



Dear Educator,

The [Educator Advancement Council](#) is pleased to announce the **Racial Justice Institute Fellowship!** The Fellowship will support 30 participants to engage in racial justice learning, leadership, and project development in school communities. Fellows will participate in collaborative, place-based projects to create more racially affirming educational spaces across the Pre-K to 12 school system. They will have monthly, **day-long** virtual sessions with inspirational leaders, educators, healers, and social movement change makers to learn from in community with the group of 30 fellows from across the state of Oregon. Fellows will be provided with a \$20,000 stipend and funds to cover substitute teacher cost.

What is the timeline? January 2022 - June 2023

When are the virtual sessions? The first session will be on **January 26, 2022 from 9am- 12pm**. Because of substitute teacher shortages, we have scheduled sessions two and three on Saturdays (Feb 19 and Mar 12). To best meet fellows needs, all subsequent monthly sessions will be determined by consensus with the Fellows.

Who can apply to the Fellowship? Racially, ethnically, or linguistically diverse educators across the Pre-K to 12 school system in Oregon should apply and their experiences and safety will be centered.

How do applicants apply? In an effort to make the process as easy as possible, applicants need only [submit an application form](#) by **January 10, 2022 at midnight**. Applications will be reviewed upon receipt and fellows will be accepted on a rolling basis. We encourage you to submit your application as soon as possible in order to increase your chances of acceptance.

The [application](#) includes:

- *a short smartphone or Zoom recorded video no longer than five minutes that shares one story that introduces you and demonstrates what you value as an educator;*
- *a one paragraph response to: Why do you want to be a fellow? Describe your interest in learning about and your commitment to racial justice, and why you believe you can have an impact in your community;*
- *a reference who loves you and sees your full humanity.*

How are applicants chosen? Applicants will be chosen on the following:

1. Clearly expressed desire to learn, a commitment to racial justice, and the drive and potential to have an impact in their community
2. Clear introduction of self that embodies and aligns with the Fellowship goals & design elements

For more information and if you encounter any unforeseen circumstances that prevent you from meeting this due date, please contact Jonah Canner at rji@democrateducation.org. Finally, [click here to read our FAQs](#), where you will also find the Fellowship Goals & Program Components and the Arcs of Learning.

Yours in education,

Jonah Canner, [IDEA](#) Racial Justice Institute Coordinator



Fellowship Goals & Program Components

Goals:

- To deepen educators' understanding and analysis of the individual, the institutional, and the systemic impacts of racism on schools and communities in order to navigate dominant paradigm spaces
- To equip educators with the tools and support to create and sustain culturally and racially affirming environments
- To grow educators' capacity to support, lift up, and collaboratively work with teachers, students, and families in their schools and communities
- To connect, align, and amplify culturally sustaining pedagogical approaches
- To create an environment where educators can receive support to combat the effects of race-based isolation and fatigue

Program Components:

- Learn from IDEA's national network of leaders in social and racial justice communities
- Collaborate regularly both synchronously and asynchronously across an intentional learning community
- Apply racial justice learning to create more racially affirming educational spaces.
- Identify and respond to racist actions, words, and policies within their schools and communities.
- Develop a Community Project that disrupts a racist pattern/practice/policy, or works towards liberation/equity/decolonization
- Receive coaching and support in the design and implementation of a Community Project by being matched with members of IDEA's network



Fellowship & Network Design

- **Rooted in relationship:** We do not do this work alone. This work is to be done with and for each other. Each of our sessions will be structured to provide space for participants to build new relationships that can lead to deeper connections and stronger work.
- **Personal Narrative as Primary Text:** The knowledge, experience, and expertise participants need is already in the room. We will use story sharing methodologies to build connections, combat isolation, and learn from each other's experiences.
- **Networking anchored in learning:** Isolation in anti-racism work is exhausting. Connecting educators to inspirational leaders, healers, coaches and more, generates new learnings, new commitments, and new energy. We have a deep bench of folks who RJI participants and Fellows can learn with and from.
- **Equity and Decolonization:** We actively acknowledge systems of power, privilege, and racism that have created damaging impacts on learners linked to race, class, and other dimensions. We apply the theories of culturally sustaining pedagogies to examine issues linked to equity, access, justice, and the unique strengths in all communities. We use a decolonizing lens to hold sacred the sovereign strengths of systematically marginalized communities.
- **Emergent Design:** We are dedicated to maintaining flexibility in the design to meet the emergent needs of the participants as they navigate the ever-changing landscapes of the state of the world and their professional environments. Centering emergence in our practice is key to recognizing the role of responsiveness, meaningful reflection, continuous improvement, openness to what arises through process, and honoring new elements.



Fellowship Arcs of Learning

Arc One: Identifying Self, Community, and Sovereignty

This first Arc seeks to lead the Fellows on a personal journey towards discovery of self. Understanding ourselves in our respective worlds helps us plant seeds of growth. Fellows will understand the effects of a euro-centric worldview (individualism, extraction, transactional relationship) on their personal learning, teaching, and communication methodologies. We are more than our titles and more than the roles we've been assigned; this arc will create space for each fellow to identify and unpack their multiple identities of self, in community, at work, etc. Inside the flow of this arc we will be creating the basis for bonding, relationship building, and bringing our continuously growing relationships with our sovereign selves to the communities we show up in.

Arc Two: Learning, Unlearning, and Relearning

This Arc will focus on decentering the euro-centric models of learning and introduce them to natural human learning methodologies through story sharing, understanding place, and creative expression. Fellows will engage in active listening and guided perspective shifting. In this Arc fellows will develop a practice of connecting to their own intuitive knowledge so that they can serve as a more grounded bridge between curriculum and their students.

Arc Three: Shift from Learning to Practicing

After engaging in how elements of eurocentric worldviews show up in our workplaces for the previous few months, this arc focuses on the internal and interpersonal ways that we can enact wholeness and healing. We are now at a moment to hone in on and gain a level of comfortability in the specific ways we begin practicing (developing fluency in) these methodologies. In this arc, we will identify patterns, behaviors, or policies at our places of work (or other institutional places that we are in relationship with) that we think need to be transformed.

Arc Four: Love, Fluency, and Embodying Wisdoms

"To be sovereign and free, our people need policies made of love, forgiveness, and connections. Our communities deserve health and educational equity; land and housing justice; economic independence; living wages (as in universal minimum income). Our people want restorative justice practices to replace punishment and lockup. Our communities want community organizing and advocacy, block by block. Our people need community-controlled governance and accountability systems. We want civic leadership everywhere, as the right to vote goes with the rights to drive, assemble, drink, and travel." - Shiree Teng and Sammy Nuñez

This final arc stewards fellows in a learning that connects the threads of all our previous work and moves them toward identifying what wisdom in their body feels like and leaning into our intuition. Fellows will be adept at developing their own methods of measuring their fluency in racial justice work while finalizing their community project.