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Panel Session 4: 11.00 – 12.30

Stream 1: Teacher education and liberatory pedagogies

Analysing anti-racist education in schools through the eyes of Scottish and Dutch primary school staff and informed experts

Aike Senna Broens, Rotterdam University of Applied Sciences

This small scale research is conducted in both Rotterdam(NL) and Edinburgh(GB) and explores the views and experiences of primary school staff and informed experts on anti-racist education. Five to ten informed experts and expert primary staff from a couple of schools in both countries are interviewed about topics such as their view of, reasons for and understanding of anti-racist education in general, good practices, areas of improvement and the effect of the current situation in both countries on racism and anti-racist education. The themes which arise are analysed within both country contexts and will be outlined to show each country's and city's uniqueness and specific areas of success and concern but to also show similarities across the border. As an addition, a point of view from the CMV(Dutch informal social and cultural education studies) way of working is added to themes which came up during the conducted interviews. Throughout this presentation, lessons which can be learned from the findings will be discussed.

Documentary viewing as a tool for transformative teaching

Heather Smith, Newcastle University

This paper presents an examination of the relationship between specific documentaries and white student teachers' emotional responses to their viewing as part of a PGCE module on education equality. Through a consideration of critical white studies, the module aims to disturb white hegemonic practices, attitudes and cognitions so that student conceptions of equality are transformed.

Particular documentaries were chosen as part of this task as they directly address race, racialization and racism. Moreover, on their viewing, students display a range of emotional responses similar to those found in Boler's (1999) 'pedagogy of discomfort' which have been argued as useful to transformed thinking. Closer analysis of these emotions, however, through a lens which understands emotion as integral to the operationalization of whiteness, reveals that some of these emotions act to obstruct student development. For example, public expressions of shock at the reality presented in the documentaries are often accompanied by dismay at students' personal ignorance. This can lead to a spiral of self-critique, which, without interruption, leads to a discourse of self-absorption (Hyttén and Warren, 2003) which acts to effect a re-centring of white interests.

The paper will share findings on which forms of documentaries are most useful for transformative practice, alongside suggestions on teaching strategies which capitalise on those emotional responses conducive to transformation and to stymie those which act as investment in whiteness.

Everyday lived experiences of racism and anti-racism among Australian school students

Jessica Walton, University of Melbourne

Despite high levels of cultural diversity within Australia, racism remains a pervasive and significant issue for individuals and communities across the country. In this context, there is a lack of Australian research that explores children and young people's everyday lived

experiences of racism; their understandings and attitudes regarding racial/ethnic/cultural diversity; and their views of anti-racism approaches within school settings. This paper will present and discuss findings from a mixed methods study conducted across 11 primary and secondary schools in rural and metropolitan Victoria, Australia. Students completed surveys and participated in focus groups to explore their experiences of racism, attitudes towards cultural diversity, and their suggestions and ideas for potential anti-racism strategies within their school. Findings indicated that while students reported knowing people from diverse cultural backgrounds, they also commonly articulated persistent cultural stereotypes. Both primary and secondary students felt that friendships were formed primarily based on common interests and personality rather than on racial/ethnic background, yet they also frequently described personal and vicarious experiences of racism, bullying, and exclusion due to perceived racial/ethnic differences. Students also discussed a need for greater support from teachers to promote intergroup contact through structured and unstructured classroom activities, and promotion of egalitarian values. Some students expressed concern that teachers often inadequately responded to situations of racism, and at times made situations worse. These data informed development of strategies to promote cultural diversity and counter racism in schools as part of a wider anti-racism intervention implemented across multiple settings in local government areas.

Stream 2: Anti-racist community activism

Facing neo-fascism and xenophobia in Italian stadiums and society

Federico Zannoni, University of Bologna

In the night between 21 and 22 November 2012, in Rome, on the eve of the football match Lazio-Tottenham, a group of fans of Lazio and AS Roma attacked with unprecedented violence some fans of Tottenham. Four days later, in London, fans of the West Ham performed Nazi salutes and choirs in support of Lazio. Tottenham football team is identified with the Jewish community in London, its fans call themselves “Yids”, Jews.

A new wave of xenophobia, anti-Semitism, racism and hostility against “diversity” is visible during (and before and after) the football matches, but involves a complex network that brings together political affiliations and sports, youth groups and subcultures, crime and religious radicalism, violence and symbolism, old rituals and new technologies. Youth groups of the extreme right are opening branches all over Italy; they no longer have the appearance of fascism or Nazism, but refer to a xenophobic nationalism and racism dropped from any nostalgic ideology. These new groups catch the languages of the organized football supporters and, even through the Internet, develop relationships and alliances with other groups throughout Europe. These phenomena are part of the process of de-civilization (Roversi 2006) that is characterizing our time. We are living in a “risk society” (Beck 2000), which generates fear (Bauman 2008), alarm and anxiety. Foreigners are increasingly identified as enemies against which to release anxieties and fears: at the stadium, in the streets, in pubs, at school, on the web and in the other places of social interaction. This paper aims to identify responsibilities, scope, synergies and tools that the educational sciences should put to deal with the phenomenon. The proposed approach is complex and integrated. It does not separate school, stadium and social networks, and provides for joint actions that involve educational, political, social and security agencies and institutions.

Reclaiming the Union Jack: The struggle for the reclamation of heritage in the London Borough of Bexley 1980-2010

Clifford J. Pereira, University of London

This is the relatively unknown study of three decades of action to claim a space in the heritage sector in the face of institutional racism and the Far Right who held a base of activities in