

Self-reflection questions:

- What do I know about my own racial and cultural identity?
- How does my past continue to play a part in my perception of racial grievances, protests, and conversations?
- What is the racial makeup of my life and why?
- Why haven't I done more or said more to stop racism?
- What can I do, in any way, to confront Racism where I see it?

Self-reflection – Teaching Practice:

- In what ways do my racial and cultural backgrounds influence how I experience the world, what I emphasise in my teaching, and how I evaluate and interpret others and their experiences? How do I know?
- What do I believe about race and culture in society and education, and how do I attend to my own convictions and beliefs about race and culture in my teaching?
- What are and have been the contextual nuances and realities that help shape my racial and cultural way of knowing, both past and present? How do I know?
- What racialised and cultural experiences have shaped my curriculum, my classroom management, how and who I scaffold, and my expectations for students?

Self-reflection – Students/colleagues/systems

- What are the cultural and racial heritage and historical landscape of my students/colleagues? How do I know?
- In what ways do my students'/colleagues racial and cultural backgrounds influence how they experience the world? How do I know?
- What are and have been some social, political, historical, and contextual nuances and realities that have shaped my students'/colleagues racial and cultural ways of knowing, both past and present? How consistent and inconsistent are their realities with mine? How do I know?
- What is the contextual nature of race, racism, and culture in my classroom, the University, and the broader community? How do I know?
- What systemic and organisational barriers and structures shape peoples' experiences in the University, and in the broader community? How do I know?