## **Living Equalities - Self Assessment**



As Educators we can become increasingly competent around themes of rank, privilege and entitlement. Schooling is a significant context for establishing power relations which then get played out in wider society. It does not matter if a school is diverse, or relatively homogenous, because socialisation, in terms of systemic power, still takes place. It is only through developing a kind of 'living equalities' competency, and by naming the systemic dynamics, and making them part of day-to-day practice, that schools can become places where socialisation supports a more socially just and inclusive community.

However, for most teachers and school leaders becoming increasingly competent around living equalities has not been part of their training. *Hence, we must be prepared to become our own subjects for the development of this competency,* and be ready to develop a conscious and deliberate process for increasing both confidence and competence.

The self-assessment below, details key competencies for developing living quality work. Using a scale of 1-10, consider where you are now. Then reflect on the questions at the end to help you identify key strengths and areas for development.

iving Equalities Competencies Adapted from: Raising Race Questions – Ali Michael – 2015)	Where are you now? (1(low) 10 (high)
I am able to engage in a process of <b>self-reflection and self-critique</b> relat to my own intersectional identities, eg. class, race, gender	red
2. I am able to <b>talk confidently</b> about my own intersectional identities	
3. I am able to raise <b>questions</b> about myself and my practice	
4. I feel able to <b>recognise and honour differences</b> without judgement	
<ol> <li>When talking about rank, privilege and entitlement I am able to understand and engage with my emotions and stay present to the conversation</li> </ol>	
I am able to <b>share my thoughts and ideas</b> and remain open to feedback on them	k
7. I feel confident in creating and engaging in healthy and reciprocal relationships where there are differences, eg. class, race, gender	

	8.	I am able to <b>notice and analyse systemic dynamics</b> as they occur
	9.	I am able to <b>confront oppression</b> at the individual, group and systems level
	10.	I am able to <b>cultivate support mechanisms</b> for continuing to be involved in anti-oppressive practice
Ques	stior	ns for Reflection
1	. W	/hat are your reflections based on your scores?
2	. W	Vhere would you like to be by the end of the programme?
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3	. V	/hat actions can you take to:
a	) B	uild upon your competency strengths that you may have already identified?
b	) A	ddress your competency areas for development?