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Reflecting on Inclusive & Anti-Racist Practice

A Practical Reflection Guide for Australian
Schools and Educators

About This Guide

Inclusive and anti-racist practice is not a fixed destination but an ongoing process of reflection, learning and action. This guide is designed to support educators, leadership teams and school communities who are starting their racial literacy journey. This resource is designed to help you think critically about culture, belonging, participation, anti-racism and equity in everyday practice.

Developing racial literacy and anti-racist practice is part of creating emotionally safe, respectful and inclusive learning environments.

Schools have a responsibility to recognise, prevent and respond appropriately to racism and discrimination as part of their wellbeing, safeguarding and duty of care responsibilities to students, staff and families.

The following questions and prompts can be used in various contexts, including:

- Individually for professional reflection
- During staff meetings or professional learning
- In leadership discussions and strategic planning
- As part of organisational review processes
- To support ongoing improvement and accountability

What Does Inclusive & Anti-Racist Practice Mean?

Inclusive and anti-racist practice involves creating environments where people feel:

- Seen
- Heard
- Respected
- Safe
- Valued
- Able to participate meaningfully

Racial literacy involves recognising how race, racism, bias and systemic inequities may shape experiences, relationships and participation within educational settings.

Anti-racist practice involves actively working to identify, prevent and respond appropriately to racism, discrimination and exclusion within school communities.

This work is closely connected to:

- Student wellbeing
- Emotional safety
- Respectful relationships
- Participation and belonging
- Human rights and duty of care responsibilities

Inclusive and anti-racist practice is not about perfection or blame. It is about reflection, accountability, responsiveness and creating safer and more inclusive environments for all members of the school community.

Reflection Areas

1. Organisational Culture and Belonging

Reflection Questions

- *What messages do people receive about who belongs here?*
- *How do students, staff and families experience our culture differently?*
- *Who feels safe to speak openly, and who may not?*
- *How do we respond when concerns are raised?*
- *Are inclusion and belonging visible in everyday practice or only in policy documents?*

Reflection Prompt

Think about a recent school event, meeting or interaction.

- *Who was represented?*
- *Who may have been unintentionally excluded?*
- *What assumptions shaped the experience?*

Reflection Areas

2. Student Voice and Participation

Reflection Questions

- *How are students meaningfully involved in decisions that affect them?*
- *Which students are most visible within leadership opportunities?*
- *Which students may be less likely to feel heard or represented?*
- *Do students feel psychologically safe to express concerns or challenge ideas?*
- *How do we respond to feedback from students?*

Reflection Prompt

Consider whose perspectives are regularly heard in classrooms, leadership spaces and wellbeing discussions.

- *Who may still be missing from the conversation?*

Reflection Areas

3. Staff Culture and Professional Practice

Reflection Questions

- *Do staff feel safe asking questions and acknowledging uncertainty?*
- *How do we navigate disagreement or discomfort respectfully?*
- *Are difficult conversations avoided or engaged with constructively?*
- *What opportunities exist for ongoing learning and reflection?*
- *How are well-being and emotional labour recognised within the team?*

Reflection Prompt

Reflect on a time when a challenging issue emerged within your workplace.

- *What supported constructive dialogue?*
- *What made the conversation difficult?*
- *What would strengthen future conversations?*



Reflection Areas

4. Family and Community Engagement

Reflection Questions

- *Which families feel most connected to the school community?*
- *Which families may face barriers to engagement?*
- *Are communication methods accessible and culturally responsive?*
- *How do we build trust with communities?*
- *Are diverse perspectives welcomed within decision-making processes?*

Reflection Prompt

Think about how families are invited into the school community.

- *What assumptions may exist about participation, communication or engagement?*

Reflection Areas

5. Policies, Systems and Decision-Making

Reflection Questions

- *Do organisational systems produce equitable outcomes for all groups?*
- *Who benefits most from existing processes?*
- *Who may experience barriers or disadvantage?*
- *How are decisions communicated and reviewed?*
- *Are inclusion and human rights considerations embedded into planning?*

Reflection Prompt

Review one existing policy, process or practice.

- *Who does this work well for? Who may experience unintended challenges?*



Reflective Practice Principles

1

Remain Curious

Approach conversations with openness rather than defensiveness.

2

Accept Ongoing Learning

Inclusive practice evolves over time and requires continual reflection and learning.

3

Make Space for Discomfort

Growth often involves uncertainty, complexity and difficult conversations. Be comfortable with being uncomfortable.

4

Listen Deeply

Meaningful inclusion requires listening to lived experience.

5

Move From Intention to Action

Values become meaningful when reflected in everyday practice.

Team Discussion Activity

Ongoing reflection is part of the journey. Use the following prompts in team meetings or professional learning sessions:

- 1. What currently supports a sense of belonging within our environment?*
- 2. What barriers to inclusion may still exist?*
- 3. Where do we see progress?*
- 4. Where do we experience uncertainty or challenge?*
- 5. What is one practical action we can take moving forward?*



Closing Reflection

- Inclusive practice is not a checklist.
- It is an ongoing commitment to reflection, accountability, relationships and meaningful participation.
- Small, thoughtful actions can contribute to environments where people feel safer, more connected and more able to participate fully.

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