



Building the Foundation: Handout Staff Wellbeing and Organizational Care

Reflecting on Race-Related Stress in the School Community

Race-related stress is defined as the race-related transactions between individuals or groups and their environment that emerge from the dynamics of racism (Mahatmya et al., 2022). Lack of acknowledging and addressing race-related stress in schools can be harmful and has been found to contribute to disengagement and exhaustion among BIPOC educators.

Here are three questions for school leaders to reflect on and may adapt to guide conversations with staff about race-related stress in the school community:

1. Do minoritized teachers and staff of color in my school feel valued and respected or ignored and marginalized?
2. Are teachers and staff of color asked to take on additional duties in my school that are not acknowledged and/or rewarded?
3. Is the cultural climate in my school a positive one for teachers from all demographic backgrounds?

Each school environment is a unique setting with distinct areas where growth is needed. The questions listed here can be used by school leaders and staff to spark discussion and discovery of how to best nurture staff wellbeing in ways that are meaningful for a particular school.

Reference:

Mahatmya, D., Grooms, A. A., Young Kim, J., McGinnis, D., & Johnson, E. (2022). Burnout and Race-Related Stress among BIPOC Women K–12 Educators. *Journal of Education Human Resources*, 40(1), 58–89. <https://doi.org/10.3138/jehr-2021-0007>