

Creating inclusive school communities where racism and discrimination is proactively prevented and effectively addressed – **Action Plan**

Victorian students and young people of today are preparing for a future in an increasingly culturally diverse, interconnected and globalised world. Our education system plays an essential and undeniable role in such preparation.

Social issues such as racism and discrimination in schools and the community threaten and destabilise students' sense of inclusion and belonging, as well as their development of intercultural capability. Fortunately, action to address racism and discrimination is both a mechanism for developing such knowledge and capability, and the outcome of having developed them.

The action plan outlined below promotes an anti-racism approach for working towards positive and sustainable change in schools. Broadly speaking, an anti-racism approach is one that proactively addresses racism through a number of mechanisms including:

- Acknowledging and addressing contemporary forms of racism and disadvantage, with specific focus on policy and institutional structures that reproduce racism.
- Encouraging and promoting the voices of those with lived experience of racism and discrimination to guide understanding, and inform action.
- Seeking justice and repair for those impacted by racism and discrimination through acknowledgement of their historical and contemporary lived experiences, learning from these, and working collaboratively towards meaningful solutions and prevention.
- Guaranteeing equal opportunity for all through actively ensuring accurate and diverse community representation across positions of power, leadership and influence.
- Recognising that anti-racism practice is fundamental to multiculturalism, diversity and social inclusion.¹

¹ Berman, G., & Paradies, Y. (2010). Racism, disadvantage and multiculturalism: Towards effective anti-racist praxis. *Ethnic and Racial Studies*, 1-19. doi: 10.1080/01419870802302272

1. Take a “deep dive” into the culture of diversity, inclusion and belonging in your school.

- [Student Attitudes to School Survey](#)
- [LEAD School-based Audit](#)

2. Embed intercultural capability and culturally-responsive practice as a core competency of staff.

- [Marrung](#)
- [CMY Culturally Responsive Practice Training](#)
- [CMY Our School – A Reflection Tool for Staff](#)
- [CMY Our School – A Reflection Tool for Students](#)
- [CMY Our School – Reflection card activity](#)
- [CMY Reflection Tool – Teachers notes](#)
- [Facilitating Conversations about Racism – A guide for teachers and school leaders](#)
- [Facilitating Conversations about Racism – Navigating common challenges](#)

3. Embed intercultural capability, non-discrimination practices that actively address racism into your curriculum and school-based programs.

- [Intercultural Capabilities Curriculum](#)
- [Respectful Relationships](#)
- [School-wide Positive Behaviour Support](#)
- [Safe Schools](#)
- [Languages and Multicultural Education Resource Centre](#)
- [Social Emotional Learning Program](#)
- [Civics and Citizenship Curriculum](#)
- [Personal & Social Capability](#)
- [Ethical Capability](#)
- [CMY Lesson Plans](#)

4. Reflect the diversity of students and the community through recruitment practices that value diversity.

- Diverse staff base that is representative of community
- Koorie Education Support Officers (KESOs)
- Bi-Cultural Workers

5. Encourage and support student participation, student voice and student leadership.

- [Amplify Toolkit](#)
- [Victorian Student Representative Council \(VicSRC\)](#)
- [CMY Student-led projects – Quick guide](#)
- [CMY Student-led projects – Ideas and activities](#)
- [CMY Lesson Plan: Student leadership](#)

6. Ensure consistent, transparent and effective responses to incidents or issues of racism and discrimination that arise within the school community.

- [Bully-stoppers – Racist bullying](#)
- [Restorative practice](#)
- [CMY Resource Racial discrimination in the community – Short guide to assisting parents, families and carers](#)

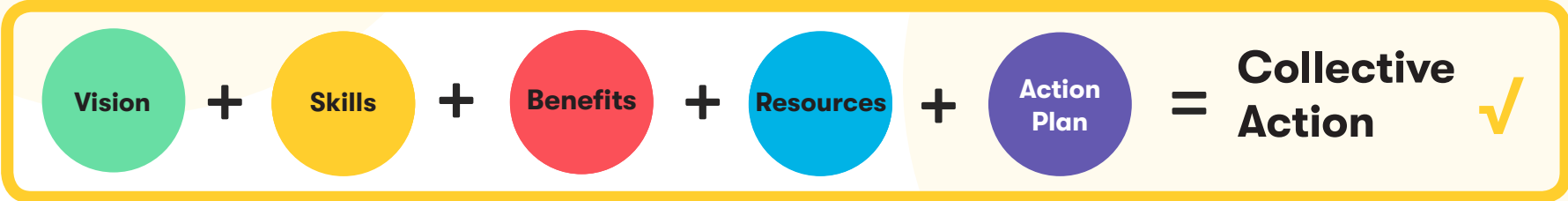
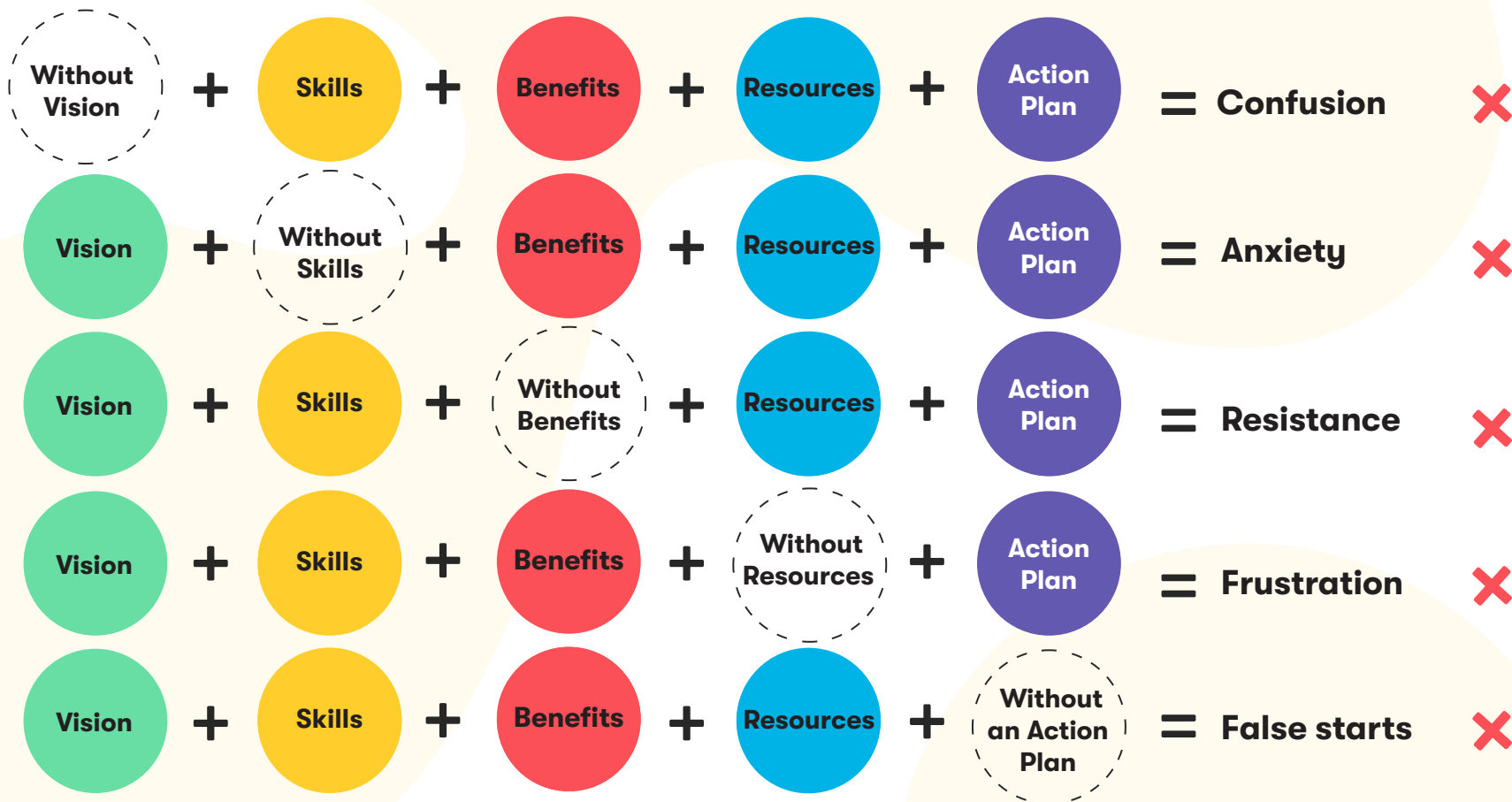
7. Engage culturally-specific community groups to support school-based programs and curriculum.

- [Marrung](#)
- [Shout Out](#)
- [Le Mana \(Empower\) Pasifika Project](#)
- [South Sudanese Community Support Groups](#)

8. Think sustainability! Implement processes to allow for ongoing reflection and innovation to keep up with the dynamic nature of communities and cultures.

- Develop a specific steering committee / working group / leadership group (or incorporate into an existing one)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [CMY Our School – A Reflection Tool for Staff](#)
- [CMY Our School – A Reflection Tool for Students](#)
- [CMY Our School – Reflection card activity](#)
- [CMY Reflection Tool – Teachers notes](#)

Managing Complex Change²



2 Adapted from Knoster, T., Villa R., & Thousand, J. (2000). *A framework for thinking about systems change*. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.