

**Ep #133: Racial Equity in Our Schools  
with Natalie Wilson**



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**With Your Host**

**Angela Kelly**

# Ep #133: Racial Equity in Our Schools

## with Natalie Wilson

Hello, empowered principals. Welcome to episode 133.

Welcome to *The Empowered Principal Podcast*. A not-so-typical educational resource that will teach you how to gain control of your career and get emotionally fit to lead your school and your life with joy by refining your most powerful tool, your mind. Here's your host, Certified Life Coach, Angela Kelly Robeck.

Hello, my empowered leaders and happy Tuesday. I want to welcome you to a very special episode of *The Empowered Principal Podcast*. If you are new, welcome. We are so honored to have you here with us today. And I want to share with you, for the listeners who have been with me for a while, you know that I have monthly themes to the podcast.

And this month, I had intended to build up the theme of emotional resiliency. I believe that the skill of emotional resiliency is going to be more important than ever as we enter into difficult and challenging and different conversations in our educational world, and as we start to experience what massive transformation feels like.

Because education will never ever be the same again. With COVID, and now, with conversations around race and equity and anti-racism, and how we're going to become a more inclusive institution. We are going to get into emotional resiliency next month.

So for those of you who were waiting for that, it's on its way. I promise you, it will be amazing, stellar, and really important for you as you enter into the month of August and back to school. However, I felt like for this month, the conversation around race and supporting Black, Indigenous, and other persons of color through this platform was the appropriate stance to take in our beginning conversations on equity and race.

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

So through that lens, I had the pleasure of interviewing fellow life coach, Natalie Wilson. Natalie is a former teacher and she currently helps single women who are interested in finding long-term loving relationships. Natalie and I met through The Life Coach School at an event a few years ago and we connected through our mutual interest in education.

As a person of color, Natalie was excited to share her experience as a student of Hispanic origin. What's interesting about Natalie's story is that she is of Hispanic origin, yet people often identified her as Chinese.

So she will tell the story in the interview of how she was continually asked if she spoke Chinese or people would say to her what language do you speak, and the impact that that constant question throughout the years had on her psyche.

And as she was speaking, it made me realize, even more so, the importance for us as school leaders to hear individual stories and the impact that these stories and these experiences have on our students then and how they are impacting them as adults and how it's shaped the way that they think and feel about themselves and how they show up in the world years and years later.

So I want to take this opportunity to directly invite you to consider the value of hiring a coach for yourself this coming year. I want you to imagine what it will feel like to enter into these conversations without the tools and strategies that will help you navigate them and manage the emotions and the mental fatigue that's going to come with having new conversations. Conversations you're not used to having, you're not comfortable having.

And what that will feel like, versus the difference of having somebody to personally talk through whatever situation you're dealing with on a weekly basis. Somebody that you know every week will have your back, will be in

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

your corner, helping you personally to feel as empowered as you possibly can and that you are capable of handling whatever comes your way.

When you hire a life coach, and I know for many educators, the term life coach or the idea or the understanding of what life coaching is is new, it's different, it feels either weird or strange or maybe it's curious to you what's happening. But when you hire a coach, you are really hiring - I like to tell people this. You are hiring an attorney for your own beliefs, for your own dreams, your own values, your own voice.

And you hire somebody to coach with, they are showing up every week to represent you. They're not representing the district or the teachers or the students or the parents or the community. You've got - the coach is for you. They are in it for you. Not anybody else.

One of my newest clients, she and I have had only two sessions together to date, and she'd said to me on the end of our second call, "Wow, I cannot believe how much I have already learned from you. This is the best investment I've ever made."

And she was nervous about the investment. But know this; when you have a coach in your corner, you're going to be able to process problems and solutions and the emotions that come with all of that in real time. This client said to me, "I can't imagine going through my first year without you."

And I want you to think about whatever year it is you're going through, consider the thought and the value of what a coach can bring to your work, to your life, and the impact that that will have for years to come. And here's the really cool part, and this is one of the reasons I'm highlighting fellow life coaches who are also happen to be persons of color.

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

Because when you hire a life coach, for any problem that you want to address in your life, whether it's a professional issue or it's something personal in your life, such as what Natalie offers in finding relationships that last, the coach teaches you tools and strategies to help you implement them in any area of your life.

So no matter who you hire, of course I want you to hire me. I think I am the best in the industry for educators. I'm the only life coach for school leaders that I know of, and I of course, 1000% think that I am the best deal on the market and the best value you're ever going to get. And I also completely honor and support your decision to consider hiring somebody for another area of your life, or another mindset coach who you align your values with.

I want you to think about the impact that will have. Decide an area that you want to improve on and hire a coach. Invest in your brain. Invest in your capability and possibility to help you so that you can notice the thoughts you're having, the blocks that they are creating and move those obstacles out of the way so that you can watch true transformation take place in your life, personally, professionally, as a leader, all the things.

And one last thing I want to share with you, next week, I'm going to chat with Nelson Peralta, who is an LGBTQ advocate and is the founder of Brown Ambition, which offers mindset coaching to persons of color and specifically supports the LGBTQ persons of color. He is a mindset coach for business owners and entrepreneurs and helps them level up and I cannot wait for you to enjoy these two interviews. Enjoy the show.

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Angela: Hello everybody and welcome to the podcast. Today I have a very special guest with us. Her name is Natalie Wilson. She is a former educator and currently is a coach, a relationship coach. So, she helps single women

# Ep #133: Racial Equity in Our Schools

## with Natalie Wilson

build amazing relationships with themselves and with others. So Natalie, welcome to the podcast.

Natalie: Hi. I'm so excited to be here. Thank you for having me, Angela.

Angela: I'm so excited to have you here. So Natalie, I'm going to turn it over to you. I want you to tell the listeners a little bit about you, like who you are, your experience with schools, how you and I met, and then what you currently have grown your practice and your business now into as a coach.

And I know that we have been talking a little bit prior to recording this podcast, but can you share some of the challenges that immigrants and students of color face from your perspective?

Natalie: Absolutely, yeah. So, I taught middle school and elementary school for nine years and then became a district instructional coach where I supported teachers with specifically reading and writing. And then after doing my instructional coaching time, I moved into a position as a success coach for one small school in the system.

And it was because I had discovered life coaching and the importance of mental health tools that I ended up working for this principal. She and I had just a common vision. And did work with the life center there. We established a life center that provided wrap around services and worked with predominantly a Guatemalan and Hispanic Latino population in our community.

And at that time, I got my certification as a life coach through The Life Coach School. And fast forward to where you and I met at I think mastermind maybe?

## **Ep #133: Racial Equity in Our Schools with Natalie Wilson**

Angela: Yes, it was. In 2018, I think.

Natalie: Yes, maybe. So since then, I started my practice. I started my coaching business and have fast forward now, I get to work with single women specifically who struggle with anxiety and self-doubt in relationships and really want to have a strong relationship, like you said, with themselves and with others. And then find love. So, I love it and it's been a journey.

Angela: Yes, it is. This is a forever journey, entrepreneurship, right? So, tell the listeners about your personal experience. I find it very interesting because it's a unique experience and I want to expand everybody's understanding and exposure to individual experiences through the school system, both as a student but also as a teacher.

Natalie: Right. As a student growing - because I am half Mexican-American and as a student, I myself just faced a different treatment I guess, being in so many different areas. And we can talk about that more later, but as a teacher, working with so many Hispanic students, I actually - it was wonderful.

There was not very many Hispanic teachers around, and they just felt so safe and secure with me. And saw me as a role model, and I was able to really connect with them and talk with them on that level and just encourage them to go outside what they knew as the norm and push themselves.

But one of the things I wanted to mention was as a student and even as being a young adult, so many people, I think I mentioned to you that I am Hispanic but I look Asian. And just like most people think if you speak Spanish you're Mexican, most people think if you look Asian, you're Chinese.

## Ep #133: Racial Equity in Our Schools

with Natalie Wilson

And so, it's really lack of education. It's ignorance that people don't understand that there are more communities out there, more countries out there than that. But I got asked a lot growing up what language I spoke because I wasn't White, and I wasn't Black. And they didn't know what box to put me in.

And it's amazing what that did to my psyche. Because having to answer that question so many times, you begin to think, "Well, I don't fit in. There's no box for me to go to. There's no lunch table for me to sit at." There is just me and my - they're not sure what to do with me kind of feeling.

And that just took a toll because you begin to think you're not wanted, you're not connecting, you're not part of the group. And we know as educators, one of the most important things we can do as a teacher and as a principal is build community and build that feeling of belonging.

And a lot of times, a lot of our Hispanic students don't feel like they belong. They don't feel like there's a box to check for them or a table for them to sit at. And even growing up, even now, our survey, our US Census asks you to pick a race and Hispanics, there is no race.

It's an ethnicity, and they specifically have you pick one, which is already as a kid, you're thinking, "Well, I'm not this and I'm not that, but I'm told I'm Hispanic but they're not giving me that option so where do I fit into this picture?" And over time, that really can change a child's belief of who they are and the value they bring to the world.

Angela: Wow. Thank you for sharing that. That is so touching to me. Can I ask you, what did you do as a result of those beliefs? We know that our actions are driven by the way we think and feel about ourselves. And so what actions did you have to take as a result of that constant questioning of



## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

who you were and what you spoke and what box you fit in or didn't fit in, and how did you exhibit the way that you felt throughout your schooling?

Natalie: Yeah, so this is actually one of the things that I tried to help the teachers I worked with when I was at the life center at the school to be the most aware of were the kids who were quiet. Because the kids who were super quiet are actually the ones who have the most going on with them.

I shut down. So, I became a chameleon because I didn't have a place to go. I thought if I was this chameleon, I just would blend in and no one would notice that I was sticking out. And I did that with academics.

I always was fine with academics. I wasn't the number one, but I wasn't the worst. And then the same thing with activities. I never pushed myself to be above average. And I did enough so that I never got into trouble. I was just subservient. I followed the teacher's orders so I wouldn't get in trouble.

And ultimately, I was a quiet kid, I was a compliant kid, and I had so much inner turmoil that when I got to high school, I struggled with depression and then suicidal thoughts, and no one knew about it because I kept it so quiet. So I really see teachers and educators, administrators who, they have to put out the fires, and they're missing those quiet souls who have a fire inside.

Angela: Oh wow. You know, it's so heartbreaking for me to hear this because - and I totally 100% agree with you, especially when I was a school leader, I could see how children were responding in that way. And what's happening, it's almost as if we're layering not being seen with more of not being seen.

So children don't feel seen and heard, they don't feel they fit in, but they don't want to stand out, so they ensure that they're not seen and heard,

## Ep #133: Racial Equity in Our Schools

with Natalie Wilson

which just puts you into this cycle of like you said, by high school, you were feeling depressed and suicidal.

And one thing I believe that we can do as educators, regardless of the color of our skin is to purposefully make sure that all students are seen and heard and that they feel that recognition. They feel that you care enough to ask them what's going on for them, from their perspective.

We can assume that we know, and I know educators, it's really easy, when kids are quiet, that means they're good kids. And we're just thinking that good kids are okay kids, that they're physically, mentally, emotionally okay because they're quiet, because they behave, because they follow the rules, when in fact, as you were saying, that could be actually the opposite of what's true.

Natalie: I found that a lot with the Guatemalan population I worked with that they were told to be quiet, to not get in trouble because if they were illegal, they didn't want to be in trouble and sent anywhere, get in trouble with the police or anything or ICE.

And they also didn't feel confident in their skills, their English skills. So they would stay quiet because of that, and it was just like, exactly what you said. It was a cycle because it was like, the more they felt not confident and insecure and were told to be quiet, the more they shut down. And it just stayed in that cycle, exactly.

Angela: What do you believe is one of the biggest challenges schools are facing right now? I mean, there's layers of challenges schools are facing right now with COVID and the close down and now the remote learning and trying to figure out social distancing for next year. But in terms of support for all students and truly attempting and working towards equity, what do you feel is one of the biggest challenges we're facing right now?

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

Natalie: So I believe the biggest challenge holistically is just the lack of emotional and mental skills that our children and teenagers, our students need. Thinking of all these things that are happening in the world, COVID, the racial injustice going on, and even boiling it down to the fact that suicidal rates are up, and just the layer upon layer of world issues we have, ultimately, our kids, we think that the political issues or we think that the racial issues, but in fact, they're all belief issues.

And if we're not addressing how kids can first of all learn how to change their own beliefs in order to create the feeling that they need to have and have actions that will help them and serve them, then that's a problem because they don't know how to handle it.

But in addition, I just know, I worked in one particular high school or my small school fed into a high school. That high school was about 2000, 2500 kids had partial Black, partial Hispanic, partial White, all different socioeconomics. It was a pretty diverse school.

And they did a survey, the life center that was started there did a survey and they found that the number one behavioral support that kids asked for was stress release support. The number one issue that they wanted community partnership with was self-esteem. And then the number three issue was depression.

Then the number one academic issue was tutoring. So that was in our high school. Then you think about on the kids' level, all these kids are going home now. With COVID, I immediately thought, oh my gosh, they're going to homes with parents who have no jobs, who are mad and stressed, who are drinking, who they themselves are suicidal, who are all of these different things and our kids don't have any tools on how to equip themselves with the emotional and mental health they need in order to change.

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

So, it just continues the cycle. And that survey showed it, that the teens themselves were asking for it. Saying that this is a need that they had and they don't know how to handle stress and they don't know how to handle the lack of self-esteem and depression.

And I think that's the biggest challenge. I think that's where our society needs to focus now, and I'm just glad that you and I are one of the little cogs in the wheel that's helping people do it.

Angela: Right. I totally agree with you. I think that the most - as a coach I believe this, but in education, I see it all the time. We have been so avoidant of emotion. Just avoidant of feeling emotion, avoidant of negative emotion or uncomfortable emotions and we have created a system where the message, the mantra is be happy, feel good, think positive, push through, but don't talk about things that make the adults uncomfortable and children please don't feel your emotions or express them because it makes everything else uncomfortable and everyone else uncomfortable.

Versus like, let's prioritize that, lean into that. That should be the focus. Because once we know as adults that we can handle any emotion, we can teach kids that they can handle any emotion, and we have these conversations. It won't be so taboo anymore.

So regardless of the topic, whether you're talking about anti-racism, racism, race, special education, children with depression, it all stems around our stamina and our ability to handle the discomfort that comes with challenging conversation around any topic.

Natalie: Absolutely. I love that. And I think looking back as myself as a student and looking about my time with the kids as a success coach is that teaching them that idea of being okay with the emotion and allowing it and understand that it's all, like you said, it's 50/50. It's part of what connects us

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

actually, helps us build that compassion and that belonging that we all long for because we get to see how we're all connected in that matter, that we all have struggles, we all have the 50/50.

Yeah, it just connects us more than it divides us. And I think like you said, us avoiding looking at those emotions and us avoiding that they even have those emotions is not serving us in our school systems. Because what's happening is, we don't realize it but we're seeing it in the data.

So our math and reading scores are reflective of the fact that our kids don't know how to handle emotion because what ends up happening is they act out of that feeling of anger, frustration, depression, anxiety, whatever it is, and it pops up, and we just - we're just looking at the outwardly action and we're not addressing the other parts.

Angela: Exactly. And I think that that's what perpetuates - I was a director for our TI across the district. So I was district level administrator, I was in charge of our TI, and what I noticed was glaringly, the kids who were in extra reading groups and needing all the extra support for the response intervention and instruction was it was divided by color, for the most part.

And also socioeconomic, and we know this data but it's interesting how we just keep giving it more of the same. More of the same. And then these kids, what I was noticing from year to year to year, they're just moving up into the next level of intervention. Second grade, third grade, fourth grade, fifth grade.

And that structure is teaching them the belief that there's something wrong with the way that they learn, there's something wrong with them, and because they're kids and because adults aren't having this conversation about race, they see the colors of the kids who are in the intervention programs, they see who's in special education disproportionately, and they

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

come up with their own belief that it must be us, there must be something wrong with the way we learn or I'm not capable. And then that, the thought I'm not capable cannot produce a positive emotion.

Natalie: Right.

Angela: So, we are blindly allowing this to perpetuate in our schools because we think we're doing the right thing, but we need to - I think we need to open it up and ask all the questions. Like, renegotiate everything.

Natalie: I completely agree. I love that. And I also wanted to mention something that we haven't talked about is just the trauma of kids experiencing a lot of these - the racial issues that they experience, and then for a lot of the immigrants, how they arrived in this country might have been traumatic, or their parents themselves have trauma because of their own decision to move here.

And so they too have this trauma, and not that we can be counselors or therapists in the school system, but like you said, just even not addressing the fact that they have this belief that they're not capable or they're not as important or they don't belong or that they're supposed to be seen and not heard, what the belief system ultimately creates for the actions. We're not addressing the root cause.

Angela: Right. So coach school leaders, and I feel like the space that they're in right now is they are so exhausted and overwhelmed. First COVID, and now these conversations that are starting to come to the surface, and they're feeling stressed and afraid.

One of the things I like to offer them is if you could share - was there anything about your experience as a student or a teacher that you felt the

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

system was doing right? Was there something that they can hold onto that they feel like okay, at least this is going in the right direction for kids?

Natalie: So a couple things actually come to mind. I think about schools that are beginning the wrap around services on every level. I think it's an excellent start because it's addressing more than just the academics. I think mentoring programs in the school systems is fantastic.

Finding enough mentors is important, but just even offering mentoring programs because often that will help our kids believe in themselves when they have someone who believes in them. And then I also - so I see this as a six in one half, half a dozen in the other type thing that growth mindset is a good start at the beginning of what some of our schools are doing well.

I think it lacks a lot as we know, being life coaches and understanding the model and how powerful that is, that it's more than just the positive thinking and the growth mindset. But even the schools that are at least having that conversation and normalizing emotional vocabulary and mental health is a good start for the schools that I've seen that are doing it.

Angela: That is such an important point you bring up because I was just coaching a client yesterday and his worry is that he was not trained to be a therapist or to teach people how to process emotion. And I think what's happening in our schools, I know the police have brought up this conversation like, there aren't mental and emotional wellbeing services like, readily available because it's kind of taboo to have mental or emotional needs.

And so, it defaults to the schools and the police officers to try and navigate mental and emotional needs, but we're not trained in that specifically. So what I see coming up for schools is this need to prioritize mental and emotional wellbeing and not just for the kids.

## Ep #133: Racial Equity in Our Schools

with Natalie Wilson

So many times I feel like educators, let's do this for the kids, and they're bringing in culturally responsive trainings, lots of professional development around it for the kids, but if the adults in the room aren't emotionally fit to have these conversations, we really won't go anywhere.

It will be another program that we try to implement that will come and go and will just keep being on this merry-go-round of trying and throwing new things at kids. Until we truly put our money where our mouth is and prioritize mental and emotional coaching support for the adults so that they can be supportive to the kids, I don't see how we're going to address anything for the long-term.

Natalie: I completely agree. It just seems like a Band-Aid because it's our teachers who are leading the kids ultimately, and even our guidance counselors. You know, I love both teachers and guidance counselors, but they are not set up, they have not been taught the tools that actually are the tools that our kids and our teachers need to have their own emotional and mental success and to really be able to make long-term change.

So some of you are guidance counselors or - because standards and things have to do things like the bullying and the drugs and college entry, things like that. Admissions, which are all just, as you and I know, on the A line. They're just - don't bully but let's not actually talk about why you're bullying. But same thing with teachers, right? You and I know that teachers bully each other.

Angela: Yes, it happens all the time.

Natalie: Yeah, so like you said, I think it really does - it's not even about professional development for teachers because to me, it's not professional development. It's like, it literally is life development. It's change...



# Ep #133: Racial Equity in Our Schools

## with Natalie Wilson

Angela: It's personal development.

Natalie: Right. It's personal development that will make them better leaders of themselves and their classrooms.

Angela: Exactly, exactly. So what would you personally - if you would wave a magic wand and you could talk to school leaders, specifically White school leaders, I want to just say that directly, what would you recommend where they start? What can they do to start to initiate some true changes for their students even as soon as next year?

Natalie: I think I would start with them asking themselves - I'd like to offer them the idea that not to reflect on these issues as this is just another political or racial issue that I have to deal with, but that this is an opportunity for them to see these things as, like I mentioned earlier, these are belief issues.

So, it really means that they have to start with themselves. They need to ask themselves what do they think about their own race, what do they think about their students of color, the students who are immigrants. What do they really believe about those kids? And even the teachers of color.

And then ask themselves what do they want to believe about students of color. And I want to mention this; I want to mention the fact that so many of our administrators tend to think they're doing a great job of reaching out to people of color, specifically immigrants because they're following a lot of our instructional best practices.

And because they are almost - I know the school I worked with, there was a lot of well, we need to offer them this, we need to give them this, we need to give them a closed closet, we need to give them food access, which is part of wrap around services.

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

But I started thinking, a lot of that comes from the feeling of pity. And any time we know that we're doing something out of a feeling of pity, the action is going to be delivered in a completely different way than if it was coming from a feeling of equality and compassion and love and more like we're connected, we're all humans, and so I want to make sure you have this.

A lot of times, White people will think, oh, I'm going to go do this to be a savior or to help people who are less than, and part of it is really a "good" thought, but a lot of it is you're still thinking you're better than the person on the receiving end.

And so I would just ask our administrators, our principals to say, how much of what you're doing could be coming from a place of pity and/or even a place of we're still better than you but we're trying to bring you along to get on our page, instead of looking at students of color in the community as we're all in this together.

I know when I was working with the Guatemalan population, there was a group of moms who we found out would love to come up to the school and have a discussion with us as administrators, but they didn't want to come up to the school empty-handed because culturally, you always have to bring something.

And so, we started doing lunches with the moms, and they were able to bring food up. And so, they thought that way, at least they were giving to us. And I thought I'm so glad that that happened because it made me realize so many times we used to think, we'll pay for their food and we'll do this for them and do that. We're taking away their respect and their dignity. So just to have principals really do those hard questions, starting with themselves, and then asking their teachers to do the same thing.

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

Angela: I think that is brilliant. And I love this idea that we take actions because we want to feel good about those actions. And so when we go and approach a group of color as a White principal, thinking that we're trying to help, believing that we're doing a good job, but we're, like you said, it's really coming from this place of like, I have privilege, you don't, let me help you because I have this privilege, let me just try and feel good about helping you because you're not capable of helping yourself.

Versus, what I heard you saying is White principals coming to cultures in their school and asking, how can I empower you? What is it that you want? How do you want to feel and approach education and being a part of this community and what does that look like for you? What can I do to really empower you versus to help you? Just that little shift in mindset, right?

Natalie: Yes, that's exactly it. And I think telling our kids the same thing, teaching our kids the same thing. When we're pitying them, they're going to believe that they deserve self-pity, and they will never be empowered to make change and believe. So, it trickles down to that too, the same concept, but you articulated it perfectly.

Angela: So tell the listeners a little bit more about you. Is there anything else that you really feel like the urge to share before we give listeners more information about your specific coaching services?

Natalie: I told you I could talk for hours on this, but no, I think that I hit really most of the points that are near and dear to my heart and I'm just really excited about this conversation and administrators being open to having this dialogue.

Angela: Yes, and they are. I can see - I feel like we're in a time of awakening where we're really just waking up to a story that we just had -

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

there was no awareness of the deeper layers of this story, and we're digging into that.

And I think principals really do want and we are in a time and a mental space and we have these tools that we didn't have before to help us build our capacity to work through conversations and the emotions that come with those conversations to create a true sense of community and a true sense of what equity looks like from both sides, from both angles, from all the angles. So, thank you for sharing your experience. Oh, what did you want to say?

Natalie: I forgot to mention, I don't know how many White educators know this, but within the Hispanic community, the Latino populations, there's a hierarchy in the Latino populations. So if you're Puerto Rican or Cuban, there's a hierarchy that you're a little better than Mexicans.

And Mexicans, they believe they're a little better than Guatemalans. And the Guatemalan Spanish speakers think they're a little better than the Mams. The Mams are the indigenous tribal section of Guatemala and it just kind of trickles down like that.

So when we're talking about race and superiority, belief systems, I just wanted to also mention that real quick that they might have a completely almost all Hispanic school and all Spanish speaking school, but to be aware that it could still be an issue because there is a hierarchy and racism within that population also.

Angela: That is a very, very important point and it's interesting. Here in California, we have a high population of Spanish speakers, which they identify Hispanic for the most part or Mexican. But there is a wide range of persons who have come from different countries who speak Spanish as a language, and I think for our White brains, we have to remember not to

## **Ep #133: Racial Equity in Our Schools**

### **with Natalie Wilson**

group them all together and just assume that everybody is equally getting along and feeling connected and feeling a part of that community.

There are communities within communities it sounds like, so that is a really, really important point, so thank you for sharing that. So tell the listeners, where can they learn more about you, your coaching services, what you offer, and where can they go if they want to connect with you?

Natalie: Yes, well I am an anxiety and relationship coach. I help specifically single women go from cautious to confidence in relationships by managing their self-doubt and anxiety and indecision. They can find me on Instagram, Facebook, or on my website at [nataliewilsoncoaching.com](http://nataliewilsoncoaching.com). And they can type that in for Instagram and Facebook as well.

And if any of your listeners want my four-step approach to stop overthinking, they can email me at [natalie@nataliewilsoncoaching.com](mailto:natalie@nataliewilsoncoaching.com). Yeah, so that's it.

Angela: Thank you. Thank you for the free offer. You guys listen, so you know what I know, I know there are a lot of single teachers and single principals out there, so if you are interested in diving into that aspect of your personal and professional development, please reach out to Natalie and support her services and she will get you the love of your life.

And I cannot wait to talk with you again Natalie, it has been such an honor and a privilege to have you share your personal story and your thoughts and ideas around how school leaders can get started in having courageous conversations around race. So, thank you very much for your time today.

Natalie: Thank you Angela. It's been wonderful.

# Ep #133: Racial Equity in Our Schools

## with Natalie Wilson

Angela: Thanks. Take care.

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