

“WE DON’T SEE COLOR” COLORBLINDNESS IN EDUCATIONAL LEADERSHIP

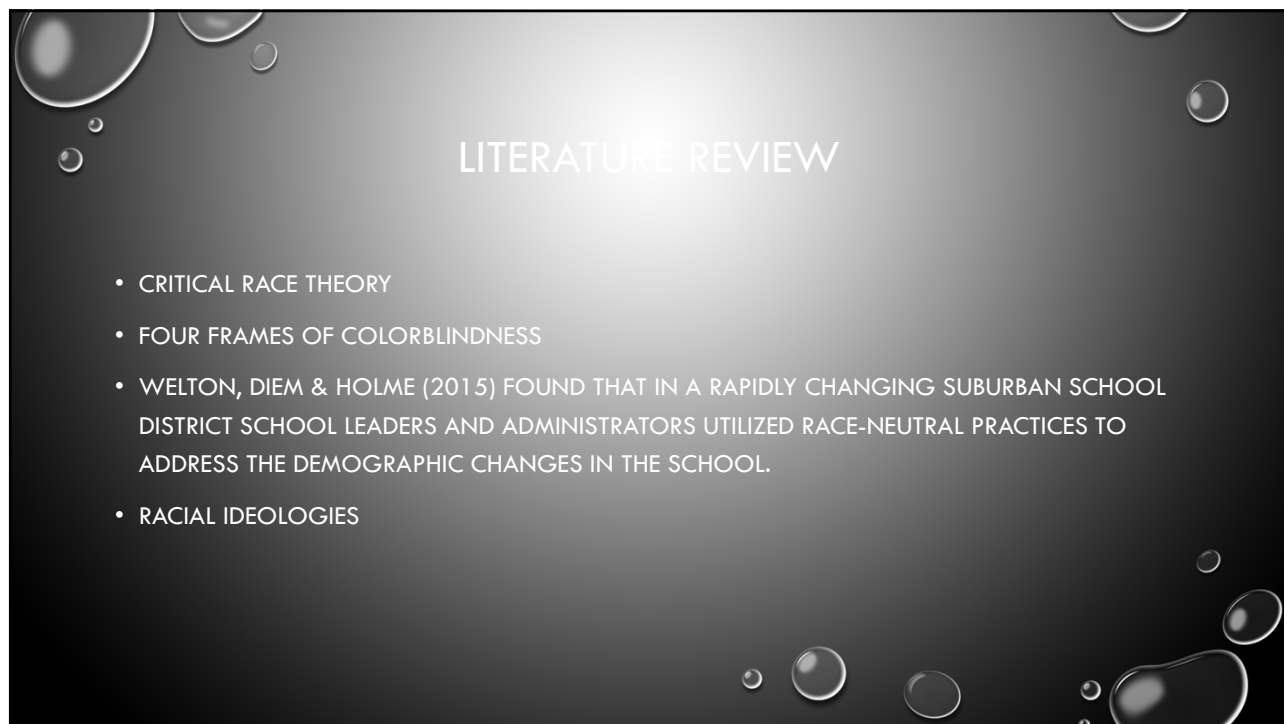
KENEISHA HARRINGTON
CLEMSON UNIVERSITY

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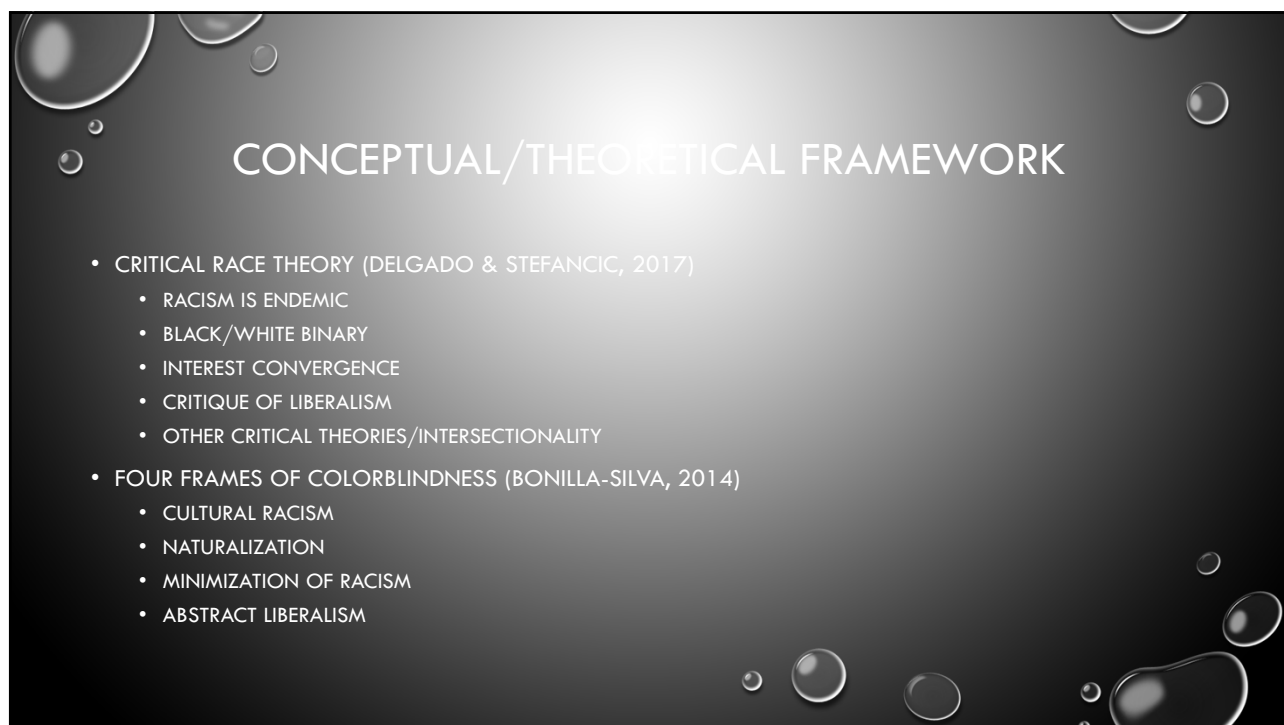
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LITERATURE REVIEW

- CRITICAL RACE THEORY
- FOUR FRAMES OF COLORBLINDNESS
- WELTON, DIEM & HOLME (2015) FOUND THAT IN A RAPIDLY CHANGING SUBURBAN SCHOOL DISTRICT SCHOOL LEADERS AND ADMINISTRATORS UTILIZED RACE-NEUTRAL PRACTICES TO ADDRESS THE DEMOGRAPHIC CHANGES IN THE SCHOOL.
- RACIAL IDEOLOGIES

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CONCEPTUAL/THEORETICAL FRAMEWORK

- CRITICAL RACE THEORY (DELGADO & STEFANCIC, 2017)
 - RACISM IS ENDEMIC
 - BLACK/WHITE BINARY
 - INTEREST CONVERGENCE
 - CRITIQUE OF LIBERALISM
 - OTHER CRITICAL THEORIES/INTERSECTIONALITY
- FOUR FRAMES OF COLORBLINDNESS (BONILLA-SILVA, 2014)
 - CULTURAL RACISM
 - NATURALIZATION
 - MINIMIZATION OF RACISM
 - ABSTRACT LIBERALISM

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METHODS

- CASE-STUDY
- PURPOSIVE SAMPLING-KEY INFORMANTS
- INCLUSION CRITERIA
 - PUBLIC ELEMENTARY SCHOOL
 - STATE DESIGNATED PRIORITY SCHOOL FOR 2+YEARS
 - POVERTY INDEX AT OR ABOVE STATE MEDIAN
 - PRINCIPAL SERVING 3+ YEARS
- SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUPS USING PROTOCOLS FROM THE ISLDN
 - WHAT FOSTERS LEARNING IN HIGH-NEEDS SCHOOLS?
 - HOW DO PRINCIPALS AND OTHER SCHOOL LEADERS ENHANCE INDIVIDUAL AND ORGANIZATIONAL PERFORMANCE IN HIGH-NEEDS SCHOOLS?
 - HOW DO INTERNAL AND EXTERNAL SCHOOL CONTEXTS IMPACT INDIVIDUAL AND ORGANIZATIONAL PERFORMANCE IN HIGH-NEEDS SCHOOLS?
- INDUCTIVE AND DEDUCTIVE CODING FOR ANALYSIS

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FINDINGS

Cultural Racism	}	• Blaming the culture [poverty]
Abstract Liberalism	}	• Equity over equality
Naturalization	}	• Privilege and critical Whiteness
Minimization of Racism	}	• “We don’t see color.”

“COLORBLINDNESS AMONGST EDUCATIONAL LEADERS IS DANGEROUS FOR STUDENTS OF COLOR. THE ERASURE OF RACE AND ONGOING NOTION THAT WE EXIST IN A POST-RACIAL SOCIETY CAN BE PROBLEMATIC IN REAL AND TANGIBLE WAYS. ELIMINATING RACISM REQUIRES MORE THAN A SWITCHING OF TERMS. WITH THE DISPROPORTIONATE NUMBER OF FAILING SCHOOLS IN COMMUNITIES OF COLOR IT IS IMPERATIVE THAT SCHOOL LEADERS TAKE ON THE CHARGE OF LEADING FOR SOCIAL JUSTICE UTILIZING CULTURALLY RELEVANT AND ANTI-RACIST LEADERSHIP PRACTICES TO ENSURE THAT STUDENTS OF COLOR CAN SUCCEED IN A SYSTEM BUILT ON RACISM” (HARRINGTON, 2019).

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RECOMMENDATIONS AND IMPLICATIONS

- SCHOOL LEADERS
 - REFLECT ON YOUR PRAXIS (LEAN INTO THE DISCOMFORT)
 - SELF-AWARENESS
 - UNDERSTAND PRIVILEGE
 - ASK YOURSELF WHO DOES THIS BENEFIT/WHO DOES IT NOT BENEFIT WHEN CREATING
 - POLICIES
 - PROCEDURES
 - PRACTICES
 - PROGRAMS
 - ASSET BASED APPROACHES
 - COMMUNITY CULTURAL WEALTH
- FUTURE RESEARCH
 - CONTINUE TO EXPLORE WAYS OF PRACTICING ANTI-RACIST SCHOOL LEADERSHIP/CULTURALLY RELEVANT/TRANSFORMATIVE
 - EXAMINE RACIAL IDEOLOGIES OF SCHOOL LEADERS
- PRINCIPAL PREPARATION PROGRAMS
 - PREPARE STUDENTS FOR A CULTURALLY CHANGING EDUCATION SECTOR
 - TEACH AND ENCOURAGE ANTI-RACIST PRAXIS
 - PUSH STUDENTS TOWARD CRITICAL REFLECTION AND EXAMINATION OF THEIR IDENTITIES

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The image contains two illustrations. The top illustration shows three children (two girls and one boy) holding hands around a heart shape composed of many small hands. The bottom illustration shows five children of different ethnicities (two girls and three boys) holding hands in a line.

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CONTACT INFO:

KENEISHA HARRINGTON

CLEMSON UNIVERSITY

DEPARTMENT OF EDUCATIONAL AND ORGANIZATIONAL LEADERSHIP DEVELOPMENT

KENEISH@G.CLEMSON.EDU

