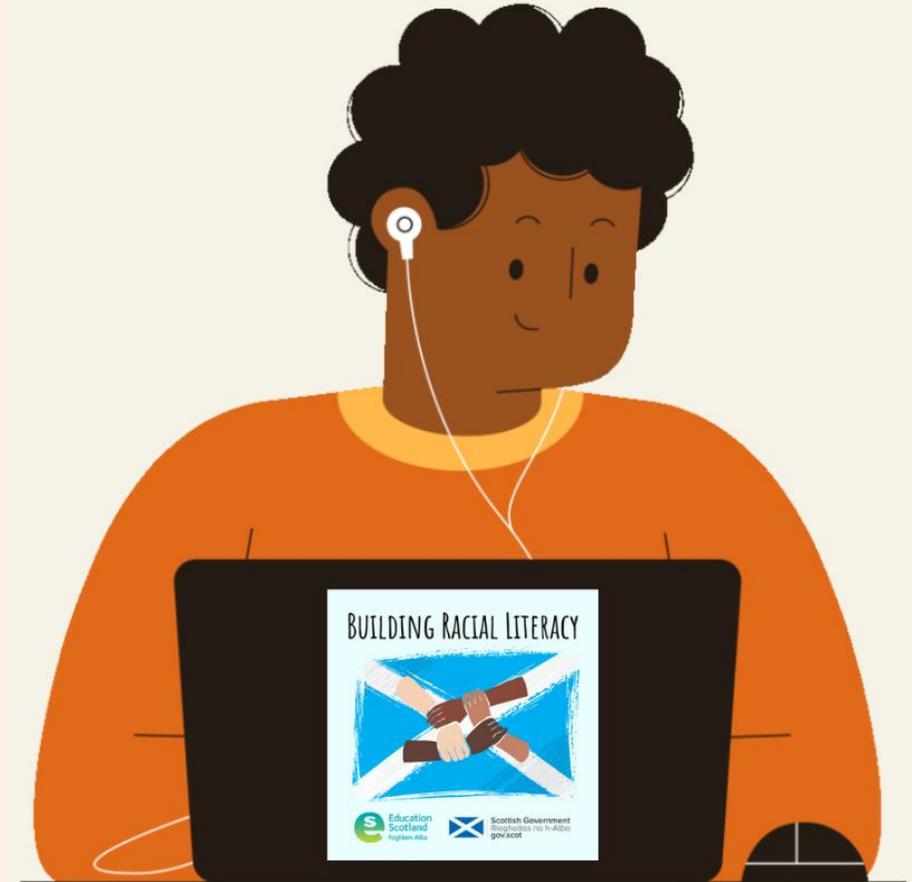


Building Racial Literacy for Educators

Sunday 27th February 2022

Mélina Valdelièvre



#EdScotBRL

In this session, we will:

- Learn more about the Scottish Building Racial Literacy (BRL) professional learning programme
 - Identify some of the barriers to talking about racial justice and climate justice
 - Make sense of the commonalities behind racial dialogue and climate dialogue
 - Consider how the BRL design principles might support you and the people you work with in your journeys towards racial and climate justice.
- 



CREATING SAFER, BRAVER LEARNING SPACES

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ACKNOWLEDGE
EMOTIONS



EMBRACE PRODUCTIVE
DISCOMFORT



COMMIT TO
SELF-CARE



BUILD
RELATIONSHIPS

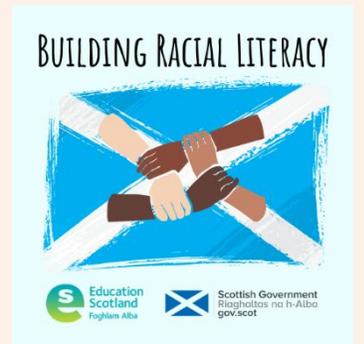


CAPACITY FOR
GROWTH

Defining Racial Literacy

France Winddance Twine's 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)*

“Multiple racist incidents occurred and the pupils who were responsible were not held accountable.”

“I feel as if my school doesn't really do any more after a first complaint on racism and discrimination.”

“I got no compassion, the teacher just said, ‘What do you want me to do about it?’”

“Teachers are so much in denial about racism and issues like this are always procrastinated over.”

“They treated it as if I was in the wrong rather than the person in question and I never received an apology.”

“The person who makes the racist remarks is treated with too much compassion and it is quickly dusted under the rug.”



In sight

The perceptions and experiences of Black, Asian and Minority Ethnic young people in Scottish schools **Dr Kevin Guyan** November 2019

Intercultural Youth Scotland  EDI Scotland 

Why Build Racial Literacy?

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

- A key priority for the group was to close the awareness gap by improving the racial literacy of those working in Scottish education.
- 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 in schools needs to be enhanced (p.9)



REAREP: Race Equality and Anti-Racism in Education Programme

1. School Leadership and Professional Learning (SLPL)



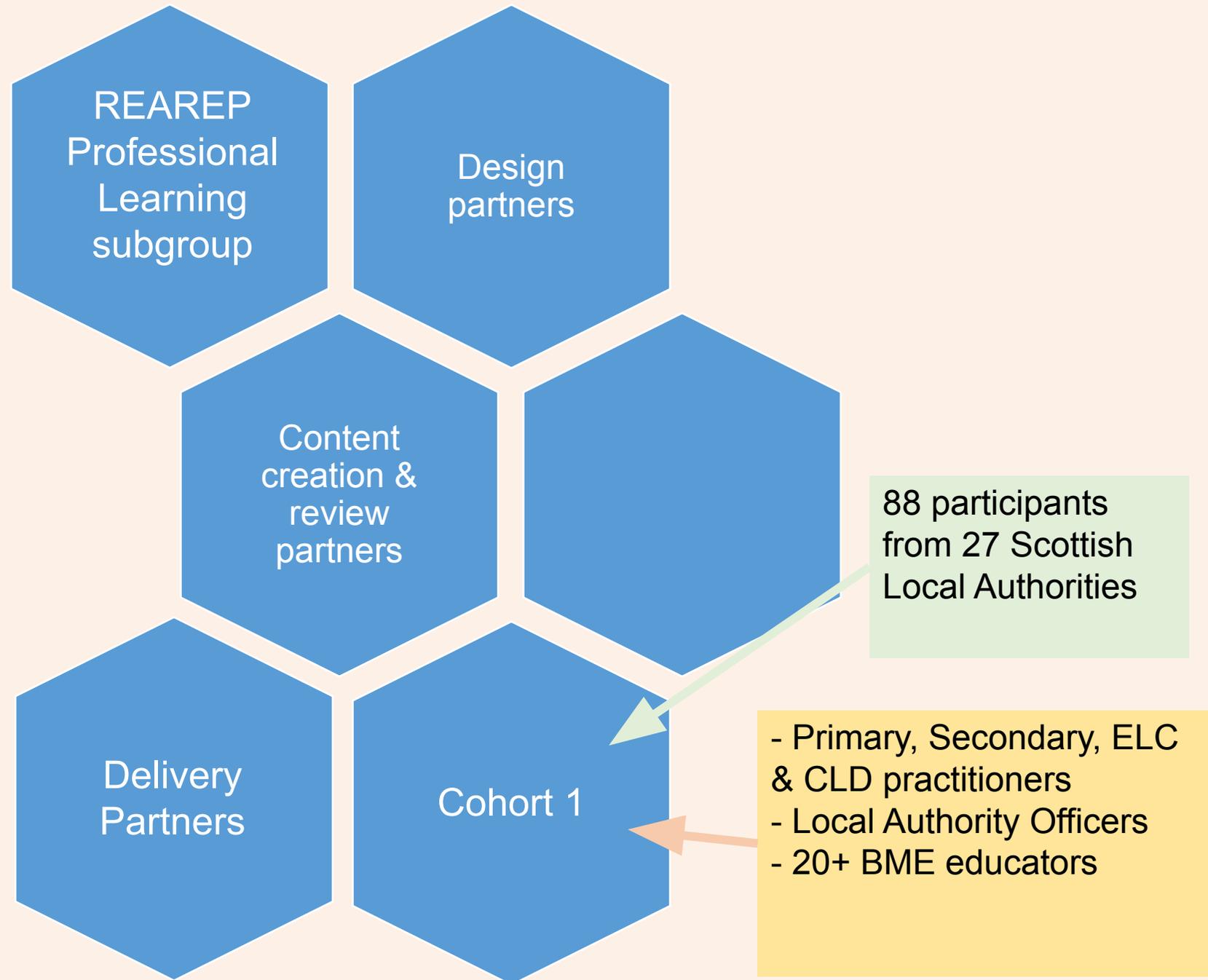
2. Diversity in the Teaching Profession and Education Workforce

3. Curriculum Reform



4. Racism, Racist Incidents and Bullying

Co-constructed prototype



“Another world is not only possible, she’s on the way and, on a quiet day, if you listen very carefully you can hear her breathe.”

– Arundhati Roy



In this world, every educator is racially literate and not ‘race evasive.’ Anti-racism is a baseline professional value and educators are empowered to identify and implement anti-racist behaviours and processes in their everyday practice.

– Building Racial Literacy Vision

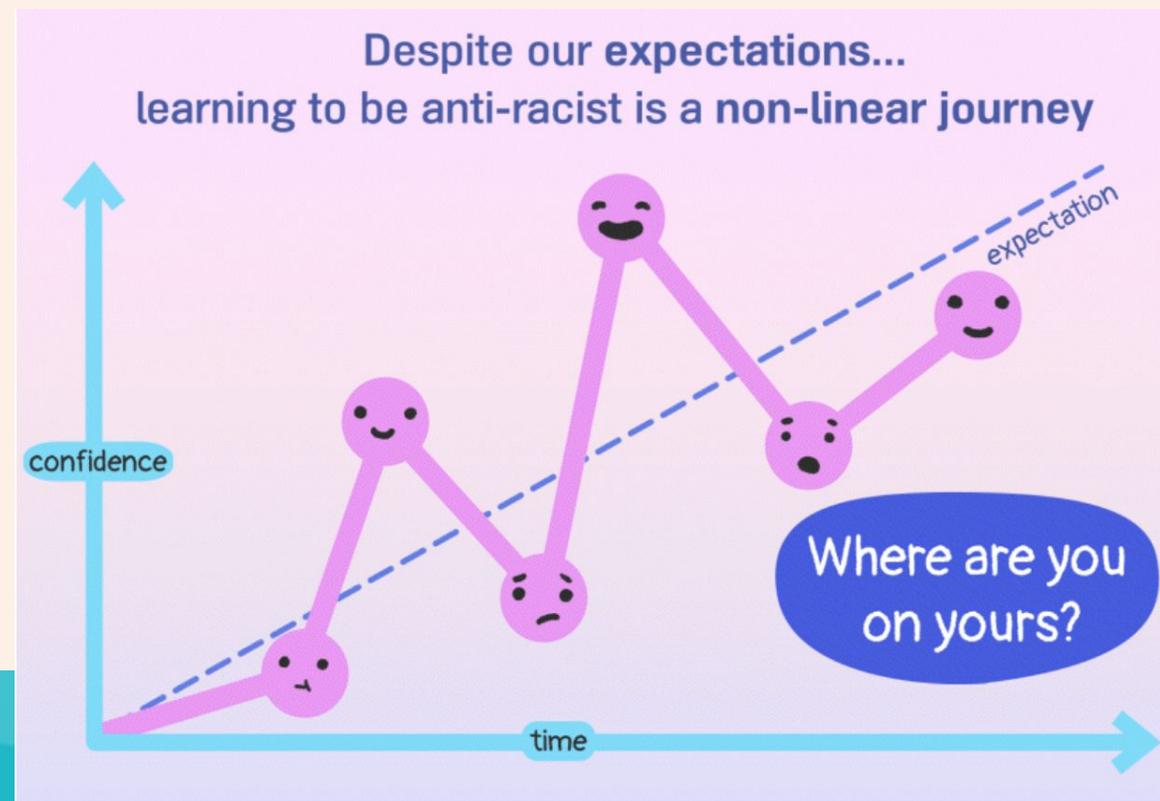
Immediate Impact

Really question how I would act in the future.

I was quite taken aback about how I hadn't considered certain things such as how a child of colour might feel in a class of white people

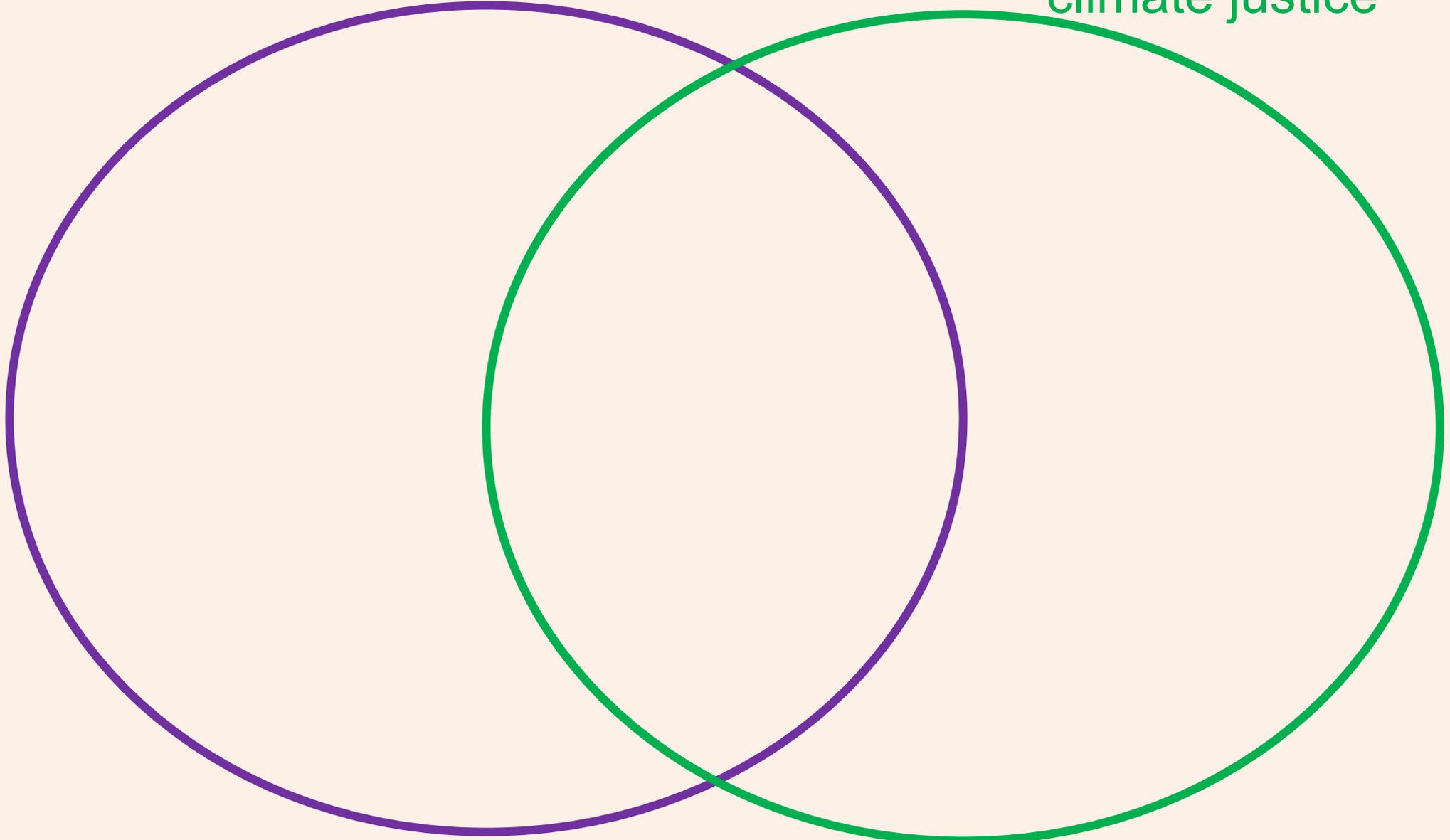
What have I learned? Not to let fear of using the wrong language stop me from participating; if race is a social construct it can be deconstructed.

The content has made me more confident to have more conversations with staff and students about race and to ask questions.



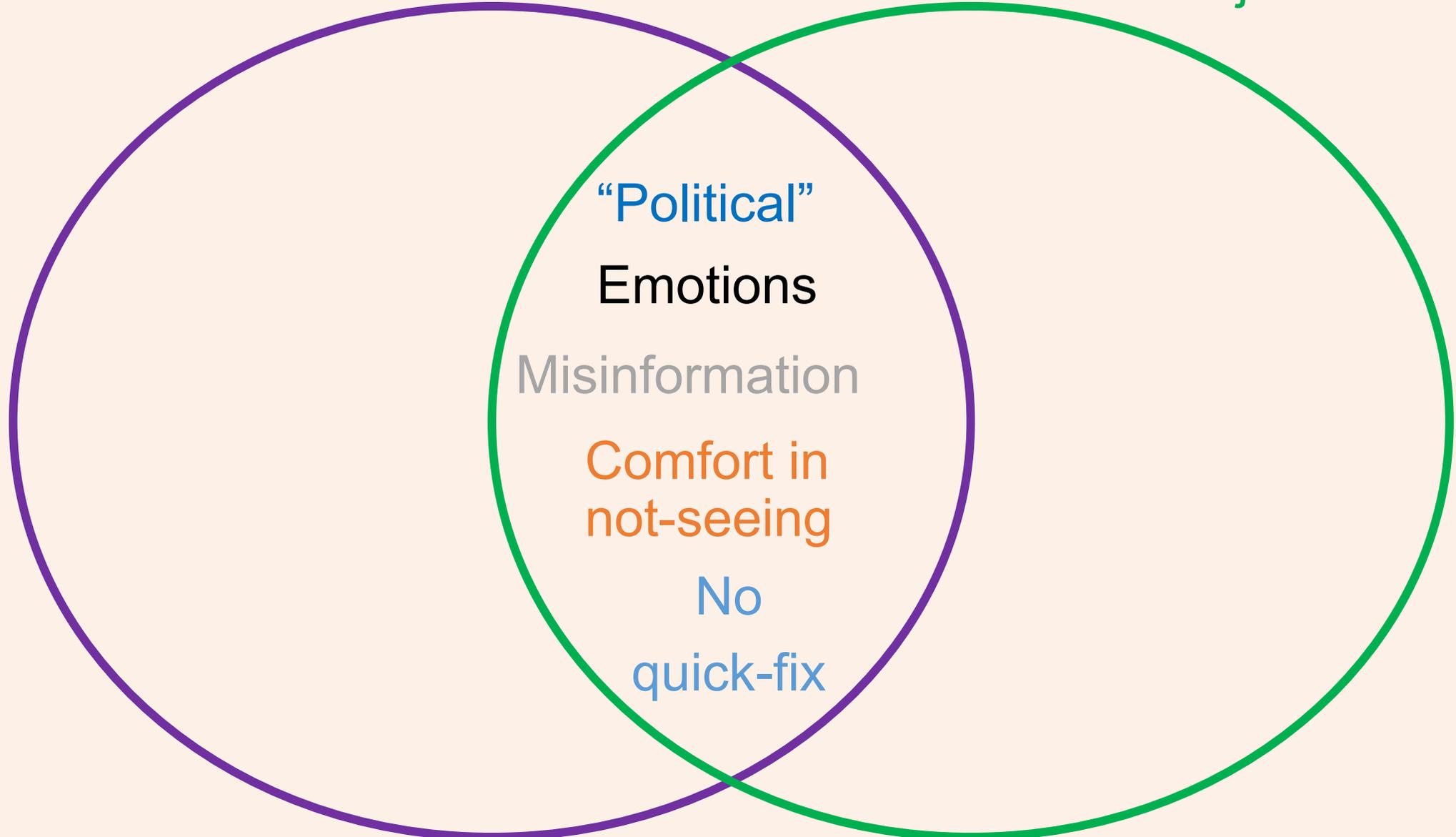
Barriers to talking
effectively about racial
justice

Barriers to talking
effectively about
climate justice



Barriers to talking
effectively about racial
justice

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“Political”

Emotions

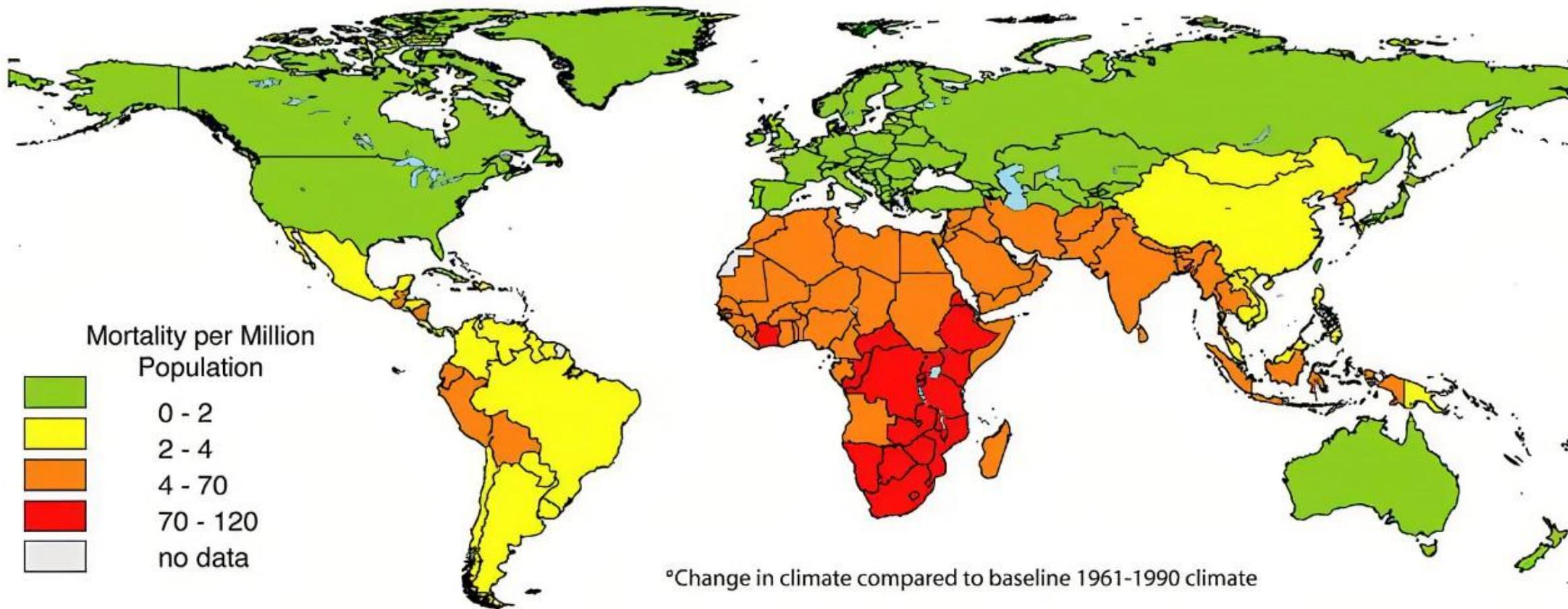
Misinformation

Comfort in
not-seeing

No
quick-fix



Estimated Deaths Attributed to Climate Change in the Year 2000, by Subregion*

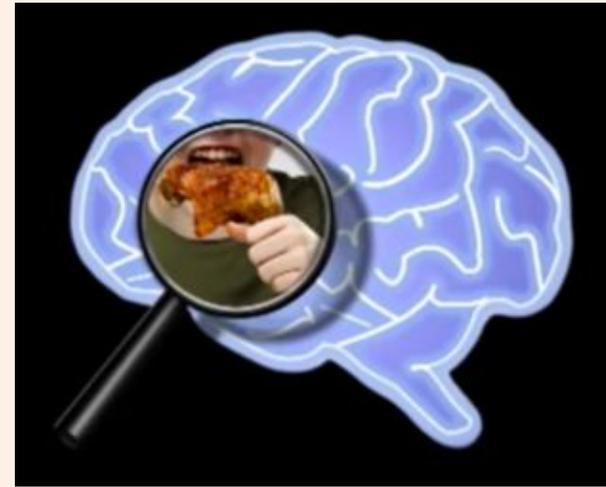
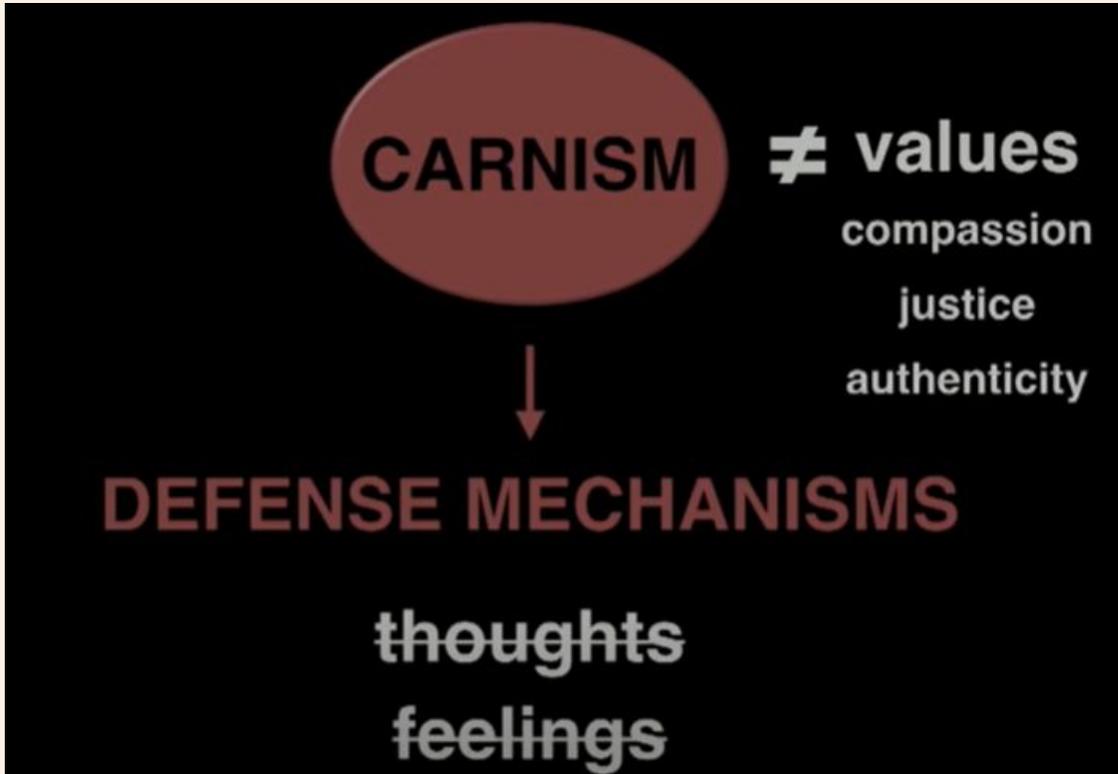


Data Source:

McMichael, JJ, Campbell-Lendrum D, Kovats RS, et al. Global Climate Change. In Comparative Quantification of Health Risks: Global and Regional Burden of Disease due to Selected Major Risk Factors. M. Ezzati, Lopez, AD, Rodgers A., Murray CJL. Geneva, World Health Organization, 2004

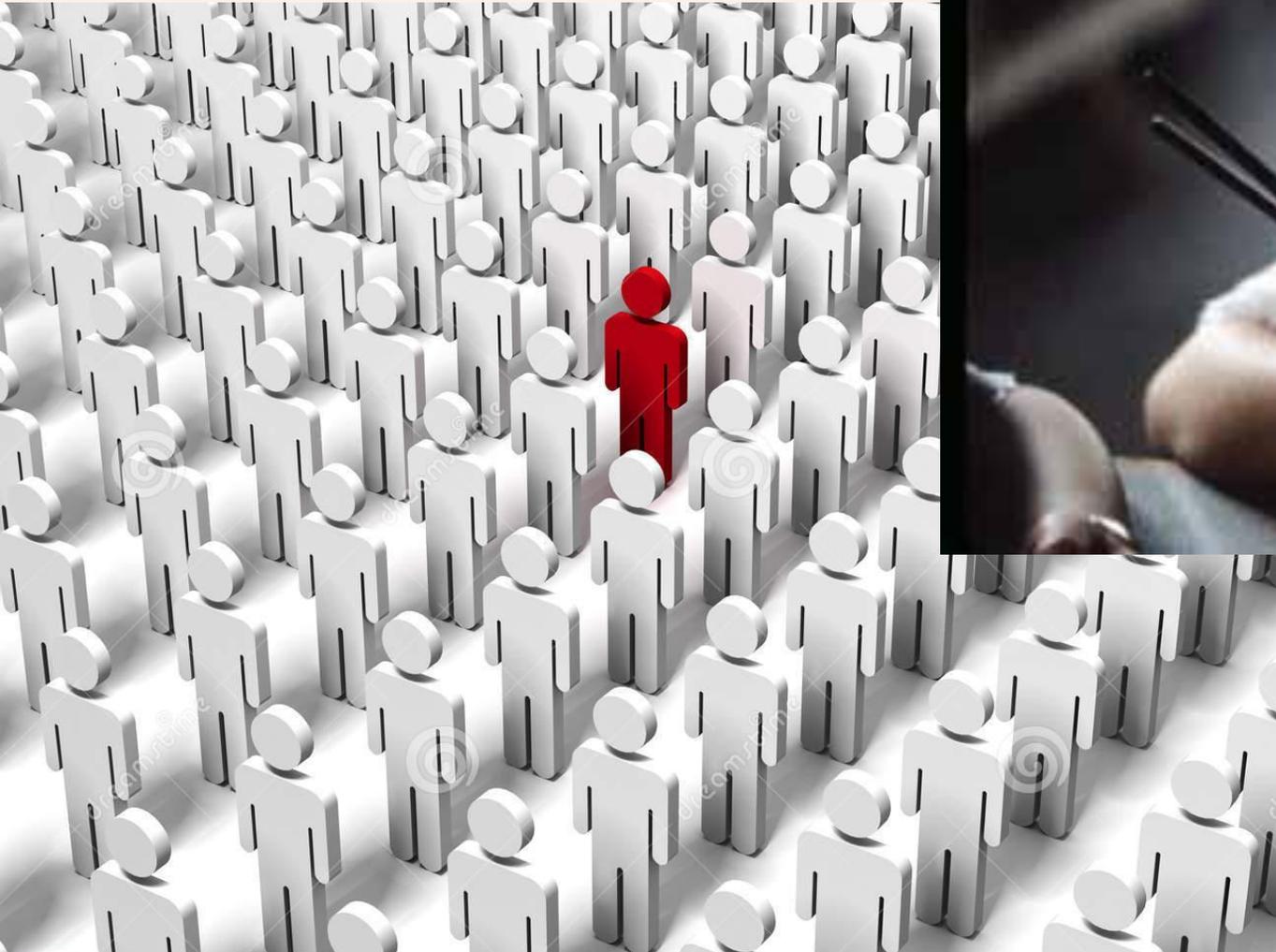


Maps produced by the Center for Sustainability and the Global Environment (SAGE)

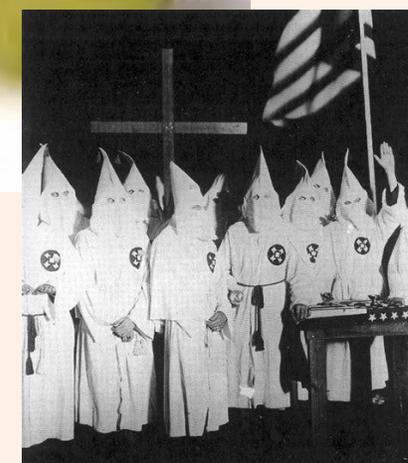


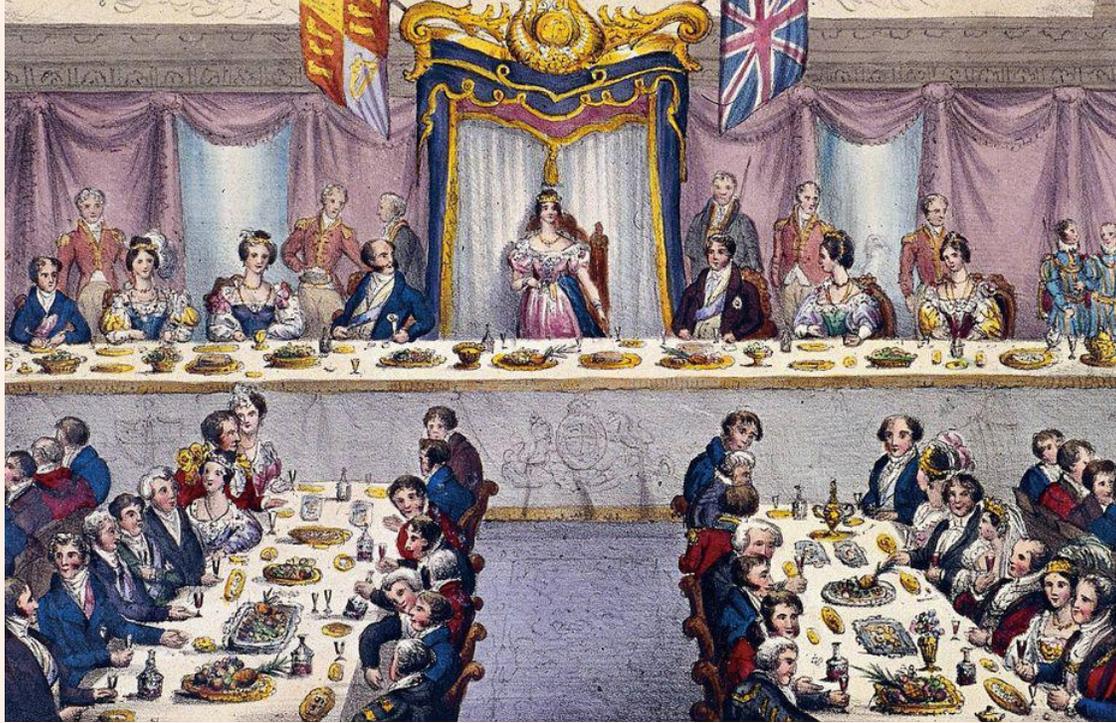
CARNISM
the INVISIBLE IDEOLOGY
that CONDITIONS us to EAT
certain ANIMALS

Dr Melanie Joy - "Towards Toward Rational, Authentic Food Choices" (TedTalk)



Racism = Only What Bad People Do?



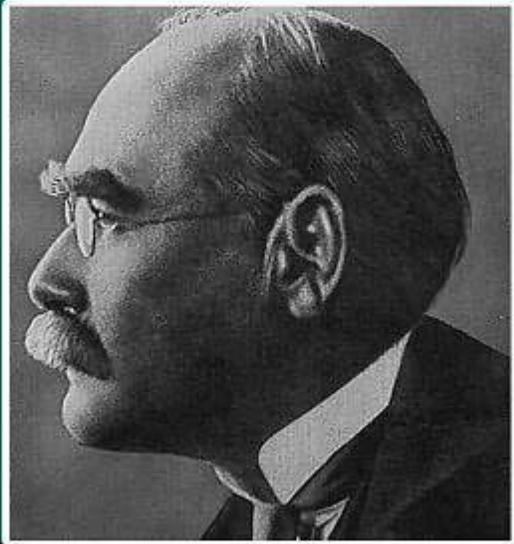


Halcyon Classics

The

WHITE MAN'S BURDEN

and Other Poems



Rudyard Kipling



FROM THE CAPE TO CAIRO.
THROUGH THE PROCESS BE COMELY, THE ROAD OF PROGRESS MUST BE CUT.



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>

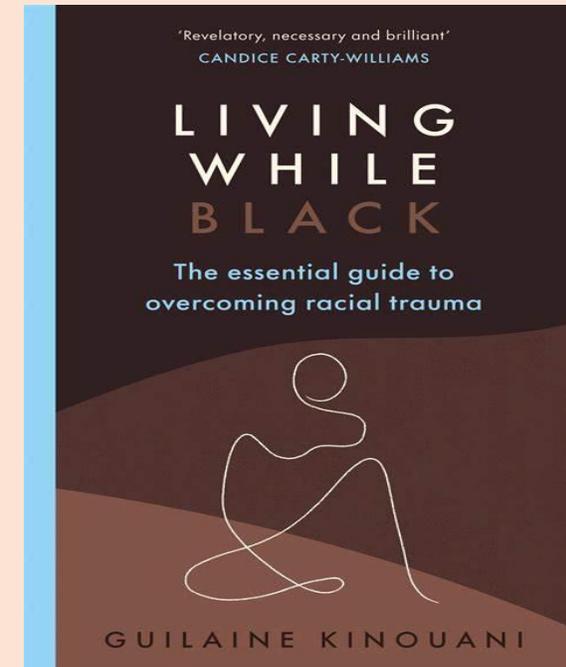


Racial Trauma is...

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>)

Creating Space for Emotions

BUILDING RACIAL LITERACY



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“Race is an emotional topic and we must create spaces where this emotion can exist.”

When we stifle or encourage people to be stoic about race in education, we make it an intellectual exercise.

We need students and adults to feel the emotions in their heart, not just process things in their brains, in order for people to be motivated to create change in their communities.”

- Dr Sandra Chapman

Programme learning networks

Local Authority Officers

Teachers and ELC/CLD practitioners

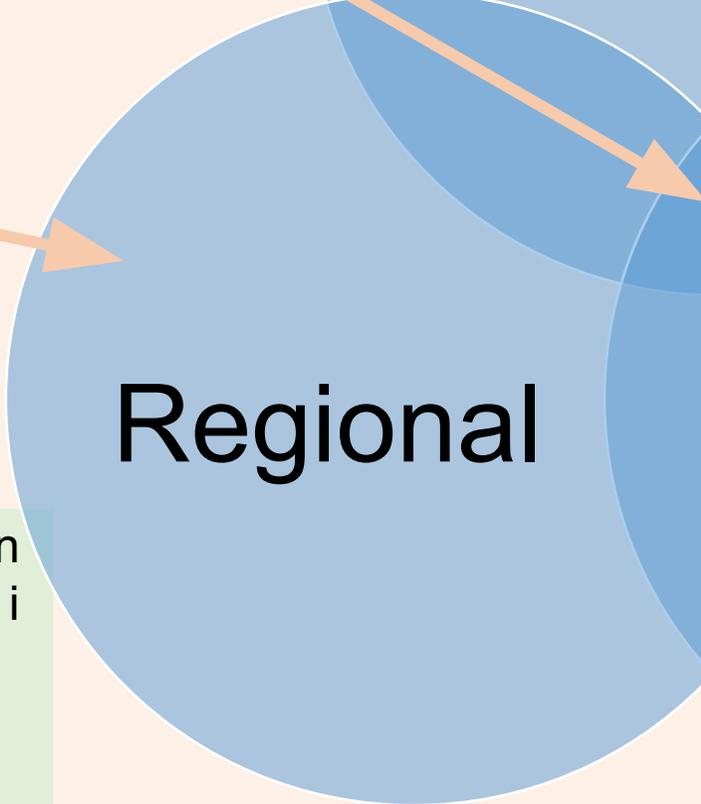
Compassion Captains

Interracial dialogue: a key skill for leading anti-racist change

Safer spaces for anti-racist learning that minimise power imbalances

Influence regional CLPL priorities

Facilitators and Critical Friends of different racial identities.



Role

Regional

Racial identity

Majority ethnic/ White people

People of Colour / BME people

“The most valuable lesson that i have learned is that i am not alone.”
– Cohort 1 participant

BRL Programme Design

*The time taken to build up the sense of a **safe space** to allow for people to **open up** and **be honest** has been so beneficial*

I hadn't fully understood the need for counselling support before embarking on the journey, but now see this is something that could be very useful whilst going through this journey.

A white woman became upset in the group discussion today and our Critical Friend was able to offer that support of the Compassion Captain, even just knowing that it was there was a help for her.

Caters well for white and Black participants.

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CAPACITY FOR GROWTH

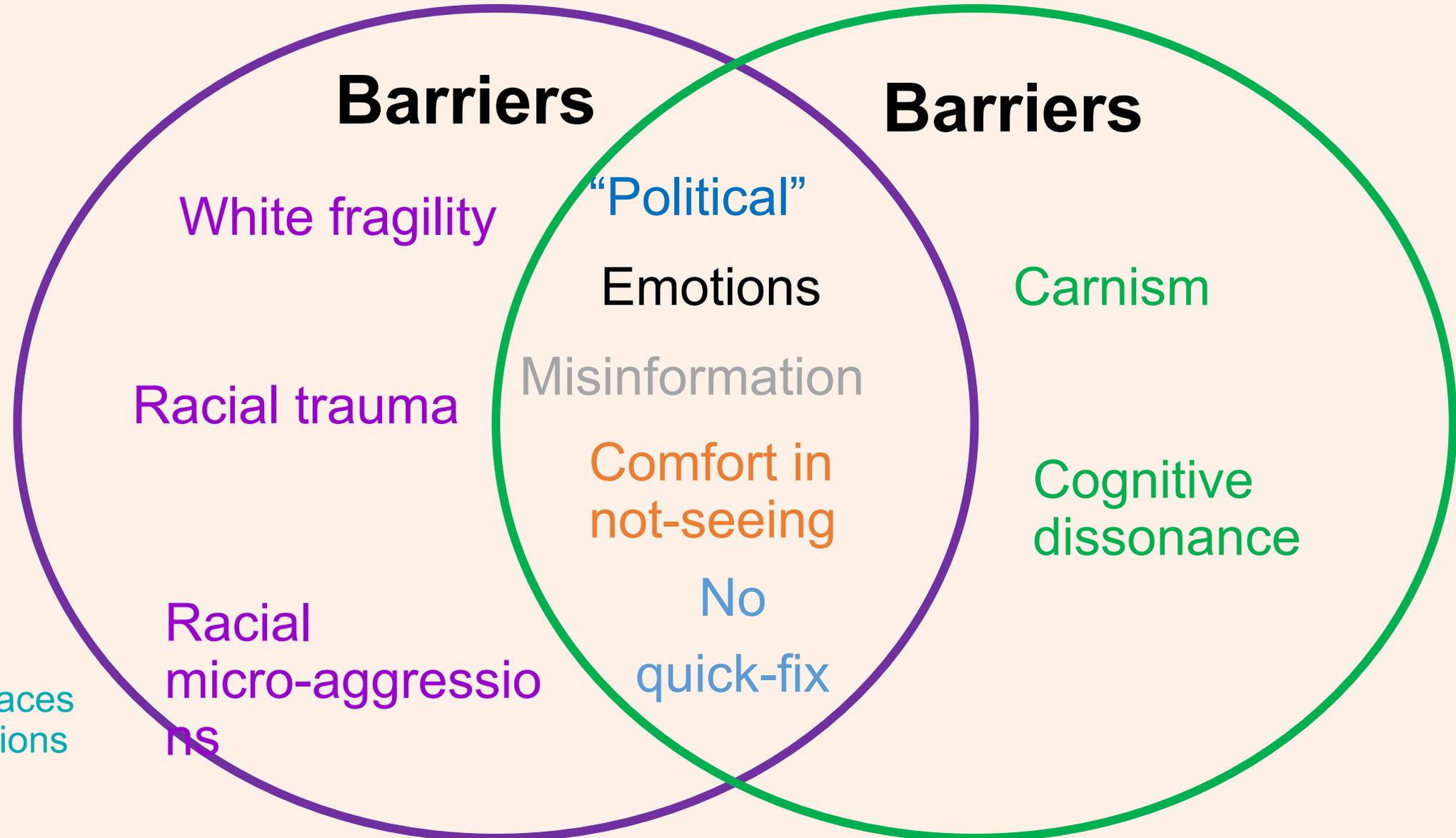
Some Strategies for Racial Dialogue



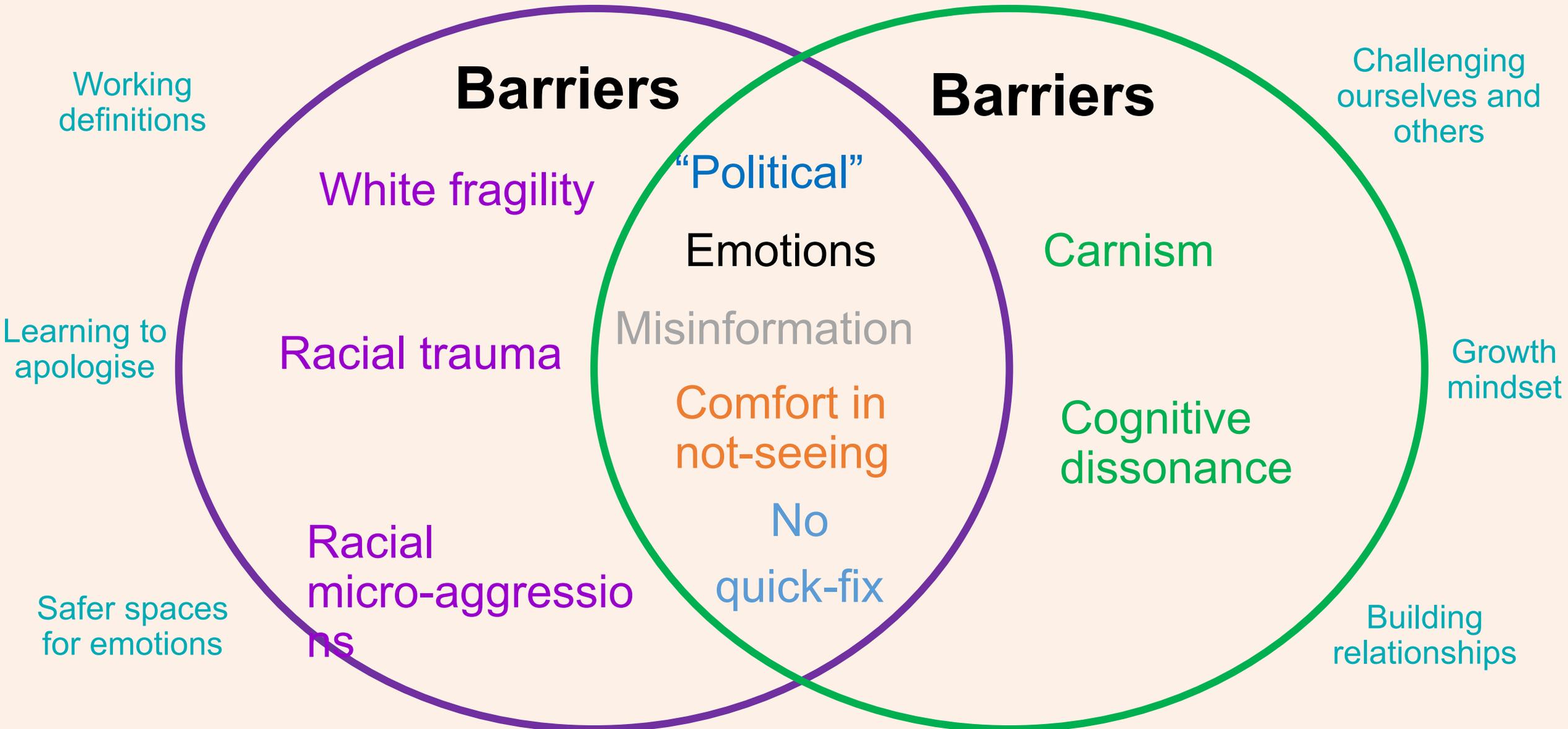
- Working definitions
- Building relationships
- Challenging both ourselves and others
- Adopting a growth mindset
- Learning to apologise
- Safer spaces

(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>)

Strategies for improving racial dialogue and climate dialogue

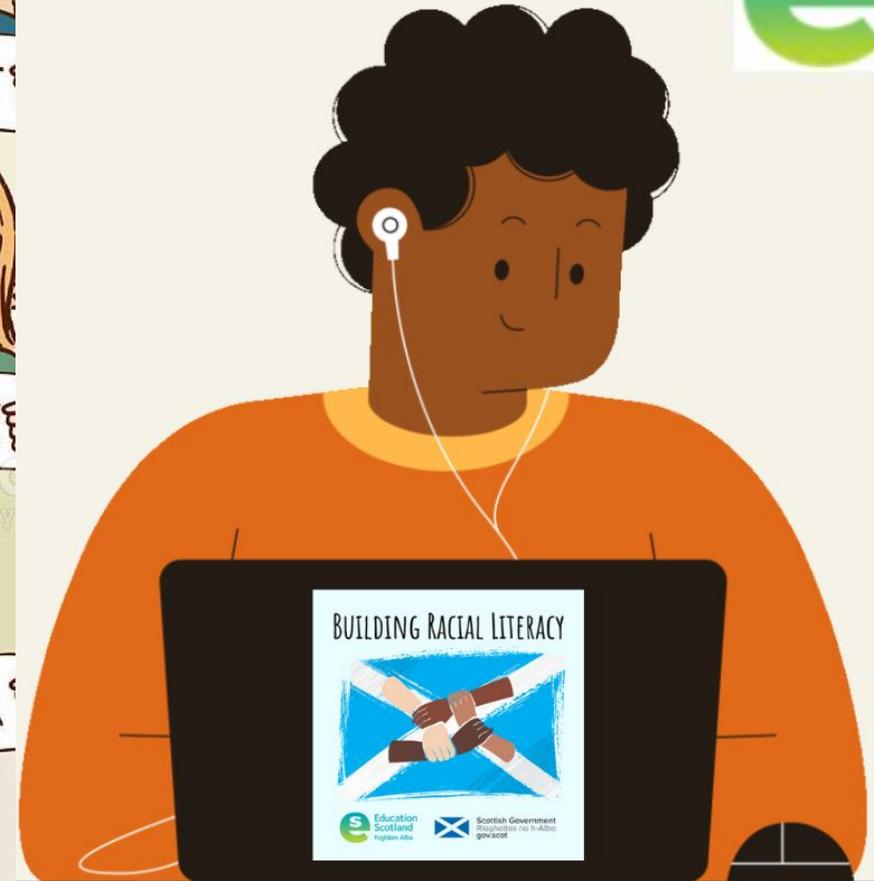


Strategies for improving racial dialogue and climate dialogue





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