

Practical Strategies for Schools to Tackle Racism

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Overview

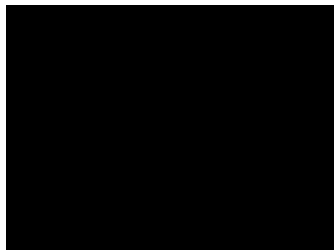
- What is racism?
- How many children experience racism in Australia?
- How does racism impact children and young people?
- How can we address racism?

Racism defined

- Racism can occur through attitudes, beliefs, behaviours, norms and practices and may be either intentional or unintentional (even unconscious).
- It can be broadly defined as a phenomenon that maintains or exacerbates **avoidable** and **unfair** inequalities in power, resources, or opportunities across racial, ethnic, cultural, or religious groups in society.

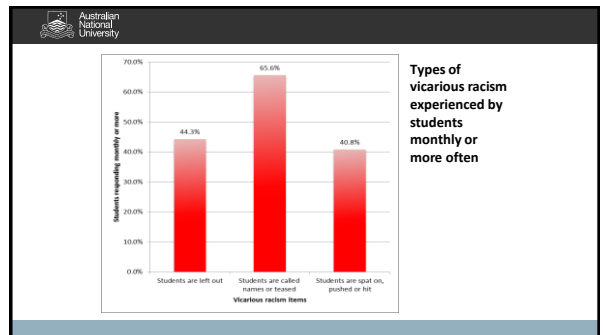
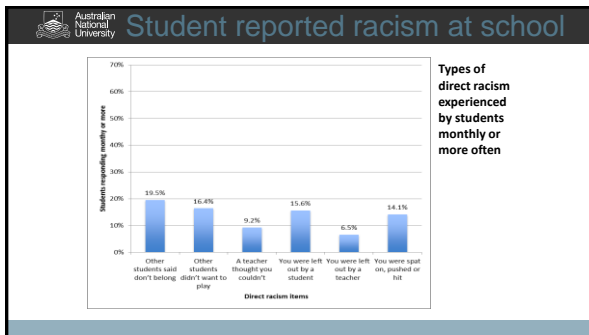
Intrapersonal Racism	Interpersonal Racism	Systemic Racism
Acceptance of attitudes, beliefs or ideologies about the inferiority of one's own ethnic/racial group	Interactions between people that maintain and reproduce avoidable and unfair inequalities across ethnic/racial groups	Requirements, conditions, practices, policies or processes that maintain and reproduce avoidable and unfair inequalities across ethnic/racial groups
<i>Believing that Indigenous people are naturally less intelligent than White people</i>	<i>Being racially abused at school, ignored or followed in public places, moved away from on public transport</i>	<i>Differences in academic expectations, school discipline and learning opportunities, curriculum and pedagogy that reinforce majority views</i>

Racism and young children



Children and racism in Australia

- Racism in Australia is society-wide
- Schools as a microcosm of society where intercultural tensions and racism often occur (Mansouri & Jenkins 2010)
- Normalisation of race and racism → Normalisation of racist behaviours and attitudes



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Children's experiences of racism

*In the lift [of the housing commission flats] a man said to me and my friend "You f**g black people go back to Africa and he said the f word (in a very angry voice)" (RS - Inner City Primary Year 3&4 Observations)*

personally I wouldn't want to be Chinese... Because I think it's just something with Chinese, I think that they all look the same and I don't want to look the same as somebody else, it would be a bit freaky and being like Billy (the student from a Chinese background in the class). (RS - South Eastern Primary Year 4)

It happened to me when he was being racist to me, and then I went up to him and said "why be racist" and he started pushing me... He was "why are you brown" and "you shouldn't wear a head scarf... Because I used to wear a scarf and everybody used to like tease me and say like "you have a towel on your head" (LEAD School 1 Group 1 - Primary)

there's a group of my friends and that, that are Maltese, and we sometimes get told off because we speak in Maltese, because we talk to each other. And we get told off because we speak a different language and they say that we're not Aussie' (LEAD Outer High 2, P4).

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"Racism, they cop it everyday, so it's and as they have gotten older it builds up and builds up and builds up until they explode and you know, and I've been around them when they do explode. They really go off their head you know." Harry

"...my child can walk into a shop and not be served because she's the little black girl standing there and they go and serve the white... Also the stigma that society has on Aboriginal people and their children, is they put everyone in the same box. They don't do that with non-Indigenous people." Terri

(Priest et al 2012)

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Some people call you dog poo, because you look like it but that's a nasty word. It's very nasty. Sometimes they call you beep [child makes sound used on television to indicate swearing] They make that sound? Because they do it on TV and they say "beep beep". Yeah, some kids at school they say that to other people. And it makes them real upset (FG 1)

Then at school everyone started laughing because she [actress on movie] was hitting herself with the rock, because she was so angry that they took [her children away]. And how did that make you feel? Angry because they were laughing at my culture (FG 1)

(Priest et al in press)

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Impacts of racism

Individual level
Racism causes stress, anxiety, fear, rumination, hyper-vigilance and is associated with mental (e.g., depression) and physical (e.g., hypertension) ill-health

Interpersonal level
Racism creates distrust, conflict and reduced social participation

Societal level
Racism is associated with reduced social inclusion and cohesion, economic productivity and returns on education investment.

Impacts of racism

- Children particularly vulnerable to racism's harms
- Direct effects**
 - anxiety, depression, behaviour problems, suicidality, substance use, immune and inflammatory biomarkers, chronic disease risk factors, telomere length, cellular ageing
- Indirect/Vicarious effects**
 - pregnancy and birth outcomes, childhood illnesses, mental health, behaviour problems
 - carer and family experiences of racism impact carer mental health, parenting style, ethnic-racial socialisation, access to resources for health e.g. healthcare, housing

Priest N, Paradies Y, Tenenby B, Truong M, Karlsen S, Kelly Y. (2013) A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. *Social Science and Medicine*.

Racism and its links to the health of children and young people

Research highlights

Improving mental wellbeing

Children and young people are particularly vulnerable to the harmful effects of racism and its various forms. A recent large literature review revealed a strong and consistent relationship between race-based discrimination and negative child health and wellbeing outcomes from 18 months, depression and psychological distress. It also showed a relationship between race based discrimination and behavioural problems such as 'withdrawn behaviour'. There is a number of studies of associations between race based discrimination and physical health outcomes in children such as obesity and chronic diseases but this is thought to reflect the strongest association between exposure to experiences of discrimination and the

Racism in Australian Schools

How Experiences in Schools Affect Us?

Every day, 1 in 3 school children experience racism

More experiences of racism

26% More experiences of racism

Let's Erase Racism in Schools

Mental health impacts of racism and attitudes to diversity in Victorian schools

SUMMARY OF SURVEY FINDINGS

Facilities Embracing and Accepting Diversity (LEAD)

Dr Priya Prasad, Ms Angeline Fairbank, Dr Ryan Perry, Professor Van Paradise & PhD Student

Racism and academic outcomes

Racism hits Indigenous students' attendance and grades

September 26, 2016 @ 8:30am AEST

Indigenous students skipping school to avoid bullying and racism

April 11, 2014 @ 8:30am AEST

High-profile cases of racism damage children

How racist abuse affects all of our children

Schools need a sophisticated approach when teaching children about intolerance.

NAOMI PRIEST

High-profile cases of racism on sporting fields have led to the public's respect activities.

It's hard to be a racist society? What does it mean to be a racist society? What does it mean to be a racist society? What does it mean to be a racist society?

For the most part, racism is a social construct. It's not a biological or genetic trait. It's a social construct that is created and maintained by society.

There are many ways to teach children about racism. One way is to use stories and books that show children how racism affects people.

Another way is to use role-playing and games that help children understand how racism affects people.

It's important to teach children that racism is wrong and that everyone is equal.

Teaching children about racism is an important part of their education.

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% adults endorsing stereotypes...

	Black/Afr Americans	White Americans
Hardworking	30	46
Violence prone	52	22
Unintelligent	20	10
Healthy habits	13	25

- National Voices Project 2013 Adults who work/volunteer w children

	Indigenous Australians %	Australians in general
Hardworking	20	71
Disciplined	15	41
Easy going	57	92
Friendly	55	86
Cooperative	31	72

- Reconciliation Barometer 2012

Impacts of racism

- Racial attitudes highly predictive of conscious and unconscious behaviours**
 - Active helping and passive neglecting
 - Word choice, verbal tone, eye contact, degree of interpersonal distance, facial expressions
- Differential treatment and poorer outcomes**
 - teaching methods, classroom practices, school discipline, healthcare access, employment...

What is anti-racism?

- Addresses causes *and* manifestations *and* effects of racism
- Differs from addressing disadvantage
 - focuses on advantage and privilege and the structures and processes that maintain these
- Differs from cultural awareness
 - focuses on dominant, taken-for-granted values, assumptions and practices rather than 'understanding' minority groups

Paradies Y. 2012 Principles and strategies of anti-racism, Presentation at "Racism: Let's Talk symposium", Melbourne Immigration Museum.

Key anti-racism principles

- Increasing empathy
- Raising awareness
- Providing accurate information
- Recognising incompatible beliefs
- Increasing personal accountability
- Breaking down barriers between groups
- Increasing organisational accountability
- Promoting positive social norms

"While best-practice interventions can increase acceptance of diversity and reduce racism, as with anti-racism interventions, ill-conceived attempts...can do more harm than good"

Paradies, Y., L. Chandrakumar, et al. (2009). Building on our strengths. Melbourne, Vic. Victorian Health Promotion Foundation.

Teaching children about intergroup bias

- Young children show stereotyping and prejudice
- Avoiding conversations with children about intergroup bias ineffective at preventing them
- Children often targets of stereotyping and discrimination

Reading, Writing, Arithmetic, and Racism? Risks and Benefits to Teaching Children About Intergroup Biases
 Rebecca S. Epler and Yamada F. Wright
 University of Texas at Austin

Abstract: While the literature about racial attitudes, bias, and prejudice among and within groups has grown, little attention has been paid to the role of reading, writing, and arithmetic in the development of these attitudes and biases. In this article, we review the literature on the role of reading, writing, and arithmetic in the development of racial attitudes and biases. We then review the role of reading, writing, and arithmetic in the development of racial attitudes and biases. We then review the role of reading, writing, and arithmetic in the development of racial attitudes and biases.

Teaching children about bias

- Risks
 - Negative affect
 - Stereotype threat
 - Out-group mistrust
 - Reinforcing stereotyping and prejudice
- Benefits
 - Extrinsic explanations for social group differences
 - Detection and rejection of discrimination
 - Protection of self-esteem among stigmatised children

Addressing racism – what works?

- Focus on context (e.g. intergroup contact) *and* age-related cognitive structures and processing such as perspective-taking, empathy, multiple comparisons, moral reasoning (thinking and feeling about fairness)
- Dual identity, cooperative learning, bystander action
- Need to support those who experience racism

(Aboud et al 2012; Beelman and Heinemann 2014)

Whole of School Approach to Diversity

- Student support and development
- Parent and community involvement
- School policies and guidelines
- Curriculum and pedagogy
- Monitoring and reporting
- *Stigmatised and non-stigmatised groups*

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- “If people equate seeing or discussing race with racism, then naming even the most obvious racial disparities is understood as racism and people are left without recourse to address racial injustice” (Rossing 2012:50)

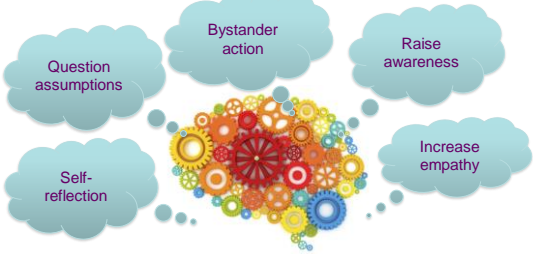


When you say you 'don't see race', you're ignoring racism, not helping to solve it
Zach Stafford

Race is such an ingrained social construct that even blind people can see it. To pretend it doesn't exist is to you erase the experiences of black people.

<https://www.theguardian.com/commentisfree/2015/jan/26/do-not-see-race-ignoring-racism-not-helping>

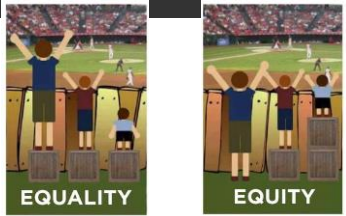
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Australian National University **What can you do?**

- Respond to racism calmly and logically when you experience it or see it happening *as long as it is safe to do so*
- Never call someone a 'racist' but note how their words or actions may be racism
- Dispel myths and false beliefs (e.g., all Muslims are terrorists)
- You don't always have to confront or engage the perpetrator at the time
- Comfort and reassure the target – and bystanders

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EQUALITY

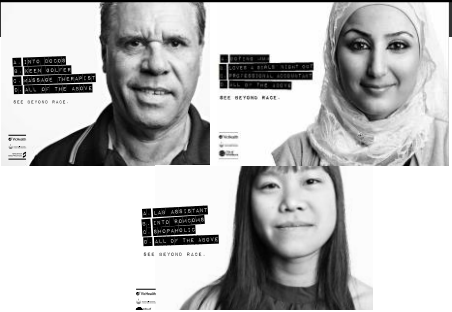
- Equality = SAMENESS
- Giving everyone the same
- OK, if everyone starts at same place

EQUITY


- Equity = FAIRNESS
- Access to same opportunities
- Must ensure equity before we can enjoy equality

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“There is nothing so unfair as the equal treatment of unequal people.”
- Thomas Jefferson



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Identity: yours, mine, ours

What we see, who others think we are, and what it means to belong and not belong in Australia...

People Like Me
Discover what it means to belong in Australia today.

What shapes your identity?
Language, Community, Ethnicity, Gender, Religion, Profession, Nationality

Explore all stories by tags →

Favourite Objects
EXPLORE EXHIBITION OBJECTS

First Impressions
CHALLENGE YOUR ASSUMPTIONS

People Like Me
BROWSE OUR SELECTION

People Like Them
COMPARE OUR PREFERENCE

<http://museumvictoria.com.au/immigrationmuseum/discoverycentre/identity/people-like-them/whos-next-door/>

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NAKRAGUNNAWALI

Resources

Showing all resources

National Reconciliation Week 2016: TEACHING AND LEARNING RESOURCES

TEACHING TOLERANCE

Anti-Racism Activity: The Searcher?

noway

Teaching resources

Anti-racism activities - Years 4-12

Reducing race-based discrimination

Teaching racism in Australia


Teaching racism in Australia is a call to arms that encourages students to think about diversity, particularly in relation to people, groups and their cultures, to affirm and celebrate difference and to see the interlinking of diversity to act with respect, empathy and trust.

Download resources

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"Each time someone stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, she sends forth a *tiny ripple of hope*, and those ripples build a current which can sweep down the mightiest walls of oppression and resistance."

- Robert F. Kennedy



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"It is time for parents to teach young people early on that in diversity there is beauty and there is strength."

-- Maya Angelou

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- <https://implicit.harvard.edu/implicit/australia/takeatest.html>
- http://www.huffingtonpost.com/john-halstead/dear-fellow-white-people-b_11109842.html
- https://www.ted.com/talks/verna_myers_how_to_overcome_our_bias_walk_boldly_toward_them?language=en