

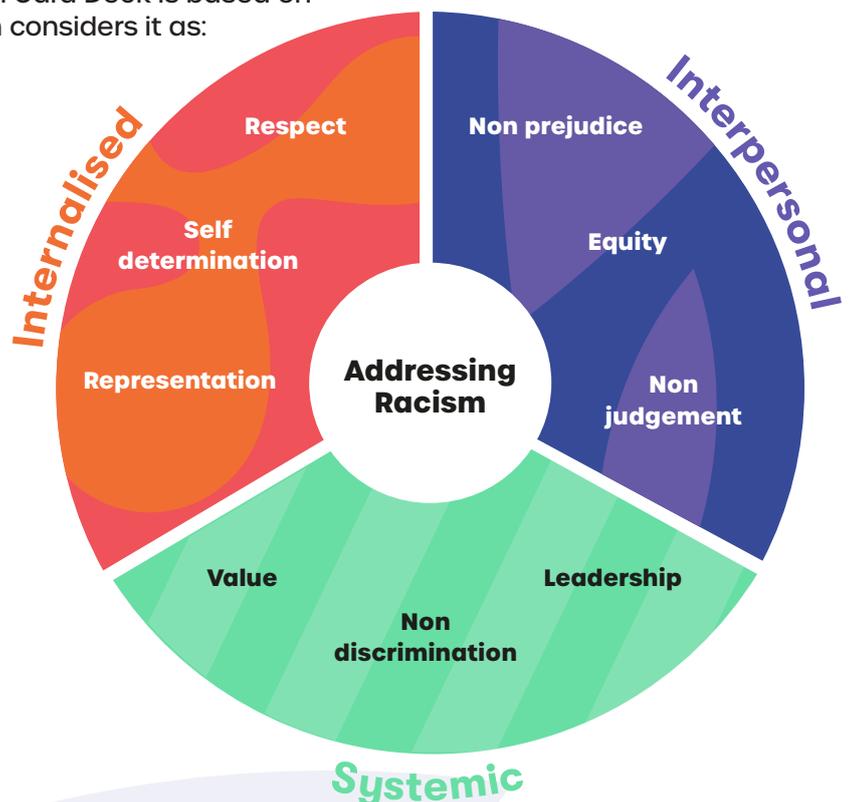
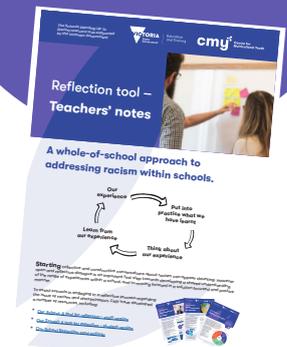
Our School – Reflection card deck

Refer to Teachers Notes for ideas on putting reflection data into practice

The Our School – Reflection Card Deck is an alternative option to the Reflection Tool for engaging in reflexive practice and collective assessment regarding the topic of racism in schools. The Reflection Card Deck promotes collaboration and discussion, and encourages the identification of priority areas for positive change. The Reflection Card Deck prompts staff and students to explore possible interactions of racism within the school context through a rights-based framework and considering how such rights are upheld or could be further supported within the school. The Reflection Card Deck is based on Paradies' (2009) definition of racism which considers it as:

Behaviours, practices, beliefs and prejudices that underlie avoidable and unfair inequalities across groups in society, based on race, ethnicity, culture or religion. It can be:

- **Internalised** - when a person incorporates racist attitudes, beliefs or ideologies into their worldview.
- **Interpersonal** - during interactions between individuals.
- **Systemic** - when systems, institutions and cultures operate to produce inequalities in the control of, and access to, resources in society.¹



¹ VicHealth. (2015). *Localities Embracing and Accepting Diversity(LEAD) – School-based audit tool*. Victorian Health Promotion Foundation, Melbourne

Glossary of Key Terms in Our School – Reflection card deck

Internalised racism refers to the way that a person may unconsciously apply a racist stereotype to their own characteristics, abilities or circumstances. In the reflection activity this term is used to explore how different experiences and influences may affect how students think and feel about themselves. Some examples include:

- Asylum seeker students believing they are “illegal” due to arriving in Australia by boat to claim asylum, when it is legal under international law for them to do so.
- Pasifika students and their families being automatically invited to the VCAL information session, not the VCE session, irrespective of their pathway preference, contributing to a belief that they are not capable of successfully completing VCE.
- Media and pop culture promotion of a limited standard regarding what is considered “beautiful” – such as blonde hair and blue eyes – resulting in those who do not conform to those standards feeling as though they cannot be considered beautiful.

Interpersonal racism refers to the acts of racism that are committed by an individual or group towards another individual or group. In the reflection activity this term is used to explore how the school community treats each other. Some examples include:

- Students of certain ethnic backgrounds being told they cannot hang out in groups of more than four due to concerns of their behaviour when congregating together.
- Making a joke or remark that “of course [student] got a good mark in maths, he is Asian.”
- Students of African background being told by a teacher that they are “behaving like animals.”

Systemic racism refers to the way that policies and practices within organisations or society can intentionally or unintentionally, advantage or disadvantage some groups over other groups. In the reflection activity this term is used to explore how the school engages with its diversity. Some examples include:

- A rule within a school that students can only speak English whilst at school, ignoring the fact that for newly-arrived students or those, for whom English is not their first language, being able to discuss classroom content in their language may assist the students to understand and apply the knowledge they are being taught.
- Referring students from a particular ethnic background to a staff member of that same ethnic background for any behavioural issue, treating them primarily as a student of a particular ethnic background, rather than a student of the school.

Self determination describes a student’s right to make informed choices about the matters that directly impact them and their opportunities. For example, self determination in education could refer to a school’s responsibility to support a student in their decision to pursue VCE or VCAL, or where this is not possible, assist the student to determine an educational pathway which would support them to work towards their goals.

Representation, as it is used in this reflection tool, refers to a student’s right to see people of their culture, ethnicity and religion represented throughout their school community in positions of employment, respect, seniority, and leadership.

A stereotype is an exaggerated belief, image or distorted truth about a person or group that is generalised across that group, allowing little or no room for individual differences. Stereotypes can be positive, negative or neutral.

Prejudice – or pre-judgement – refers to an opinion or attitude regarding a group or its individual members that is formed based on ignorance, fear and misinformation.

Discrimination is behaviour (usually based on negative stereotypes and prejudices) that treats individuals or groups unequally because of their group membership. Discrimination can range from exclusion to hate crimes.

Equity refers to the capacity of students to have equal opportunity to receive a quality education. It differs from equality as it recognises that not everyone starts with the same resources or options, so some individuals and groups may require specialised or additional support to be able to access the same opportunities as everyone else.

Contents of Our School – Reflection card deck

9x reflection cards

- 3 Internalised
- 3 Interpersonal
- 3 Systemic



3x assessment sort cards

use these cards to identify the areas in which our particular school is doing well and areas for development and focus



3x importance sort cards

use these cards to reflect on the relevance/significance/meaning of a particular reflection card within your particular school context



3x blank cards

can be used to include topics/issues for reflection based on your school's need²



How to use Our School – Reflection card deck

There are numerous ways in which the cards can be used based on the purpose of the discussion, audience and size of the group. Some suggested methods include:

Identifying the ‘hot topics’ or areas of critical importance within your school

- Identify purpose of discussion and intended outcomes.
- Lay out the three importance cards and discuss meaning.
- Ask staff to place each reflection card under the importance card that they consider most appropriately represents the topic point (try to encourage an even spread).
- If these steps are completed in several smaller groups discuss similarities or differences and see if consensus can be reached.
- Remove ‘Less Relevant’ cards and check that all three areas (Internalised, Interpersonal, Systemic) are represented in the remaining cards.
- The assessment cards can be used to consider the school’s performance in relation to each reflection topic.
- Record the outcomes.

Identifying the strengths and areas for development within your school

- Identify purpose of discussion and intended outcomes.
- Lay out the three assessment cards and discuss meaning.
- Ask staff to place each reflection card under the assessment card that they consider most appropriately represents the the school’s performance in regards to the particular reflection topic (try to encourage an even spread).
- If these steps are completed in several smaller groups discuss similarities or differences and see if consensus can be reached
- The importance cards can be used to consider the significance of each reflection topic in regards to your school context.
- As a group consider any areas that the school should keep doing, start doing, or stop doing.
- Record the outcomes.

Refer to **Facilitating Conversations About Racism Guide** for tips!



Using the ‘Traffic light’ – good for large groups

- Display each reflection card around the room. Instruct each participant to place:
 - three green dots against each card that is essential for student success within the school or which is a key strength of the school.
 - three yellow dots against each card that is preferable for student success within the school or for which the school is doing satisfactorily.
 - three red dots against each topic that is less relevant for student success within the school or for which the school needs further development.
- Return to the larger group to discuss points of consensus, points of difference and any themes that have emerged throughout the activity.
- As a group, consider priority areas – the keep/start/stop technique described above may be useful at this step.
- Record the outcomes.

Useful questions to promote discussion

- **What** are some points that have surprised you about this activity?
- **What** do you now know that you didn't know before?
- **What** is your one big take away message?
- **What** are the three most important points from this conversation?
- **What** is an action that I can take / we can take that can change this situation from being 'not ok' to 'ok'?
- **Which** of our school values do we need to work on?
- **Who** would you like to have a conversation with about this issue?
- **Who** else needs to know this?
- **What** message could you send to school leadership about this conversation?
- **What** has this activity made you reflect on about other people's experiences?
- **What** areas are you going to work on?
- **What** will you tell yourself about this activity tomorrow?
- **How** will this activity change our next conversation?

How to print Our School – Reflection card deck

Select “double sided” in your printer settings and print the entire document.

If you just want to print the cards select the page range 7-15.

Whether printing the entire document or just the card deck, it is important to print all pages (even the blank ones) to ensure the double sided “reflection cards” cards are paired correctly and the single sided cards have a blank back.

Reflection cards **Theme: Internalised Racism**

CARD FRONTS

How students think and feel about themselves

Representation

Students cultural / ethnic / faith group are represented in positions of power, strength and success

Theme: Internalised Racism

How students think and feel about themselves

Self Determination

Students are able to define their own goals and pathways, and are supported to achieve them

Theme: Internalised Racism

How students think and feel about themselves

Respect

Students are listened to and their perspectives are considered

Theme: Internalised Racism

Reflection cards

Theme: Internalised Racism

CARD BACKS

Representation

- There are people that look like me in student leaderships
- I see positive images of people who look like me around the school
- I see people who look like me in employed within the school

Theme: Internalised Racism

Self Determination

- I am able to select the subjects and educational pathways that I am interested in
- My teachers believe in my ability to achieve
- If I am not able to move directly into the educational pathway that I want, I am supported to identify a pathway to work towards my goal

Theme: Internalised Racism

Respect

- If I have a problem, or am upset about something, my school listens and takes into consideration my perspective
- My teachers listens and responds to my questions in the same manner that they listen and respond to other students' questions
- My teacher knows how to pronounce my name

Theme: Internalised Racism

Reflection cards **Theme: Interpersonal racism**

CARD FRONTS

How we treat each other

Non Prejudice

Students are not confronted by offensive comments, jokes about, or inappropriate references to their culture / ethnicity / faith

Theme: Interpersonal Racism

How we treat each other

Equity

Students are seen as equal and have the same rights and opportunities as everyone else

Theme: Interpersonal Racism

How we treat each other

Non Judgement

Students are seen as individuals who have a culture / ethnicity / faith; they are not a stereotype

Theme: Interpersonal Racism

Reflection cards

Theme: Interpersonal racism

CARD BACKS

Non Prejudice

- It's not funny to make a joke about something I cannot change, even if it isn't meant to be mean.
- If I think that a comment is racist towards me, it's important that people do not continue to use those words around me, even if they don't think it's racist.
- Racism is not just another form of bullying

Theme: Interpersonal Racism

Equity

- Even when a rule is applied to everyone equally, it can impact some more than others
- It is important to include me in all school activities, even if you have to change some of the processes or rules so I can participate
- It doesn't matter how my family and I came to live in Australia, I deserve the same educational opportunities as everyone else.

Theme: Interpersonal Racism

Non Judgement

- My teachers and peers see what I am good at, not just what people who share my culture are considered to be good at
- Just because I am....., I cannot speak for all..... We are different.
- I should be able to go to the shops, meet someone new, or discuss a topic in class without my culture/ethnicity/faith being brought up

Theme: Interpersonal Racism

Reflection cards

Theme: Systemic Racism

CARD FRONTS

How our school embraces diversity

Leadership

Our school leadership (Principals, councils, student representation) actively promote and ensure diversity and non-discrimination

Theme: Systemic Racism

How our school embraces diversity

Non Discrimination

Our school policies and procedures do not disadvantage or discriminate against students based on their culture / ethnicity / faith

Theme: Systemic Racism

How our school embraces diversity

Value

Our school values and strives for diversity and inclusion

Theme: Systemic Racism

Reflection cards

Theme: Systemic Racism

CARD BACKS

Leadership

- School leaders consistently express to the school community that no discrimination will be tolerated within the school and make sure everyone understands what that means
- Our school has a policy to address racism, everybody is aware of it and understands it
- Our school wants to know how they can make the school environment safer and more inclusive for its diverse community

Theme: Systemic Racism

Non Discrimination

- My culture and religion are not barriers to my participation in events
- My school acknowledges, celebrates and supports me and others to participate in our cultural / religious, holidays, rituals and celebrations
- The school uniform / canteen includes options that are suitable for me

Theme: Systemic Racism

Value

- My school acknowledges and celebrates the traditional custodians of the land on which the school is located. It gives us opportunities to learn about them and learn from them.
- My school is proud of its diversity, I know this because
- My school asks me and others about our language / ethnicity / culture / religion so it can best support the diversity of our community

Theme: Systemic racism

Importance Cards

ESSENTIAL

Critical, cannot do without

Importance card

PREFERABLE

**Desirable, not critical
for success**

Importance card

LESS RELEVANT

**Optional, less important
for success**

Importance card

Print this page

Assessment Cards

KEY STRENGTH

**Our School demonstrates
this particularly well**

Assessment card

SATISFACTORY

**Our School demonstrates
this well**

Assessment card

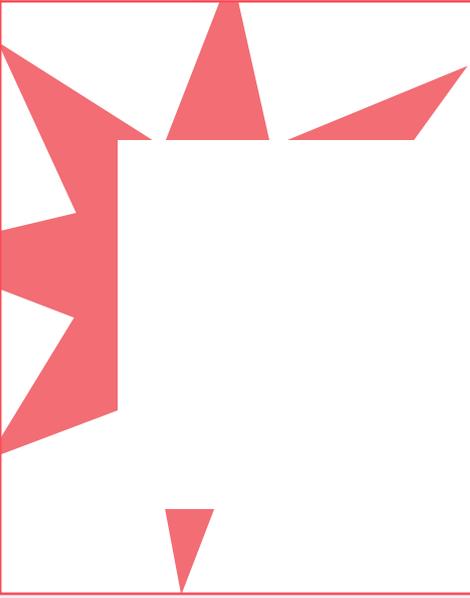
DEVELOPMENT OPPORTUNITY

Needs improvement

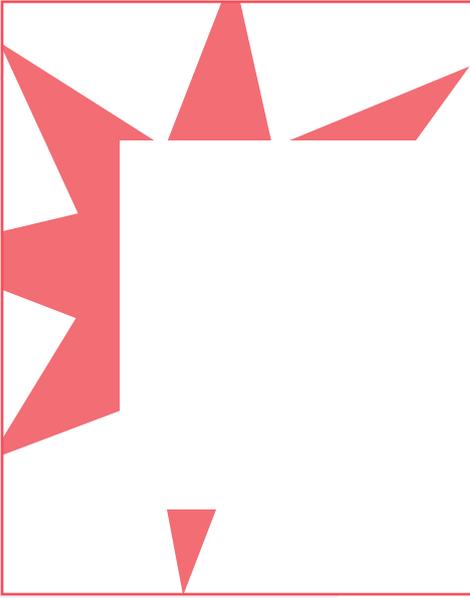
Assessment card

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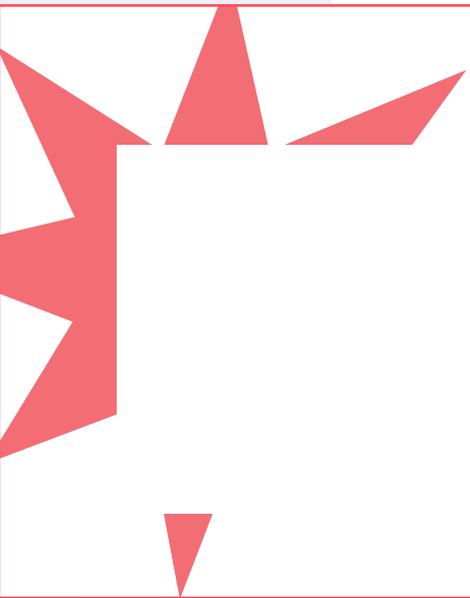
Blank Cards - write your own



Write your own card



Write your own card



Write your own card