



## nINA Collective Virtual Learning Community Path

Name:

Date:

Our goal for this virtual learning community is to co-create transformational change by creating a co-learning environment that centers a reverence for truth, humanity & justice and that fosters a learning and growth mindset. Through this virtual community, people feel like they are part of a co-liberation movement where they are given the tools to create & inspire change. Members feel like they are a part of something greater than themselves and they develop deeper connections within and outside of their organization.

The work of racial equity requires both an undoing or decolonizing, as well as a rebuilding because our current structures were created within the systems of oppression and inequity, whether intentional or unintentional. Deep systems change takes time, honesty, acceptance of responsibility, and sustained commitment, but with dedication it is both possible and rewarding.

We invite you to join the nINA Collective learning community in a process of:

- CO-CREATING values, vision, and ways of being that support racial equity and liberation
- DECONSTRUCTING current inequitable systems
- DECOLONIZING patterns that reinforce racism and oppression
- COLLABORATING across differences to build new equitable systems and accountability structures

### Personalized Learning Plan

This is a living document intended to help you chart your learning course as a part of the virtual learning community. Writing down your goals supports you in getting clear on what you want to accomplish. When you define your goals, you give yourself a destination accompanied by daily direction. See below for recommendations on how to chart this course.

#### Step one: self-assessment.

An assessment will give you a sense of where you are currently and help you prioritize your goals for the months to come. **Complete the self-assessment below.**

#### Scoring Guide:

- 1= Not a current practice
- 2= Acknowledged as important, but not a current practice
- 3= Practicing on occasion, or starting to practice
- 4= Practicing

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Section One	Score
Do you proactively seek out opportunities to learn about racial equity, rather than waiting to be taught?	
Are you willing to question your long-held assumptions and beliefs?	
Do you practice active listening?	
Do you see the work of racial equity as a shared collective responsibility?	
<b>Tally your responses to the questions above</b>	
Section Two	
Do you name harmful patterns and behaviors in the moment? (For example, naming when communities of color are not involved in decision-making process, addressing it if hurtful or harmful things are being said, etc.)	
Do you ensure that racial equity is brought into conversations early and often, without putting that burden on your colleagues of color?	
Do you strike a balance between speaking up, and stepping back and letting others lead?	
<b>Tally your responses to the questions 5 - 7 above</b>	
Section Three	
Do you publicly acknowledge that the systems that are failing communities of color are negatively affecting all of us?	
Do you elevate the assets and strengths of people of color and communities of color?	
Do you take an active and engaged role in interrupting dominant/white supremacist cultural patterns and norms that reinforce white supremacy, and preventing their replication?	
<b>Tally your responses to the questions 8-10 above</b>	
Section Four	
Do you take the time to be present and support communities of color, even if you don't see the direct relationship to your work?	
Do you find ways to incorporate racial equity values into planning processes and decision-making?	
Do you see racial equity as something to continue working toward rather than something to accomplish?	

<b>Tally your responses to the questions 11-13 above</b>	
<b>Section Five</b>	
Are you open to feedback without getting defensive?	
When you recognize past mistakes, are you quick to apologize and make amends?	
Do you practice vulnerability and honesty about where you're still learning and growing around racial equity?	
<b>Tally your responses to the questions 14-16 above</b>	
<b>In which of the sections did you receive the lowest score?</b>	

Starting with the section in which you scored the lowest, these are some possible areas of focus. Talk these over with your accountability pod and set timelines for follow-up conversations to hold each other accountable and allow for shared learning. Recognize that many of these next steps are applicable across sections.

#### **Section One: SUPPORT YOUR OWN LEARNING JOURNEY**

- Read and learn about the history of racism in our country, with an explicit focus on institutional and structural racism. Consider watching [Race: The Power of an Illusion](#)
- Deepen your understanding of how racial identity is formed in our country, including the ways in which internalized superiority and oppression manifest. Review the [Summary of Stages of Racial Identity Development](#)

#### **Section Two: ADVANCE RACIAL EQUITY VALUES**

- Take feedback constructively (instead of defensively) and identify how you can shift your practice to incorporate it. Explore the [Turning Towards Each Other workbook](#) for ideas on giving and receiving feedback and navigating conflict.
- Be willing to admit mistakes and learn from them. Review "[The Four Parts of Accountability](#)" by Mia Mingus.
- Support the learning of others in your sphere of influence

#### **Section Three: SHIFT THE NARRATIVE AROUND RACIAL EQUITY**

- Identify the harmful narratives that frame people of color as “takers” and “less than” as it relates to the issue you’re working on. Please see the [Center for Media Justice for resources](#).
- Pay attention to whose stories you’re highlighting and identify if there are opportunities to broaden who is represented
- Review "[Talking About Race Toolkit](#)" and the "[Social Justice Phrase Guide](#)"
- Continue to practice anti-racist language and to talk about race

#### **Section Four: APPROACH RACIAL EQUITY AS BOTH A PROCESS AND A RESULT**

- Spend some time outlining what behaviors are associated with your values. Find ways to hold yourself accountable to those behaviors and work with others to operationalize them.
- Identify an accountability partner to share the principles and values outlined above and someone who has permission to provide feedback to you if you are acting defensive

#### **Section Five: FOCUS ON IMPACT VERSUS INTENT**

- Learn about the unconscious patterns people have developed in their brains so that you have a stronger understanding of your blind spots. Watch the [Kirwan Institute's Implicit Bias Module Series](#).
- Operate with transparency and honesty when it comes to your racial equity work
- Model vulnerability; it's okay to say you don't know

### **Step two: set your intention**

Reflecting on your assessment, respond to the questions below that resonate for you in order to shape your first intention for your participation in this learning community.

- What are your current strengths and abilities?
- What are areas you would like to improve in?
- What are your personal goals and aspirations?
- What are your short-term vs. long-term goals?
- How can you measure your growth and success?
- How will you know that you're making progress toward your goals?

## Step three: Identify a personalized learning partner

Your partner should be someone who you can be vulnerable with, who you can also rely on to hold you accountable. Think about people who can be counted on to regularly check in with you, and who you can depend on to celebrate your accomplishments.

Once you have identified your partner, share your plan! We encourage you to set a time to meet at least once a month - can be virtual or in-person. You can use the questions below to guide your conversations.

- How do you feel you are tracking toward your goals?
- What strengths are you currently building?
- What areas do you feel you still need more work in?
- What recent achievements have you made?
- How were you able to make those gains in learning?
- How can you apply those strategies to areas where you might still need more work?
- What support do you need?
- What do you need from your personalized learning/accountability partner?