

Review of strategies and resources to address race-based discrimination and support diversity in schools

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Contents

Key terms	4
1. Introduction	6
1.1 Context for this review	8
1.2 Aims.....	10
1.3 Methods and scope.....	10
1.3.1 Methods.....	10
1.3.2 Scope	10
2. Guiding principles for efforts to reduce race-based discrimination and support diversity in Australian schools.....	12
2.1 Multi-level approach	12
2.2 Multi-strategy approach.....	13
2.3 Sound educational, psychological and/or sociological theory	14
2.4 Matching strategies to the developmental level of participants.....	14
2.5 Integrated and long-term anti-racism strategies.....	15
2.6 Consideration of the ethnoracial composition of the school	15
2.7 Principles considered critical to the implementation of theoretically-sound and effective set of interventions to reduce race-based discrimination and support diversity	16
3. School-based, anti-racism strategies to address race-based discrimination and support diversity.....	17
3.1 School policies and guidelines	17
3.2 Curriculum and pedagogy.....	18
3.2.1 Multicultural education	18
3.2.2 Anti-racist education	22
3.2.3 Cooperative learning techniques	25
3.2.4 Extended contact.....	27

3.2.5	Social-cognitive skills training	29
3.2.6	Bystander training	31
3.2.7	Media literacy	33
3.2.8	Role-playing	34
3.2.9	Violence-prevention programs	35
3.3	Training and development	35
3.3.1	Diversity training	38
	Table 1: Summary of principles	39
3.4	Student support and development.....	42
3.5	Parent and community involvement.....	42
3.6	Monitoring and reporting.....	42
4.	Resources/programs to support school-based, anti-racism efforts and diversity	43
4.1	Resources to support school-based, anti-racism efforts and diversity.....	43
4.2	Programs to support school-based, anti-racism efforts and diversity.....	52
4.2.1	Students Together for Humanity.....	52
Appendix A: Potentially-useful resources to support school-based strategies for addressing race-based discrimination and supporting diversity		
	Teaching school-aged children about Indigenous Australians, providing accurate information	56
	Multicultural education	60
	Teacher training.....	62
	Anti-racist education.....	63
	Support for structural change: resources to assist schools to create policies and practices that address race-based discrimination and support diversity	65
	Websites containing content or activities relevant to school-based efforts to address race-based discrimination and support diversity	66
	References	71

Key terms

Race-based discrimination: behaviours or practices that result in avoidable and unfair inequalities across groups in society, based on race, ethnicity, culture or religion.

Racism: a phenomenon that results in avoidable and unfair inequalities in power, resources or opportunities across groups in society, based on race, ethnicity, culture or religion. Racism can be expressed through beliefs, prejudices or behaviours/practices. Racism is about unfair actions, regardless of whether these action are intended or not (Paradies 2006b).

Internalised racism: when an individual accepts attitudes, beliefs or ideologies about the superiority of other groups and/or the inferiority of their own racial, ethnic, cultural or religious group.

Interpersonal racism: interactions between people that result in avoidable and unfair inequalities across different racial, ethnic, cultural or religious groups.

Institutional/systemic racism: requirements, conditions, practices, policies or processes that result in avoidable and unfair inequalities across different racial, ethnic, cultural or religious groups.

Anti-racism/anti-discrimination: behaviours or practices that attempt to address race-based inequities and create equal power, resources or opportunities across different groups.

Anti-racism strategies: actions that seek to produce equal power, resources or opportunities across different groups in society, by addressing the various manifestations of racism (i.e. racially-prejudicial attitudes, beliefs or behaviours/practices). In the body of literature reviewed, such anti-racism efforts are differentially termed 'programs', 'projects', 'approaches', 'interventions' or 'strategies'.

Resources: materials, such as books, websites, multimedia, curriculum and activities, which are intended to support ethnoracial diversity, particularly anti-racism strategies.

Ethnoracial: this term is used in the present review to refer to individuals or a group/s of people of a certain ethnic, racial, cultural or religious background.

Ethnoracially diverse: individuals or a group/s of people of various ethnic, racial, cultural or religious backgrounds.

Indigenous Australian: an Aboriginal and/or Torres Strait Islander person, who is a descendent of the first peoples of Australia, identifies as an Aboriginal and/or Torres Strait Islander person and is accepted by the community in which they live as an Aboriginal and/or Torres Strait Islander person.

Please note: The present review uses the term ‘discrimination’ to refer to unfair treatment and inequitable outcomes on the basis of race, ethnicity, culture or religion. In the context of this review, the use of the term discrimination does not refer to discrimination on the basis of sexuality, socioeconomic status, gender, etc.

1. Introduction

Race-based discrimination impacts negatively on targets of, and those practicing, race-based discrimination, as well as the broader community. Experiencing race-based discrimination can 'traumatise, hurt, humiliate, enrage, confuse, and ultimately prevent optimal growth and functioning of individuals and communities' (Harrell 2000, p. 42). Race-based discrimination may also have adverse effects for individuals who perpetuate it, distorting their personalities and their perceptions of the world. Furthermore, there are data to indicate a significant association between reported levels of unhappiness and prejudiced attitudes against people from different cultural and racial backgrounds (Borooah & Mangan 2007).

While this is the case across a range of contexts, recent research identifies Australian schools as a key setting for race-based discrimination, particularly for children and young people from Indigenous (Lester 2000; Mansouri et al. 2009), migrant and refugee backgrounds (Mansouri et al. 2009; Refugee Health Research Centre 2007). Addressing race-based discrimination within schools is thus critical, with evidence indicating such experiences impact negatively on education, social and health outcomes for those from minority groups during childhood, adolescence and adulthood (Gallaher et al. 2009; Larson et al. 2007; Lester 2000; Mellor 2003; Pachter & Garcia Coll 2009; Paradies et al. 2009; Paradies, Harris & Anderson 2008; Sanders-Phillips K 2009; Wong, Eccles & Sumeroff 2003).

Addressing racism is a priority within a number of high-level policies in Australia. These include the Department of Immigration and Citizenship's Diverse Australia Program, which 'aims to address issues of cultural, racial and religious intolerance' (Department of Immigration and Citizenship 2010b), and the Australian Multicultural Advisory Council (Department of Immigration and Citizenship 2010a), which includes 'overcoming intolerance and racism in Australia' as one of its key areas of concern.

Addressing racism as a determinant of Indigenous health has specifically been identified as a national priority by the NHMRC (National Health and Medical Research Council 2002), the Cooperative Research Centre for Aboriginal Health (Lowitja Institute: Australia's National Institute for Aboriginal and Torres Strait Islander Health Research 2010) and in the recently-released Australian Bureau of Statistics' Framework for measuring wellbeing for Aboriginal and Torres Strait Islander peoples (Australian Bureau of Statistics 2010).

Victoria's strong commitment to addressing race-based discrimination and to supporting cultural diversity, through a whole-of-government and whole-of-community approach, is outlined in *All of Us: Victoria's Multicultural Policy*, which states that 'tackling discrimination and racism is an essential precursor to community cohesion' (Victorian Multicultural Commission 2009), as well as other Victorian policy and legislation (Department for Victorian Communities 2006; Parliament of Victoria 1995, 2001, 2004, 2006; State Government of Victoria 2009). Policies and instruments have also been developed to support the needs of Victoria's young people, with particular regard to supporting diversity (State Government of Victoria 2006) and achieving freedom from discrimination for Aboriginal children and young people (DEECD 2008).

Commitments for schools to be free of racially- or ethnically-based discrimination have been made and recently reinforced by the peak national ministerial council on education (Ministerial Council on Education Employment Training and Youth Affairs 1999, 2008). Guided by these declarations, the new national curriculum currently being developed also espouses a specific focus on promoting intercultural understandings, enabling students to respect and appreciate their own and others' cultures and to relate appropriately to those from other cultural backgrounds (National Curriculum Board 2009). At a state level, explicit goals of supporting cultural diversity and combating racism are also outlined in education policy agenda and curriculum frameworks (Department of Education and Early Childhood Development 2009; Victorian Government 2010). Furthermore, Victorian education-related policies and instruments outline a strong commitment to supporting the diverse needs of all Australian school students (Department of Education and Early Childhood Development (DEECD) 2008a) and to supporting the particular needs of Aboriginal and Torres Strait Islander students (Department of Education and Early Childhood Development (DEECD) 2008b), as well as students from diverse ethnoracial backgrounds, including refugees and migrants (Victorian Multicultural Commission 2009).

For example, *All of Us: Victoria's Multicultural Policy* promotes a strong commitment to assisting schools in supporting cultural diversity, through priority strategies, such as continuing to build the capacity and expertise of schools in supporting ESL students, particularly refugee students; in transitioning to mainstream schools; developing a new multicultural education strategy that builds on what has already been achieved in multicultural education and supports Victorian schools to equip all their students for active global and multicultural citizenship; and continuing to work in partnership with key agencies to provide for the additional needs of refugee students in Victorian schools (Victorian Multicultural Commission 2009).

Within the field of anti-racism more broadly, there is increasing recognition that such efforts within schools have strong potential to reduce race-based discrimination and to promote diversity and inclusion (Buhin & Vera 2008; Craven 1999; Milojevic et al. 2001; Paradies 2007; Pedersen & Barlow 2008). This rationale is based on a number of factors:

- childhood and adolescence are times of substantial cognitive, social and emotional skill development, and so provide a unique opportunity to influence and modify racial attitudes and behaviours (Aboud & Levy 2000)
- children and young people spend a significant proportion of their daily lives at school (Buhin & Vera 2008)
- schools are important contexts for shaping social norms (World Health Organization 1996, 2003)
- school-based strategies have high potential to target large numbers of children and young people with consequent potential for population level change and for the evaluation and modification of intervention strategies (Aboud & Levy 2000)
- schools are well suited to multi-level and reinforcing interventions, which have a greater likelihood of producing sustainable outcomes (World Health Organization 1996, 2003)
- school-based, anti-racism interventions can influence other priority policy areas, such as increasing school retention rates and improving educational achievement (Paradies et al. 2009).

1.1 Context for this review

In recent years, the Victorian Health Promotion Foundation (VicHealth) has been developing a strong evidence base for guiding a primary prevention agenda to address the underlying causes and factors that contribute to race-based discrimination. This work is exemplified in *Building on Our Strengths: A Framework to Reduce Race-Based Discrimination and Support Diversity in Victoria* (Paradies et al. 2009), which highlights the importance of mutually-reinforcing strategies implemented and coordinated across various levels of influence from the individual to the societal level and across a range of settings.

A key objective of VicHealth's work in this area is to increase community and organisational capacity to prevent race-based discrimination and to create safe and inclusive environments in which people from Aboriginal and/or Torres Strait Islander, migrant and refugee backgrounds can participate on equal terms.

This includes exploring the development of new tools and resources to increase individual, organisational and community capacity to actively change attitudes, behaviours, practices and cultures that perpetuate race-based discrimination.

Localities Embracing and Accepting Diversity (LEAD) is a place-based, anti-discrimination program funded by VicHealth in partnership with the Victorian Equal Opportunity and Human Rights Commission (VEOHRC), the Municipal Association of Victoria (MAV), the Department of Immigration and Citizenship (DIAC) and beyondblue. This program aims to trial and evaluate a multi-strategy, multi-level approach to supporting cultural diversity and reducing race-based discrimination affecting migrant, refugee and Aboriginal and/or Torres Strait Islander communities. This program is being piloted in two local government areas in Victoria (the cities of Whittlesea and Greater Shepparton). Primary and secondary schools are one of the key settings in which anti-racism efforts are to occur within LEAD. This evidence review has been undertaken to support these efforts.

This review was commissioned to further understandings of the potential effectiveness of school-based, anti-racism strategies and resources available to support such strategies. Findings of this review are intended to guide anti-racism efforts of schools participating in LEAD, as well as inform VicHealth's broader work, reducing race-based discrimination and supporting diversity.

The focus of this review is on primary and secondary school systems in Australia and does not include either pre-school or post-secondary contexts. In 2009, 8,156 (1.5%) Victorian Government school students were from Aboriginal and/or Torres Strait Islander backgrounds, and 123,503 (23%) Victorian Government school students were from language backgrounds other than English, most commonly Vietnamese, Arabic, Cantonese and Mandarin (Department of Education and Early Childhood Development (DEECD) 2010). Anti-racism efforts are required within schools to promote positive learning environments free from race-based discrimination for current students, but also as a means of facilitating future citizens who embrace racial difference and a society that values cultural diversity and inclusion. On this basis, it is argued to be imperative that anti-racism efforts are implemented in all schools, regardless of the level of cultural diversity among their student community.

1.2 Aims

The aims of this review are to:

- review national and international scholarships on school-based, anti-racism strategies and identify their strengths and limitations, as well as their effectiveness in terms of addressing race-based discrimination and supporting diversity
- draw on relevant theory, research and evaluation to develop a set of principles to guide efforts in school settings to reduce race-based discrimination and support diversity
- identify seminal resources to support school-based, anti-racism strategies and diversity
- assess the strengths and weaknesses of comprehensive resources against the identified guiding principles and other evidence of effectiveness, and provide suggestions as to which resources are recommended for future school-based, anti-racism programs.

1.3 Methods and scope

1.3.1 Methods

Necessitated by the wide array of school-based, anti-racism strategies available, literature examined for this review was relatively broad in scope. Key search terms used included racism, prejudice, race-based discrimination, racial prejudice, reduction, strateg*, program*, evaluat*, intervention*, project, anti-racism, anti(-)racism, school*, child*, adolescent*, kid*, student*, teacher, training, education, diversity, Indigenous, refugee, Australia* and resource*. The academic and grey literature included in this review was located through online databases, library catalogues, relevant key websites (e.g. Racism No Way, DEECD), Google, reference lists and consultation with experts.

1.3.2 Scope

School-based strategies to address race-based discrimination and support diversity

Studies included were those specific to school-based settings, rather than studies conducted with children and young people in other contexts, such as the media or sport and recreation. Both primary and secondary school systems were included, with early childhood pre-school or tertiary post-secondary contexts beyond the scope of this review.

Some studies not undertaken in school settings, which explored strategies considered applicable (e.g. media literacy), were also included. Wider seminal, anti-racism literature was also reviewed to provide further indication of the most suitable strategies and principles to guide Australian school-based, anti-racism efforts.

This review intended to focus primarily on anti-racism studies and strategies relevant to Australian students. However, due to limited empirical, Australian literature in this field, a number of international studies and strategies are included in this review. While many similarities exist between the schooling systems in the Western countries from which this literature is sourced, some caution is needed when applying research across national contexts, and further exploration of the transferability of study findings to Australian school settings is required.

Nationally and internationally, there is limited evidence of the effectiveness of school-based, anti-racism strategies (Paradies et al. 2009; Pfeifer, Brown & Juvonen 2007). This review did not identify any systematic literature reviews. It relies on non-systematic reviews and primary studies, many of which were published before 2000. There remains a need for rigorous research to investigate the key dimensions and effectiveness of school-based, anti-racism strategies in Australia and internationally. A systematic review of interventions using cooperative learning techniques to enhance inter-group and inter-ethnic relations within schools is currently being conducted with the Campbell Collaboration (Curry, De Amicis & Gilligan 2010) and will make an important contribution to this field.

Resources/programs to support school-based, anti-racism efforts and diversity

'Resources' included books, websites, multimedia, curriculum and activities, which are intended to address racism in general, support ethnoracial diversity or to support particular anti-racism strategies (e.g. anti-racist education) in the school setting. The present review located an abundance of both national and international resources that were focused on addressing racism and/or support diversity in the school setting. With the exception of a teacher-training resource (Rogers-Sirin & Sirin 2009) and a resource on promoting the idea of ethnoracial groups being both 'similar' and 'unique' (Levy et al. 2005), none of these resources were evaluated. Therefore, their effectiveness in addressing racism and supporting diversity remains unknown, making it difficult to assess which resources may be applicable and useful for Australian school-based, anti-racism efforts.

2. Guiding principles for efforts to reduce race-based discrimination and support diversity in Australian schools

The following section outlines guiding principles that are intended to guide future efforts to reduce race-based discrimination and support diversity in the Australian school setting. These principles are informed by school-based, anti-racism strategies, as well as more general anti-racism literature. These guiding principles recommend that school-based efforts to reduce race-based discrimination and support diversity are:

- multi-level
- multi-strategy
- integration and long-term
- based on sound psychological, sociological and/or educational theory
- matched to the social-cognitive skills of participants
- appropriate for the ethnoracial composition of the school
- include adequate teacher training.

It is also recommended that these guiding principles for school-based, anti-racism inform any application to school settings of the broader principles for race-based discrimination interventions outlined in *Building on Our Strengths: A Framework to Reduce Race-Based Discrimination and Support Diversity in Victoria* (Paradies et al. 2009).

2.1 Multi-level approach

Racism operates and is perpetuated at multiple, interconnected and overlapping levels of society, including between individuals and within societal systems and institutions (Berman & Paradies 2008; Jones 1972; Paradies 2006b; Pedersen, Walker & Wise 2005; Pettman 1986; Sanson et al. 1998). Consequently, addressing race-based discrimination requires a multi-level approach (Duckitt 2001; Pedersen, Walker & Wise 2005; Sanson et al. 1998). Moreover, it is essential that racism is addressed at both the individual and systemic level, given that systemic racism is a fundamental cause of interpersonal and internalised racism (Paradies, Harris & Anderson 2008). Within school settings, multi-level approaches to addressing racism are important, given that racism can occur between individuals (e.g. between students, teachers, administrative staff), as well as systemically (e.g. through school

organisational procedures, practices and policies) (Paradies et al. 2009). A multi-level (whole-of-school) approach to anti-racism also lends itself well to the use of mutually-reinforcing strategies, which increases the likelihood of producing sustainable outcomes (Paradies et al. 2009).

Documented Australian whole-of-school, anti-racism programs that have been implemented do not appear to have been empirically evaluated (Milojevic et al. 2001; New South Wales Department of School Education 1995). However, the need to utilise a whole-of-school approach is widely acknowledged within Australian auditing resources in this area (Conference of Education Systems Chief Executive Officers 2000; Department of Education and Children's Services 2007; Department of Education and Training, The Office of Multicultural Interests & The Public Education Endowment Trust 2009; Mansouri et al. 2008; New South Wales Department of School Education 1995; The Victorian Foundation for Survivors of Torture 2004). Key components of such a whole-of-school approach identified within existing resources include:

- school policies and guidelines
- curriculum and pedagogy
- training and development
- student support and development
- parent and community involvement
- monitoring and reporting of student performance and race-based discrimination (Conference of Education Systems Chief Executive Officers 2000).

2.2 Multi-strategy approach

Multi-strategy approaches to addressing race-based discrimination are also recommended, because different expressions of racism, such as attitudes, beliefs and behaviours, are not necessarily consistent (Aboud & Levy 2000). Multi-strategy approaches thus increase the likelihood that these various expressions of racism will be addressed effectively (Bigler 1999; Levy et al. 2004). For children and adolescents, such approaches include strategies promoting change at emotional, cognitive and behavioural levels (Aboud & Levy 2000). It is therefore recommended that Australian school-based, anti-racism programs incorporate multiple strategies that together target the various manifestations of racism.

2.3 Sound educational, psychological and/or sociological theory

Interventions to address race-based discrimination and promote diversity are generally based on one or more theoretical frameworks (Aboud & Levy 2000; Levy et al. 2004; Pfeifer, Brown & Juvonen 2007). Commonly-applied theories include contact theory (Slavin & Cooper 1999), also known as intergroup contact theory (Levy et al. 2004), learning theory (Bigler 1999), socialisation theory (Aboud & Levy 2000), cognitive-development theory (Levy et al. 2004), social-cognitive developmental theory (Pfeifer, Brown & Juvonen 2007) and the extended-contact hypothesis (Wright et al. 1997). Notwithstanding the fact that some of these theories are very similar to each other, there is ongoing debate regarding the most appropriate theoretical basis for anti-racism, including the nature of racial prejudice development in children and adolescents and the mechanisms by which such prejudice can be modified (Levy et al. 2004; Nesdale 2007).

More broadly, identifying and reviewing interventions according to their theoretical base, particularly where they are multifaceted and complex, is an important step in considering effectiveness (Armstrong et al. 2007). Given this, it is important that interventions in this area are explicit about their use of theory to enable consideration and comparison with the wider psychological, sociological and/or educational theoretical literature.

2.4 Matching strategies to the developmental level of participants

Children's social-cognitive skills develop with age and strongly influence their interpretations of race-related information (Levy et al. 2004). Specific cognitive skills are considered prerequisite for some strategies to reduce racial prejudice effectively, and not all anti-racism strategies are appropriate for all age groups (Aboud & Levy 2000; Pfeifer, Brown & Juvonen 2007).

For example, children under seven years of age do not yet have fully-developed, multiple-classification skills, which impacts their ability to benefit from multicultural education approaches to anti-racism (Pfeifer, Brown & Juvonen 2007). As such, it is important to choose anti-racism strategies appropriate to participants' social-cognitive skills (Aboud & Levy 2000; Levy et al. 2004; Pfeifer, Brown & Juvonen 2007).

2.5 Integrated and long-term anti-racism strategies

Anti-racism strategies that are integrated into the intervention setting and delivered over an extended time frame are considered more effective and sustainable than 'one-off' programs delivered over shorter time periods (Hill & Augoustinos 2001; Paradies et al. 2009; Sanson et al. 1998). However, studies do not currently provide further detail on optimal delivery time required to maximise intervention effectiveness.

A review focused on improving intergroup relations within schools found that such strategies are most effective when they are integrated into the overall school curriculum on an ongoing, long-term basis (Cotton 1993). Children are thought to be resistant to isolated, superficial, 'one-off' anti-prejudice lessons, and that short-term and poorly-resourced interventions can also have adverse effects, actually increasing prejudice among some children (Cotton 1993). In addition, long-term programs limit erosion of program benefits through contradictory messages, such as daily experiences of racism or negative media portrayals (Hill & Augoustinos 2001; Sanson et al. 1998).

2.6 Consideration of the ethnoracial composition of the school

The ethnoracial diversity of the student population should be considered when selecting anti-racism strategies (Pfeifer, Brown & Juvonen 2007). Some anti-racism strategies are suitable to both an ethnoracially-diverse student population, as well as a relatively homogenous one, while other strategies either require, or are most suited to, ethnoracially-diverse participants (Aboud & Levy 2000; Pfeifer, Brown & Juvonen 2007). Furthermore, there is emergent evidence that anti-racism strategies have differing levels of effectiveness for students from different cultural and ethnic backgrounds, with some studies suggesting that children from majority groups show more positive change after anti-racism strategies than those from minority groups (Hughes, Bigler & Levy 2007). However, these differential effects are largely unexplored in the literature, and thus remain an important area for consideration when implementing anti-racism strategies and a priority for future evaluation research (Hughes, Bigler & Levy 2007).

2.7 Principles considered critical to the implementation of theoretically-sound and effective set of interventions to reduce race-based discrimination and support diversity

Building on Our Strengths: A Framework to Reduce Race-Based Discrimination and Support Diversity in Victoria (Paradies et al. 2009) involved an extensive review of Australian and international literature on theory and interventions to reduce race-based discrimination and support diversity. Upon review of such evidence, the framework outlines principles that are considered critical to the implementation of a theoretically-sound and effective set of interventions to reduce race-based discrimination and support diversity, namely:

- increasing empathy
- raising awareness
- providing accurate information
- recognising incompatible beliefs
- increasing personal accountability
- breaking down barriers between groups
- increasing organisational accountability
- promoting positive social norms.

These principles outlined in *Building on Our Strengths: A Framework to Reduce Race-Based Discrimination and Support Diversity in Victoria* should also guide school-based, anti-racism efforts. However, the present review indicates that these principles should be viewed in light of the evidence on anti-racism strategies that have been undertaken with school-aged children. For example, the literature on school-based, multicultural education strategies suggests that providing accurate information alone may not be effective for all age groups. This approach is more likely to be effective with children aged eight years and above and when used in conjunction with other approaches, such as anti-racist education (Aboud & Levy 2000; Pfeifer, Brown & Juvonen 2007).

3. School-based, anti-racism strategies to address race-based discrimination and support diversity

As previously identified, a whole-of-school approach is most likely to be effective in addressing race-based discrimination and supporting diversity. Such an approach includes action across all of these levels:

- school policies and guidelines
- curriculum and pedagogy
- training and development
- student support and development
- parent and community involvement
- monitoring and reporting of student performance and race-based discrimination (Conference of Education Systems Chief Executive Officers 2000).

While such multi-level approaches to address race-based discrimination and support diversity in schools are advocated within both research and practice, few such comprehensive approaches are available within the empirical literature. Rather, reported strategies are predominantly single level, mostly curriculum and pedagogical approaches. These strategies are described below in further detail and grouped according to level.

3.1 School policies and guidelines

Action at this level includes review and development of existing school policies, procedures and practices to ensure that they do not discriminate against any individual or group on the basis of race, ethnicity, culture, language or religion. This may include procedures for countering racism or resolving complaints, recruitment and retention of staff and policies for supporting equitable participation of students from diverse cultural backgrounds (Conference of Education Systems Chief Executive Officers 2000).

While evidence of the effectiveness of such policy-level interventions is not available, such approaches are consistent with international recommendations for promoting health in schools (World Health Organization 1996, 2003).

3.2 Curriculum and pedagogy

It is recommended that schools provide curriculum and pedagogical tools that challenge students' racist attitudes and behaviours; promote understandings of culture, race and inclusive practice; and value Aboriginal and/or Torres Strait Islander people's place in Australian society (Conference of Education Systems Chief Executive Officers 2000; Mansouri et al. 2009). Programs to support educational needs of students from diverse cultural backgrounds are also advocated (Conference of Education Systems Chief Executive Officers 2000). Strategies identified by this review predominantly implemented anti-racism action at this level.

The following six, specific strategies are described in detail below: multicultural education, anti-racist education, cooperative learning techniques, extended contact, social-cognitive skills training and bystander approaches. A further two approaches that have potential to be incorporated into these specific strategies, but which are currently less well documented, are media literacy and role-playing. Finally, some discussion is provided of violence-prevention programs, a distinct, yet related body of work that has relevance to anti-racism in schools.

3.2.1 Multicultural education

Definition

Widely employed in schools in Australia and internationally (Aboud & Levy 2000; Milojevic et al. 2001), multicultural education approaches aim to improve children's interracial attitudes, behaviour and friendships (Levy et al. 2004; Pfeifer, Brown & Juvonen 2007). Such approaches are underpinned by assumptions that prejudice results from ignorance about other ethnoracial groups, and that positive attitudes will develop out of a deeper understanding of such groups (Aboud & Levy 2000; Bigler 1999; Levy et al. 2004). Various approaches to multicultural education used include:

- contributions approach: addition of ethnoracial heroes, holidays and cultural artefacts to mainstream curriculum (Banks 2010);
- additive approach: the addition of ethnoracial content, concepts, themes and perspectives to mainstream curricula (Banks 2010), including content depicting out-group members in a counter-stereotypical manner (Pfeifer, Brown & Juvonen 2007); and
- transformative approach: ethnoracial content is added to mainstream core curricula, and the goals, structure and perspectives of the curricula are also changed (Banks 2010).

Most multicultural education programs use contributions or additive approaches and may use various mediums, including stories, textbooks, music, art and audiovisual materials (Bigler 1999).

Evidence of effectiveness

Current and rigorous evidence regarding the effectiveness of multicultural education approaches is limited internationally. A non-systematic review conducted in 2007 included seven evaluations of multicultural curricula, six of which were conducted prior to 1978 (Pfeifer, Brown & Juvonen 2007). Evidence is further limited by poor study design, including inadequate control groups and small sample sizes (Pfeifer, Brown & Juvonen 2007). Previous reviews available in this area were all conducted 10 years ago or more (Aboud & Levy 2000; Bigler 1999; Cotton 1993).

Reviews consistently identify that multicultural education approaches have shown limited effectiveness in reducing children's racial prejudices, and that providing information alone to increase knowledge and understanding of ethnoracial groups has little or no effect on either attitudes or behaviour (Aboud & Levy 2000; Bigler 1999; Cotton 1993). Nonetheless, learning about different cultures and ethnoracial groups is still considered a useful component of education, in conjunction with other strategies (Aboud & Levy 2000; Pfeifer, Brown & Juvonen 2007).

Strengths of multicultural education suggested include ease of application and willingness of teachers to employ such approaches, which are often supported by curriculum packages or instruction manuals (Aboud & Levy 2000). Based on available evidence, other strategies to be discussed later in this review seem to be more promising in reducing discrimination and supporting diversity (Aboud & Levy 2000; Pfeifer, Brown & Juvonen 2007). Studies evaluating multicultural curriculum approaches have generally used measures of attitudinal change, rather than outcomes of interracial behaviours, and relationships that limit their ability to show positive effects (Pfeifer, Brown & Juvonen 2007).

Multi-strategy

Pfeifer et al. (2007) suggest that multicultural education strategies are designed to affect attitudes. Studies utilising multicultural education have tended to use attitudinal measures and not measures of interracial behaviours and relationships. Therefore, little is known about the effects of such strategies on children's interracial behaviour and peer relations (Pfeifer, Brown & Juvonen 2007).

Integration and long-term

While identifying difficulties in determining the effectiveness of multicultural education in addressing race-based discrimination, one review also suggests that such approaches are most likely to be successful when all children are involved and when in depth, long-term and integrated into the overall curricula, rather than one-off presentations of facts or information about other cultures (Cotton 1993). However, guidance is currently lacking within the literature about the optimal length of such approaches in effectively addressing race-based discrimination and supporting diversity.

Psychological, sociological and education theory

Multicultural education strategies identify a number of theories as informing their development, including social learning (Levy et al. 2004), socialisation (Pfeifer, Brown & Juvonen 2007), learning theory (Bigler 1999) or multicultural theory (Levy et al. 2004). The extent to which these theories are overlapping or distinct remains somewhat unclear in this literature. In essence, multicultural education is underpinned by the assumption that through learning about cultural groups, individuals will increase their understanding and respect for different cultures, consequently reducing negative attitudes (Aboud & Levy 2000; Bigler 1999; Levy et al. 2004).

Previously, multicultural education has been criticised for its narrow and simplistic theory of attitudinal formation and change in children (Bigler 1999), in particular, its focus on celebrating ‘differences’ between ethnoracial groups and on differentiating people according to racial group membership (Levy et al. 2004). Doing so is considered to increase the likelihood that children perceive race as an important dimension along which individuals differ, and that they will place people into rigid categories, and thus increase ethnic stereotyping (Levy et al. 2004). It is recommended that when discussing race, multicultural education approaches should emphasise similarities across racial groups, as well as the differences within them, and limit the use of race as a differentiating characteristic (Levy et al. 2005; 2004).

Age/social-cognitive developmental level of participants

It has been suggested that studies of multicultural curricula may show limited effectiveness because of the age and cognitive development of participants, commonly including children aged five to seven years (Pfeifer, Brown & Juvonen 2007).

While some suggest introducing multicultural activities to children as young as possible (Cotton 1993), others argue they are not appropriate for children under seven years and may actually reinforce ethnoracial stereotyping, as required skills of multiple classification and ability to learn counter-stereotypical information are not well developed until this age (Pfeifer, Brown & Juvonen 2007).

Therefore, multicultural education approaches are considered most effective for children over the age of eight, when they are likely to have developed cognitive abilities required to benefit from such approaches (Pfeifer, Brown & Juvonen 2007). Inclusion of an overt discussion of race and racism within such approaches with younger children is suggested as a means of preventing reinforcement of stereotypes, although little is known about the effectiveness of this approach (Aboud & Levy 2000).

A further issue for consideration is students' levels of cultural bias and attitudes pre-intervention, which may influence the extent to which curriculum materials either reinforce or challenge children's racially-biased beliefs (Bigler 1999). Age is possibly also a factor here, although evidence regarding this issue is currently limited.

Ethnoracial diversity of school

A strength of multicultural education approaches is that they do not require schools or classrooms to be ethnoracially diverse and can be implemented in diverse or homogenous student populations (Aboud & Levy 2000; Levy et al. 2004). However, more recent reviews propose that opportunities for intergroup interaction may be necessary for children to benefit from exposure to multicultural curricula, and so are more likely to be successful in schools that are ethnoracially diverse than those that are highly homogenous (Pfeifer, Brown & Juvonen 2007).

Adequate teacher training

One review suggests the success of multicultural education programs is conditional on teachers having the necessary attitudes, training, materials and support to deliver high-quality, multicultural education activities (Cotton 1993).

3.2.2 Anti-racist education

Definition

Anti-racist education, also known as anti-racist teaching (McGregor 1993) or anti-bias training (Pfeifer, Brown & Juvonen 2007), focuses on teaching about historical and contemporary racism, prejudice and stereotyping; the factors underpinning and perpetuating race-based inequalities; the consequences of such inequalities; and how racism can be confronted (Aboud & Levy 2000; Bigler 1999; McGregor 1993). Anti-racist, education approaches typically seek to teach children to be non-prejudiced through activities, films, readings and discussions (Aboud & Levy 2000). Topics covered in anti-racist education usually vary according to the age of participants (Aboud & Levy 2000). In contrast to multicultural education, anti-racist education tends to emphasise student dialogue, rather than passive exposure to information (Aboud & Levy 2000).

Evidence of effectiveness

There appears to be empirical support for the effectiveness of anti-racist, education strategies (Aboud & Doyle 1996; Aboud & Levy 2000; Hughes, Bigler & Levy 2007; McGregor 1993; Pfeifer, Brown & Juvonen 2007). Pfeifer et al.'s (2007) non-systematic review of anti-bias curricula report consistently positive outcomes, particularly in terms of their effect on children's prejudicial attitudes, although they do not specify the number or methodological details of studies (Pfeifer, Brown & Juvonen 2007). They do, however, comment on the lack of longitudinal studies and lack of adequate control groups (Pfeifer, Brown & Juvonen 2007).

An earlier review of seven anti-racist studies from 1993 also found that anti-racist, education programs had a moderately positive effect on students out-group attitudes (McGregor 1993). One evaluation of an anti-racist, education program aimed at improving attitudes of children aged 9–11 years towards refugees reported improved positive attitudes 1-week post-intervention, but this was not sustained at 7-weeks' follow up (Turner & Brown 2008). This study also showed no effect on empathy towards refugees (Turner & Brown 2008). Some suggest that anti-bias curricula may assist children in making better use of multicultural education (Pfeifer, Brown & Juvonen 2007), although further exploration is required.

Multi-strategy

Although not explicitly stated in the reviewed literature, anti-racism education appears to target both cognitive and emotional responses in an attempt to address racism (Levy et al. 2004; Pfeifer, Brown & Juvonen 2007). Pfeifer et al. (2007) state that anti-racist education recognises that successful interventions must address children's cognitive abilities and that such strategies could improve children's perspective taking and empathy, which may consequently lead to reduced prejudice. Evaluation studies utilising anti-racist education commonly assess effectiveness using attitudinal measures, while behaviours and friendships are also sometimes assessed, providing a more complete indication of strategy effectiveness (Pfeifer, Brown & Juvonen 2007).

Integration and long-term

Similar to multicultural education, a strength of anti-racist education is that it is easy to apply in schools and teachers appear willing to use this approach with a curriculum unit or instruction manuals (Aboud & Levy 2000). Although anti-racist education has shown positive results in terms of addressing racism (Aboud & Doyle 1996; Aboud & Levy 2000; Hughes, Bigler & Levy 2007; McGregor 1993; Pfeifer, Brown & Juvonen 2007), this approach is not without its limitations (Aboud & Levy 2000; McGregor 1993; Pfeifer, Brown & Juvonen 2007).

Such approaches are often 'one-off' attempts to reduce prejudice, and few are integrated into the school setting (McGregor 1993). Studies involving anti-racist education are rarely longitudinal and often have inadequate control groups (Pfeifer, Brown & Juvonen 2007). There is also scant evaluation of anti-racist, education strategies and limited understanding of which anti-racism programs successfully reduce prejudice and stereotyping and how they do so (Aboud & Levy 2000).

Psychological, sociological and education theory

As with multicultural education, anti-racism approaches are derived from social learning theory (Levy et al. 2004), as well as theoretical assumptions that explicit discussions of race and racism reduce racial bias and promote positive attitudes (Katz 2003).

Age/social-cognitive developmental level of participants

While it is recommended that anti-racism strategies involving school children include discussion of racial issues (Milojevic et al. 2001; Pedersen, Walker & Wise 2005; Sanson et al. 1998), some parents and teachers are reluctant to engage in such discussion for fear that it will make children prejudiced (Aboud & Fenwick 1999; Quintana & McKown 2007). Some critics of anti-racist education suggest this approach is counterproductive, arguing that it can make young children aware of racial differences that had not previously been brought to their attention (McGregor 1993).

However, studies suggest that children are aware of racial differences as young as 6 months of age, with one cohort study finding that children whose parents talked about race when they were 3 years of age were less biased at age 6 than those who did not (Katz 2003). In this study, parental level of bias was also an important factor, with high-bias children also having parents with negative attitudes to diversity (Katz 2003). Further exploration of the issue is required within longitudinal studies and across diverse samples of children and families in order to shed light on the findings of this single study.

The effects of anti-racist education may also differ for minority group participants, compared to participants from majority ethnoracial groups. One study reported differential effects of an anti-racist intervention about historical racism on attitudes of African American and European American children aged 6–11 years at one-week follow up (Hughes, Bigler & Levy 2007). While both groups increased in positive attitudes and decreased in negative attitudes towards African Americans, African American children were also found to have both increased positive and negative attitudes towards European children (Hughes, Bigler & Levy 2007). Further exploration of the effectiveness of anti-racist education across diverse cultural groups is required.

Ethnoracial composition of schools

While some suggest a strength of this approach is that it is suitable to either ethnoracially-diverse or ethnoracially-homogenous participants (Pfeifer, Brown & Juvonen 2007), others report differential effects of anti-racist education for students of different ethnoracial backgrounds (Hughes, Bigler & Levy 2007). Given this lack of evidence and consensus in the literature, further exploration of this issue is required.

3.2.3 Cooperative learning techniques

Definition

Cooperative learning techniques can encourage positive social interaction among people of ethnoracially-diverse backgrounds, potentially facilitating the formation of intergroup friendships and the reduction of racial stereotyping, prejudice and discrimination (Slavin & Cooper 1999). While there are a range of cooperative learning techniques, such techniques generally involve small groups of children that are ethnoracially and academically diverse, undertaking learning activities aimed at promoting academic success for each team member (Pfeifer, Brown & Juvonen 2007; Slavin & Cooper 1999).

Such techniques are considered effective if they occur in the context of certain conditions: groups have equal status in the contact situation, social norms support association between groups, intergroup cooperation rather than competition is the focus and the different groups pursue common goals (Allport 1954). In reviewing cooperative learning techniques, the focus of the present review was on providing an overall indication of support for cooperative learning techniques, in general, as an anti-racism strategy. It is beyond the scope of this review to provide an indication of the individual merit and usefulness of each cooperative learning technique.

Evidence of effectiveness

There appears to be support for the use of cooperative learning techniques as an anti-racism strategy (Cotton 1993; Pfeifer, Brown & Juvonen 2007; Slavin & Cooper 1999). A recent non-systematic review suggests such techniques are often successful in enhancing interracial relationships, attitudes and students' academic outcomes (Pfeifer, Brown & Juvonen 2007). Early reviews conducted pre-2000 report similar findings (Cotton 1993; Slavin & Cooper 1999).

Only one study was identified evaluating the use of cooperative learning in Australia (Walker & Crogan 1998). This study evaluated the influence of the 'Jigsaw Classroom' program on 103 upper primary school children from Asian and European Australian backgrounds. It found, post-intervention, that those students who participated in cooperative learning in a context that met Allport's conditions for optimal intergroup contact (1954) showed significant improvements on measures of academic performance, liking of peers and racial prejudice, whereas those in the cooperative condition only showed exacerbated pre-existing intergroup tensions.

However, the intervention group also showed increased negative traits towards Aboriginal Australians. One explanation for this finding is the lack of opportunity for participants to have intergroup contact with Aboriginal children (Walker & Crogan 1998). More recent research suggests that the Jigsaw Classroom may not be an effective method by which to improve intergroup attitudes (Bratt 2008).

Two quasi-experiment studies involving 68 students aged 11 years old (Study 1) and 264 students aged 13–15 years old (Study 2) from majority- and minority-group backgrounds investigated the effects of the Jigsaw Classroom on intergroup relations in Norway. Teachers confirmed that students in Jigsaw Classroom groups had strong interdependence in their cooperation, but no effects on common in-group identity, majority member out-group attitudes, intergroup friendship or empathy were identified (Bratt 2008).

The positive impact of cooperative learning techniques on interracial friendships may not persist after cooperative learning ends (Levy et al. 2004). A further limitation of cooperative learning techniques is that success is often measured through interracial friendship choice or ratings of how much children like their peers. As such, it can be unclear whether such techniques are effective in reducing children's prejudicial attitudes and behaviours beyond those with who they are in close contact. In other words, towards ethnoracially-diverse people who were not part of their cooperative learning group (Pfeifer, Brown & Juvonen 2007). However, see the section on extended contact for evidence that such extension towards ethnoracially-diverse people does occur more generally.

Multi-strategy

Studies that evaluate the effectiveness of cooperative learning techniques predominantly use interracial friendship choices or ratings of how much participants like their peers, and it is these aspects of prejudice that are targeted by such strategies (Pfeifer, Brown & Juvonen 2007). Because of this focus on only one manifestation of prejudice, it is not known how these programs affect prejudice more broadly (Pfeifer, Brown & Juvonen 2007).

Integration and long-term

The optimal length of interventions using this approach is unclear, with interventions ranging from 45-minute daily sessions for 16 days, to three school classes per week for 8 weeks (Pfeifer, Brown & Juvonen 2007). This remains an area for further exploration.

Psychological, sociological and educational theory

Cooperative learning techniques are based on Allport's contact hypothesis (Slavin & Cooper 1999), which proposes that intergroup prejudice and stereotyping can be reduced if intergroup contact occurs where participants have equal status; social norms are supportive; the focus is on intergroup cooperation, rather than competition; and common goals are pursued by the different groups (Allport 1954).

Age/social-cognitive developmental level of participants

Cooperative learning strategies are suggested to be effective across a range of ages, including young people in early primary school to the end of secondary school (Pfeifer, Brown & Juvonen 2007).

Ethnoracial diversity of school

Cooperative learning strategies require ethnoracially-diverse contexts for implementation, as a key principle of such approaches is cooperation between students of different cultural backgrounds. A suggested strength of such approaches is their potential to reduce prejudice and to improve academic achievement in ethnoracially-diverse classrooms (Levy et al. 2004; Pfeifer, Brown & Juvonen 2007).

3.2.4 Extended contact

Definition

The extended-contact hypothesis suggests that knowing an 'in-group' member who has a close relationship with an 'out-group' member leads to more positive intergroup attitudes, that is, positive attitudes can be promoted through vicarious, rather than direct, intergroup contact (Wright et al. 1997). Extended-contact interventions involve children reading stories featuring intergroup contact between majority and minority groups over a period of time and then engaging in facilitated discussions (Cameron & Rutland 2007; Cameron et al. 2006; Liebkind & McAlister 1999). One positive feature of this approach is that it does not necessitate literal intergroup contact (Liebkind & McAlister 1999), and thus can be a useful strategy where opportunities for such contact are low (Cameron & Rutland 2007). Extended contact before in-group members have direct contact with out-group members may also potentially improve the quality of direct intergroup interactions, in that vicarious contact with out-group members may reduce anxiety or negative feelings among in-group members that may arise from direct contact (Cameron et al. 2006).

Evidence of effectiveness

A review specifically examining the effectiveness of extended-contact strategies involving school-aged participants was not located. However, a more general review and primary papers in this area provide some evidence of their effectiveness in reducing prejudice (Cameron & Rutland 2007; Cameron et al. 2006; Liebkind & McAlister 1999; Pfeifer, Brown & Juvonen 2007).

One study examined the effectiveness of an extended-contact intervention on the intergroup attitudes of 5–11-year-old, white English children towards refugees. Results found that attitudes of participants in the intervention groups were significantly more positive towards out-group members, compared to those in the control groups (Cameron et al. 2006). A follow-up study by the same researchers found extended contact to improve attitudes to refugees among white English children aged 6–11 years compared to the control group, and those receiving multiple classification skills training, and a combination of multiple classification skills training and extended contact was no more effective (Cameron & Rutland 2007).

A study published in 1999 conducted in six Finnish schools also found that extended contact improved attitudes towards foreigners among high school students aged 13–15 years, compared to those who had received no intervention (Liebkind & McAlister 1999). Extended contact in this study consisted of stories portraying same-aged friendships between majority and minority group members, including changing of attitudes towards minority groups through these friendships. It also involved older university students expressing support for increasing tolerance of foreigners, as well as brief group discussions designed to increase social desirability of tolerance as a group norm (Liebkind & McAlister 1999).

Multi-strategy

Studies examining the implementation and effectiveness of extended-contact strategies focus on their impact on participant attitudes (Cameron & Rutland 2007; Cameron et al. 2006; Liebkind & McAlister 1999), rather than beliefs or behaviours.

Psychological, sociological and educational theory

Extended-contact strategies are based on the extended-contact hypothesis, which proposes that knowledge that an in-group member has a close relationship with an out-group member can lead to more positive intergroup attitudes (Wright et al. 1997).

Several different mechanisms by which extended contact promotes positive intergroup attitudes have been proposed, although consensus in this area has not yet been reached (Cameron & Rutland 2007; Cameron et al. 2006; Wright et al. 1997). Research in this area is ongoing, and further exploration of the mechanisms by which extended contact influences prejudicial attitudes and intended intergroup behaviours is needed (Cameron & Rutland 2007; Cameron et al. 2006).

Age/social-cognitive developmental level of participants

Extended-contact condition interventions have shown positive results in children as young as 5 years, and this strategy is thought to be suitable for this age group and above (Cameron & Rutland 2007; Cameron et al. 2006).

Ethnoracial diversity of school

While such strategies appear to be effective in addressing race-based discrimination and supporting diversity for homogenous-majority student populations, none of the reviewed studies involved members of the minority groups (Cameron & Rutland 2007; Cameron et al. 2006; Liebkind & McAlister 1999). Thus, further work is needed to examine the effectiveness of extended contact on diverse ethnoracial groups.

3.2.5 Social-cognitive skills training

Definition

Social-cognitive skills training involves the promotion of skills, such as perspective taking, empathy and multiple classification (Pfeifer, Brown & Juvonen 2007). In this approach, participants actively practice new ways of processing information, with the intent of altering the schemata and age-related cognitive structures that can distort the way in which children process multicultural information (Aboud & Levy 2000).

Evidence of effectiveness

A review of studies promoting social-cognitive skills found that most studies involving social-cognitive skills training, which were often coupled with anti-bias curricula, show consistently positive results on children's prejudicial attitudes (Pfeifer, Brown & Juvonen 2007).

However, the authors of this review also indicate that the evidence base is limited by poor study design, including a lack of appropriate control groups and short duration. Such strategies have also been criticised for being largely conducted in experimental contexts, rather than real-world school settings (Aboud & Levy 2000). One recent study, however, found multiple skills training had no effect on reducing racial prejudice among children aged 6–11 years (Cameron & Rutland 2007). Further rigorous evaluation of interventions in this area is thus important.

Multi-strategy

Social-cognitive skills training targets multiple manifestations of racism, aiming to affect attitudes, as well as beliefs and behaviours (Pfeifer, Brown & Juvonen 2007).

Psychological, sociological and education theory

Social-cognitive skills training is considered by some to have strong theoretical support (Aboud & Levy 2000). Moreover, it is also thought that such training avoids oppositional reactions that have been associated with other anti-racism approaches, due to their focus on social cognitions, rather than explicitly on racism itself (Aboud & Levy 2000).

Age/social-cognitive developmental level of participants

A strength of social-cognitive training programs is that they are applicable for various age groups (Pfeifer, Brown & Juvonen 2007).

Ethnoracial composition of school

Social-cognitive skills training has been applied in a range of contexts and levels of ethnoracial diversity. However, knowledge is limited regarding the impact of this strategy on children from a range of ethnoracial backgrounds.

3.2.6 Bystander training

Definition

Bystander training assists participants (potential bystanders) to gain skills required to intervene and respond when witnessing race-based discrimination (Aboud & Fenwick 1999). It is an advocacy strategy that can occur at either the individual or intergroup level (Paradies et al. 2009). Bystander approaches are considered to be highly applicable to school settings, where many instances of discrimination take place in unsupervised spaces, and thus peer bystanders can play a significant role in addressing such discrimination (Aboud & Miller 2007). However, research also suggests that school-aged children are often reluctant to intervene when witnessing discrimination, including race-based discrimination (Aboud & Fenwick 1999; Aboud & Joong 2007; Aboud & Miller 2007).

While studies have found that children would like to intervene when peers are bullied and that they admire those who do, many fail to intervene when witnessing victimisation in school settings (Hawkins, Pepler & Craig 2001). Such failure to intervene when witnessing discrimination sets a norm for intergroup discriminatory behaviour in schools (Aboud & Joong 2007). It can also lead to those with negative attitudes feeling that they have more support than they actually do, thus justifying their views (Pedersen, Walker & Wise 2005). Beyond school settings, advocates of bystander approaches argue that if race-based discrimination is not dealt with by witnesses, it can leave victims 'doubly injured', as the direct experience of discrimination is coupled with the silence and apparent complicity of bystanders (Scully & Rowe 2009). For more information on bystander anti-racism, see Nelson et al. (2010).

Bystander training usually involves observing and practicing a range of potential ways of intervening as a bystander (Scully & Rowe 2009). Potential benefits include stopping the offensive behaviour, requiring the perpetrator to modify their attitudes, alleviating some of the pain felt by the target, setting anti-racist norms among any onlookers and reinforcing the interveners own personal commitment to non-prejudiced and non-discriminatory views (Aboud & Levy 2000). Furthermore, it is proposed that school students can utilise non-confrontational responses in a manner which does not put them in harm's way (Aboud & Miller 2007). This suggests that approaches used in violence-prevention programs, such as teaching peacemaking and conflict-resolution skills (Clayton, Ballif-Spanvill & Hunsaker 2001; Johnson & Johnson 2001), may be useful in bystander training.

Evidence of effectiveness

Although there is some evidence to suggest that peer intervention can successfully stop discrimination (Hawkins, Pepler & Craig 2001), bystander interventions have not been tested extensively in relation to prejudice reduction (Aboud & Levy 2000). Moreover, while training young bystanders in responding to racism in the school setting may be an effective way of reducing prejudice and discrimination (Aboud & Fenwick 1999), there is a lack of evidence as to the best ways for students to intervene when prejudicial remarks are made (Aboud & Levy 2000). There is also some evidence to suggest that such bystander training gives children more confidence in intervening (Slaby 1999 cited in Aboud & Levy 2000) and promotes more explicit responses (Aboud & Joong 2007; Aboud & Miller 2007). One study found American high school students who received such training reported more names of bystanders who responded to incidents of teasing than those attending control schools (Paluck 2006). Given the reliance of this study on self-report outcome measures, further studies are required using more rigorous and objective measures of intervention effectiveness.

Multi-strategy

Bystander training focuses primarily on racist behaviours, although in doing so, there is some intent to modify underlying attitudes or beliefs about racism and diversity.

Psychological, sociological and/or educational theory

Although they have drawn on wider theories of behaviour modification and behaviour change, the theoretical frameworks underpinning bystander approaches are not well articulated in the literature to date.

Integration and long-term

Guidance is lacking regarding the optimal length of bystander approaches to maximize effectiveness.

Age/social-cognitive developmental level of participants

Bystander approaches are suggested to be suitable for both primary school and secondary school students, as well as among adult populations (Aboud & Fenwick 1999; Aboud & Miller 2007; Paluck 2006; Paradies et al. 2009). It is highly likely that training approaches will require modification and adaptation to ensure they are appropriate to the developmental level of participants. Further examination of the effectiveness of bystander approaches for children of different ages is required.

Ethnocultural composition of school

Bystander approaches can be effective, regardless of the ethnoracial composition of a school. However, it is plausible those in more diverse schools are more likely to have the opportunity to witness race-based discrimination, and thus have the opportunity to implement their learning. The extent to which this theory holds and the appropriateness of bystander approaches for children from diverse cultural backgrounds is an area for further exploration.

3.2.7 Media literacy

Definition

The role of the media, such as television, radio, newspapers and magazines, is well recognised as influencing social norms, attitudes and behaviours, including those towards Indigenous people, migrants and refugees (Paradies et al. 2009). Media-literacy programs seek to reduce the negative impacts of antisocial or negative messages on viewers through activities that teach critical viewing and thinking skills (Paradies et al. 2009).

Evidence of effectiveness

Evidence suggests that media-literacy training can be effective in improving children's and adolescents' abilities to ignore and resist negative messages (Scharrer 2002; Strasburger & Wilson 2002). However, there appears to be a paucity of evaluations assessing the effectiveness of media-literacy training on reducing race-based discrimination (Paradies et al. 2009; Scharrer 2002). No evaluations of the effectiveness of school-based media-literacy training in reducing race-based discrimination were located.

Although there is a need for further investigation into the effectiveness of media-literacy training, a recent review of media-literacy programs suggests that this strategy is a promising approach in reducing race-based discrimination (Paradies et al. 2009). Moreover, media-literacy training appears to be applicable to the school setting, can be integrated in school curricula and may be particularly effective among children and young people (Paradies et al. 2009).

3.2.8 Role-playing

Definition

Role-playing involves participants taking on the role of an out-group member who is the target of discrimination, encouraging them to 'walk in their shoes' (Aboud & Levy 2000; McGregor 1993). This assists children to gain an understanding of the painful feelings associated with discrimination, and consequently, to build empathy and a motivation to act in a less discriminatory manner in future (Aboud & Levy 2000). A limitation of such strategies is that their development has not been systematic, they tend to be of short duration and few appear to be integrated into the school curriculum (Aboud & Levy 2000; McGregor 1993).

Evidence of effectiveness

Evidence in this area is relatively dated, with one review suggesting that the impact of role-playing and empathy on prejudice reduction is encouraging, regardless of the age, sex or ethnoracial background of participants (Aboud & Levy 2000). An earlier review of 13 studies also found that role-playing can be effective in changing racially-prejudiced attitudes of school students (McGregor 1993).

Psychological, sociological and educational theory

Role-playing is underpinned by the view that taking on the role of an out-group member and gaining an understanding of the painful feelings associated with discrimination will result in a reduction in prejudice and/or future discriminatory behaviours (Aboud & Levy 2000).

Multi-strategy

Role-playing targets emotions, particularly empathy (Aboud & Levy 2000), but does so through cognitive processes, such as perspective taking.

Age/social-cognitive developmental level of participants

Although one study suggests that role-playing may be more effective among younger school-aged students (McGregor 1993), others have expressed concern that young children may have cognitive constraints that may impede their ability to engage in perspective taking and to effectively process the emotional arousal that such activities can invoke (Aboud & Levy 2000; Levy et al. 2004). These cognitive constraints may increase negativity towards or avoidance of the group participants are supposed to empathise (Levy et al. 2004). Levy and colleagues (2000) recommend role-playing be tailored to the participants' developmental levels, as this technique targets both emotional and cognitive capabilities.

Ethnoracial composition of school

It has been suggested that role-playing and empathy reduce prejudice among children, regardless of ethnoracial background (Aboud & Levy 2000), although further evidence is required to substantiate this claim.

3.2.9 Violence-prevention programs

Similarities between anti-racism and violence-prevention programs have been drawn, with findings from each area potentially relevant to the other. Anti-violence programs include strategies to establish behavioural norms and to teach specific behavioural and cognitive skills (e.g. anger management, conflict resolution), with the aim of creating an environment in which aggression and violence are less likely to occur (Clayton, Ballif-Spanvill & Hunsaker 2001). It is beyond the scope of the present review to outline the effectiveness of the range of violence-prevention strategies (see, for example, Clayton et al. 2001 for further details on the specific strategies considered promising and effective).

3.3 Training and development

A critical component of any action to address race-based discrimination and support diversity within schools is training and development programs to equip the school community, including teachers and non-teaching staff, with the knowledge and skills needed to sustain an inclusive learning and working environment free of racism (Conference of Education Systems Chief Executive Officers 2000).

This includes training in valuing diversity, cross-cultural awareness and culturally-inclusive teaching practice and program design, as well as in strategies to counter racism and support students who encounter racist incidents (Conference of Education Systems Chief Executive Officers 2000). Such training needs to occur across all school staff, including leadership training for principals regarding social cohesion, engagement with culturally-diverse communities and in the development of whole-of-school, anti-racism initiatives; professional development for classroom teachers in identifying and addressing issues of racism and inclusive educational practice; and training for administrative staff in diversity, inclusive practice and cultural and intercultural issues (Mansouri et al. 2009).

Providing such training to school staff is important for a variety of reasons:

Increasing understanding of what constitutes racism and recognition of the need to address it

School staff may have narrow conceptualisations of racism (Aveling 2007) and may not recognise, or may dismiss, racism as an issue in their school (Conference of Education Systems Chief Executive Officers 2000). For example, a study of 35 primary and secondary school principals in Western Australia found that racism was narrowly defined in terms of individual pathologies, and the majority of principals reported that racism was not an issue within their schools, despite contradictory views more broadly (Aveling 2007). These findings are echoed in another study involving 35 Canadian school principals, which also found that many were reluctant to acknowledge that racism occurred in their schools, with those who did, tending to emphasise its insignificant nature (Ryan 2003). Enhancing understandings that racism can be covert or overt, unintentional or intentional and can occur across individual, institutional and societal levels would assist school staff in recognising racism and actively addressing racism. More broadly beyond schools, an important first step in anti-racism is education about the forms and frequency of discrimination, groups most affected and its short- and long-term consequences (Ashburn-Nardo, Morris & Goodwin 2008).

Addressing racism perpetrated by school staff

Teacher attitudes and behaviours, as well as their understandings and acceptance of cultural diversity, are considered crucial in creating anti-racist learning environments for students (Mansouri et al. 2009). However, evidence indicates that racism is tolerated and/or perpetrated by some teachers and administrators (Conference of Education Systems Chief Executive Officers 2000; Mansouri et al. 2009), indicating a need for more professional development for teachers in relation to cultural diversity and identity development (Mansouri et al. 2009).

Supporting teachers to address incidents of racism

Studies have found teachers may not intervene when witnessing racial discrimination (Human Rights and Equal Opportunity Commission 1991; Mansouri et al. 2009). Teacher competence in dealing with racist incidents is critical, given that such interventions can stop the incident, enforce boundaries of what is not acceptable, discourage unacceptable behaviour and provide some solace for the targets of such behaviours (Mansouri et al. 2009). Furthermore, it is important that teachers have the knowledge and skills to address racism, given recent findings that students are most likely to report incidents of race-based discrimination to teachers (52%), in comparison to a school counsellor (37%), the police (12%) and a health professional (4%) (Mansouri et al. 2009).

Providing teachers with support to adequately meet the needs of an ethnoracially-diverse student population

The Australian student population is becoming increasingly culturally and ethnoracially diverse (MacNaughton & Hughes 2007; Mills 2008), while teachers are predominantly from Anglo Australian and middle-class backgrounds (Mills 2008), and many are uncertain about how best to respond to such diversity (MacNaughton & Hughes 2007). The need for teachers to be appropriately skilled in working with ethnoracially-diverse children is particularly important, given that a cultural mismatch between students and teachers can lead to lower academic expectations of minority-group children, which can adversely affect their academic performance (Rogers-Sirin & Sirin 2009). Many advocate that teachers and other school staff be provided with training to assist them in adequately meeting the needs of an ethnoracially-diverse student population and to avoid, either consciously or unconsciously, perpetrating negative cultural stereotypes and racist behaviours (Cotton 1993; le Roux & Moller 2002; Rogers-Sirin & Sirin 2009).

Providing teachers with skills necessary for dealing with difficult dialogues on race and racism in the classroom

It is also important that teachers are skilled in dealing with difficult dialogues on race and racism in the classroom, as poorly-handled discussions can adversely affect minority group members and reinforce biased world views of majority-group students (Sue et al. 2009). In particular, if teachers are to actively discuss race-related issues as part of anti-racism education efforts, then they must be appropriately equipped to do so, which is likely to require comprehensive training (McGregor 1993).

Assisting teachers in implementing anti-racism strategies

Teacher training is critical, as teachers play an important role in the success of school-based, anti-racism efforts (Clayton, Ballif-Spanvill & Hunsaker 2001; Cotton 1993; Levy et al. 2004; McGregor 1993; Milojevic et al. 2001). The type of training required is likely to be dependent on the specific anti-racism strategies to be implemented in a school (i.e. training required for bystander-training strategies is likely to differ from that required for anti-racist education).

3.3.1 Diversity training

There is a demonstrated need for school staff to undergo diversity training, given that teachers need skills in effectively working with ethnoracially-diverse students (Cotton 1993; Rogers-Sirin & Sirin 2009); documented uncertainty among teachers about how to best work with such students (MacNaughton & Hughes 2007); and findings that school staff have narrow conceptualisations of racism (Aveling 2007; Ryan 2003) and may act in racially-prejudiced ways (Human Rights and Equal Opportunity Commission 1991; Mansouri et al. 2009). Mandatory accredited cultural awareness programs for all pre-service and in-service teacher education has been recommended at a national level as critical elements of ensuring all teachers and students are educated about Indigenous Australians (National Curriculum Board 2009).

Definition

Diversity training is referred to by various terms and includes a range of content (Tamkin et al. 2002). However, diversity-training approaches can be broadly grouped as intending to improve knowledge (e.g. of minority groups, participants' own biases) by providing accurate information; alter participants' attitudes by challenging conscious and unconscious stereotypes and prejudices; or change behaviours by attempting to equip participants with skills to bring about behavioural change (Trenerry et al. 2010).

A recent review of such strategies indicates that successful diversity training requires a focus on all three approaches (Trenerry et al. 2010). Although such programs are most commonly initiated in settings other than schools, they are an appropriate and recommended strategy for addressing racism in the educational setting (Paradies et al. 2009). For example, Sanson and colleagues (1998) advocate that training for intercultural understanding and anti-racism be made widely available to those working in schools.

Guiding principles for diversity training have been recently identified and can assist in assessing the form of diversity training best suited for equipping school staff to support cultural diversity and anti-racism efforts (Trenerry et al. 2010). See Table 1 following for a summary, and Trenerry et al. (2010) for further guidance on potentially-suitable diversity training.

Table 1: Summary of principles

Do's:

- Aim to enhance the three central learning outcomes: awareness, attitudes and skills
- Focus on both cultural awareness and issues relating to racism and power
- When addressing racism, power inequalities and whiteness, focus on both individually-based, cognitive forms of racism, as well as structural power imbalances
- Encourage self-reflection
- Emphasise commonality and diversity
- Discussions of white privilege are important, but should be used with caution
- Encourage ample opportunity for reflection on course material during the course by administering quizzes, worksheets and encouraging discussion with other learners and the facilitator(s)
- Use perspective-taking approaches
- Encourage participation in role-plays
- Ensure that discussion is open by providing ample time to address complex issues at regular intervals and ensuring that the atmosphere in which discussion takes place is safe
- Use confrontation with caution
- Utilise course material with a diversity of media formats
- Employ facilitators who are qualified and experienced
- Facilitations should remain neutral, informal, address emotional issues and encourage students to take responsibility for their learning (such as allowing them to establish ground rules)
- Facilitators should be willing to act as a mentor after training
- Choose facilitators that are from differing ethnoracial backgrounds
- Consider whether or not participants self-select to participate
- Organisations need to be clear about what they want to achieve through diversity training
- Conduct a needs assessment prior to training
- Tailor training to specific geographical, social and organisational contexts
- Reference aims and intended outcomes at regular points throughout the training
- Aim to meet the needs of learners on an individual level
- Heterogeneous training groups may be more effective for trainees with limited prior diversity-training experience, while homogenous training groups may be more effective for trainees with some prior diversity experience
- Encourage further learning and provide information about where to access additional resources

Don'ts:

- In the risk of perpetuating or formulating stereotypes, programs should not solely focus on enhancing awareness about specific minority groups
- Don't focus solely on individually-based racism, while ignoring racism that exists at a structural level
- Don't focus solely on either commonality or diversity
- Don't characterise white people as inherently racist, and acknowledge that anyone can perpetrate racism
- Don't encourage the victimisation of minority groups
- Facilitators should not 'preach' to or address participants in an authoritarian manner
- Complex or difficult issues should be addressed, rather than ignored
- Approaches should not encourage a colour-blind perspective
- Facilitators should not be selected solely because they represent or are advocates for a minority group
- If facilitators are not well known or trusted by participants, they should refrain from confrontational approaches
- Don't assume that participants will automatically transfer what is learnt during training to the workplace

Source: Trenerry et al. 2010.

Evidence of effectiveness

It should be noted that while diversity training may be important for school staff members, diversity training can be unsuccessful and may even have adverse effects (McGregor & Ungerleider 1993; Paradies et al. 2009). For example, a meta-analysis of 19 studies on multicultural- and racism-awareness programs designed to change the attitudes and/or behaviours of teachers toward ethnic-minority groups found that while the majority of participants displayed less discriminatory attitudes and beliefs than those who did not participate in the training, 15% of participants showed an increase in discriminatory attitudes and beliefs (McGregor & Ungerleider 1993). Therefore, it is considered essential that diversity training is designed based on sound theory and current best practice and is carefully tested before widespread dissemination (Paradies et al. 2009).

Integration and long-term

The appropriate or ideal length of teacher training is not clear at present (Cotton 1993; MacNaughton & Hughes 2007; McGregor & Ungerleider 1993). The meta-analysis on teacher training referred to above suggests that teacher training ought not to be too short or too long, with findings revealing that as the duration of a program increased, the average prejudice of the teachers decreased, but only to an unspecified point, after which positive effects begin to decline (McGregor & Ungerleider 1993).

Other studies on teachers training indicate that 'one-off' or short-term courses are ineffective in promoting respect for cultural diversity (MacNaughton & Hughes 2007) and in providing the necessary skills to work successfully with diverse student populations (Cotton 1993). Furthermore, superficial and brief training may increase teachers' knowledge, yet be ineffective in positively influencing attitudes or behaviour (Cotton 1993).

A current example of teacher training and development is the Enhancing Relationships in Schools (ERIS) program conducted across 13 schools (10 participants; 3 controls) over 18 months in Victoria (Wertheim et al. 2010). It includes a professional development program for teachers and program support materials regarding conflict resolution and creating awareness of, and respect for, cultural diversity and awareness of prejudice, racism and discrimination.

Full evaluation results are not yet available, although preliminary findings show participating teachers report greater use of cultural diversity curriculum, as well as increased awareness of racism, stereotyping and prejudice. Further and more extensive data are required regarding the outcomes of this program for teachers and students in relation to anti-racism and diversity (Wertheim et al. 2010).

Although the literature does not reveal a clear roadmap for the ideal teacher training to support cultural diversity and anti-racism efforts, certain content and areas of focus are recommended by key researchers (Sue et al. 2009).

Sue et al. (2009) suggest that the following basic principles should guide the education and training of teachers in their ability to facilitate difficult dialogues on race:

- educators acknowledge that they are no more immune from inheriting the biases, fears and anxieties about race than any other person
- education and training provide opportunities for interracial interaction, in that comfort in facilitating difficult dialogues on race requires a strong experiential component that cannot be simply achieved through in-service training or classroom experience

- training equips educators with necessary skills to facilitate difficult dialogues on race (i.e. skills to encourage students to listen and hear one another and skills to acknowledge and validate the strong feelings, such as guilt, anger, defensiveness and anxiety, likely to arise in a difficult dialogue).

3.4 Student support and development

Recommended strategies at this level include supporting student representative groups to provide balanced representation of students from diverse ethnoracial backgrounds and training such groups in cultural diversity and anti-racism, as well as providing support services for students from diverse cultural backgrounds (Conference of Education Systems Chief Executive Officers 2000). This review did not identify any evaluated strategies at this level specific to anti-racism.

3.5 Parent and community involvement

Ensuring parent and community groups from diverse cultural groups are represented in school governance and decision-making forums, consulted on anti-racism strategies and are supported to communicate effectively with teachers and school staff are all key elements of school-based anti-racism (Conference of Education Systems Chief Executive Officers 2000). Evidence of the effectiveness of strategies in this area is currently not available.

3.6 Monitoring and reporting

System-wide monitoring and reporting procedures are recommended in order to track incidents and resolve complaints of racism, monitor educational outcomes for students from diverse cultural backgrounds and determine participation of teachers and staff in anti-racist training (Conference of Education Systems Chief Executive Officers 2000). Again, evidence in this area is currently lacking.

4. Resources/programs to support school-based, anti-racism efforts and diversity

4.1 Resources to support school-based, anti-racism efforts and diversity

Due to the wide array of resources located, and the lack of evaluation of such resources, we list below only those resources that met the following criteria:

- actively attempt to either address racism or support ethnoracial diversity
- classified as curriculum resource/unit
- Australian
- published in the last 10 years.

The following eight resources that met the above-stated criteria were assessed in light of the guiding principles outlined in Section 2, the findings outlined in Section 3 on school-based anti-racism strategies, as well as other relevant scholarship. In addition, resources that may be potentially useful in supporting anti-racism efforts and diversity in schools are summarised in Appendix A. The resources in Appendix A intend to address racism in general, support ethnoracial diversity and/or particular anti-racism strategies. However, they did not meet the above criteria, and as such, they were not reviewed. Appendix A includes resources to support teaching about Indigenous Australians ($N = 12$), multicultural education ($N = 6$), teacher training ($N = 1$), anti-racist education ($N = 2$) and the creation of school policies and practices that address race-based discrimination and support diversity ($N = 1$). In addition, potentially-relevant websites containing content or activities relevant to school-based efforts to address race-based discrimination and support diversity are also included ($N = 20$).

<p>Hurle, T, O'Keefe, H & Macrae, D 2009, <i>Understanding Cultural Difference Through Dialogue. A Resource for Teachers of Middle Years Secondary School Students</i>, Centre for Dialogue, La Trobe University, Melbourne, Victoria.</p>	
<p>Target population</p>	<p>Year 9 and 10 students</p>
<p>Guiding approach</p>	<p>Although the guiding approach is not explicitly stated, this resource appears to be based on multicultural and anti-racist education</p>
<p>Details</p>	<ul style="list-style-type: none"> • This resource includes lesson plans designed to assist teachers to introduce middle-year students to ideas concerning identity, culture and social cohesion; emphasises dialogue and student-led activities; and aims to inform students of the principles of dialogue and to develop their communication skills • The resource is comprised of seven activities that involve enquiry into attitudes towards immigration into Australia since Federation, the challenges for immigrants and issues related to cultural identity
<p>Strengths</p>	<ul style="list-style-type: none"> • Appears easy to use. The resource provides comprehensive and clear instructions for delivering the activities, and the activities are well explained • Combines both multicultural education and anti-racist education • Encourages dialogue, rather than teaching 'at students' • Activities are suited to the age group and cognitive development level at which they are targeted • Activities can be integrated into the curriculum
<p>Limitations</p>	<ul style="list-style-type: none"> • Not evaluated • The emphasis of discussion on cultural diversity is on 'difference'. Emphasising that ethnoracial groups are both 'similar' and 'different/unique' may be more beneficial in terms of reducing racial prejudice, and appears to have less risk of actually increasing stereotyping than a 'difference'-only approach
<p>Source</p>	<p>http://www.latrobe.edu.au/dialogue/assets/downloads/understanding-difference-through-dialogue.pdf</p>

Victorian Multicultural Commission 2010, <i>All of Us. Multicultural Perspectives in Victorian Schools. Education Resource Kit</i> , Victorian Multicultural Commission, East Melbourne, Victoria.	
Target population	School-aged students
Guiding approach	<ul style="list-style-type: none"> • Multicultural education
Details	<ul style="list-style-type: none"> • The <i>All of Us</i> resource kit provides teachers with a guide for assisting students to explore and understand cultural diversity and the values and practices common to ‘all of us’ • The resource is comprised of: <ul style="list-style-type: none"> ○ A professional learning program for school staff designed to engage teachers with the focus on global and multicultural education and its relevance for their own local context ○ Provide tools for implementing, reviewing or extending a focus on global and multicultural education ○ Establish how <i>All of Us</i> can be utilised to assess where a whole school approach to global and multicultural education needs to be updated ○ Provide opportunities to connect this focus with Victorian essential learning standards, <i>Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools 2009–2013</i> and current pedagogy around respect, empathy and enquiry • Strategies to support intercultural education in the school setting, intended to support open dialogue, critical thinking, analysis and reflection, are described. A sample planning framework is also included • Activities focus on ‘enquiry sequences’, whereby students are to engage deeply with and thoughtfully on a topic or issue. There are three enquiry sequences presented, as well as a framework for teachers to create their own
Strengths	<ul style="list-style-type: none"> • Appears easy to use. The resource provides comprehensive and clear instructions, as well as resources for delivering the activities, and the activities are well explained. Guidance is also provided for teachers to develop their own activities • Provides additional support for teachers through the provision of the professional learning resource • Focuses on promoting the idea that ethn racially-diverse people are both different and similar • Appears suitable for either ethn racially-diverse or homogenous student populations • Celebrates and promotes knowledge and understanding of cultural diversity
Limitations	<ul style="list-style-type: none"> • Not evaluated • Providing information to increase knowledge and understanding of cultural diversity is likely to be inadequate on its own to address racial prejudice, and can potentially increase stereotyping
Source	http://www.multicultural.vic.gov.au/all-of-us/education-resources

<p>Enhancing relationships in school communities. A program to promote creative and constructive conflict-resolution skills through sustained professional development. <i>Wise Ways to Win: Conflict Resolution and Relationship Enhancement Program for Primary Schools.</i></p>	
Target population	<p>There are three curriculum units grades prep–2, grades 3–4 and grades 5–6</p>
Guiding approach	<p>The units are based on conflict-resolution theory, which stipulates that it is not conflict per se which is an issue, but how we handle conflict that is important</p>
Details	<ul style="list-style-type: none"> • This program aims to teach adults and children how to deal with conflict constructively so that they can achieve win-win solutions, whereby every party in the conflict works towards having their own needs and the needs of the other party met • The resource includes the following elements: <ul style="list-style-type: none"> ○ Introduction, including rationale and background to the project and program, and a description of the conflict-resolution model, including an outline of the steps involved in the model ○ Glossary of key terms ○ Information and instructions for teachers before they begin teaching the program, along with information on the conflict-resolution skills ladder, an evaluation tool to assess the program outcomes (pre-and post), which includes sampled answers ○ Resource list, including resources to support the program ○ The resource also includes 10 teaching topics, which progressively attempt to equip students with the skills and knowledge to resolve conflicts constructively, achieving win-win solutions. Each resource for the differing age group (grades prep–2, grades 3–4 and grades 5–6) includes the same range of topics and similar content, with the content tailored to suit the age of the target group <p><u>Note:</u> these resources are part of an Australian school-based program (Enhancing Relationships in School Communities), which is supported by teacher training, as well as other resources (e.g. the cultural-diversity resources discussed below)</p>
Strengths	<ul style="list-style-type: none"> • This resource is very comprehensive, providing teachers with detailed instructions for activities in each topic. The resource also appears easy to understand and to implement • The resource provides evaluation tools to assist in examining the program’s effectiveness (i.e. in terms of students’ learning outcomes) • Actively attempts to enhance students’ conflict-resolution skills. Poor conflict-resolution skills are recognised as a key factor contributing to race-based discrimination, and conflict-resolution training is considered a promising approach for strengthening intercultural relations (Paradies et al. 2009) • Theoretically based on conflict-resolution theory • There is empirical support for the use of conflict-resolution training, on which this resource is based • The social-cognitive development of participants was considered, and activities were targeted accordingly. Furthermore, targeting conflict-resolution training at this age group (pre-school–grade 6) may be ideal for the prevention of race-based discrimination, as this is the stage of life when values and behaviours are formed and participants are likely to be receptive to such initiatives (Paradies et al. 2009)
Limitations	<ul style="list-style-type: none"> • Not evaluated • The program appears to be time intensive and to be an additional component to the traditional curriculum
Source	<p>http://www.eris.org.au/ A username and login is required to access these resources</p>

The Victorian Foundation for Survivors of Torture 2007, <i>Klassroom Kaleidoscope. A Program to Facilitate Connectedness and Well-Being in the Culturally Diverse Classroom</i> , The Victorian Foundation for Survivors of Torture, Brunswick, Victoria.	
Target population	Middle years of schooling
Guiding approach	This program was developed to support refugee school students and appears to be based on multicultural education
Details	<ul style="list-style-type: none"> • The <i>Klassroom Kaleidoscope</i> program focuses on building relationships and connections between young people and their school, embracing cultural and linguistic diversity and promoting mental health and resilience. The program uses pedagogies that promote connectedness, acceptance of difference and empathy • Activities in the program include role-playing, brainstorming, group discussions and decision making, writing in journals, individual artwork, retelling stories, cooperative games, listening to music and an excursion • The first part of the program focuses on identity and culture (e.g. exploring diversity, self-identity). The second part explores emotions (anger, fear etc.), including how they might affect people and how to deal with them; and communication with family and friends (e.g. difficulties in making friends and solutions to such difficulties, conflicts that can occur in families and ways of dealing with such conflicts) • The resource is comprised of: <ul style="list-style-type: none"> ○ Background information on <i>Klassroom Kaleidoscope</i>, the aims of the classroom material and the rationale of the units. Outlines resources required to undertake the program ○ Information is also provided for teachers on delivering the program, teaching approaches and curriculum links ○ The resource includes a 10-week unit plan for <i>Klassroom Kaleidoscope</i> to be delivered in schools jointly with counsellors and teaching staff. Each lesson is divided into three sections: an introduction/ice-breaker activity, main content of the session and reflection
Strengths	<ul style="list-style-type: none"> • The resource is easy to understand and provides a clear outline of the activities to be undertaken in each unit • The activities focus on recognising and exploring the ‘similarities’, as well as ‘difference/uniqueness’ of people from various backgrounds • The activities may successfully promote social connectedness and the mental health and well-being of participants • Activities are suited to age group and cognitive development level at which they are targeted • Encourages dialogue, rather than teaching ‘at students’
Limitations	<ul style="list-style-type: none"> • Not evaluated • Appears to require ethnoracial diversity in the classroom, likely limiting its applicability and usefulness in ethnoracially-homogenous schools or at least requiring adaptation in these schools • The resource appears to be underpinned by multicultural education. Increasing knowledge and understanding of diversity may not be enough to reduce racial prejudice, and is likely to require other strategies, such as anti-racist education and extended-contact strategies • Although the activities will likely involve inter-group contact, this on its own may not necessarily reduce racism, as there is a risk that contact which does not meet certain conditions will be ineffective or counterproductive (Paradies et al. 2009)
Source	This resource is located in the list of publications and resources available for download under ‘Schools and Education’: http://www.foundationhouse.org.au/resources/publications_and_resources.htm

<p>The Victorian Foundation for Survivors of Torture 2005, <i>Taking Action. Human Rights and Refugee Issues Teaching Resource</i>, The Victorian Foundation for Survivors of Torture Inc., Brunswick, Victoria.</p>	
<p>Target population</p>	<p>Middle years, years 5–9</p>
<p>Guiding approach</p>	<p>Appears to be based on multicultural and anti-racist education</p>
<p>Details</p>	<ul style="list-style-type: none"> • This teaching resource is comprised of an introduction, information on using the resource, a unit plan, an integrated curriculum guide, lesson plans and student worksheets • The 11 lessons run for approximately 90 minutes each and include activities, such as class discussions, brainstorming, role-play, small groups, games, text responses, map and atlas work, case studies, storytelling, art and concept mapping • Activities centre on improving students’ knowledge and understanding of diversity, human rights, the Universal Declaration of Human Rights and its application in Australia, refugee experiences and journeys, Australia’s refugee history, discrimination and how to speak out against it • The lessons aim to promote: <ul style="list-style-type: none"> ○ Values, skills and behaviours that support and promote human rights ○ Understanding of human rights issues at the national and international levels and the contribution students can make to address them ○ Harmonious relationships and social connections between new arrivals and the wider student body ○ Understanding the experiences and aspirations of refugee children and their families • Teachers can use this resource across more than one subject area
<p>Strengths</p>	<ul style="list-style-type: none"> • The resource is easy to understand and provides a clear outline of the activities to be undertaken • Promotes ideas of ethnoracially-diverse people as being both similar and different • Incorporates both multicultural education, as well as anti-racist education • Activities are suited to the age group and cognitive development level at which they are targeted • Encourages dialogue, rather than teaching ‘at students’ • Aims to increase empathy
<p>Limitations</p>	<ul style="list-style-type: none"> • Not evaluated
<p>Source</p>	<p>This resource is located in the list of publications and resources available for download under ‘Schools and Education’: http://www.foundationhouse.org.au/resources/publications_and_resources.htm</p>

Australians Human Rights Commission 2010, <i>Voices of Australia. Rights Education. Human Rights Education Resources for Teachers</i> , Australian Human Rights Commission.	
Target population	Some activities are suited for upper primary (years 5–6) Most suited to upper secondary (year 10 and up)
Guiding approach	Appears to be based on a multicultural and anti-racist education approach
Details	<ul style="list-style-type: none"> • This education resource is designed to complement the publication <i>Voices of Australia: 30 Years Since the Racial Discrimination Act 1975</i> • The teaching and learning activities explore Australian identities and experiences, the Racial Discrimination Act and race relations. The activities in the resource have been designed to help students apply the concepts of human rights and responsibilities to their daily lives; understand how human rights instruments are applied in Australian law and society; and understand issues that concern different groups in the Australian community, such as migrants, refugees and Aboriginal and Torres Strait Islander people. • Specifically, this resource aims to: <ul style="list-style-type: none"> ○ Provide students with an understanding of the Racial Discrimination Act 1975 ○ Encourage discussion and dialogue among students about issues associated with race relations and their relevance to society, their school community and themselves ○ To keep students informed about the role and the activities of the Australian Human Rights Commission • Content included in the resource is enough for a 10-week program. However, activities could be used individually to suit topic requirements
Strengths	<ul style="list-style-type: none"> • The resource is easy to understand and provides a clear outline of the activities to be undertaken, as well as resources to support such activities • Promotes ethn racially-diverse people as being both similar and different • Incorporates both multicultural education, as well as anti-racist education • Activities are suited to the age group and cognitive development level at which they are targeted • Encourages dialogue, rather than teaching ‘at students’
Limitations	<ul style="list-style-type: none"> • Not evaluated
Source:	<p><i>Voices of Australia:</i> http://www.humanrights.gov.au/racial_discrimination/voices/</p> <p><i>Voices of Australia. Human Rights Education Resources for Teachers:</i> http://www.humanrights.gov.au/education/voices_of_australia/index.html</p>

<p>Enhancing relationships in school communities. A program to promote creative and constructive conflict-resolution skills through sustained professional development. <i>Cultural Diversity Curriculum</i>.</p>	
<p>Target population</p>	<p>There are three curriculum units for: grades prep–2, grades 3–4 and grades 5–6</p>
<p>Guiding approach</p>	<p>This resource appears to be based on both multicultural education and anti-racist education</p>
<p>Details</p>	<ul style="list-style-type: none"> • This unit can be taught as individual lessons • Activities acknowledge and celebrate diversity, as well as exploring concepts, such as power, stereotypes, culture, prejudice, discrimination and racism. Students also explore what they can do to respond to bias. The themes/concepts explored in curriculum units (for grades prep–2, grades 3–4 and grades 5–6) are the same. However, the content of activities varies to match students’ developmental levels • Reflective activities for teachers and a resource list are provided
<p>Strengths</p>	<ul style="list-style-type: none"> • The activities and instructions for their implementation are clear and comprehensive • Activities are based on both multicultural and anti-racist education and cover anti-racist topics in depth • Activities are suited to the age group and cognitive development level at which they are targeted • Encourages dialogue, rather than teaching ‘at students’
<p>Limitations</p>	<ul style="list-style-type: none"> • Evaluation currently underway; full results not yet available
<p>Source</p>	<p>http://www.eris.org.au/ A username and login is required to access these resources</p>

Mansouri, F, Jenkins, L, Leach, M & Walsh, L 2008, <i>Building Bridges. Creating a Culture of Diversity</i> , Melbourne University Publishing Limited, Melbourne.	
Target population	Years 9–10 students. Some activities could be adapted for years 6–8
Guiding approach	Appears to be based on multicultural and anti-racist education
Details	<ul style="list-style-type: none"> • This resource aims to enhance students’ understanding and sensitivity towards cultural diversity and equip them with skills, such as the ability to investigate, explore and make informed opinions on issues, including social justice and human rights • The module gives both teachers and students an opportunity to reflect, debate and challenge new and pre-existing notions and ideas relating to multiculturalism and social diversity • This resource contains: <ul style="list-style-type: none"> ○ A model for best practice, aimed at developing an understanding of diversity, which is intended to assist schools manage and positively embrace cultural and linguistic diversity ○ Teaching and learning resources to assist Victorian secondary schools to teach topics related to multiculturalism and social diversity. Activities are designed to encourage discussions about challenging topics and develop comprehensive understanding about cultural diversity ○ Parent modules to assist in facilitating strong partnerships between schools, families and local communities • Key ideas and concepts explored in the modules include social justice, civic knowledge, democratic principles, participation in community, belonging, identity, racial harmony, inclusion, exclusion, multiculturalism, stereotyping, community, ethnicity, global terrorism, behavioural motivations, Indigenous issues, human rights, trust, social change, historical perspectives and the future
Strengths	<ul style="list-style-type: none"> • This is a comprehensive resource proving numerous activities and resources to support activities, as well as guidelines to assist in implementing such activities • Promotes a ‘whole-of-school’ approach • Emphasises similarities and differences among young people from diverse cultures • Activities are based on both multicultural and anti-racist education • Activities are suited to the age group and cognitive development level at which they are targeted • Encourages dialogue, rather than teaching ‘at students’
Limitations	<ul style="list-style-type: none"> • Not evaluated
Source	http://www.teachingdiversity.org.au/downloads/building_bridges.pdf

4.2 Programs to support school-based, anti-racism efforts and diversity

4.2.1 Students Together for Humanity

Students Together for Humanity is an interfaith, Australian-based project aiming to promote greater respect for difference and a sense of belonging within school communities. The project involves various activities that attempt to highlight Australian values of mutual respect, a 'fair go' and a sense of belonging for everyone. Specifically, the program seeks to develop empathy towards, and appreciation of, all people, as well as the development of individuals' ability to make a difference through action based on shared values. The project also involves bringing school students into contact with representatives of various faith systems and ethnoracial groups (Christian, Jewish and Muslim facilitators).

The key elements of the project include a workshop program, service-together program and a leadership program. Over 7 years, Together for Humanity programs have been implemented in schools throughout Australia, including five states and territories, with 50,000 students having taken part in workshops as of early 2010. The program elements, for which there is available information (including their effectiveness in terms of their impact on student's attitudes), is presented in Nayle(2009). The Together for Humanity project that was evaluated in Nayler (2009) ran for 12 months.

The workshop program consists of two 1-hour sessions, which vary slightly for primary and secondary students in order to cater to the students' developmental differences. The workshop is delivered to schools by three presenters, one representative from each of the three faith communities (Muslim, Jewish and Christian). A total of 1037 students participated in the evaluated workshop program in independent, Catholic and state schools in Queensland. A pre- and post-attitudinal survey was used to assess the effectiveness of the workshops on students' attitudes towards Aboriginal Australians, white Australians, Muslim, Jewish and Asian people.

The survey consists of descriptors, positive (e.g. 'are friendly') or negative (e.g. 'are dangerous'), each of which represents ideas that may be attributed to different groups of Australians. Students are asked to consider each descriptor and indicate whether they associate the descriptor with Aboriginal, Asian, white Australian, Jewish or Muslim people (Nayler 2009). The impact of the workshop program on student attitudes was assessed in two schools involved in the workshops: Metro High School and Mt Logan State School.

Metro High School has students predominantly from non-English-speaking backgrounds, with the majority speaking Arabic. Fifteen students completed the pre-attitudinal survey and 18 students completed the post-survey. The percentage of negative descriptors attributed to Jewish people decreased markedly, while negative descriptors attributed to Muslims increased. In regards to positive descriptors, those attributed to Jewish people increased, and the percentage of positive descriptors attributed to Muslim Australians (except for 'are friendly') also increased. These authors suggest that the increase in negative descriptors attributed to Muslims may result from students adopting a more nuanced view of ethnoracial groups (including the group with whom they most closely identify with) as consisting of people who have a variety of both negative and positive traits (Nayler 2009).

Mt Logan State School is a preparatory to year 7 school, with approximately 400 students. Of these students, 219 completed the pre-attitudinal survey and 171 completed the post-survey. Findings revealed that the percentage of positive descriptors attributed to Jewish, Asian and Muslim people increased. In regards to Aboriginal and white Australians, the percentage of students who attributed positive descriptors to Aboriginal and white Australians increased. In terms of the negative descriptors, there was a decrease in the negative descriptors attributed to both Jewish and Muslim people. However, there was an increase in negative descriptors attributed to Aboriginal Australians.

There was a decrease in all negative descriptors attributed to Asian Australians, except for 'are dangerous and scary', which increased. There was an increase in the percentage of all negative descriptors attributed to white Australians. The findings of this program are mixed, with some results suggesting that the program had a positive impact on students' attitudes, while other results suggest that the program resulted in negative effects. More specifically, results appeared to be consistently positive in regards to Jewish people, and largely positive, although not exclusively, in regards to Muslim and Asian people. Results in relation to Aboriginal Australians and white Australians tended to be less favourable following the workshops.

The leadership program is another element of Students Together for Humanity that was undertaken at Banksleigh High School. The program involved 15 participants and was comprised of nine weekly 1-hour sessions centred on the themes managing yourself, connecting with others and making a difference. A pre- ($N = 12$) and post- ($N = 10$) attitudinal survey was administered to participating students. Results indicate that the percentage of students who associated Aboriginal or Indigenous, Asian, white Australian, Jewish or Muslim people with the descriptor 'disliked people from other groups' decreased.

Furthermore, the percentage of students who associated these groups with the descriptor 'are dangerous or scary' decreased in relation to Asian, Jewish and Muslim people, but increased in relation to both Indigenous and white Australians (Nayler 2009). These results are similar to those found in regards to the workshop program, indicating that the program may be most beneficial in terms of addressing negative attitudes towards Asian, Jewish and Muslim people, and result in more negative evaluations of white and Indigenous Australians.

The evaluation was limited by no reporting of the statistical significance of the study findings, no control group and a relatively small sample size. Reported results from the Metro High School only relate to students' perceptions of Muslim and Jewish people. It is unclear whether only attitudes towards Muslim and Jewish people were assessed or whether only the results in regards to these groups, and not in regards to Indigenous, white or Asian people, were presented (Nayler 2009). There are plans to expand this program, including a longitudinal evaluation of the program effectiveness in reducing prejudice and fostering a sense of belonging, over 2010–2013.

Appendix A: Potentially-useful resources to support school-based strategies for addressing race-based discrimination and supporting diversity

The following tables outline resources that may be potentially useful in supporting school-based strategies to reduce race-based discrimination and promote diversity. The majority of resources to support anti-racist efforts have not been evaluated, thus their effectiveness remains unknown.

Therefore, it is recommended that the resources used in anti-racism efforts be documented and evaluated to provide an indication of their appropriateness and utility. The resources below should be reviewed in light of the learnings presented in Sections 2 and 3. For example, if choosing multicultural education resources, it may be best to highlight that ethnoracially-diverse people are both similar and different, rather than overemphasizing either similarity or difference. Furthermore, it may be most effective to couple multicultural with anti-racist, education resources.

Teaching school-aged children about Indigenous Australians, providing accurate information	
Resource	Summary
<p><i>As a Matter of Fact: Answering the Myths and Misconceptions About Indigenous Australians</i></p>	<p>This document presents common misconceptions or resentments concerning Indigenous Australians and government programs to assist Indigenous Australians, followed by information highlighting why these perceptions are built on myth not fact.</p> <p><u>Source:</u> Aboriginal and Torres Strait Islander Commission (ATSIC), 1998, <i>As a Matter of Fact: Answering the Myths and Misconceptions About Indigenous Australians</i>, Commonwealth of Australia.</p> <p>http://www.actdgp.asn.au/content/Document/as%20a%20matter%20of%20fact.pdf</p>
<p><i>Face the Facts: Some Questions and Answers About Indigenous Peoples, Migrants and Refugees and Asylum Seekers</i></p>	<p>This resource provides factual information about Indigenous Australians; migrants and multiculturalism; and asylum seekers and refugees. This document also presents information addressing the issue of Indigenous Australians receiving ‘special treatment’. The resource provides a list of recommended publications and websites containing additional information on particular issues.</p> <p><u>Source:</u> Australian Human Rights Commission, 2008, <i>Face the Facts: Some Questions and Answers About Indigenous Peoples, Migrants and Refugees and Asylum Seekers</i>, Australian Human Rights Commission.</p> <p>http://www.humanrights.gov.au/racial_discrimination/face_facts/index.html</p>
<p><i>Face the Facts: Teaching Resources and Worksheets for Use in Australian Classrooms,</i></p>	<p>This teaching resource complements <i>Face the Facts: Some Questions and Answers About Indigenous Peoples, Migrants and Refugees and Asylum Seekers</i>, providing worksheets for use in Australian classrooms. This education resource complies with national curriculum standards.</p> <p>Activities are suggested to be suitable for years 9 and up (14 years and up).</p> <p><u>Source:</u> Australian Human Rights Commission, 2008, <i>Face the Facts: Teaching Resources and Worksheets for Use in Australian Classrooms</i>, Australian Human Rights Commission.</p> <p>http://www.humanrights.gov.au/education/face_the_facts/index.html http://www.humanrights.gov.au/education/face_the_facts/rightsED_Face_the_Facts.pdf</p>

Resource	Summary
<p><i>The First Australians: The Untold Story of Australia</i></p>	<p><i>The First Australians</i> is a documentary comprising of seven episodes, providing comprehensive information on Australian history since colonisation to present time, from the perspective of Indigenous Australians.</p> <p><u>Source:</u> <i>The First Australians</i> (videorecording): <i>The Untold Story of Australia</i>, 2008, SBS, Sydney. Or this source can be accessed on the SBS website: http://www.sbs.com.au/firstaustralians/</p>
<p><i>The First Australians: The Untold Story of Australia Study Guides</i></p>	<p>The documentary <i>The First Australians</i> is accompanied by a series of study guides, one accompanying each episode, which are for use of school students to further explore issues raised in each episode.</p> <p><u>Source:</u> Study guide: Episode 1: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.Ep1.pdf Study guide: Episode 2: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.Study.Guide.EP2.pdf Study guide: Episode 3: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.Study.Guide.pdf Study guide: Episode 4: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.Study.Guide.EP4.pdf Study guide: Episode 5: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.Study.Guide.EP5.pdf Study guide: Episode 6: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.SG.EP6.pdf Study guide: Episode 7: http://www.metromagazine.com.au/pdfs/studyguides/First.Australia.Study.Guide.EP7.pdf</p>

Resource	Summary
<p><i>Teaching Aboriginal Studies</i></p>	<p>This book is comprised of 15 chapters, providing teachers with resources and information to assist in teaching children about Indigenous Australians and to assist in appropriately teaching Indigenous students. Although all chapters are likely to be of some use, chapters of particular interest include Chapter 13, which provides resources and materials for teaching about Indigenous Australians, as well as information to assist teachers and students to critically analyse resources for cultural bias and appropriateness; Chapter 14, which covers topics on developing teaching activities based on sound principles of learning; and Chapter 15, which summarises how teachers can begin to teach for reconciliation. Chapter 12, 'Towards an appropriate pedagogy for Aboriginal children', may be of particular interest for teachers working with Indigenous students.</p> <p><u>Source:</u> Craven, R., 1999, <i>Teaching Aboriginal Studies</i>, Allen & Unwin, Sydney.</p>
<p><i>Teaching the Teachers. Using the Right Words: Appropriate Terminology for Indigenous Australian Studies</i></p>	<p>This resource provides guidelines on terminology in the Indigenous Australian studies classroom and all classrooms. Examples of more appropriate and less appropriate words are provided, with rationales showing why some words are considered inappropriate or offensive. This resource has been designed for use by teachers</p> <p><u>Source:</u> Craven, R. (ed), 1996, <i>Teaching the Teachers. Using the Right Words: Appropriate Terminology for Indigenous Australian Studies</i>, School of Teacher Education, University of New South Wales in association with the Council for Aboriginal Reconciliation, Sydney.</p>
<p><i>Communicating positively—A Guide to Appropriate Aboriginal Terminology</i></p>	<p><i>Communicating Positively</i> provides guidance on appropriate language to be used when working with Aboriginal people and communities or developing policies and programs.</p> <p><u>Source:</u> http://www.health.nsw.gov.au/pubs/2004/aboriginal_terms.html</p>
<p><i>Countering Racism: Using a Critical Approach to Teaching and Learning Contexts to Explore Portrayals of Aboriginality</i></p>	<p>This book uses a critical approach to explore texts, such as video, postcards, sculpture, picture books and lyrics in music, and also provides strategies to explore values and beliefs about race and racism.</p> <p><u>Source:</u> Barylak, M. 2000, <i>Countering Racism: Using a Critical Approach to Teaching and Learning Contexts to Explore Portrayals of Aboriginality</i>, Department of Education, Training and Employment, Adelaide.</p>

Resource	Summary
<p><i>Selecting and Evaluating Resources</i></p>	<p>This website presents criteria for choosing appropriate texts about Aboriginal and Torres Strait Islander peoples for classroom use. It is designed for use in developing school-based resources or selecting texts or materials.</p> <p><u>Source:</u> Queensland Studies Authority, 2007, <i>Selecting and evaluating resources</i>, Queensland Government http://www.qsa.qld.edu.au/downloads/approach/indigenous_g008_0712.pdf</p>
<p><i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPIS)</i></p>	<p>This guide offers strategies for administrators and teachers to embed Aboriginal and Torres Strait Islander perspectives across all areas of school practice.</p> <p><u>Source:</u> Queensland Department of Education and the Arts, 2006, <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i>, Queensland Government http://education.qld.gov.au/schools/indigenous/docs/indig-persp.pdf</p>
<p><i>Resource Guide for Aboriginal Studies and Torres Strait Islander Studies</i></p>	<p>The purpose of this publication is to raise awareness of teachers and others involved in education of the need to use resources that do not reinforce racist and stereotyped views of Aboriginal and Torres Strait Islander people and their cultures. This book provides a collection of resources (218 recommended items), which have been selected using the nationally-agreed criteria for the evaluation and selection of materials to be used in Aboriginal Studies and Torres Strait Islander studies. This resource also provides a ‘selection criteria’ for the evaluation of Aboriginal Studies and Torres Strait Islander study resources, including questions to ask, things to look for and action to take when evaluating resources.</p> <p><u>Source:</u> Curriculum Corporation, 1995, <i>Resource Guide for Aboriginal Studies and Torres Strait Islander Studies</i>, Curriculum Corporation, Victoria.</p>

Multicultural education	
Resource	Summary
<i>Being Me: Knowing You: An Innovative Human Rights Curriculum Resource</i>	<p>This curriculum resource is designed for 11–15 year olds enrolled in community language schools. The aim of the curriculum package is to increase students’ awareness of everyday human rights and discrimination and its impact on people and communities, while learning to speak their community language. It contains:</p> <ul style="list-style-type: none"> • Student workbook • Student homebook, with take-home activities for students to work on with their families • Teacher manual • Parent guide <p>The resource will also be available in Arabic from early August 2010.</p> <p>Source: http://www.humanrights.gov.au/education/being_me_knowing_you/index.html</p>
<i>Advice for Schools When Teaching About Cultural Diversity</i>	<p>This resource provides advice (dos and don’ts) for consideration when teaching about cultural diversity.</p> <p>Source: http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/culturaldiversityadvice.pdf</p>
<i>Face the Facts: Some Questions and Answers About Indigenous Peoples, Migrants and Refugees and Asylum Seekers</i>	<p>This resource provides factual information about: Indigenous Australians, migrants and multiculturalism and asylum seekers and refugees. The resource also provides a list of recommended publications and websites containing additional information on particular issues.</p> <p>Source: Australian Human Rights Commission, 2008, <i>Face the Facts: Some Questions and Answers About Indigenous Peoples, Migrants and Refugees and Asylum Seekers</i>, Australian Human Rights Commission. http://www.humanrights.gov.au/racial_discrimination/face_facts/index.html</p>
<i>Face the facts: Teaching Resources and Worksheets for Use in Australian Classrooms</i>	<p>This teaching resource complements <i>Face the Facts: Some Questions and Answers About Indigenous Peoples, Migrants and Refugees and Asylum Seekers</i>, providing worksheets for use in Australian classrooms. This education resource complies with national curriculum standards. Activities are suggested to be suitable for years 9 and up (14 years and up).</p> <p>Source: Australian Human Rights Commission, 2008, <i>Face the Facts: Teaching Resources and Worksheets for Use in Australian Classrooms</i>, Australian Human Rights Commission. http://www.humanrights.gov.au/education/face_the_facts/index.html http://www.humanrights.gov.au/education/face_the_facts/rightsED_Face_the_Facts.pdf</p>

Resource	Summary
<p>Promoting the idea of ethnoracial groups being both 'similar' and 'unique'</p>	<p>In a recent study, in the United States, Latino and black children aged 11–14 read two brief science books containing either a similarities message ('all people are basically the same'), a uniqueness message ('each person is unique'), a combined similar-unique message ('all people are the same in a way, but each person is also unique') or no additional message (control). It was found that in comparison to the other conditions, the combined condition (similar-unique message) increased general social tolerance and decreased desired social distance from white children. Furthermore, none of the messages appeared to negatively impact participants' attitudes towards their own group (Levy et al. 2005). Details on the contents of the book which promote the different messages (similarities message, a uniqueness message, a combined similar-unique message or no additional message) are available in the Appendix of this article (p. 730–731).</p>
<p><i>Australian Red Cross: The Y Challenge—Celebrating Diversity</i></p>	<p>Activities in the manual focus on increasing the understanding and respect between people from different cultural backgrounds and provide tips to get started on a larger project. This manual is comprised of three sections:</p> <ol style="list-style-type: none"> 1. Explore: Activities in this section assist young people to explore many aspects of living in a culturally-diverse society. 2. Inspire. This section provides examples of inspiring young people and related activities. 3. Take Action. This section guides young people through the development and implementation of a community project. <p>Source: http://www.redcross.org.au/media/ychal_explore.pdf http://www.redcross.org.au/media/ychal_inspire.pdf http://www.redcross.org.au/media/ychal_action.pdf</p>

Teacher training	
Resource	Summary
Teacher Training for Cultural Competence: Racial and Ethical Sensitivity Training KIT	<p>The Racial and Ethical Sensitivity Training KIT (REST-KIT) is designed to (a) improve the ethical and racial sensitivity of school professionals and trainees by grounding ethical decision making, in relation to racism and discrimination, in professional codes of ethics and (b) provide the necessary skills to address ethical dilemmas in participants’ professional lives.</p> <p>Specifically, the REST-KIT training program is made up of five videotaped scenarios, a series of ‘mini-lectures’ and group discussions and activities. The REST videos have ethical violations related to racism and other forms of discrimination embedded in them. The scenarios depicted in the videos are based on real-life situations gathered from reliable media sources and focus groups of students of colour. The scenarios portray school personnel violating the ethical principles of school-based professional codes. These scenarios are used in the workshop as a means of practicing recognising and planning action around instances of racial intolerance. The workshop is divided into three segments: (1) introduction, (2) how to identify ethical violations and (3) taking action. Each workshop session is designed for up to 10 teachers, and it takes 8 hours to complete each training session.</p> <p>There is support for the use of the REST workshops with a study by Rogers-Sirin and Sirin (2009), which conducted 10 REST workshops with pre-service teachers, finding that both a self-report and a behaviour-based measure indicated that participants showed more cultural competence after completing the workshop.</p> <p><u>Source:</u></p> <p>The REST-KIT can be ordered from the below website. In addition, a REST PowerPoint presentation providing an overview of rest theory, measurement and training can also be downloaded from this site: http://steinhardt.nyu.edu/appsyh/selcuksirin/REST</p>

Anti-racist education	
Resource	Summary
<i>Toolkit For Tackling Racism in Schools</i>	<p>This UK resource is designed to be suitable for secondary school teachers and is of particular relevance to staff involved in policy development, planning and review, staff development, curriculum development and similar activities. The resource is divided into three parts, of which parts 2 and 3 relate to anti-racist education.</p> <ul style="list-style-type: none"> ● Part 1 of the Toolkit focuses on organisational development, the essential and practical aspects of developing a school-wide response to racism, and is aimed primarily at teachers and their managers or advisors. ● Part 2 consists of five units that can be used to raise students' awareness of different aspects and experiences of racism. This part of the resources includes introductory notes to assist teachers to plan and prepare for teaching the units. Each unit includes teaching outcomes, prompts, discussion topics, classroom activities and a checklist of things to do. The activities attempt to encourage students to: <ul style="list-style-type: none"> ○ Explore the historical roots of racism and how racist ideas and stereotypes have evolved ○ Understand the need to challenge racism in school, as well as at home and on the streets ○ Appreciate the benefits of having a positive sense of cultural identity ○ Accept personal responsibility for their own attitudes and behaviour towards others ● Part 3 provides assistance in developing a shared understanding of the meaning and use of key terms and provides a list of potentially-useful books and resources. <p><u>Source:</u> Dadzie, S 2000, <i>Toolkit For Tackling Racism in Schools</i> , Trentham Books Limited, Staffordshire.</p>

Resource	Summary
<p>Socially-Based Curriculum Unit: Anti-Discrimination and Anti-Bullying</p>	<p>This unit, ‘Socially-Based Curriculum Unit: Anti-Discrimination and Anti-Bullying’ was developed by the Ontario Secondary School Teachers’ Federation. The unit, recommended for year 11 students, explores the concept that ‘perception is subjective’ and that altered personal perception shapes an individual’s behaviour and response to others.</p> <p>By the end of this unit, students will have explored the following key case studies, ideas and theories:</p> <ul style="list-style-type: none"> • ‘Perception is subjective’. The idea that individual perception is shaped by both physiological and environmental factors • Agents of socialization, such as family, friends, teachers, different cultures, communities and mass media, shape our world view and therefore, shape our behaviour specifically in relation to stereotypes, discrimination and bullying • Sociological theories, such as Thomas Cooley’s ‘the looking glass self’, regarding how self-perception alters behaviour • How groups conform to behaviour dictated by the authority figures • The exploration of the bystander effect (also known as bystander apathy) through case studies of Kitty Genovese and Reginald Denny • Types of discriminatory behaviour and their impact on groups and individuals in society • Different types of bullying, such as physical, relational and cyber bullying, and their impact on individuals <p>The unit plan contains the curriculum expectations addressed by the unit, the desired results, the assessments tasks, planning notes and the lesson plans. The appendices include all handouts referred to in the unit plan.</p> <p><u>Source (unit plan):</u> http://www.osstf.on.ca/adx/asp/adxGetMedia.aspx?DocID=8145,7219,546,541,442,365,Documents&MediaID=2071&Filename=anti-discrimination-unit-plan.pdf&l=English</p> <p><u>Source (appendices):</u> http://www.osstf.on.ca/adx/asp/adxGetMedia.aspx?DocID=8146,7219,546,541,442,365,Documents&MediaID=2072&Filename=anti-discrimination-appendices.pdf&l=English</p>

Support for structural change: resources to assist schools to create policies and practices that address race-based discrimination and support diversity

Resource	Summary
<i>Toolkit For Tackling Racism in Schools</i>	<p>This resource is designed to be suitable for secondary school teachers and is of particular relevance to staff involved in policy development, planning and review, staff development, curriculum development and similar activities. The resource is divided into three parts (Parts 1 and 3 are discussed in the preceding section on anti-racist education).</p> <p>Part 1 of the Toolkit focuses on organisational development, the essential and practical aspects of developing a school-wide response to racism, and is aimed primarily at teachers and their managers or advisors.</p> <p><u>Source:</u> Dadzie, S 2000, <i>Toolkit for tackling racism in schools</i>, Trentham Books Limited, Staffordshire.</p>

Websites containing content or activities relevant to school-based efforts to address race-based discrimination and support diversity	
<i>Websites relevant to multicultural education</i>	
Website	Source
<i>Making Multicultural Australia</i>	<p>This site contains a number of educational resources, as well as links to wider resources, on multiculturalism, which aims to assist young people of upper primary and high school age, their parents, the teachers and the wider community to explore and understand cultural diversity, tolerance and anti-racism. Contains more than 3500 pages of articles, research, teacher guides, lesson plans, audio interviews, video clips and Australian multicultural artworks:</p> <p>http://www.multiculturalaustralia.edu.au/</p> <p>Source (lesson ideas for teachers):</p> <p>http://www.multiculturalaustralia.edu.au/lessons/</p>
Asia Education Foundation (AEF)	<p>The AEF advocates for and supports Asian literacy in Australian schools. This site contains various resources for teachers, school leaders and primary and secondary students covering topics, such as Australian identity and developing intercultural understanding:</p> <p>http://www.asiaeducation.edu.au/default.asp</p>
Global Education Australia	<p>This site provides teacher resources supporting the integration of a global perspective across the curriculum:</p> <p>http://www.globaleducation.edna.edu.au</p>
Languages and Multicultural Education Resource Centre (LMERC)	<p>This website provides information for teachers, educators and pre-service teachers on the resources and facilities offered by the centre. It includes details of the materials that can be borrowed, a guide to its collections, an online catalogue, a services guide and essential contact details.</p> <p>The centre collects materials in the following areas:</p> <ul style="list-style-type: none"> • Languages Other Than English • English as a Second Language • Multicultural Education • Studies of Asia • Human Rights Education • Global Education • Values Education • Civics & Citizenship domain • Peace Education • Indigenous Studies <p>http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm</p>

Website	Source
Diversity— An Educational Advantage. Online teacher support	This site provides secondary school teachers with insights into the educational experiences of Arabic-background students, and supports them to develop strategies for addressing the educational challenges of cultural diversity in their school: http://www.teachingdiversity.org.au/
Worldwide Schools	This is a US site with a range of lesson plans focused on diversity: http://www.peacecorps.gov/wws/educators
Museum of Tolerance: Tools for Tolerance for Educators	This site provides teacher resources and lessons plans on teaching tolerance: http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5052721/k.33B9/Tools_for_Tolerance174_for_Educators.htm
Cyberschool Bus	The United Nations' education page contains a range of ideas with a global perspective. This site includes curriculum on ethnic discrimination and on racial discrimination: http://www.un.org/Pubs/CyberSchoolBus/ <u>Source (racial-discrimination curriculum):</u> http://www.un.org/Pubs/CyberSchoolBus/discrim/race.asp <u>Source (ethnic discrimination curriculum):</u> http://www.un.org/Pubs/CyberSchoolBus/discrim/ethnicity1.asp
DEECD— FUSE. Teacher Resources	This website provides numerous teacher resources relating to supporting diversity, as well as other topics: https://fuse.education.vic.gov.au/pages/teacher.aspx

Website	Source
<p>Values Education</p>	<p>This sites contains various links and resources to support values education for Australian schooling:</p> <p>http://www.valueseducation.edu.au/values/</p> <p>(Note: some resources on this site are password protected; however, all schools have been sent an access code)</p> <ul style="list-style-type: none"> • Building Values Across the Whole School forms part of the <i>Values for Australian Schooling</i> resource series for Australian schools. The resource consists of two components: 'Teaching and Learning Units' and a 'Professional Learning Program'. 'Teaching and Learning Units' is designed to assist schools and teachers to integrate values within key learning areas of the school curriculum: http://www.valueseducation.edu.au/values/val_values_ed_cpl_resources_building_values,20874.html (This resource is password protected) • 'Teaching for Intercultural Understanding: Professional Learning Program' is a professional learning resource for teachers to support their work as values educators: http://www.valueseducation.edu.au/values/val_teaching_for_intercultural_understanding,29551.html • This section of the site on 'Teaching and Learning Resources' provides key learning area-based lesson plans with a values focus (approximately 50 minutes in length) for primary and secondary students, which are available to download as PDF files: http://www.valueseducation.edu.au/values/val_teaching_and_learning_resources,15648.html

Websites relevant to teaching about Indigenous Australians	
Website	Source
Indigenous training resources	This site provides links to a range of Indigenous Cultural Training Resources for teachers and students: http://www.education.vic.gov.au/sensecyouth/careertrans/teacherresources/catresources/cekit/koorie/resources.htm
Dare to LEAD	This websites contains a lists of recommended texts for use in schools: http://www.daretolead.edu.au/servlet/Web?s=169694&action=changePage&pageID=546379885
Koori education and training resources online	This site supports the work of teachers and Koori liaison officers in the delivery of quality, culturally-appropriate training and assessment. The information has been compiled to specifically meet the needs of the Victorian Koori community. It is anticipated that this resource will be of relevance and regularly utilised by those individuals working in the VET sector: http://www.ketro.com.au/
The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)	The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) holds the largest collection of Aboriginal studies and Torres Strait Islander studies materials and can provide advice to teachers. The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is the world's premier institution for information and research about the cultures and lifestyles of Aboriginal and Torres Strait Islander peoples, past and present: http://www.aiatsis.gov.au/
Aboriginal Studies Press	The following link provides references and summaries of publications that promote an understanding of Australian Indigenous cultures: http://www.aiatsis.gov.au/asp/docs/200910AcademicCatalogue.pdf
Healthinfonet	This site provides detailed and reputable information about the health status of Aboriginal and Torres Strait Islander peoples, determinants of health etc: http://www.healthinfonet.ecu.edu.au/

<i>Other relevant sites</i>	
Website	Source
Teaching tolerance	This is an American site that has numerous lessons for primary students as well as other resources to assist in creating a school that is inclusive and equitable for all students: http://www.tolerance.org/
<i>Racism No Way</i>	The <i>Racism No Way</i> website includes a range of materials to support school-based, anti-racism efforts. Teaching resources and lesson plans can be located by clicking on 'classroom' on the homepage. The various teaching and learning activities are targeted towards students in the upper primary and secondary years: http://www.racismnoway.com.au/
Media-awareness network	This site contains a guide to how to teach students to 'read' bias in the media: http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_bias_in_the_news.cfm
Human Rights and Equal Opportunity Commission	The Commission's rights education resources include a range of interactive, education activities for teachers and their students, which have been designed to introduce students to human rights concepts. While the majority of resources and activities have been developed for secondary students, years 9 and up (14 years and up), some resources and activities are suitable for younger students, years 5 and up (10 years and up). The resources are free to download or order: http://www.humanrights.gov.au/education/index.html

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