

## 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.

<b>Living Equalities Competencies</b> (Adapted from: Raising Race Questions – Ali Michael – 2015)	Where are you now? (1(low) ---- 10 (high))
1. I am able to engage in a process of <b>self-reflection and self-critique</b> related to my own intersectional identities, eg. class, race, gender	
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	
5. When talking about rank, privilege and entitlement I <b>am able to understand and engage with my emotions</b> and stay present to the conversation	
6. I am able to <b>share my thoughts and ideas</b> and remain open to feedback on them	
7. I feel confident in <b>creating and engaging in healthy and reciprocal relationships where there are differences</b> , eg. class, race, gender	

