

Courageous conversations

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Why courageous?

Courageous conversations is extremely apt for the naming of this discussion.

I'd also like to highlight that being courageous, is hard.

I find it difficult, yet so significant to make sure that these discussions are being had...it paves the way for more open dialogue between all people.

But what does that mean to us as educators in RE? (and Worldviews)



Perspective

Everyone brings to the discussion their own perspective and worldview; be it your religion, cultural background, linguistics and skin colour. It all plays a part in how we shape our world, and therefore interact with the world around us.

As educators, we are acting on this alongside that of our students; who, to bring their own perspectives into the arena.

One word: **dialogue**.



Who is the BAMEed network?

The BAMEed Network is a movement initiated in response to the continual call for intersectionality and diversity in the education sector. It connects, enables and showcases the talent of diverse educators so they may inspire future generations and open up possibilities within education careers.

The offshoot for myself and educating peers in the NW is the BAMEed NW network.



BLM and education

The 2020 BLM protests across the world, and in our own back yard of the UK initiated a lot of courageous and albeit awkward conversations for many.

This was no different across education, where teachers and other colleagues in education really took the chance to discuss, learn and go forwards.

Reactivity vs proactivity.



George Floyd mural, Manchester, UK

Courageous conversation #1

As my stomach turns at the loss of yet another life due to skin colour, I can't help but feel the injustice seep beyond the media headlines and flow straight into the classroom.

Coronavirus aside, our pupils will be making their way back to our classrooms: the rooms we deem safe, inclusive and a home away from home for many. But what use is a home, if the bodies inviting you in aren't digging away beneath the surface to truly understand who you are?

As I speak, I speak from a primary school perspective: though I have no doubt that the message I try to convey will be echoed by practitioners across all phases of a student's educational journey.

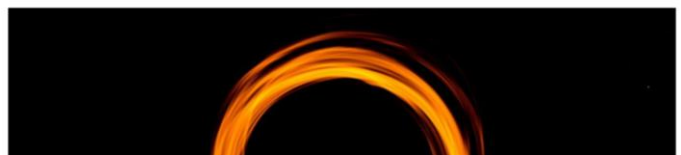
"I can't breathe."

<https://my.chartered.college/2020/06/why-black-lives-matter-in-education-and-beyond/>

Why Black Lives Matter in education, and beyond

Connect Blog

Author: Nalia Missous
Date: Jun 02, 2020



Context

Around 13.1% of young people were from a BAME background during the 2011 census, the highest rate of any age group. After White British, the next three highest ethnicities in the Borough are Other White, Pakistani and White and Black Caribbean. The proportion of school age children from a BAME background shows a year-on- year increase- 15.1% in 2014 to 20.5% in 2018.

Young people are those we are working with. The key word being with. Collaborative and informative.

Courageous conversation #2

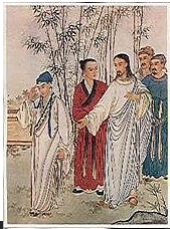
“If you don’t see yourself in the learning you are acquiring; if you don’t ever get your name pronounced properly, and if you are treated as though you are no different to anyone else, then hereby lies a problem.”

Ask yourself: do your pupils see themselves in what they learn?

And more so, do they see differing opinions and ideas to their own in a positive perspective?

<https://reformingre.wordpress.com/2020/08/25/manifesting-a-messier-approach-2/>

*Let me ask you a question: which images of **Jesus Christ** are being portrayed in your classroom? No need for answers straight away, but it's certainly a thought.*



It is all too easy to stay in the same lane and teach Jesus from an Anglo-Christian perspective. It's safe, it's recognisable and more often than not it's comfortable. Our worldviews however, aren't always these three things: do your lessons challenge the students' worldviews as much as you challenge your own? Do your lessons reflect the messy reality?