



The Educational
Institute of Scotland

Mobilising for Anti-Racism at Work

Ellie Muniandy (trainer) and Selma Augestad (EIS)

Working Together Agreement

- Be mindful of your power and airspace
- Seek to understand not agree
- Sharing is for celebrating
- One person speak at a time
- We all have different knowledge and lived experience - we all have something to learn and to teach
- Look after yourself

Fair Work

- ▶ The importance of voice - Fair Work - listening to people's individual experiences.
- ▶ Respect - respecting every part of who we are rather than just one bit.
- ▶ Fulfilment - how can you feel fulfilled if your whole self cannot be recognised?
- ▶ Opportunity - where there are barriers, for example racial barrier, an opportunity offered specifically to women may still disadvantage BAME women.
- ▶ Security - being safe at work and not discriminated against or experience harassment.

Poetry - Mae Diansangu

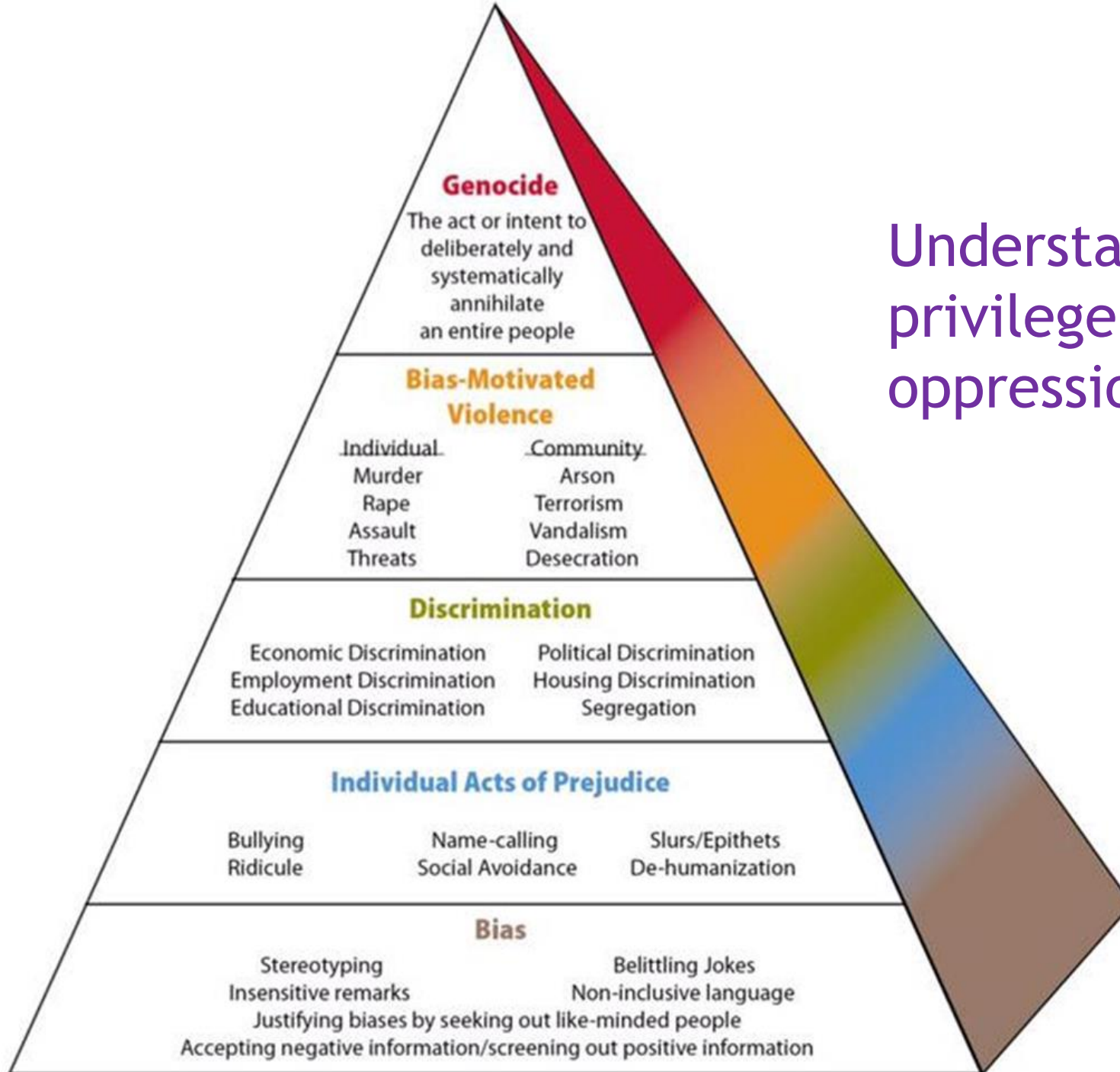


Welcome

Tell us...

- ▶ Your name
- ▶ What are you hoping to get out of this session? What skill or knowledge would you like to leave this session with?

Understanding privilege, power and oppression



Racial Trauma

What words do you associate with the term racial trauma?



White Fragility

- ▶ Defensiveness
- ▶ Fear
- ▶ Discomfort
- ▶ Policing BPOC expression
- ▶ Offended
- ▶ Prioritising own emotions
- ▶ Rationalisation
- ▶ Avoidance
- ▶ Taking umbrage
- ▶ Guilt
- ▶ Shame

How racism affects educators and the sector

- ▶ BAME teachers representation in the sector
- ▶ BAME teachers experiences
- ▶ BAME pupils experiences

Underrepresentation

BME Teacher Statistics: The number of teachers in:

- the whole profession is **672** or **1.4%** of the workforce.
- the primary sector is **253** or **1.0%** of the workforce.
- the secondary sector is **393** or **1.7%** of the workforce.
- the special sector is **26** or **1.4%** of the workforce.
- promoted posts across the whole profession is **75** or **0.6%** of the total number.

(2011 Scottish Census)

("Summary Statistics for Schools in Scotland, No.8 | 2017 Edition", released on the 12th of December 2017)

Further information can be found on EIS website:

Anti-racist Leadership learning by SAMEE, the Scottish Association of Minority Ethnic Educators

Experiences of BAME teachers about racism

Senior management are unwilling to do anything...they either don't know how to or they ignore it hoping the issue will go away.

I have to be
'whiter' than
White!

...it's not a glass ceiling for us, it's a concrete ceiling and it hasn't even been chipped!

I have no control over my career progression ...it's like hitting a brick wall each time – I am slowly stepping back...

...it's not a glass ceiling for us, it's a concrete ceiling and it hasn't even been chipped!

...I know teachers who have left, they have become disheartened because they can't get on to the next rung of the ladder...

Headteachers perceptions

‘I have no reason to think that promotion is more difficult for teachers from a minority ethnic background.’

Head teacher, Secondary

I think they are proportionally represented at each level of the profession.

Head teacher, Primary

The need for representation

I think that I am able to connect with my kids....I speak patwa sometimes and they love it.

The interaction they have with us opens their minds towards people from minority ethnic backgrounds.....

I bring my *colour* into the classroom and I bring my *culture* into the classroom. The youngsters may not have spoken to a female Asian women before because they don't know how to or have never come across them in their own communities...

“It is very easy to deliver lesson plans.....when we are talking about our lived experiences and diverse backgrounds it can very often make the learning **real** and more **meaningful** and **in touch** with those we are delivering to.”

BAME Pupils experiences



Learning Resource

- ▶ Resource for TU Reps, LA Secretaries and Equality Reps, but relevant to any member interested in taking anti-racism forward in their workplace
- ▶ A live document updated as necessary, feedback and suggestions welcome
- ▶ Developed as part of the EIS Anti-racist Leadership learning activity, in partnership with SAMEE, the Scottish Association of Minority Ethnic Educators
- ▶ Further content, including a recorded version of leadership learning from SAMEE available on EIS website



**Standing
Together**

Mobilising for anti-racism at work

Anti-racist Leadership Learning Resource for EIS Equality Reps,
Trade Union Reps, Local Association Secretaries and
Branch Secretaries



False Narratives

- “Racism just doesn’t happen here in Scotland, it’s not a problem here”
- “We don’t have much diversity, so anti-racism isn’t a priority”
- “The real barriers are against white working class pupils, and the anti-racism agenda takes away from that”
- “We treat everyone the same, regardless of their race or background”
- “All lives matter”
- “I am BAME and I have never experienced racism, so it isn’t an issue for me”
- “Having BAME specific recruitment strategies is discriminatory against white applicants”
- ***Mentimeter Q: How confident are you at responding to these false narratives?***

Dealing with Racism at work

- ▶ ***Mentimeter:*** How confident are you with dealing with racist incidents as a rep?

Case Study 1- Lack of access to promoted posts

- ▶ *‘I have no control over my career progression ...it’s like hitting a brick wall each time - I am slowly stepping back...I know teachers who have left as they have become demoralised as their self-esteem is impacted...how many more courses do I need to complete?’ (Priti)*
- ▶ How would you support Priti? Possible solutions:

Case Study 2

- Micro Aggressions

- ▶ *'When you make a suggestion or a proposal it is completely dismissed and yet, when a white colleague makes a similar suggestion it is commended.'*
(Amjad)
- ▶ How will you support Amjad to address this issue?
Possible solutions:

Case Study 3- Experiencing racist harassment in the workplace

- ▶ *'I notice young people pulling their eyes to the sides and talking gibberish as soon as I walk into the classroom' (Li Jie)*
- ▶ How would you support Li Jie and address this racist incident? Possible solutions:

Organising for anti-racism at work

- ▶ ***Mentimeter:*** Do you have ideas for how to incorporate anti-racism into your existing work, or union work?

Feedback and next steps

Mentimeter:

- ▶ How has this session been for you?
- ▶ What more support or resources do you need?

Resources

- ▶ SAMEE - Scottish Association of Minority Ethnic Educators
<https://www.samee.org.uk/>
- ▶ <https://equality.eis.org.uk/anti-racism/>
- ▶ Specialised Counselling: Black and Asian Therapist Network (BAATN)
- ▶ Podcast: Anti-Racist Educator
- ▶ Books: What White People Can Do Next- Emma Dabiri

Equality in Focus: Next Workshops

- ▶ Mobilising Against Anti-Muslim Prejudice at Work
2nd November, with SAMEE and Show Racism the Red Card
- ▶ Autism Appropriate Workplaces
23rd November
- ▶ Furthering Disability Equality at Work
7th December
- ▶ Supporting Gender Equality at work
18th January