpoints
- Assume best intentions (assume everything is a first draft)
- Commit to co-creation
- **Be accountable**
- Commit to pushing through discomfort



Building a Culture of Accountability (P. Anderson, 2021)

Self-accountability: practice of taking responsibility for your actions and consequences of those actions. Every team member must recognize they have a role to play in building a culture committed to inclusion, belonging, and equity, and recognition begins with taking responsibility for own contributions to culture.

Mutual accountability: based on defining shared agenda for change, rather than top-down policing model rooted in punishment. Requires a commitment to putting relationships ahead of need to be right or be perceived as a “good person.”

Community accountability: approach pioneered by feminists of color working to end gender-based violence in the early 2000s. INCITE! Women of Color Against Violence defined as a process in which a community—in this case, a workplace—works together to do the following:



COMMUNITY ACCOUNTABILITY

- Provide safety and support to those targeted.
- Create values & practices that resist abuse and oppression, and encourage safety, support, and accountability.
- Develop strategies to address the abusive behavior and facilitate a process to account for actions and transform behavior.
- Commit to ongoing development of all community members and community itself to transform the conditions that reinforce oppression.



7 PRACTICES FOR BUILDING A CULTURE OF ACCOUNTABILITY

- **Acknowledge harm** | Acknowledge that when harm happens, it doesn't just affect the individuals involved but everyone within the organization.
- **Establish a set of internal anti-racist norms** | Organizations must define internal behavioral norms that inform how staff treat each other, norms must set standard for anti-racism practice and set clear boundaries in relationships.
- **Work to repair the harm** | Repairing damaged relationships and broken trust requires time and regular check-ins to understand what people need and how those needs can be met.
- **Skilled facilitation** | Bring in a skilled facilitator to lead a process of conflict transformation with parties involved or of community restoration w/entire organization.
- **Racial affinity groups** | Can create space for peer learning, healing, and mutual accountability. White affinity groups have an explicit agenda focused on anti-racism learning and practice. For employees of color, affinity groups provide space to process instances of racial harm, offer mutual support, and identify strategies to eliminate conditions that made racial harm possible.
- **Create feedback loops** | Creating accessible structures for giving and receive feedback
- **Practice generative conflict** | Understand difference between generative conflict, harm, and abuse. Conflict—not harm or abuse—is natural and necessary part of relationships. Team members don't avoid conflict or hide behind professional standards rooted in white supremacy that prioritize politeness and impassivity over being clear and direct.



WHAT AN ACCOUNTABILITY DOCUMENT MIGHT LOOK LIKE — EXAMPLE FROM ECTA

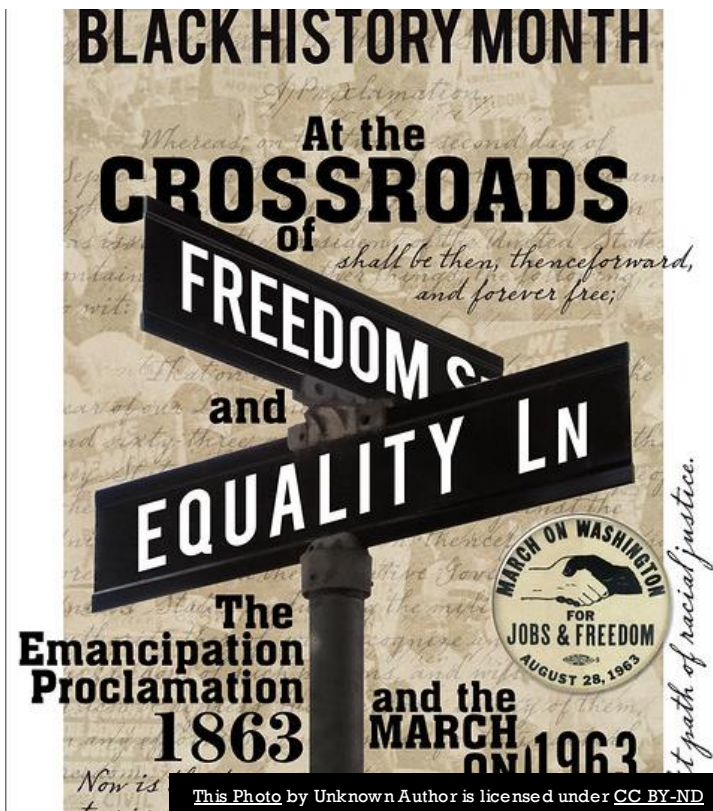
Early Childhood Technical Assistance Center – ECTA Project
Presentation

Schatzi H. McCarthy
Associate Director of Evaluation
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Adam L. Holland, Ph.D.
Chair, International Early Childhood Inclusion Institute

Core Competencies from the Center for the Study of Social Policy
<https://cssp.org/our-work/project/equity-justice/#core-competencies>





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Discussion Questions:

1) How might we proceed?

2) What level do we want to engage (LEP group, Educare schools, LEP's orgs)?

3) How might this fit with the *Educare Network's Research Agenda: Advancing Racial Equity?*

