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Anti-Racism Interventions for Australian Primary Schools

Management Consulting Project



**Celebration of
Multiculturalism**



Covert Racism

“

Racism is the process by which systems & policies and actions & attitudes create inequitable opportunities and outcomes for people based on race.

”

Australian Human Rights Commission



Racism in Australian Primary Schools



40%

of non-white Australian students are victims of racial discrimination (McGown, 2019)



Fundamental denials of racism: hard to reduce impact in society, particularly schools (Soutphommasane, 2017)



NSW Anti-Racism Framework

Since 2020, NSW has introduced a range of policies to address racism within schools. Aiming to:



Eliminate racism, recognise impact and launch training



Role of Anti-Racism Contact Officer (ARCO) to enforce



What are current interventions lacking?

1

Perceptual Barriers

- Recognising racism, miscategorisation into “bullying”, relying on untested intuition

2

Psychological and Defensive Barriers

- Accountability provoking defensive reactions/"secondary racism"
- Teachers reporting fear of "getting it wrong"

3

Resource Barriers

- Labour/time constraints, inconsistent national policies, “minimal” training

4

Community Barriers

- Parents may be resistant, dismissive or provocative in incidences of racism

Research Question

“

How can [MindTribes](#) create a sustainable whole-school [anti-racism approach for NSW primary schools](#) that makes every child feel safe, seen and valued, while building teachers' capability to identify, interrupt and prevent racism?

”

Opportunity for MindTribes



Implement academic research and school staff feedback, to create effective education resources



Create an integrated whole system approach

E-learning



Purposes

- Deliver knowledge & skills
- Expand the scope of learning beyond traditional classrooms



Flexibility

- Enable access anytime, anywhere
- Fit teachers' busy schedule



Multimedia Integration

- Combination of texts, videos and audios
- Virtual simulation
- Online forum

Effectiveness



Increased confidence



Acquired professional capability



Enhanced multicultural competence

Low-cost Offering - Choose the Conversation

Building teacher confidence through adaptive classroom discussions

Our Solution Experience

Current Gap



Teachers lack confidence facilitating sensitive discussions



Existing resources are static and non-adaptive



Schools need low effort, scalable solutions

1



Teacher Setup

2



Comic Scenario

3



Adaptive Discussion

4



Reflection & Debrief

Why It Matters

EDUCATIONAL IMPACT



- Builds empathy and inclusion awareness
- Encourages safe, reflective dialogue

Key Differentiators



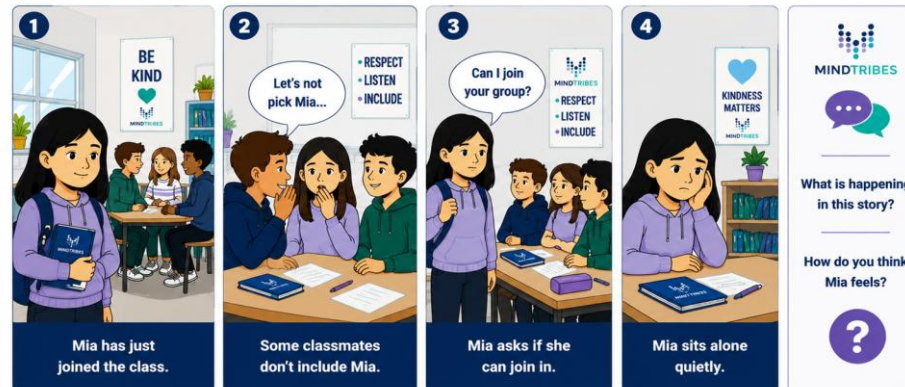
Adaptive Paths



Teacher Coaching



Lightweight & Scalable



SCALABLE MODEL



- Lightweight web-based format
- Easy rollout across classrooms and schools



Overview

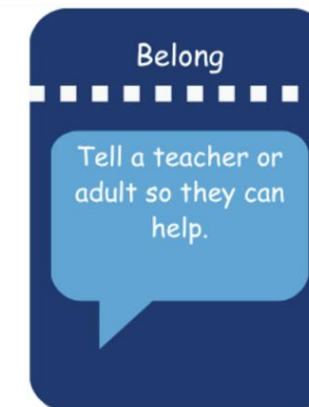
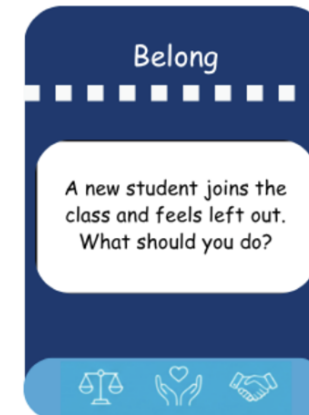
Belong is an anti-bias learning card game for primary school students. It is designed to practice **kindness, fairness** and **inclusion** through situational prompts and choice-based answers.



How To Play

1. Each player gets 3 answer cards
2. The helper reads 1 prompt card aloud
3. Players choose the kindest or fairest response
4. The group discusses why that choice is respectful
5. The best answer wins the prompt card

Sample Cards



Building for the Future: Expanding Reach, Depth & Inclusivity

1



Expand customer reach

Grow our reach across more schools, networks and regions

- Leverage existing school networks across Australia
- Standardise offerings across states and territories
- Reduce reliance on personal networks and direct outreach

2

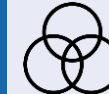


Branch out into younger ages

Adapt our offering to meet children earlier in their development

- Bias awareness develops as early as ages 3-6
- Need for age-appropriate adaptation of card game
- Need for context-specific adaptation of free offering (i.e., targeting preschool educators)

3



Address intersectionality

Deepen our content to reflect the complexity of identity

- “Different aspects of identity can expose overlapping forms of discrimination”
- Compounding racism → implications for wellbeing & educational outcomes
- Focus offering on teachers & higher-level education (e.g., high school)

Tying it together: *Why does it matter?*

Racism a deeply-rooted, complex problem

- Impossible to solve with one project
- MindTribes' mission to help schools combat everyday racism
- Fewer stories of children facing racism

 **Classrooms as a place of safety, belongingness, and valuing uniqueness**

1



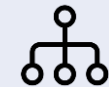
Gaps, Gaps, Gaps in Industry and MindTribes' offer

2



Improved E-Learning, Card Game, Free Offering

3



Branch Out!

Primary Research Summary

Appendix A

Our Research



2
Schools Interviewed



2.5+ hrs
Qualitative interviews



2
School Contexts
Mainstream primary &
specialist primary school

Schools Interviewed



Morwell Park Primary School



Melton Special School

Key Insights



Teachers need more support
Lack confidence, time and clear guidance to handle incidents and grey areas effectively



Ongoing, scenario-based learning is preferred
Schools prefer videos, scenarios, reflection activities and gamified tools



Racism in grey areas & institutions
Unconscious bias and institutional racism in data, resources, learning design and community engagement are hard to identify



Leadership & system support matter
Need leadership alignment, clear definition of anti-racism and stronger system accountability

Implications for Solution Design



Practical & accessible
Low prep resources that build teacher confidence and capability



For staff and students
Tools to support conversations, reflection and culture change



Flexible & adaptable
Relevant for different school contexts and student needs



Reinforce over time
Short, engaging modules for ongoing learning and sustained impact

Prototype Classroom Conversation Scenario

Appendix B



This comic is a conceptual mock-up intended to illustrate the proposed learning experience and visual direction


Additional Belong Card Examples

Appendix C

Situational Prompt Cards

Belong

A child hears a classmate speaking another language in the playground. What is the best response?




Learning Point:

- Different languages are something to respect and be curious about, not something to judge
- it supports kindness, fairness and respect

Belong

A student leaves someone out because they look different from the rest of the group. What should happen next?



Learning Point:

- People can look different and still belong.
- it supports kindness, fairness and respect

Choice-based Answer Cards

Belong

Smile, be friendly, and include them in the game.

Belong

Ask an adult to help you understand.

Belong

Talk to them later and ask about it kindly

Belong

Invite them to join the group.

Belong

Say everyone can play.

Belong

Ignore the situation and focus on your own tasks

Adaptive Conversation Pathways

Appendix D

A Students are engaged and contributing



Sample Teacher Prompts

- “Do you think this happens in real life?”
- “Why might people make assumptions about others?”
- “How could the group include Mia?”



Purpose

- Encourages deeper thinking and connection to real life situations



Teacher Tip (Micro-Coaching)

- Build on student ideas and invite multiple perspectives

B Students are quiet or unsure



Sample Teacher Prompts

- “Turn to a partner – how do you think Mia feels?”
- “Can you describe her feeling in one word?”
- “What stood out to you in this interaction?”



Purpose

- Provides scaffolding and focuses on helping students articulate emotions



Teacher Tip (Micro-Coaching)

- Create a safe, low-pressure space. Use visuals and think-pair-share

C Students dismiss or minimise the issue



Sample Teacher Prompts

- “Do you think everyone would feel the same way?”
- “How might Mia feel even if it was a joke?”
- “Can something still hurt even if it wasn’t meant to?”



Purpose

- Helps students understand the difference between intention and impact



Teacher Tip (Micro-Coaching)

- Stay calm and curious. Guide students to consider impact