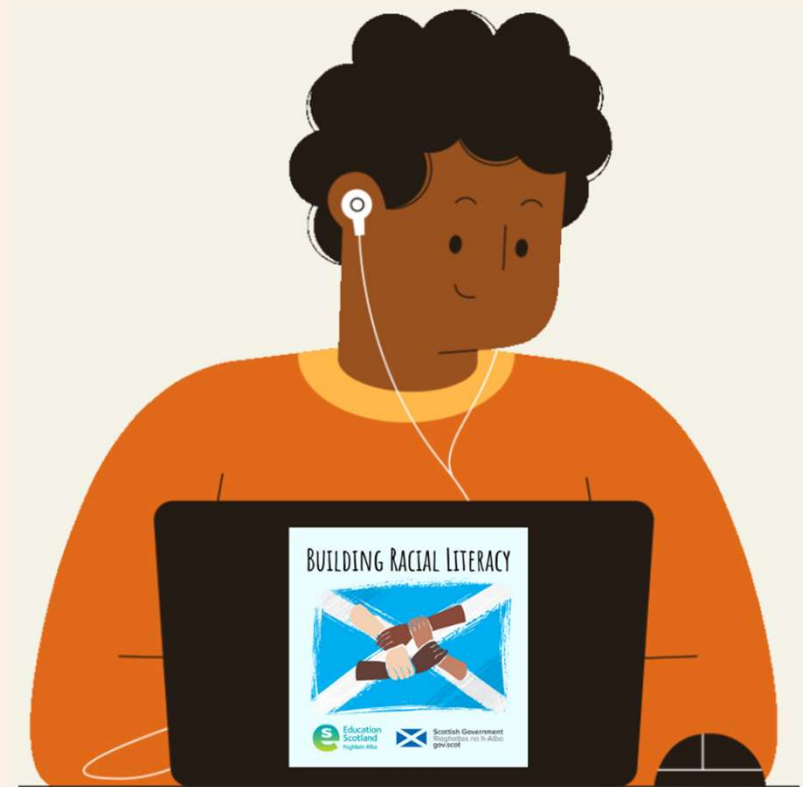


Anti-Racist Leadership Part 1: Racial Literacy

Thursday 27th April 2023 EiH
Learn



#EdScotBRL

In this session, we will:

- Create a safer, braver learning space for difficult conversations about race
- Reflect on our positionality and consider the concept of racial literacy
- Examine different manifestations of racism acknowledge its complexity
- Explore starting points for anti-racist leadership

You will need:

- ✓ Access to Padlet for questions and resources
- ✓ Something to note down reflections
- ✓ A quiet space, free from interruptions
- ✓ An open mind, some courage, some humility and willingness to learn



**Which cat are
you today?**



#EDSCOTBRL

CREATING SAFER, BRAVER LEARNING SPACES

IN THE BUILDING RACIAL LITERACY PROGRAMME, WE'LL BE WORKING TOGETHER AS A COMMUNITY OF PRACTICE WITH RICH AND VARIED EXPERIENCES, KNOWLEDGE AND PERSPECTIVES. TO ENSURE THAT OUR SHARED SPACES IN THE PROGRAMME ARE INCLUSIVE AND SUPPORTIVE OF ALL PROGRAMME PARTICIPANTS, THERE ARE SOME PRINCIPLES WE ALL NEED TO SHARE AND COMMIT TO AS WE BUILD OUR RACIAL LITERACY TOGETHER.



ACKNOWLEDGE
EMOTIONS



EMBRACE PRODUCTIVE
DISCOMFORT



COMMIT TO
SELF-CARE



BUILD
RELATIONSHIPS



CAPACITY FOR
GROWTH

edspil • 1m

Anti-Racist Leadership - EiH Learn 2023

This padlet will be used for the EiH Learn sessions (parts 1 and 2). You can post


Questions "Car Park" ⋮

Resources from
Session 1 ⋮

+
Feel free to drop a question ⋮
in this column anonymously
at any point during the
session and I'll do my best
to answer it! - Melina

+
Making Sense of My Anti-
Racist Journey ⋮

MAKING SENSE OF AN ANTI-RACIST JOURNEY
AS A BLACK PERSON OR A PERSON OF COLOUR
USING WILLIAM CROSS' BLACK RACIAL IDENTITY DEVELOPMENT MODEL



Session Outline

9:30 – 9:40 Welcome!

9:40 – 9:55 Connector in **Breakout Rooms**

9:55 – 10:15 Racial Literacy & Terminology

10:15 – 10:20 **SCREEN BREAK**

10:20 – 10:50 Anti-Racist Journeys Part 1

10:50 – 11:00 **SCREEN BREAK**

11:00 – 11:30 Anti-Racist Journeys Part 2

11:30 – 11:40 Reflective Journaling

11:40 – 11:50 Group Discussion in **Breakout Rooms**

11:50 – 12:00 Feedback & Reflections



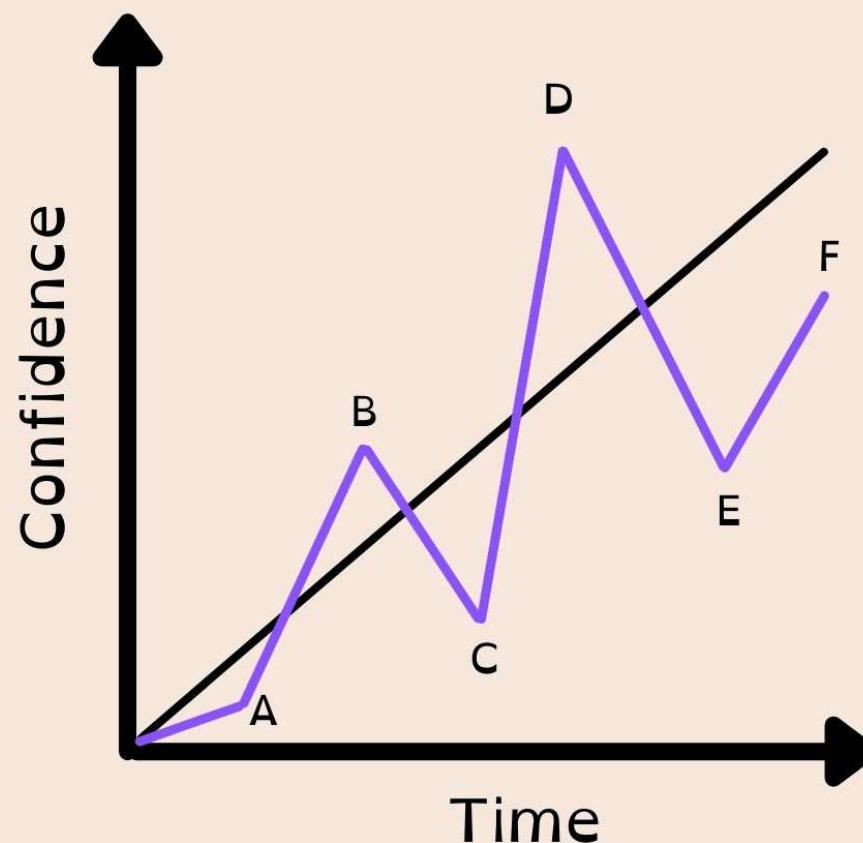
Breakout Rooms (10min)

- In random groups of 3-4 people in breakout rooms, complete the following:

- ✓ Introduce yourself
- ✓ Explain where you feel you are at in your anti-racist journey based on the graph (e.g. A to F)
- ✓ There is no right or wrong answer!

My Anti-Racist Journey

Expectation - Reality -



Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers – 3 Years On (2021, Scottish Government)

2.1 Closing the Awareness Gap – improving levels of racial literacy within the sector

- The term **racial literacy** is used here to mean having the understanding and practice to recognise, respond and counter forms of everyday racism or racial microaggressions at all levels, personal, cultural and institutional levels. (p.8)
- The racial literacy of local authority staff with responsibility for recruitment, supporting and promotion of staff needs to be enhanced (p.9)

Teaching in a Diverse Scotland:
Increasing and Retaining
Minority Ethnic Teachers –
3 years on

Progress and Final Report

March 2021



*1.8% in 2023
4% by 2030*

The Standard for Headship

- 1.1. Social justice
- 2.2.2. Self-awareness
 - 2.1.2. Political & sociological developments
 - 3.1.1. Curriculum design
- 2.2.4. Communicate effectively
- 2.2.1. Political insight

Racial Literacy

France Winddance Twine defines racial literacy as “a form of anti-racist training” with:

- a recognition of racism as a contemporary, not just historical, problem
- a consideration of intersectionality (the ways racism intersects with other factors such as class and gender)
- understand that racial identity is a social construct
- understanding the impact of whiteness
- the development of language to discuss race, racism and anti-racism
- the ability to decode race and racial micro-aggressions



Professor France Winddance Twine

*Author of **A White Side of Black Britain: Interracial Intimacy and Racial Literacy**, (2010)*

Common Barriers



- Fear of getting it wrong & offending
- Fear of being labelled a racist
- Backlash from parents, wider society & peers
- Language paralysis – which word do I use?
- No problem here/not the issue here
- Working in an area that is already facing multiple deprivation
- Not being prepared to be challenged or step out of comfort zones
- Lack of funding/time

Overcoming Language Paralysis



- Working definitions
- Building relationships (call people in, not just calling out)
- Challenging both ourselves and others
- Growth mindset
- Learning to apologise

(Mélina Valdelièvre, 2019. *Creating a Framework for Mutual and Productive Communication about Race in Education*: <https://www.esu.org/wp-content/uploads/2019/02/Scholars-report-2018-Melina-Valdelievre.pdf>)

Some Working Definitions:

- **Race:**

Not a biological reality, but a **social construct** and a **system of categorisation** invented by Europeans used to privilege some groups and exploit others. Generally based on skin colour and physical features, but can be influenced by other features such as religion. **Rooted in history and power**, fluid and constantly reinventing itself.

<https://www.theantiracisteducator.com/race>

- **Ethnicity:**

An ethnic group is a group of people who are bound together by certain characteristics which typically include **language, culture, history**, folklore, ideology, national origin, nationality or ancestry.

<https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/terminology/>

- **Nationality:**

Typically refers to the **legal right to belong to a country**, as stated on passports.

THE EQUALITY ACT DEFINITION OF 'RACE' INCLUDES ALL OF THE ABOVE



the course has
really challenged
me... discrimination
for being English
doesn't come close
to systemic racism

Terminology & VUCA

- BME / BAME/ ME / Racialised minority
- Global Majority Ethnic
- PoC / BIPOC / BPoC / Black and brown (avoid 'coloured')
- Black / Political Blackness
- Mixed race / biracial / mixed heritage
- Gypsy, Roma, Traveller (GRT)
- White people / white majority ethnic

Navigating Complexity...

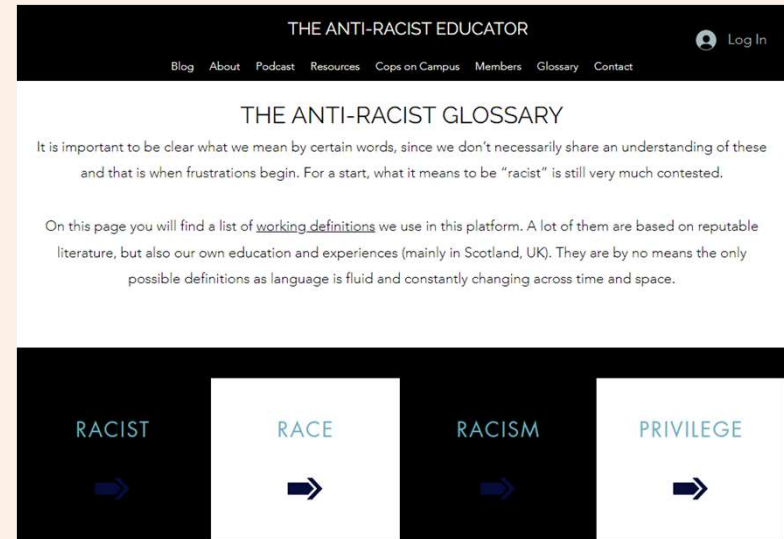
Promoting Race Equality and Anti-racist Education

Resource background ✓ Race equality in education ✓ Scotland's Curriculum ✓
Dealing effectively with racism and racist incidents ✓ Links to other work ✓

How is race defined in law?

In the Equality Act (2010), race can mean colour or nationality. It can also mean ethnic or national origins, which may not be the same as current nationality.

<https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/terminology/>



THE ANTI-RACIST EDUCATOR

Blog About Podcast Resources Cops on Campus Members Glossary Contact

Log In

THE ANTI-RACIST GLOSSARY

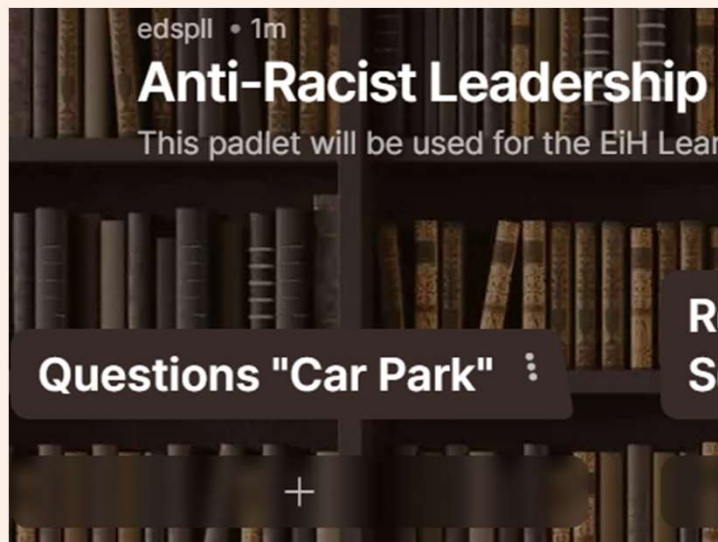
It is important to be clear what we mean by certain words, since we don't necessarily share an understanding of these and that is when frustrations begin. For a start, what it means to be "racist" is still very much contested.

On this page you will find a list of [working definitions](#) we use in this platform. A lot of them are based on reputable literature, but also our own education and experiences (mainly in Scotland, UK). They are by no means the only possible definitions as language is fluid and constantly changing across time and space.

RACIST → RACE → RACISM → PRIVILEGE →

<https://www.theantiracisteducator.com/glossary>

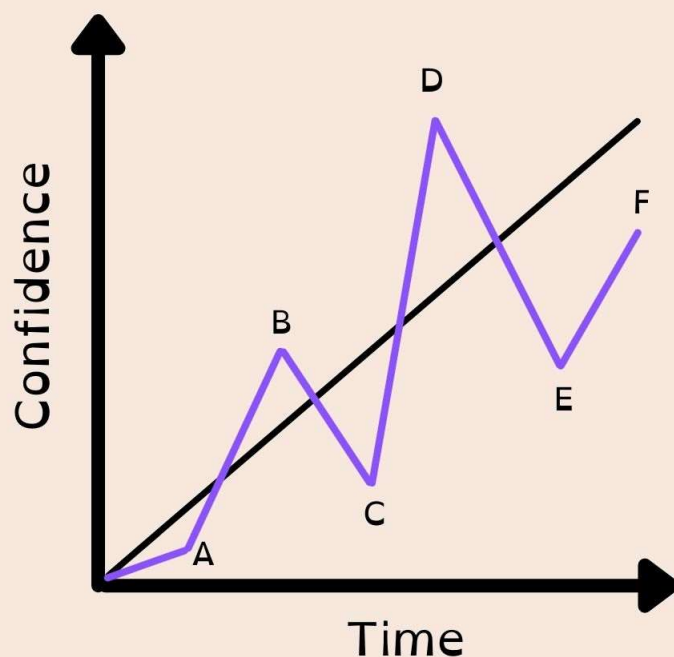
Screen Break



Making Sense of My Anti-Racist Journey

My Anti-Racist Journey

Expectation - Reality -

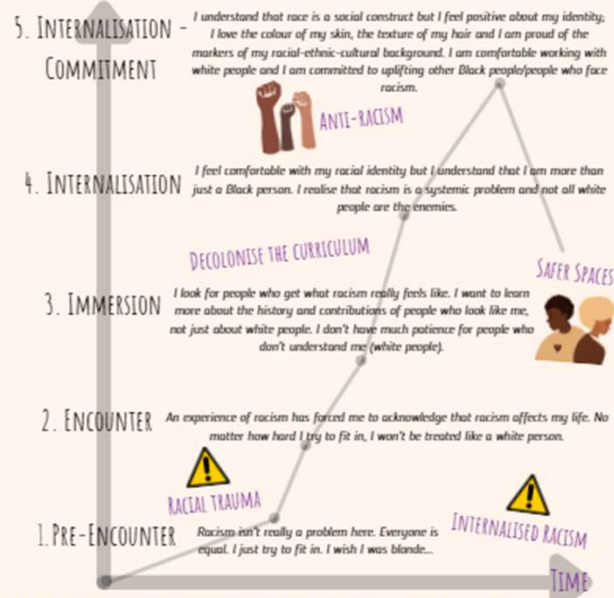


MAKING SENSE OF AN ANTI-RACIST JOURNEY AS A BLACK PERSON OR A PERSON OF COLOUR



USING WILLIAM CROSS' BLACK RACIAL IDENTITY DEVELOPMENT MODEL

FRAMES OF MIND



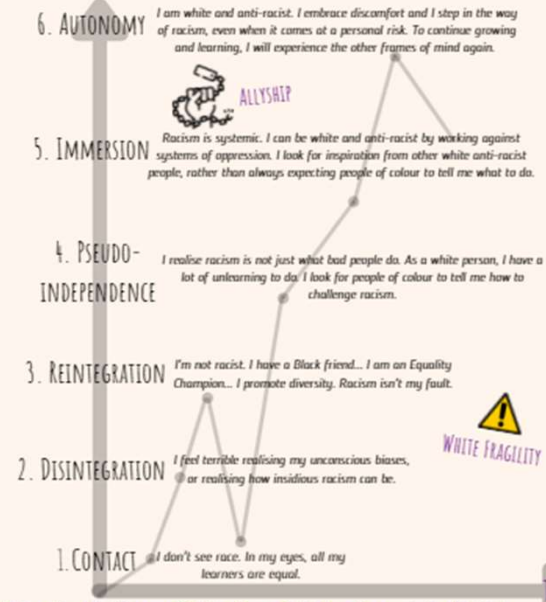
NB: These frames of mind focus on one aspect of a person's identity development (race); other intersectional "frames of mind" may be experienced simultaneously (e.g. encountering homophobia)

MAKING SENSE OF AN ANTI-RACIST JOURNEY AS A WHITE PERSON



USING JANET HELMS' WHITE RACIAL IDENTITY DEVELOPMENT MODEL

FRAMES OF MIND



NB: Intersectional identities may affect these frames of mind (e.g. other marginalised identities). Non-white people may also relate to some of these frames of mind (e.g. a non-Black person of colour reflecting on anti-Black racism.)

Content warning



- Discomfort in self-recognition
- Academic jargon
- Mentions of suicide
- Mentions of racism, racial slurs, racial trauma and racial violence.



BUILDING RACIAL LITERACY



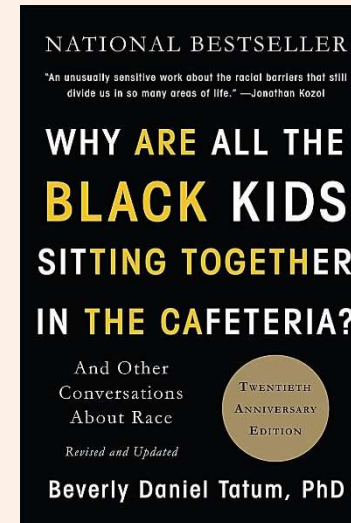
Education Scotland
Foghlam Alba

Scottish Government
Riaghaidhlean na h-Alba
gov.scot

Racial Identity Development Models



Guided by
the work
of
Beverly
Daniel
Tatum



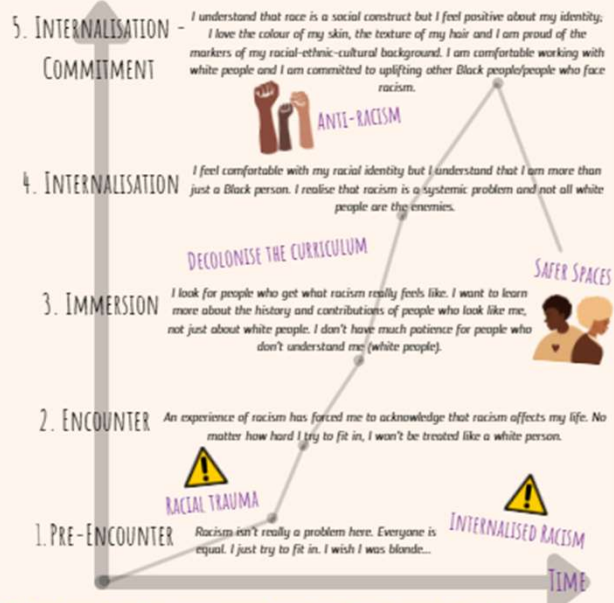
You can also find the racial identity development models in this academic article by Tatum:

Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom
(<https://equity.ucla.edu/wp-content/uploads/2017/01/Tatum-Talking-About-Race.pdf>)

Black American Racial Identity Development Model (William Cross)

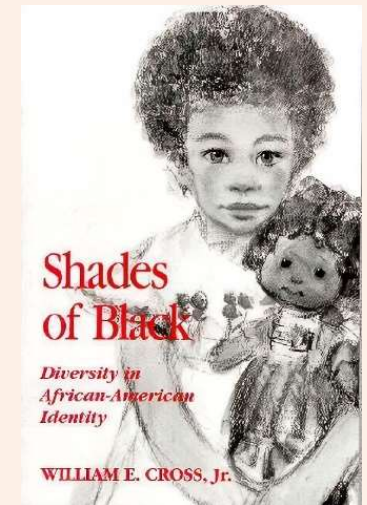
MAKING SENSE OF AN ANTI-RACIST JOURNEY
AS A BLACK PERSON OR A PERSON OF COLOUR
USING WILLIAM CROSS' BLACK RACIAL IDENTITY DEVELOPMENT MODEL

FRAMES OF MIND



NB: These frames of mind focus on one aspect of a person's identity development (race); other intersectional "frames of mind" may be experienced simultaneously (e.g. encountering homophobia)

1. Pre-encounter
2. Encounter
3. Immersion
4. Internalisation
5. Internalisation-Commitment



1. Pre-Encounter

- Absorbed many beliefs and values of the dominant white culture, including the notion that “white is right” and “black is wrong”
- De-emphasis on one’s racial group membership
- Largely unaware of race and racial implications



Pre-Encounter in Scotland

- **A:** *I don't think racism is a problem here. I don't experience racism...*
- **Also A:** *I hate the colour of my hair and my eyes. I wish I was blonde with blue eyes. (Anecdote)*
- **B:** *When I first faced racism, I didn't do anything about it, because I thought "oh well, I'm here in Scotland, you know, it's a white people country" (EiH Stretch enquiry video)*

Excellence in Headship (EiH) Stretch Collaborative Enquiry: To what extent does amplifying BME voices increase racial literacy in a school community?
(<https://sway.office.com/jQ0ED2AqeFgbsNUn?ref=Link>)



EiH Stretch Collaborative Enquiry Equality & Diversity - 2020 2021



2. Encounter Experience

- Forced by an event or series of events to acknowledge the impact of racism in one's life and the reality that one cannot truly be white
- Forced to focus on identity as a member of a group targeted by racism

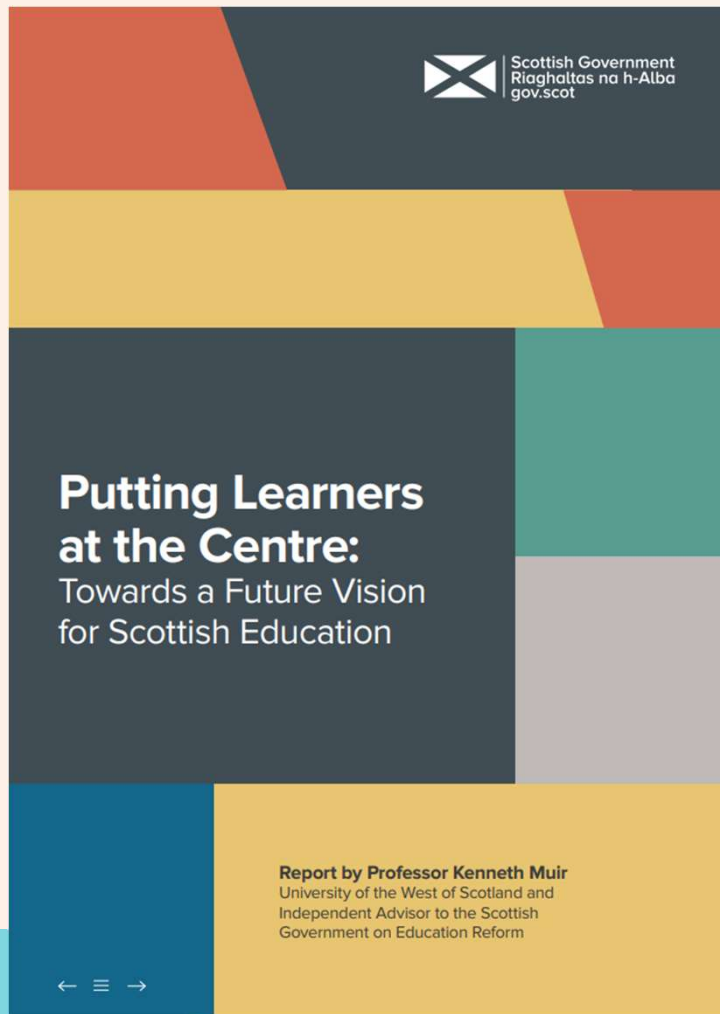


2. ENCOUNTER

An experience of racism has forced me to acknowledge that racism affects my life. No matter how hard I try to fit in, I won't be treated like a white person.



2. Encounter Experience



"We get taught about how to appreciate Scotland and a lot about things in a Christian way, but I am Muslim, not Christian. I don't get taught anything about my culture and neither does anyone in my school,

.... the teacher usually puts it on me to educate other people which is not fair, and it makes me feel even more like I am not included."

Examples of Racial Microaggressions Experienced by Students in Scotland (by the Anti-Racist Curriculum Project:
<https://www.youtube.com/watch?v=0mtoUKbpobQ&list=PLnQ0SRXmULAr6KnQqjUSxtqgEEGhPs3Uf&index=3>)



Racial Microaggressions

Dr Derald Wing Sue defines **racial microaggressions** as:

- Brief and common place daily verbal, behavioural or environmental **indignities**,
- Whether **intentional or unintentional**,
- That communicate hostile, derogatory, or negative **racial slights and insults** toward people of colour.

Microinvalidations are a type of microaggression characterised by communications that:

- **exclude, negate, or nullify** the psychological **thoughts, feelings, or experiential reality** of a person of colour.

Microaggressions in the Classroom: Manifestation, Dynamics and Impact (lecture Derald Wing Sue:
<https://www.youtube.com/watch?v=sW3tFpThHzl>)

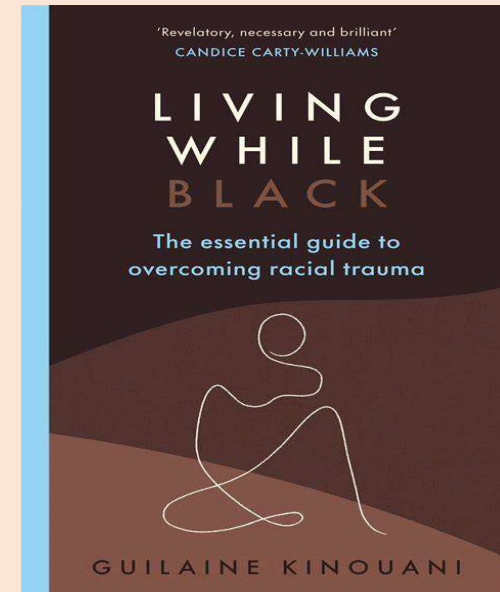
Racial Microaggressions in Everyday Life (article by Wing Sue et al.: <https://gim.uw.edu/sites/gim.uw.edu/files/fdp/Microaggressions%20File.pdf>)

Racial Trauma is...

Used to describe the physical and psychological symptoms that people of colour often experience after exposure to particularly stressful experiences of racism (Carter, 2007)

Racial trauma can be:

- Continuous and cumulative
- Subjective
- Collective
- Historical
- Intergenerational



(Robert T. Carter, 2007. Racism and Psychological and Emotional Injury: Recognizing and Assessing Race-Based Traumatic Stress, https://ucebt.com/images/pdfs-doc/Carter_2007.pdf)

(For more info, check out Guilaine Kinouani's work: <https://racereflections.co.uk/> and <https://www.penguin.co.uk/campaigns/lit-in-colour/teaching-resources/living-while-black.html>)

Encountering Racism in Scotland

- **SAMEE Teacher experience:**

- *Before I had even met my new class, a parent had complained because they didn't want me to teach their son English. The message was clear: they only wanted a white teacher to teach them English.*

- **SAMEE Teacher experience:**

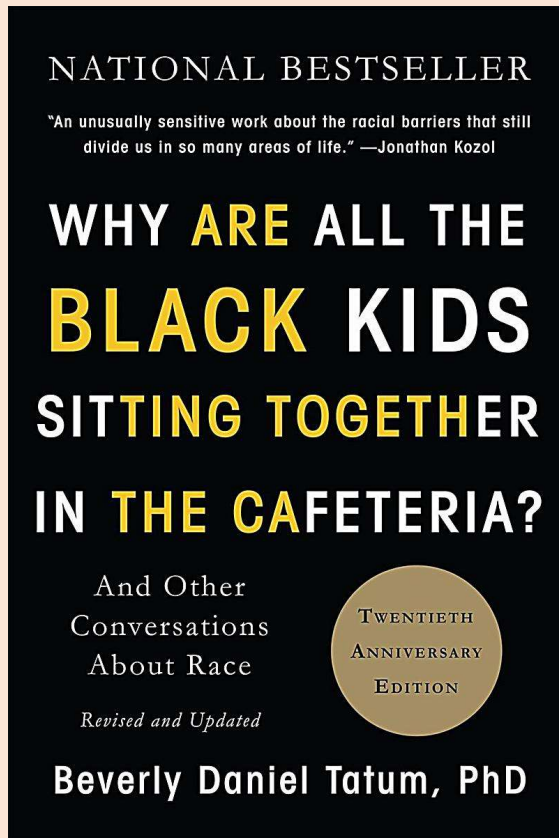
- *I have over ten years of experience... I recently went for a PT interview... I didn't get the job and when I asked why, they said your presentation was amazing... but I just need a little bit more experience. And I thought to myself, how much more experience do I need? 20 years? 30 years? ... My daughter also wants to be a teacher. I told her that's amazing, you can be a Headteacher, you can be a depute. She turned around and said, no I can't, how many Asians do you know that are deputes? She's 14. That's a turning point in my life.*



SCOTTISH ASSOCIATION
OF MINORITY ETHNIC EDUCATORS
samee

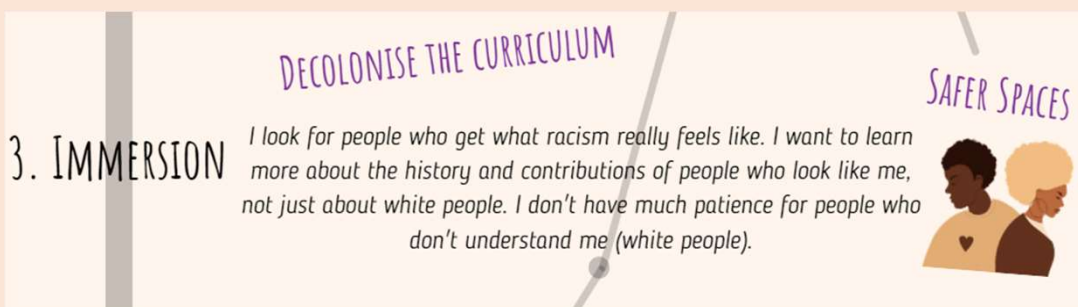
Moving between Frames of Mind

- *C: I don't really experience racism....* [pre-encounter]
- *Sometimes they call me Chinky but I don't hold it against them because I know it's just banter and they don't mean really mean it...* [pre-encounter/encounter]
- *I'm not Scottish.* [encounter]
- *I identify as Thai and I can't wait to move back to Thailand...* [immersion]
- *I can't really criticise anything about Scotland because then I'm told to go back where I come from. Sometimes they tell me to go kill myself.* [encounter]



3. Immersion

- Simultaneous desire to surround oneself with visible symbols of one's racial identity and an active avoidance of symbols of whiteness
- Actively seeks out opportunities to explore aspects of one's own history and culture with support of peers from one's own racial background



Immersion in Scotland

- **D:** *Only recently I learned that a Black person was involved in the invention of the light bulb.*

That's something I should have probably learned ages ago, but I'm only just picking that up now.

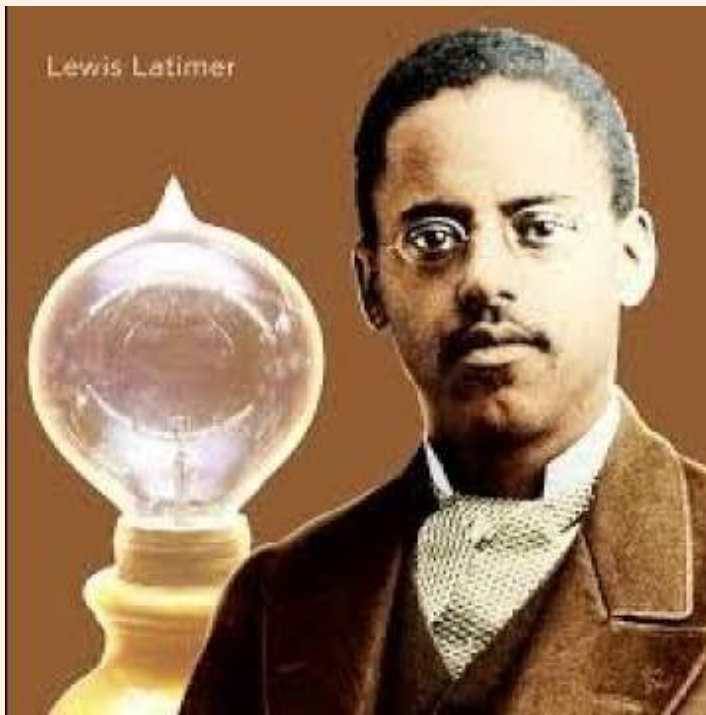
I think, in the future, picking up stuff like what Black people have done over the years and how they've helped the economy grow and all... I think that would be better for us in school, yeah.

(EiH Stretch enquiry video)



Excellence in Headship (EiH) Stretch Collaborative Enquiry: To what extent does amplifying BME voices increase racial literacy in a school community? (<https://sway.office.com/jQ0ED2AqeFgbsNUn?ref=Link>)

Lewis Latimer



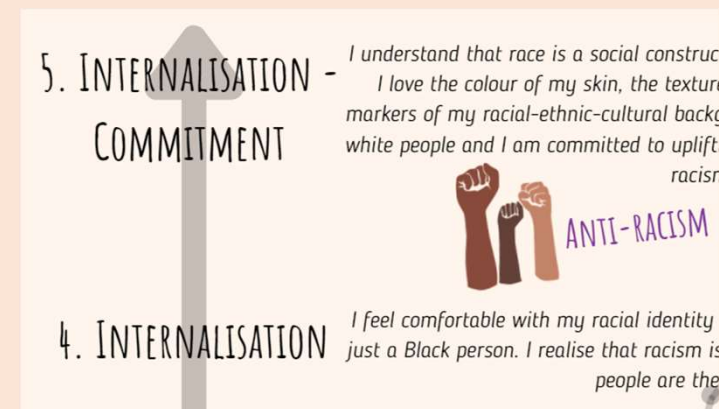
*The light bulb itself was invented by Thomas Edison, but the innovation used to create longer-lasting light bulbs with a carbon filament came from African American inventor **Lewis Latimer**.*

4. Internalisation

- Secure one's own sense of racial identity
- Pro-Black attitudes become more expansive, open and less defensive
- Willing to establish meaningful relationships with white people who acknowledge and are respectful of one's self-definition

5. Internalisation-Commitment

- Found ways to translate one's personal sense of Blackness into a plan of action or a general sense of commitment to concerns of Blacks as a group, which is sustained over time
- Comfort with one's own race and those around them



Internalisation-Commitment in Scotland

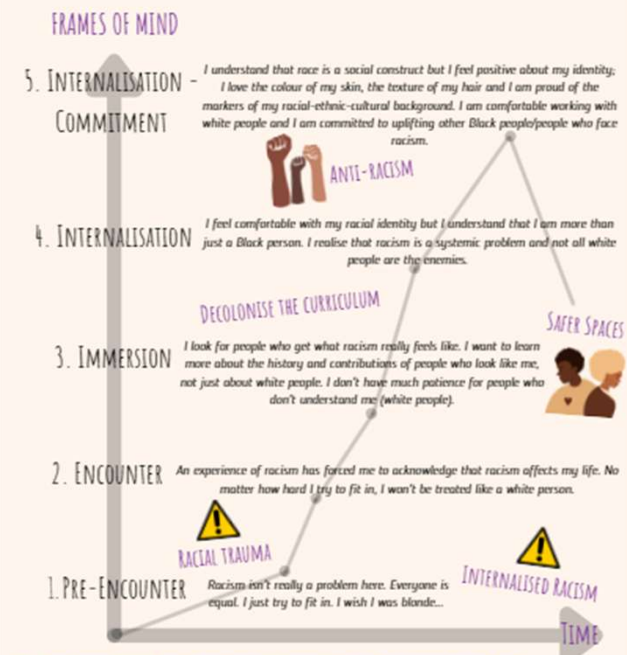
- *“The club is a safe space for pupils to discuss racism and promote anti-racism. It is also a support group for pupils of colour and their allies.”*
- *“I feel like I belong which I’ve hardly ever felt at school”*
- *“The Anti-Racist Club helps you to deal with and process experiences you’ve been through and you can help to prevent others going through the same thing”*
- *“It’s a place where you can feel empowered, supported and encouraged...”*
- *Being change-makers, it’s definitely been encouraging to see how conversations that were had last year have actually impacted the curriculum and how you can actually make a difference. That’s what I think is the purpose of an anti-racist club”*



Anti-Racist Clubs BRL+ webinar
(<https://www.youtube.com/watch?v=Hsciz-SFIFI>)

Black American Racial Identity Development Model (William Cross)

MAKING SENSE OF AN ANTI-RACIST JOURNEY
AS A BLACK PERSON OR A PERSON OF COLOUR
USING WILLIAM CROSS' BLACK RACIAL IDENTITY DEVELOPMENT MODEL



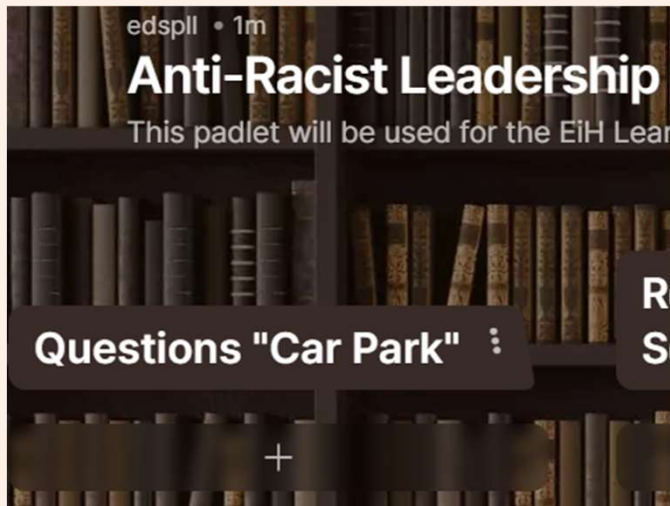
NB: These frames of mind focus on one aspect of a person's identity development (race); other intersectional "frames of mind" may be experienced simultaneously (e.g. encountering homophobia)

1. Pre-encounter
2. Encounter
3. Immersion
4. Internalisation
5. Internalisation-Commitment

Cycles of Racial-Ethnic-Cultural Identity Development

Each experience, or frame of mind, is not static nor linear. We continue to experience them in adulthood.

Screen Break



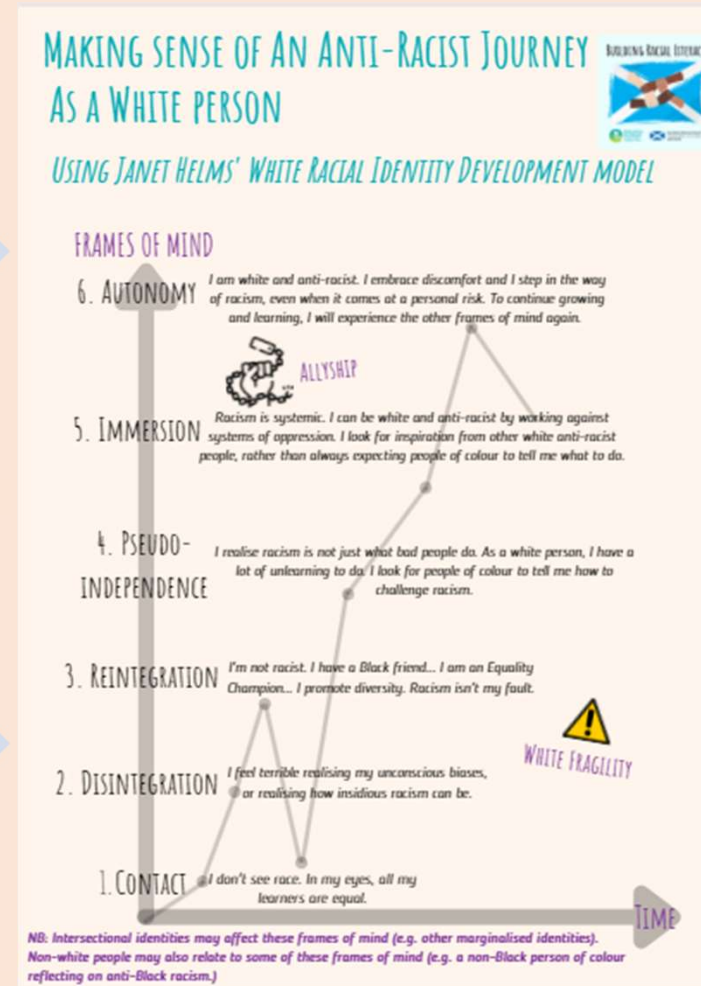
White Identity Development Model (Janet Helms)

Abandonment
of Individual
Racism

- 1. Contact
- 2. Disintegration
- 3. Reintegration

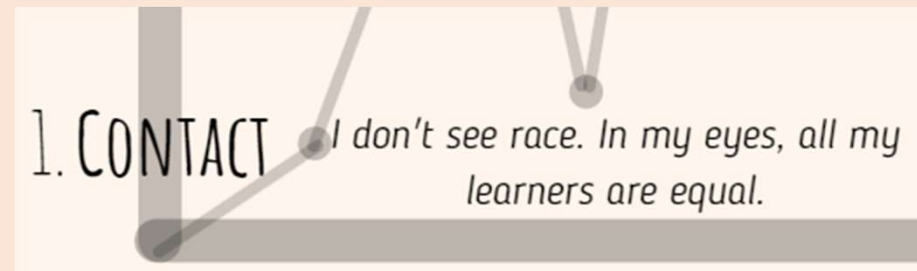
Recognition of,
and opposition
to, institutional
racism

- 4. Pseudo-independence
- 5. Immersion
- 6. Autonomy



1. Contact Status

- Adheres to the race-evasive (“I don’t see race”) motto. May feel that racism is in fact propagated by the discussion and acknowledgement of race as an issue.
- Has internalised all the prevailing societal stereotypes of people of colour, but typically is unaware of this socialisation process.
- Usually thinks of racism the prejudiced behaviours of individuals rather than as an institutionalised system of advantage benefiting white people in subtle as well as blatant ways.



Contact Status in Scotland



Ann: As a white woman, [racism] was not something I had experienced before I had a Black partner or had children of mixed heritage.

I quite happily lived in this little bubble of tolerance where everyone was polite to each other and considerate, and we were equal. But yes, it was quite a rude awakening to see the level of racism that is actually apparent, not just obvious racism, but the attitudes behind it as well. Yes, I was quite happily living in that little bubble.

In Conversation with Ann: Institutional Racism in Education, Impact on Family and Hopes for the Future – The Anti-Racist Educator podcast (<https://www.theantiracisteducator.com/podcast/episode/bc452d23/in-conversation-with-ann-institutional-racism-in-education-impact-on-family-and-hopes-for-the-future>)

2. Disintegration Status



Disintegration is marked by growing awareness of racism and white privilege as a result of personal encounters in which social significance of race is made visible.

2. DISINTEGRATION

I feel terrible realising my unconscious biases, or realising how insidious racism can be.

Disintegration in Scotland



Ann: A teacher told a group of primary 6 children that Black people can't swim in class. (...) One of the children was quite concerned about this and wondered if it was true. So she came up to ask me if Black people swim, and I said that my [biracial] children can and do swim. I couldn't see any reason as to why not, apart from access to swimming pools, or culture, or having a safe place to swim and poverty as well. But there was no physical reason why Black people can't/don't swim. (...)

I went approached the Headteacher informally (...) She said that the children weren't bothered by the comment (...). But the teacher was doing a pupil-led discussion on Newsround and a pupil asked why all the athletes were Black and the teacher said that Black people can't swim but they're better at athletics. And they were discussing which countries were better at sport, and I asked, where is the Black country? She couldn't obviously answer that but she did say the teacher can't possibly be racist – they've got a Black brother-in-law.

In Conversation with Ann: Institutional Racism in Education, Impact on Family and Hopes for the Future – The Anti-Racist Educator podcast
(<https://www.theantiracisteducator.com/podcast/episode/bc452d23/in-conversation-with-ann-institutional-racism-in-education-impact-on-family-and-hopes-for-the-future>)

Disintegration in Scotland



Ann: Racism has had a massive impact on my family. At first I thought, shrug it off. But seeing the effect it's had on my daughters, especially my youngest. She first experienced racism in nursery really. It stepped up a gear when she started primary school and in primary 1, aged 5, I caught her trying to whiten her skin. I caught her with the toothpaste, scrubbing at herself, because children in her class had been saying that brown people are stupid, brown people are smelly, brown people are dirty. She wanted to have blonde hair and white skin, so she took the steps to do this so that she could fit in. She felt massively excluded from her peer group.

By primary 2, she was suicidal. She couldn't take it anymore. She went to the teachers saying that these children won't play with me. The teachers dismissed it. They had a practice, Big Deal, Little Deal. If it was a Big Deal, it was something like name calling or physical harm. If it was a Little Deal, those things hadn't happened and they had to resolve the issue themselves. She told them that she had been told brown people were stupid and the teacher said she was being over-sensitive, to go away and sort it out.

In Conversation with Ann: Institutional Racism in Education, Impact on Family and Hopes for the Future – The Anti-Racist Educator podcast (<https://www.theantiracisteducator.com/podcast/episode/bc452d23/in-conversation-with-ann-institutional-racism-in-education-impact-on-family-and-hopes-for-the-future>)

White Fragility

Racism contradicts the idea of a meritocracy and the values of democracy that our society promotes; concepts which have typically been an integral part of American and British belief systems.



This cognitive dissonance may lead to white fragility by:

1. denying the validity of the information that is being presented
2. psychologically or physically withdrawing from it through a range of defensive moves (anger, fear, guilt, argumentation, silence and leaving the stress-inducing situation)

White Fragility explained: <https://www.youtube.com/watch?v=YvIO2GU8yTU>



3. Reintegration



- Succumbs to the pressure of ignoring racism and accepting socially-sanctioned stereotypes.
- Blame-the-victim attitude, feeling that although white people do have privileges, it is probably because they deserve them are in some way superior (e.g. work harder) to minority groups.
- Relieves the frustration of being seen as a group member, rather than an individual, by avoiding noticing racism.

3. REINTEGRATION

I'm not racist. I have a Black friend... I am an Equality Champion... I promote diversity. Racism isn't my fault.

White Fragility and Reintegration in Scotland



Ann: [Racism] is a very difficult subject to broach. Certainly when a lot of people think it's worse to be called "a racist" than it is to be called a racist name or to have racism directed towards you. Yes, that's a very difficult conversation to have.

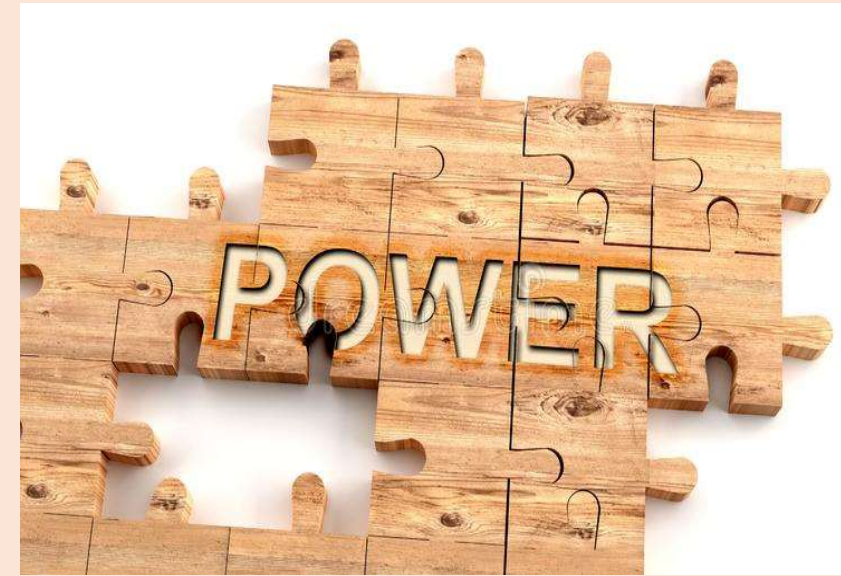
*When it got to the parent council, people were being very defensive. They were saying I was being daft, that I'm making a big deal out of nothing [a teacher telling children **Black people can't swim**] and that I should let it go. They were worried that they would also lose friends if they were seen to support me.*

And so, yeah, I was ostracised from the community, to the point where people would be running along the road, they would see me behind them going to collect my daughters and they were running. I couldn't believe the way people reacted. And you'd think it's a very middle-class community and they would consider themselves to be open-minded, and I would have expected to at least be heard, but to be completely dismissed was really quite shocking.

In Conversation with Ann: Institutional Racism in Education, Impact on Family and Hopes for the Future – The Anti-Racist Educator podcast (<https://www.theantiracisteducator.com/podcast/episode/bc452d23/in-conversation-with-ann-institutional-racism-in-education-impact-on-family-and-hopes-for-the-future>)

4. Pseudo-independence

- Begins to understand the complexity of institutional racism
- Less likely to resort to explanations that blame the victim
- Committed to unlearning one's racism
- May feel self-conscious or guilty about their white identity, so tries to escape it by associating with people of colour.
- May rely on people of colour to address racism.
- Still struggles to get a sense of how to become both white and non-racist together.



4. PSEUDO- INDEPENDENCE

I realise racism is not just what bad people do. As a white person, I have a lot of unlearning to do. I look for people of colour to tell me how to challenge racism.

5. Immersion



- Begins to work against systems of oppression, rather than seeing racism as individual actions.
- Able to embrace own white identity and what their whiteness means, while also working alongside people of colour.
- In this stage, the person makes a genuine attempt to connect to their own White identity and to be anti-racist.
- This stage is usually accompanied by deep concern with understanding and connecting to other white people who are or have been dealing with issues of racism.

5. IMMERSION

Racism is systemic. I can be white and anti-racist by working against systems of oppression. I look for inspiration from other white anti-racist people, rather than always expecting people of colour to tell me what to do.

Immersion in Scotland

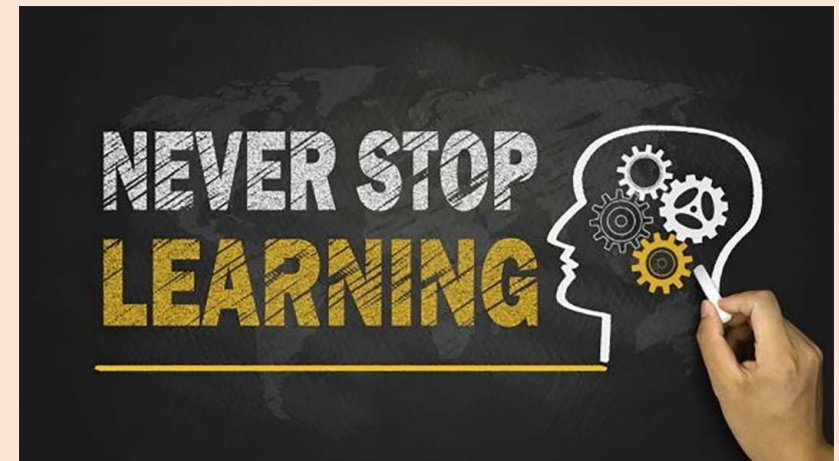


- **Ann:** *People generally see racism as hate, calling somebody a name, physically hurting them. It's expressed in violence. But racism is much more than that. It's the apathy. It's the indifference. It's the power. It's the privilege that means that people can just dismiss it and sweep it under the carpet and pretend that it doesn't happen.*
- *It comes from people who wouldn't dream of calling somebody else a racist name, or would perhaps say that they have a Black friend. They don't realise the practices and that we've been conditioned to behave like this, to think like that. Racism is a lot more than just hate.*

In Conversation with Ann: Institutional Racism in Education, Impact on Family and Hopes for the Future – The Anti-Racist Educator podcast (<https://www.theantiracisteducator.com/podcast/episode/bc452d23/in-conversation-with-ann-institutional-racism-in-education-impact-on-family-and-hopes-for-the-future>)

6. Autonomy

- Clear understanding of and positive connection to their white racial identity while also actively pursuing social justice.
- Has done the work to recognise their own identity, so that they can effectively be anti-racist.
- Being willing to step in the way of racism when possible, engage in antiracist actions and pursue social justice.
- Recognises that growth is continual, and they might need to revisit previous stages to actively become anti-racist.



6. AUTONOMY

I am white and anti-racist. I embrace discomfort and I step in the way of racism, even when it comes at a personal risk. To continue growing and learning, I will experience the other frames of mind again.



ALLYSHIP

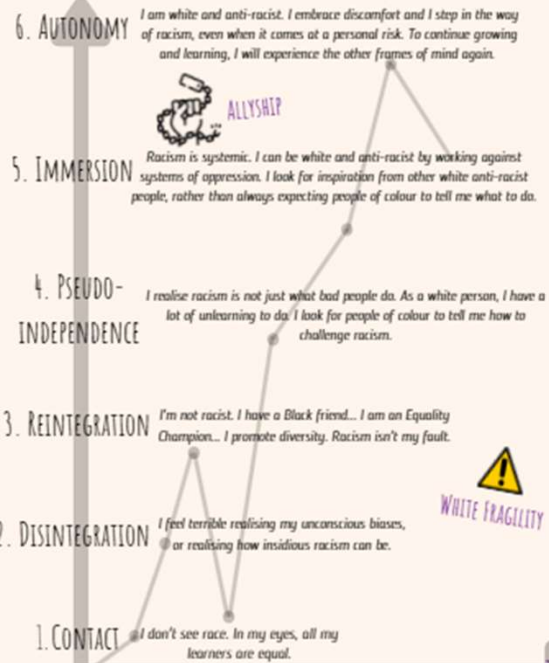
What “Autonomy” might feel like...

MAKING SENSE OF AN ANTI-RACIST JOURNEY AS A WHITE PERSON



USING JANET HELMS' WHITE RACIAL IDENTITY DEVELOPMENT MODEL

FRAMES OF MIND



NB: Intersectional identities may affect these frames of mind (e.g. other marginalised identities). Non-white people may also relate to some of these frames of mind (e.g. a non-Black person of colour reflecting on anti-Black racism.)



Clare Harker,
Headteacher at St Albert's Primary School in Glasgow.

<https://www.youtube.com/watch?v=6s2XEIyMaA4>

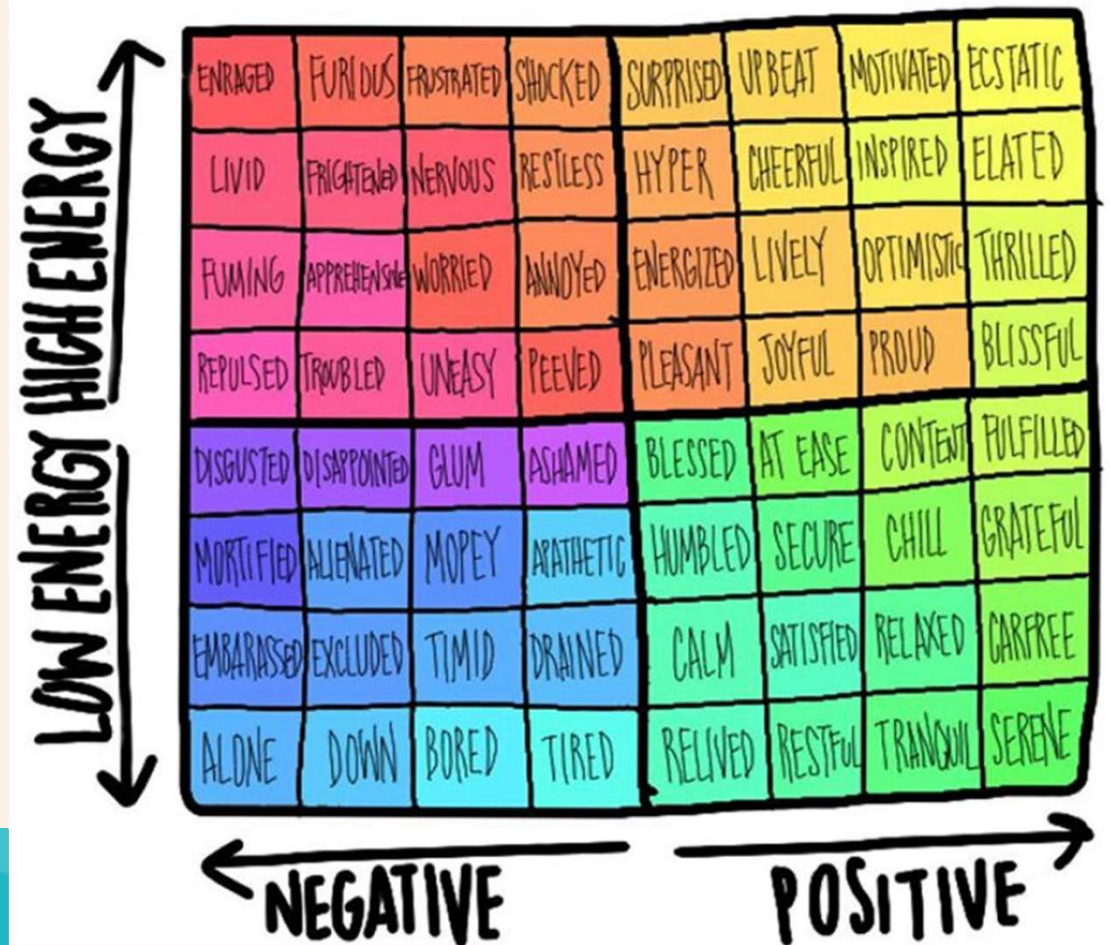
Reflective Journal

Reflecting on the racial identity development models that were presented...

- What **resonated** with you? (in your personal and professional life)
- How might these models **support** you make sense of anti-racist leadership?

You can take a note of your feelings using Beckett's Mood Meter.

MOOD METER



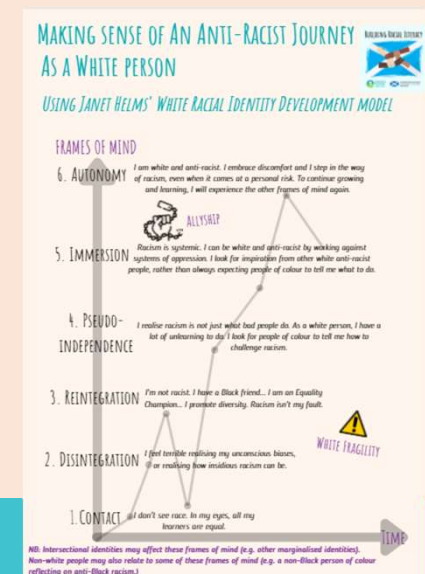
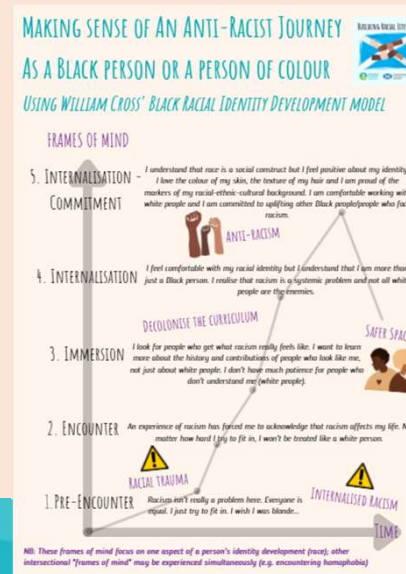


Implications for Racial Dialogue...

- Before talking about racism, consider the worldview and self-identity of the people involved.
- At the moment of the conversation, consider your potential frame of mind.
- Consider how the conversation can help those involved progress into a helpful frame of mind in their identity development.

1. Pre-encounter
2. Encounter
3. Immersion
4. Internalisation
5. Internalisation-Commitment (Cross)

1. Contact
2. Disintegration
3. Reintegration
4. Pseudo-independence
5. Immersion
6. Autonomy (Helms)

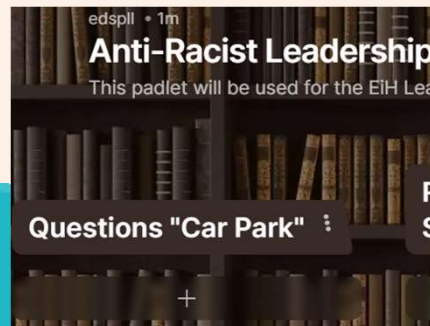


Group Discussion

Building on your reflective journal entry and the identity development models presented, **discuss**:

- What **resonated** with you? (in your personal and professional life)
- How might these models **support** you make sense of anti-racist leadership?

Please take a note of any questions and group responses to the model on Padlet.



Session Objectives

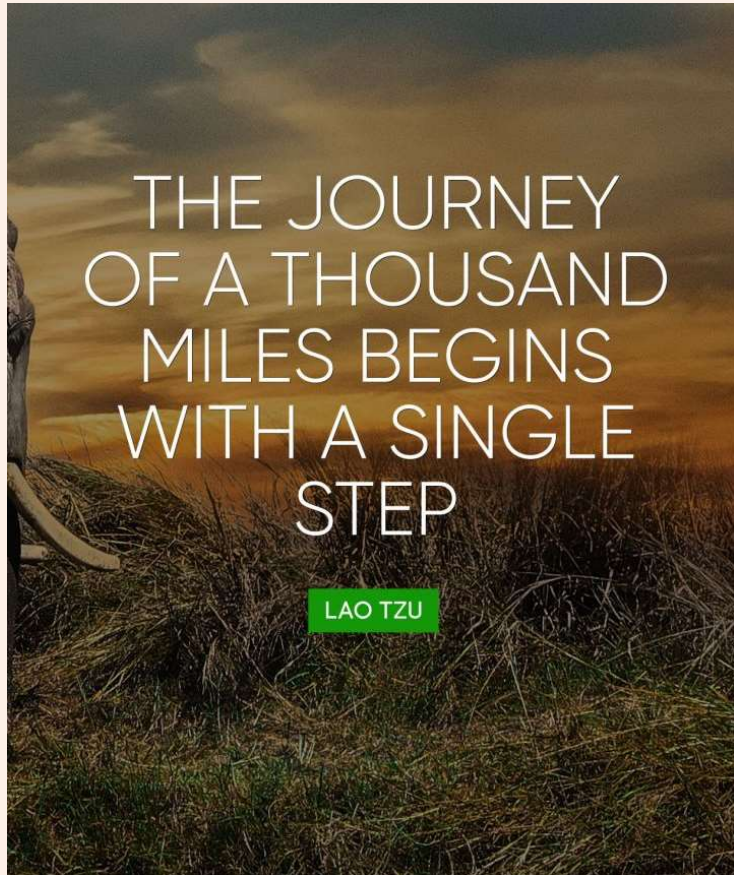
- Create a safer, braver learning space for difficult conversations about race
- Reflect on our positionality and consider the concept of racial literacy
- Examine different manifestations of racism & acknowledge its complexity
- Explore starting points for anti-racist leadership

BUILDING RACIAL LITERACY



Education Scotland
Foghlam Alba

Scottish Government
Riaghaidas na h-Alba
gov.scot



Thank you!

- **Anti-Racist Leadership Part 2: Anti-Racist Curriculum** on Thursday 1st June
- **Anti-Racist Curriculum Principles**
- Check out this **Education Scotland resource:**
<https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/>

