Race and Education Framework Task

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| **Teacher Standards**  Which everyday teaching experiences might be subject to bias?  S1, S7: Differential expectations of behaviour, attainment, ‘ability’.  S2, S6: Which pupils we choose to answer questions.  How we respond to pupils answers (verbally & non-verbally)  S6: The marks we award in subjective marking, and the feedback we give  S5: The extent and quality of support we give individual pupils.  S2: Progression advice (e.g. GCSE Options, post 16 routes, Higher Education) and career advice.  Teachers need to be aware of their own biases to prevent further inequality in their classrooms. If teachers do not recognise their own biases, teachers could be preventing pupils from achieving their full potential. | **Understanding Learning and Development**  Teachers should value BAME student’s contributions to the class discussion, make sure that the student is heard, and their participation is acknowledged.  ‘Teaching can be used as a powerful tool to disrupt racism and to create justice.’  Deborah Loewenberg Ball <https://www.youtube.com/watch?v=JGzQ7O_SIYY>  BAME- used by the department for education but the term is problematic. For example, teachers from ‘BAME’ backgrounds discussed a preference for ‘racialised communities’ rather than ‘minoritised communities’ as this indicates an inferior/ lesser position. | **Subject Knowledge**  Students will benefit from being taught a diverse range of artists - learning about art from different cultures will enable students to develop an understanding of the subject in a global context.  In the arts industry, there is slow progress in representation of BAME people.  ‘A slight rise in the BME workforce, up to 12% from 10% over two years. That compares to a BME figure of 16% in the UK working population and nearer to 40% in London. Only 5% of staff at major partner museums are not white, “a longstanding issue which urgently needs addressing”, the report says.’ <https://www.theguardian.com/culture/2019/feb/12/english-arts-bodies-slow-to-become-more-diverse-report-shows>  Teaching students at secondary about the possible careers paths in this sector will encourage students, for example, teaching about diverse artists/curators/museum professionals etc. might inspire BAME students to pursue careers in this industry. |
| **Values and Beliefs** It is important to have awareness about how white privilege manifests in society in order to create a more equal world, John Amaechi states that ‘white privilege and indeed all privilege is actually more about the absence of inconvenience, the absence of an impediment or challenge, and as such when you have it, you really don't notice it, but when it's absent, it affects everything you do.’ Recognising white privilege enables people to understand that some people's lives are harder than they should be. <https://www.bbc.co.uk/bitesize/articles/zrvkbqt>  White fragility is defensiveness which is damaging – it manifests when white people feel challenged/defensive and refuse to engage in the issue. This is damaging because it is the refusal to become uncomfortable and consequently the issues are dismissed. Conversations about race are essential to challenge systemic racism and white people have a role in this, ignoring the issues upholds institutionalised racism and prevents positive change from happening.  <https://www.theguardian.com/world/video/2020/jun/26/how-white-fragility-obstructs-the-fight-against-racism-video-explainer> | **School Communities**  xxx school has a policy on equality and diversity on staff/employees. The policy is implemented through recruitment, selection, training, promotions and pay decisions. Breeches of policy are encouraged to be raised through the conduct policy/human resources.  The school's student council are raising awareness about the BLM movement and pupils are taught an hour of PD each week which incorporates topics about racial diversity and equality.  Devon:  Numbers of Black, Asian and minority ethnic (BAME) people in Devon has risen in recent years, however, the numbers are still relatively small and fluctuate with patterns in migration (it must be stressed that not all BAME people are recent migrants therefore will have British heritage beyond two or three generations). Devon is a predominantly White area, with 5.1% of BAME people (including ‘White other’) reported in the 2011 Census. It is likely this figure is more in the region of 8 to 10% for some parts of Devon (2017).  Devon council initiatives to promote inclusivity: <https://www.devon.gov.uk/equality/communities/race> | **Professional Knowledge and Enquiry**  ‘Whiteness allows White people to proceed in everyday practice without recognising or being conscious of their own racial positioning, meaning that they often ‘benefit from a variety of institutional and social arrangements that appear (to them) to have nothing to do with race’ (Bush, 2004). Teaching students about white privilege is essential so that students are aware of their privileges/ challenges they may face due to systemic racism. It is important to educate students about the impact of systemic racism, to address these issues in class to prepare students to challenge racial injustices in the wider context.  ‘One of the ways in which Whiteness manifests is through acts of ‘racial microaggression’’. (Rollock, 2012).  Microaggressions, whether intentional or unintentional are harmful as they are negative or derogatory comments towards people of colour, they can make it harder for people to feel a sense of belonging in their community. |

**Resource**

<https://www.artscouncil.org.uk/sites/default/files/download-file/Equality_and_diversity_within_the_arts_and_cultural_sector_in_England.pdf>

Kath Woodward *Questioning identity: Gender, Class, Nation*, NY: Routeledge, 2000

<http://www.sagepub.com/upm-data/45974_Chapter_1.pdf>

Jandt. F. (2004) *Intercultural Communication. A Global Reader*. SAGE

DiAngelo, R. (2018) *White Fragility why it’s so hard for White people to talk about racism.* Penguin Books.\*

Eddo-Lodge, R. (2018) *Why I am no longer talking to white people about race.* Bloomsbury.\*

Saad, L. (2020) *Me and white supremacy.* Querkcus Editions.\*

Meet Fin, from Cornwall - Where are you really from?

Cline et al, 2002, Minority Ethnic pupils in mainly white schools DfES research paper. <https://dera.ioe.ac.uk/4601/1/RR365.pdf>

Bush, M.E.L. 2004. *Breaking the code of good intentions: Everyday forms of Whiteness.* Lanham, MD: Rowman & Littlefield (15).

Rollock, N. (2012) Unspoken rules of engagement: navigating racial microaggressions in the academic terrain, *International Journal of Qualitative Studies in Education*, 25:5, 517-532

**Report:** Runnymede 2020, *Race and Racism in English Secondary Schools*

<https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

**Blog:** A Curriculum for Anti-Racism – Mr Finch (wordpress.com)

**Academic article:** Wright, C. (2013) Understanding black academic attainment, Education Inquiry, 4:1, 87-102, DOI: 10.3402/edui.v4i1.22063

Stevenson et al. (2019) "Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds" https://www.officeforstudents.org.uk/media/d21cb263-526d-401c-bc74-299c748e9ecd/ethnicity-targeting-research-report.pdf