



2nd and 3rd Level: Identity and Intersectionality

Teacher information and Knowledge & Understanding

Anti Racist Curriculum principles

Our educators and leaders will:

- reflect upon their assumptions and biases, their racial and social identities and those of others, and consider the impact these have on their professional practice.
- co-design and enact a curriculum that takes learners' lives and experiences as a starting point, and actively source and introduce a diversity of perspectives, texts, identities and voices.

Our children and young people will:

- experience a curriculum that meaningfully recognises and fairly represents the rich and diverse communities in Scotland and beyond.
- be empowered to bring about new ways of being together in the world by valuing and promoting empathy, solidarity and shared humanity that is often disrupted by systemic racism.

Teacher knowledge and understanding

What is Intersectionality? (5 minute watch)

Reflection questions: Consider the way in which the term 'Intersectionality' is described in the video. In what ways are the interlocking systems of oppression it describes relevant to your context? Is there anything you would add to the systems of oppression it describes?

Education Scotland's **Mirrors and Windows slides and facilitation notes** (10 minute read)

Reflection questions: Consider slides 12 and 13 and the associated facilitation notes. To what extent are the ideas described in 'Mirrors and Windows' a feature of your setting? What steps might you take to deepen or extend the approach, to ensure learners see both themselves and the wider world reflected in their learning?

Intersecting oppressions in higher education by **Mélina Valdelièvre** (5 minute read)

Reflection questions: Consider students in your context who find themselves at the intersection of more than one form of oppression, including ableism. How are these various factors taken into account to allow them the fullest possible access to their education?