Can education be anti racist?

Dec 6th 2023 London Public Lecture

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Can education be anti racist?

I am a -
White
Middle class
woman
white ally
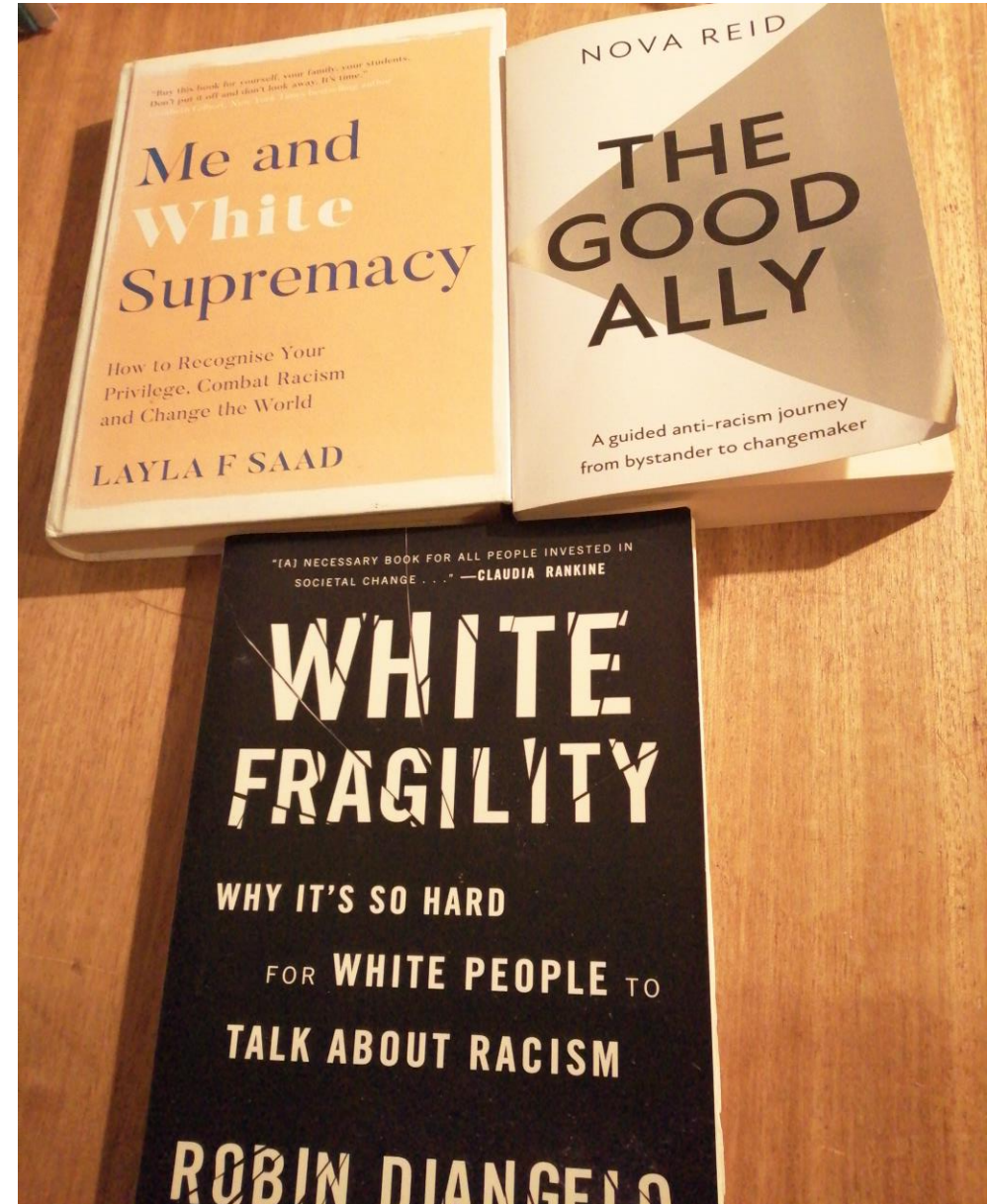
Can Education be Anti racist ?
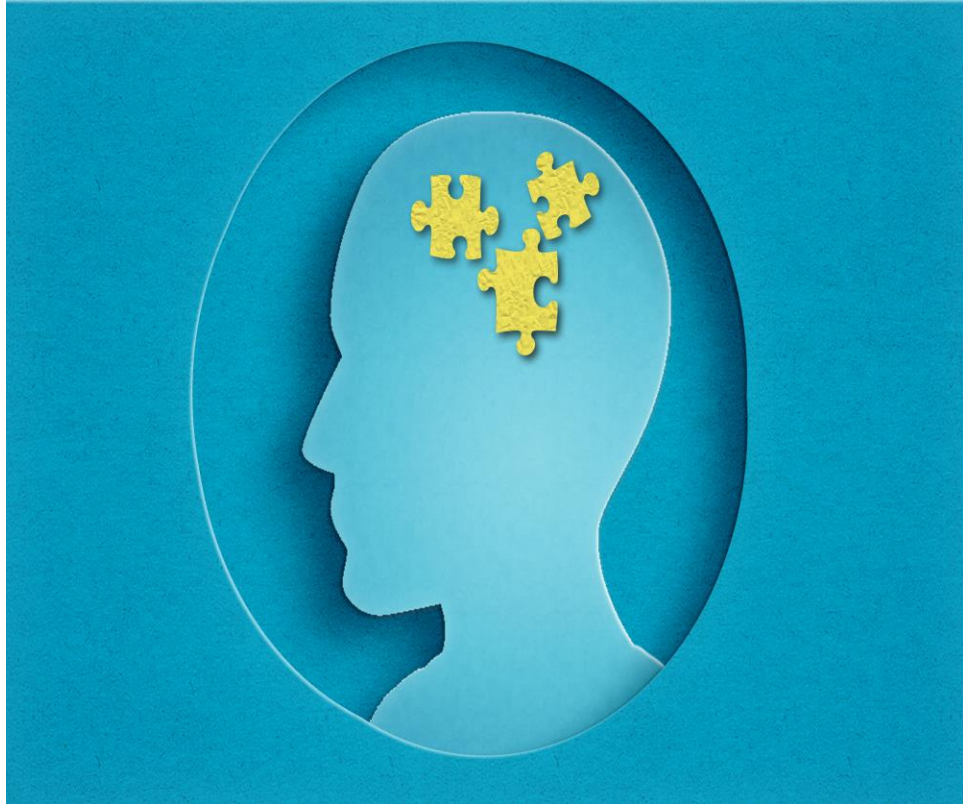
- Should education be anti racist? MORAL
- Why should education be anti racist ? PHILOSOPHICAL
- How can education be anti racist ? PRACTICAL
- **Can education be anti racist ? POLITICAL /POSSIBLE SOLUTIONS**

Exploring complexities of Anti racism in Education

- What is the purpose of education?
- What does successful school education look like?
- What barriers do some children encounter and why?
- Is English Education white, patriarchal, ableist, heterosexual, middle class?
- How can schools provide equitable opportunities for all children?
- How can schools be anti racist?

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Equality

Equity

Purpose of Education – success /barriers

- What are the brown platforms? EQUALITY EQUITY
- Why are the people

 different sizes? PRIVILEDGE

- What are the apples? EDUCATION
- Why reach for the apple?

SUCCESS

Can education be anti racist or are the apples poisoned?

- Elton-Chalcraft (2020) https://youtu.be/is7y9aHIw8k

Equality   Equity
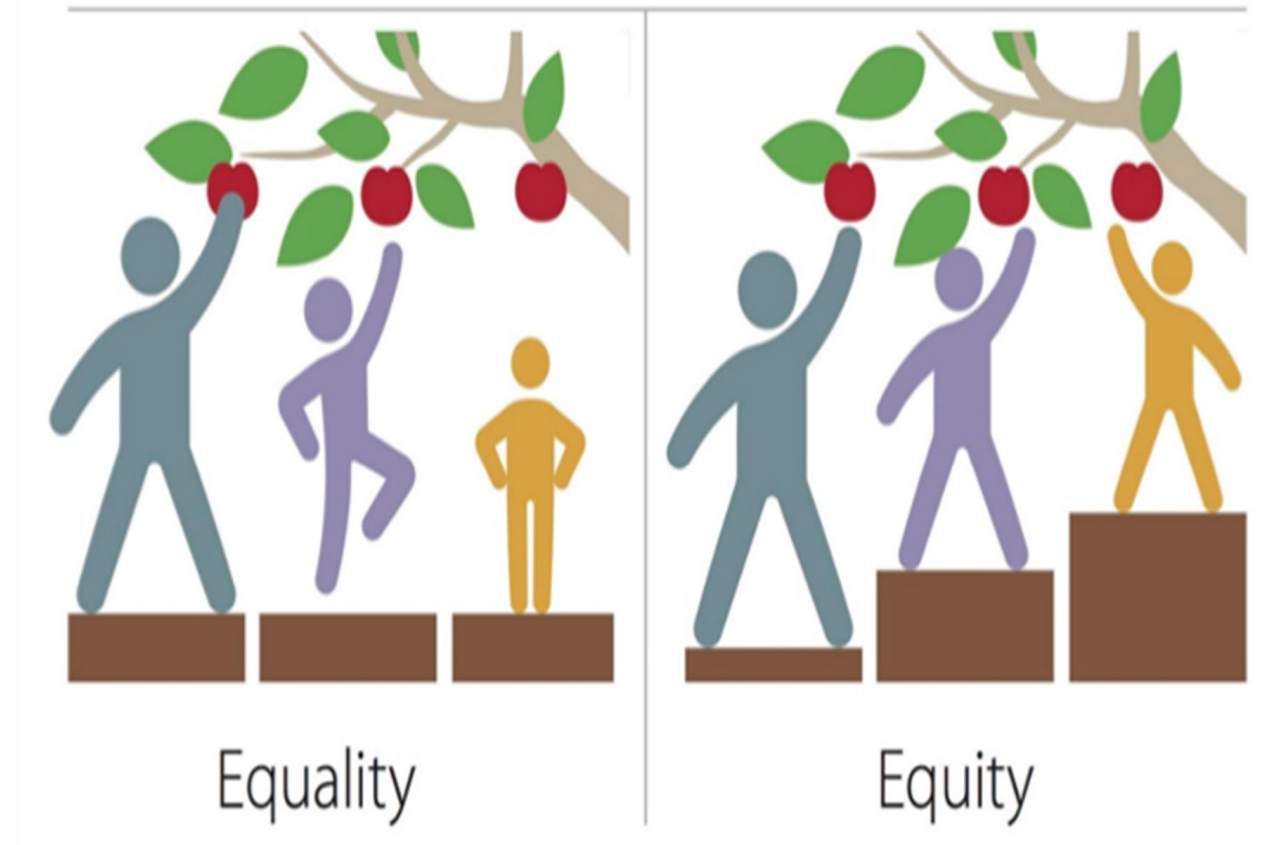
Can education be anti racist - Educational solutions

- What do platforms add/ equalise?

Lack of intelligence/ effort

Being the 'wrong' gender/ class/ ethnicity?

- Why are the people different sizes?

Privilege/Interests/ aptitudes/ expectations?

- What are the apples?

Achievement in school/ university?

- Why reach for the apple?

Good job/ wealth/ happiness?

Equality   Equity
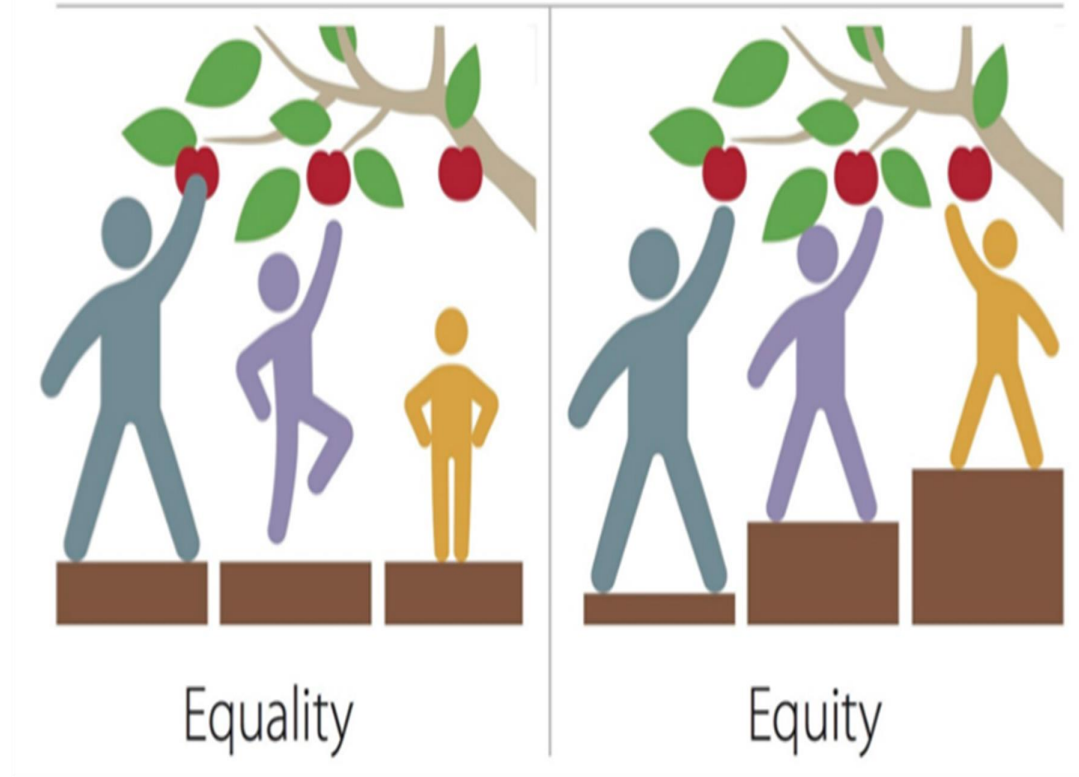
Can education be anti racist? Education- a wholesome or poisoned apple?

Equality   Equity
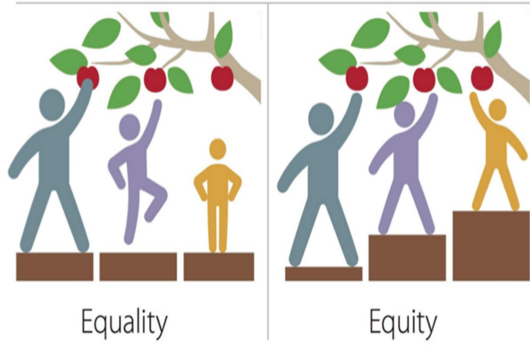
Racism

- Imposition of FBV in schools
- Muslims as a 'suspect community'
- Disregard of intersectionality and Critical Race theory

- Fear of the marginalised
- Homogenised teaching force
- Lack of understanding - interconnectedness of multiple social identities
- individuals experience oppression and privilege not in isolation - interplay between race, gender, class, sexuality, and disability

- (Crenshaw 2013)

 (Bryan; Revell; Elton-Chalcraft)

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Can education be anti racist ?
To Promote or not to promote Fundamental British values?

Equality   Equity
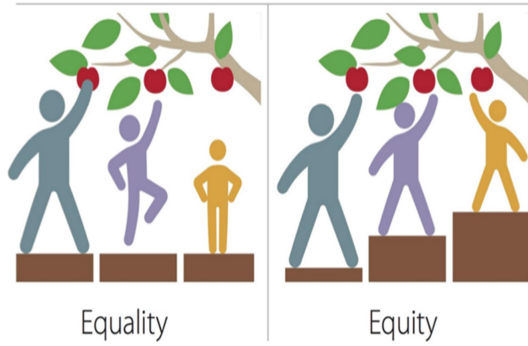
1. What are FBV and why have English teachers been asked to promote them?

2. Our research shows that 'promoting FBV' is a politicisation of the curriculum and teaching standards

3. We consider this is problematic

4. Proposed solutions – CHALLENGING LAWS? (Ornstein 2017) Providing educational solutions

Elton-Chalcraft, S, Revell, L. and **Lander, V.** (2022) Fundamental British Values: your responsibilities, to promote or not to promote? Ch 15 In Cooper, H. and Elton-Chalcraft, S. (Eds) 4th edition *Professional Studies in Primary Education* London: Sage
https://us.sagepub.com/en-us/nam/professional-studies-in-primary-education/book273439

Elton-Chalcraft, S., Lander V., Revell, L., Warner, D. and Whitworth, L. (2017) To promote, or not to promote fundamental British values? Teachers' standards, diversity and teacher education *British Educational research journal* vol 43 no 1 Feb 2017

Can education be anti racist? Eg - Projects

- Prof Vini Lander – Critical Race theory, Anti racist Framework for Teacher Education with Heather Smith Newcastle

https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2022/11/anti-racism-framework/

https://www.ncl.ac.uk/mediav8/institute-for-social-science/files/Global%20Literature%20review%20-%20final.pdf Marsha Garrett

- Centre for Race Education and Decoloniality

https://www.leedsbeckett.ac.uk/research/centre-for-race-education-and-decoloniality/

- Equality Award British Educational Research Association Nov 2023
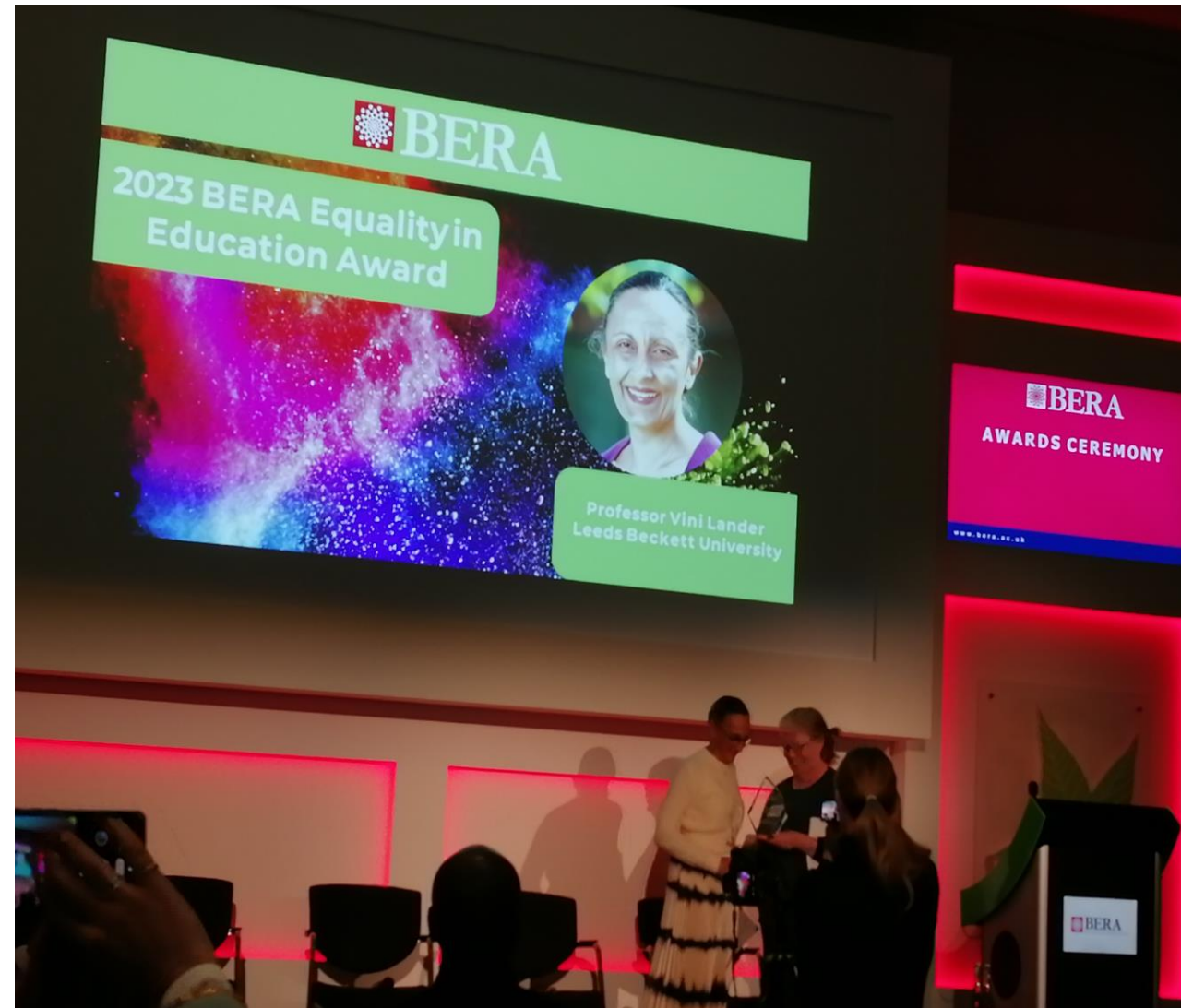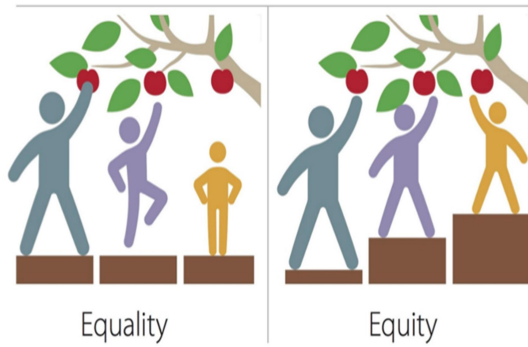
Can Education be anti racist ? Problems with Promoting British Values

- Obviously terrorism should not be condoned

- But is promoting BV an exercise to re enforce privilege and status of whiteness

- Inadvertently conjures up racialized stereotypes of who is and who is not an outsider

- Stigmatisation of Muslims (Busher, Choudry, Thomas and Harris 2017; Elton-Chalcraft, S., Lander V., Revell, L., Warner, D. and Whitworth, L. 2017) Elton-Chalcraft and Bryan (under review 2023)

- Is Education in England white, Anglo centric, patriarchal and middle class?

- (Elton-Chalcraft, S, Revell, L. and Lander, V. 2022)

Can education be anti racist ?
School leadership and Social Justice

- Aspirant head teachers and Middle leadership
- Is English Education white, western and patriarchal

- Pockets of discrimination
- Women are leaders in the home as well as at work
- (Elton-Chalcraft, Kendrick, Chapman 2018)

Because I wear a veil I feel people are judging me – but perhaps it's something I need to deal with – it may be that they are not judging me at all but I feel that they are; I am in a Church of England school – prayer is fine but faith-led assemblies are a restriction because I am of a different faith (BAME, female, aspirant middle leader)

My partner is as useful as a chocolate tea pot responsibility wise (white, aspirant head, female)

Can education be anti racist? Mobilisation: British Bangladeshi Teacher Association 11th Nov 2023
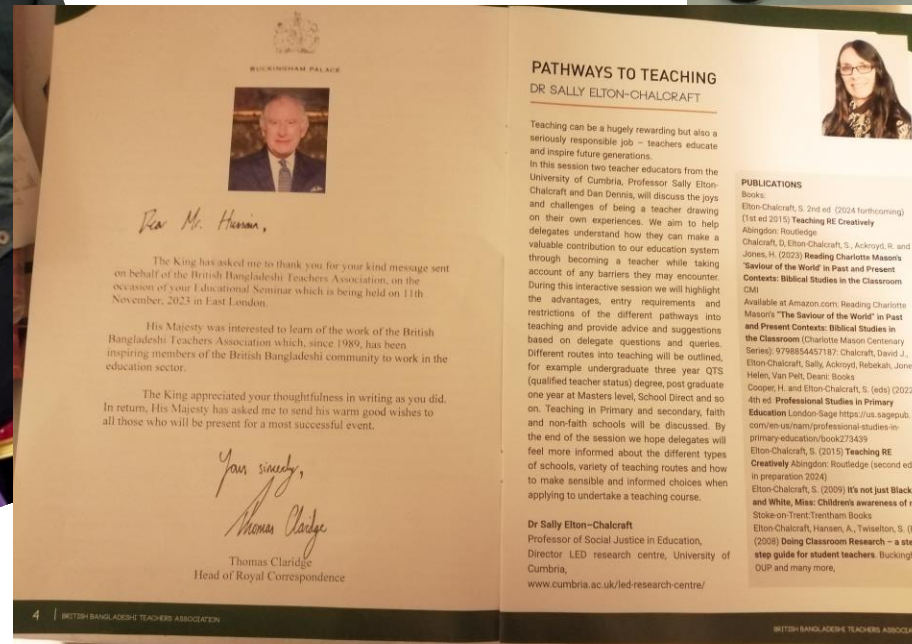
Can education be anti racist? – Curriculum , resources
It is not the obvious things that prevent inclusion

- **Unintended consequences of materials, references and examples used**

- **Indirect discrimination** is subtle and usually unintended but may present a learner from engaging fully with a subject (hidden curriculum/ ethos of the school) eg

- maps,

- dating systems BC/ AD or BCE /CE

https://www.mapsinternational.co.uk/large-upside-down-world-wall-map-political-paper.html?gclid=EAIaIQobChMII9-7-OH75wIVR7DtCh06OwrkEAQYASABEgIaHvD_BwE

Can education be anti racist?

What can teachers do to promote anti racism? :

1. **Thoroughly understand** the issues/ problems/ complexities
2. **Openly engage** in professional development alongside others
3. **Bravely advocate** equitable learning and teaching

Can education be anti racist ?
Understand the issues

Appraisal of Attitudes (Warner and Elton-Chalcraft 2022 adapted from Elton-Chalcraft 2009, Kincheloe and Steinberg 1997)

- **1) Mono culturalists**

- are 'tokenist'. They attempt to address multicultural issues but deep down, they believe in the superiority of Western (white), patriarchal culture

- *This is a starting place for many teachers, but this stance is superficial – there needs to be a genuine appreciation of diversity*

Attitudes - 2) Colour blind pluralists

- gloss over differences in an attempt to make everyone equal and the 'same'
- 'they' are the 'same' as 'us' (they just happen to be a different colour.) One 'race'

- *Some teachers think this is 'equality in action' but actually they are adopting a 'colour-blind' stance, denying that diversity exists*

Attitudes - 3) 'colonial' multiculturalists

- Pluralism becomes a supreme social virtue, diversity is pursued and exoticised. There is cultural 'tourism' where 'they' (as opposed to 'us') live in an exotic parallel world.

- Eg Hannukha is the Jewish 'Christmas' - **neo colonialism.**

- *These teachers attempt to celebrate diversity but they use their 'own' cultural language to describe the 'other' (inferior) culture. There is not genuine equality*

Attitudes - 4) Inverted multiculturalists

- are extreme in promoting the minority culture; to the extent that the dominant culture is seen as 'bad' and the marginalised as 'good'.

- *This stance is the opposite of the dominant multiculturalist – here the teacher elevates the 'other' culture and demotes the dominant culture. There is not genuine equality*

- White youngster Darren Coulburn killed Asian heritage Ahmed Iqbal Ullah

- (Elton-Chalcraft 2009)

5. Critical multiculturalists / anti racists

- **critical multiculturalists** believe in the promotion of an individual's consciousness as a social being. They promote an awareness (self reflection) of how and why opinions and roles are shaped by dominant perspectives. They appreciate that there are differences within as well as between cultures.

- *. This teacher appreciates that there are differences within, as well as between, cultures and there is open discussion of the causes of white supremacy and how to challenge racism and discrimination.*

Can education be anti racist?
Thoroughly understand the issues

Read
Speak to people

Do your homework!
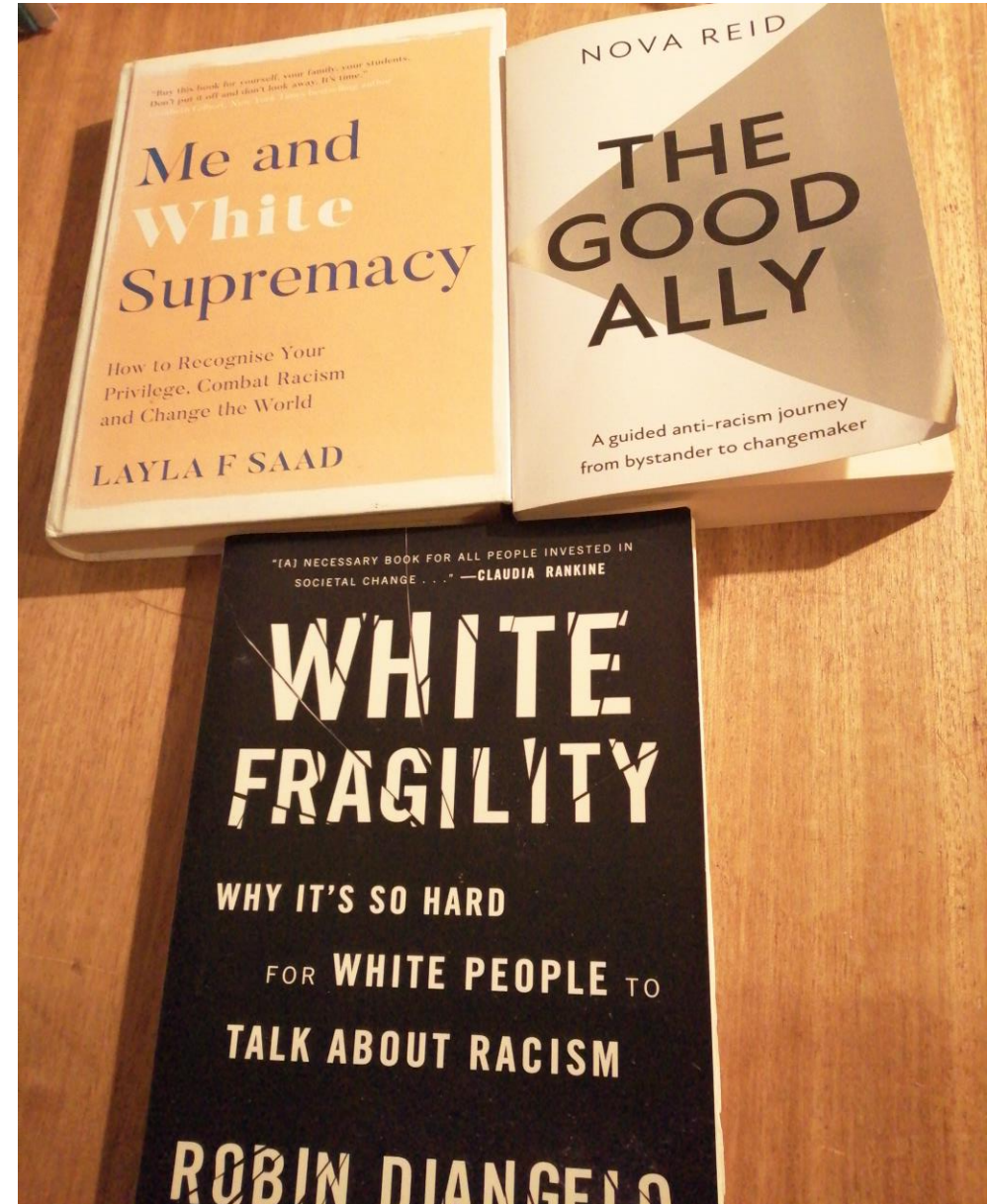
Can education be anti racist?

What can teachers do to promote anti racism? :

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2. Openly engage in professional development alongside others

- Basic Stance
- Developing stance
- Improving stance

Can education be anti racist engage in professional development

- Typology of stances towards race equality teaching developing our skills as culturally responsive teachers.

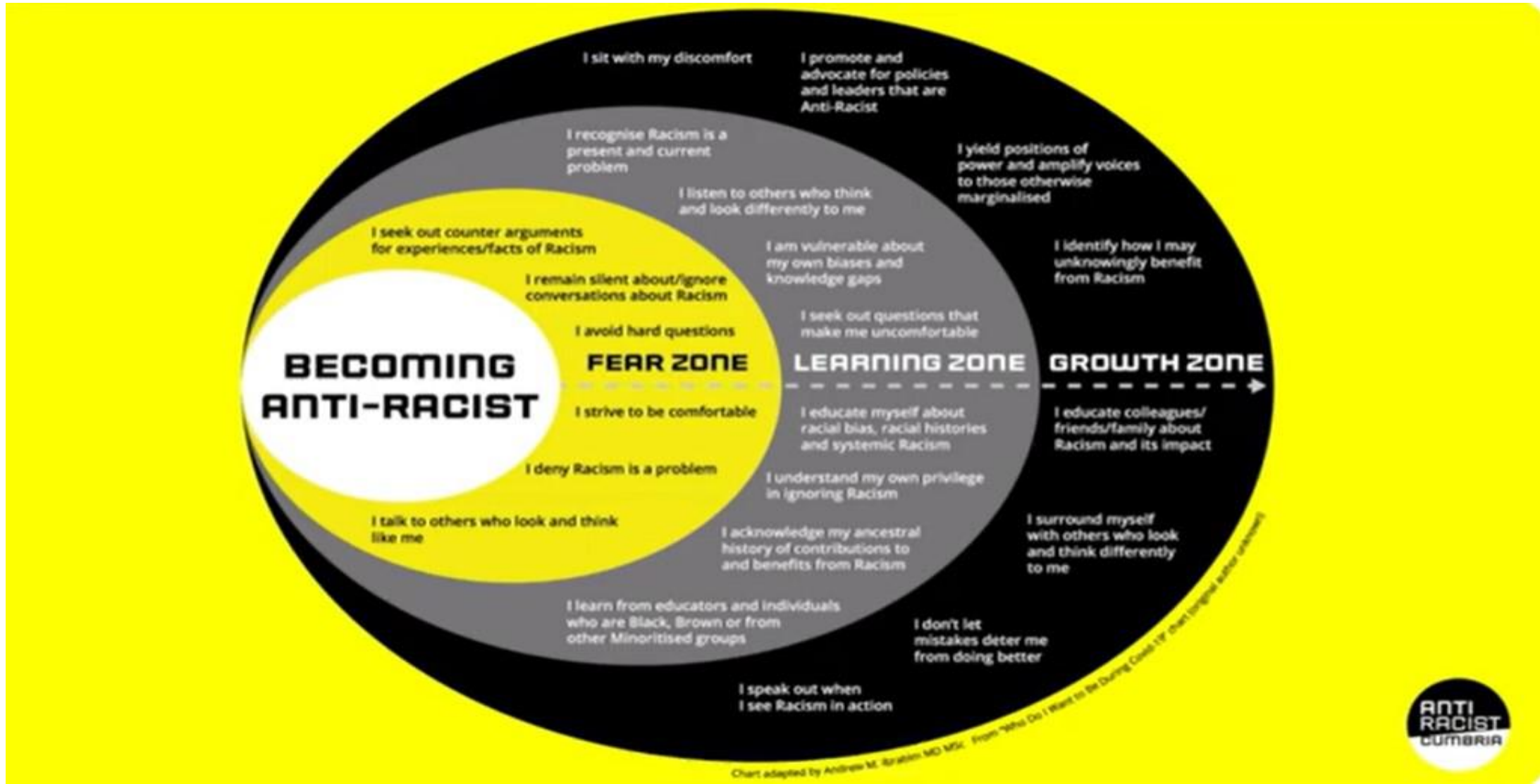- **Basic Stance** includes a mono culturalism teacher - a tokenistic, compliant teacher who shuts down any controversial debate because deep down they believe in white supremacy, western, patriarchal (male dominated), heterosexual cultural norms. A few teachers are full of fear; or act as agents of surveillance making referrals to the security forces, albeit in a safeguarding context. But this positions learners, often Muslims, as villains or victims.

- **Developing Stance** a Colour blind teacher who glosses over difference to make everyone the 'same' (they are the same as us – just a different colour, belief system etc There is a 'chilling' where minority groups feel unable to articulate their views – there is a pretence of safe space – ie no prejudicial treatment because the teacher is safely cocooned in their comfort zone. Minority voices feel 'othered' if they articulate a different opinion. Lockley-Scott (2020) Miah (2017) Kundnani (2015)

- **Improving stance, the preferable stance** Highly reflective critical teachers – aware of their own ethnicity and sufficiently brave to take moderated risks and engage their learners in frank, age - appropriate discussions about racism and its consequences. Many, not all, teachers of RE are 'nice' people, conscientious people, the peacemakers of the classroom with sunny dispositions. It can be challenging but we should move out of our comfort zone, feel uncomfortable, learn from mistakes, and provide a space for all voices to be heard. (Bryan, Elton-Chalcraft and Revell 2018, Elton-Chalcraft 2020)

Professional development eg Anti racist Cumbria; Anti racist Teacher education Framework

https://antiracistcumbria.org/ office on our Ambleside campus   https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2022/11/anti-racism-framework/

Can education be anti racist?
3. Bravely advocate equitable learning and teaching

- Draw on professional development to **inform** practice
- Work alongside teachers, young people to **challenge** discrimination

- Eg Muslim communities ' a suspect community'? OPEN discussions –
- are Muslim youth 'a risk to society and at risk of catching the terrorist disease' (Thomas 2016), are they 'vulnerable to radicalisation' (O'Donell, 2018)

- If Sir Mo Farah (Muslim) hadn't received a Knighthood would the Home Office have been so lenient about not investigating his British Citizenship? (Privilege)

3. **Bravely advocate** equitable learning and teaching

Non brave;

Absolute adherence to Prevent duty Enacting nationalism through a secular civic lens	Teacher as instrument of the state Chilling	Student: 'risky' villain/ 'at risk' victim or conformist Safeguarding the vulnerable

Brave!

Ideology- informed mediation of Prevent Inclusive secularism	Teacher facilitates space for critical debate Diverse voices aired	Student: identity development, learn from mistakes Living with diversity

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Exploring **complexities** of Anti racism in Education

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- How can schools provide equitable opportunities for all children?

- How can schools be anti racist?

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Can education be anti racist?
Solutions: what teachers can do
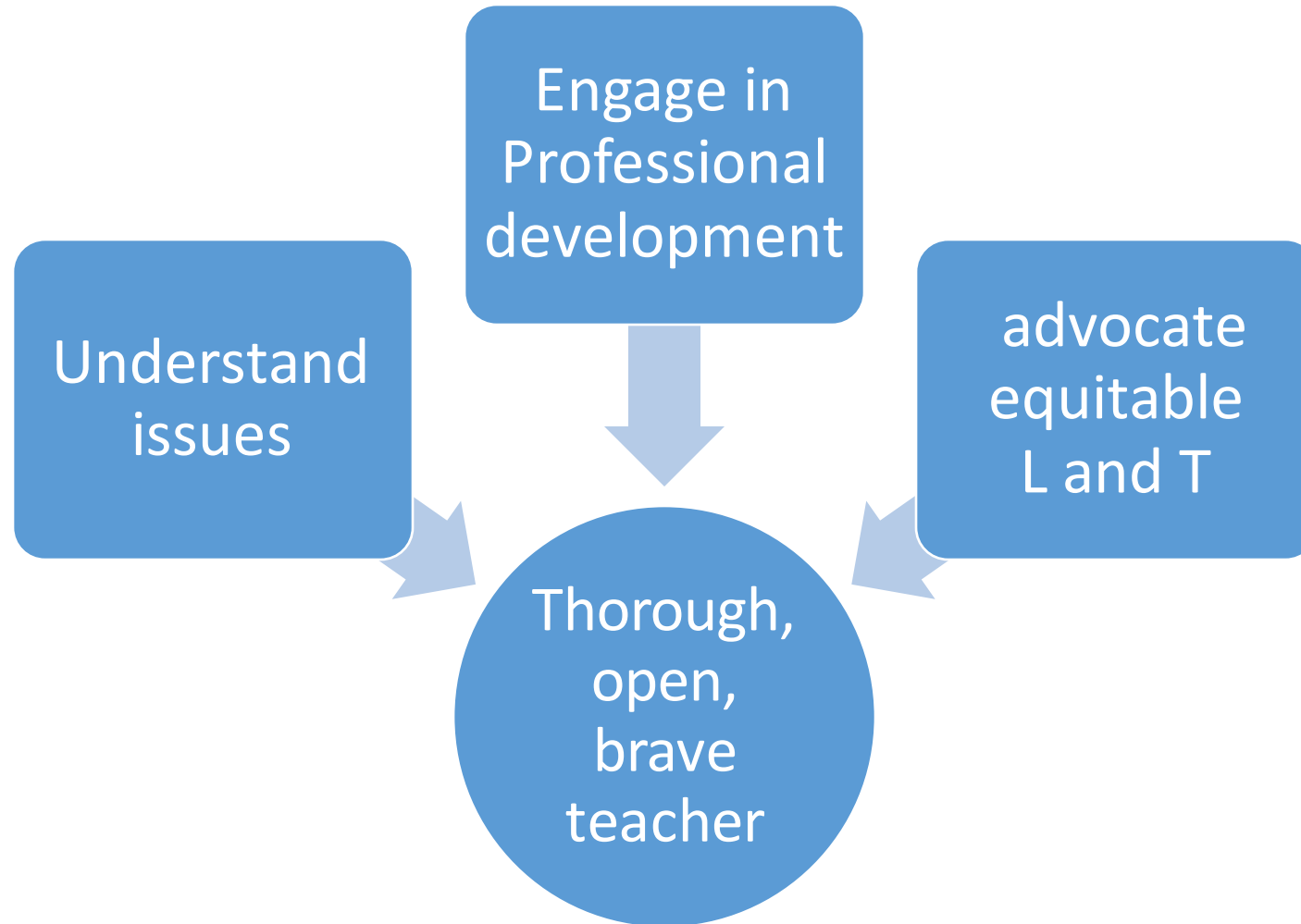
Engage in Professional development

Understand issues

advocate equitable L and T

Thorough, open, brave teacher

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- Elton-Chalcraft, S, Revell, L. and Lander, V. (2022) Fundamental British Values: your responsibilities, to promote or not to promote? Ch 15 In Cooper, H. and Elton-Chalcraft, S. (Eds) 4th edition *Professional Studies 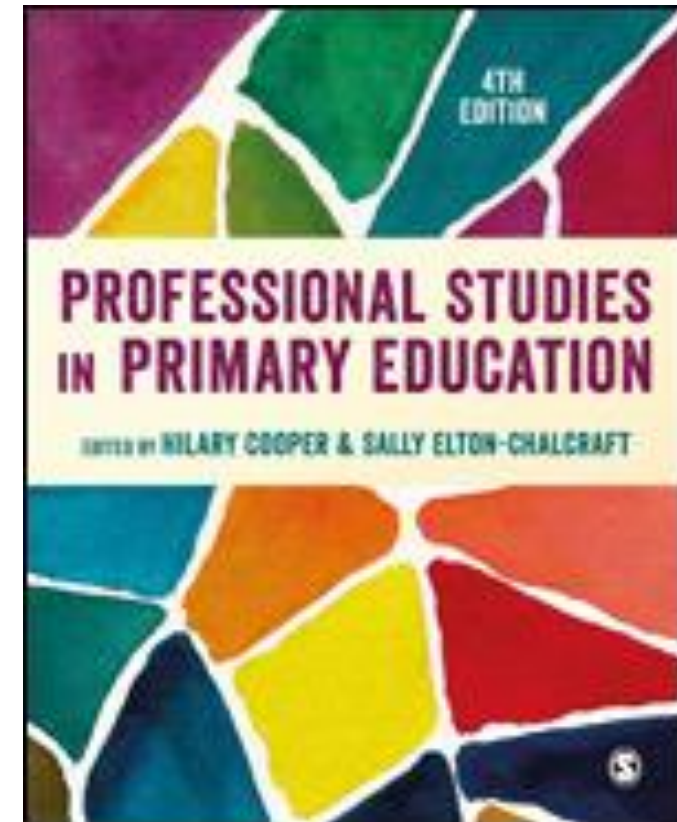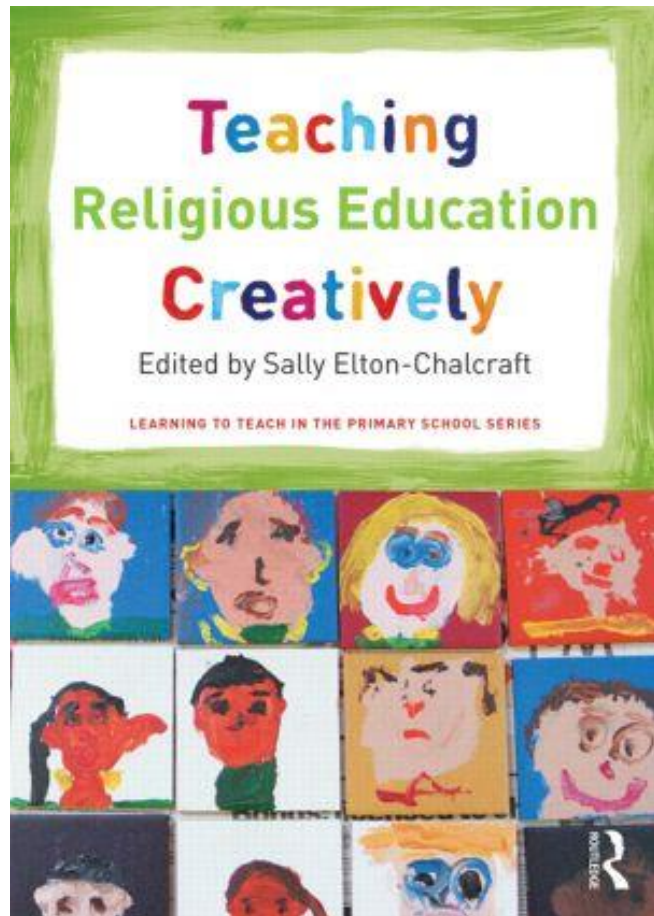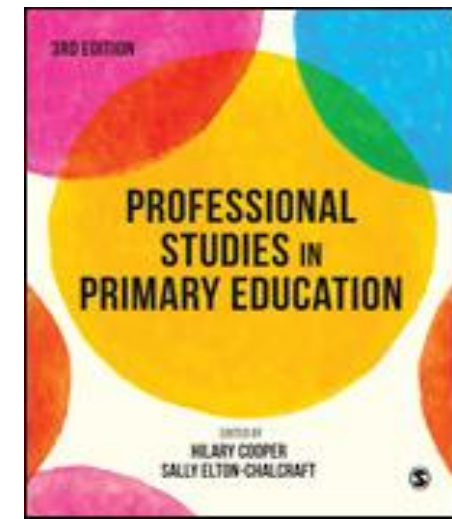in Primary Education* London: Sage https://us.sagepub.com/en-us/nam/professional-studies-in-primary-education/book273439

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- https://www.youtube.com/watch?v=ggkIIqyfcXI

- Elton-Chalcraft, S. (Oct 2020) Black Lives Matter Racism and Education *Race2B conference* University of Cumbria and Multicultural Society online https://www.mcc1.org.uk/listing/category/talks-and-conferences

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Professional practice books

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children's awareness of race

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4TH EDITION

EDITED BY HILARY COOPER & SALLY ELTON-CHALCRAFT

(Warner and Elton-Chalcraft 2022)	are 'tokenist'. They attempt to address multicultural issues but, deep down, they believe in the superiority of Western (white) patriarchal (male dominated) culture. This is a starting place for many teachers, but this stance is superficial – there needs to be a genuine appreciation of diversity
1. **Mono culturalists**	
2 **Colour blind pluralists**	are dedicated towards working to 'one race'. They attempt to gloss over differences in an attempt to make everyone equal and the 'same' ('they' are the 'same' as 'us' – they just happen to be a different colour). *Some teachers think this is 'equality in action' but actually they are adopting a 'colour-blind' stance, denying that diversity exists*
3 **Dominant (colonial) multiculturalists**	think diversity is exotic and interesting, but inferior, to their own culture. There is cultural 'tourism' where 'they' (as opposed to 'us') live in an exotic parallel world. For example, Hanukkah is the Jewish Christmas. *These teachers attempt to celebrate diversity but they use their 'own' cultural language to describe the 'other' (inferior) culture. There is not genuine equality*
4 **Inverted multiculturalists**	are extreme in promoting the minority culture, to the extent that the dominant culture is seen as 'bad' and the marginalised as 'good'. *This stance is the opposite of the dominant multiculturalist – here the teacher elevates the 'other' culture and demotes the dominant culture. There is not genuine equality*
5 **Critical multiculturalists**	believe in acknowledging differences and dismantling inequality. They promote an awareness (self-reflection) of how and why ~~his/her~~ opinions and roles are shaped by dominant perspectives. *This teacher appreciates that there are differences within, as well as between, cultures and there is open discussion of the causes of white supremacy and how to challenge racism and discrimination.*