

The role of positionality in transformative learning

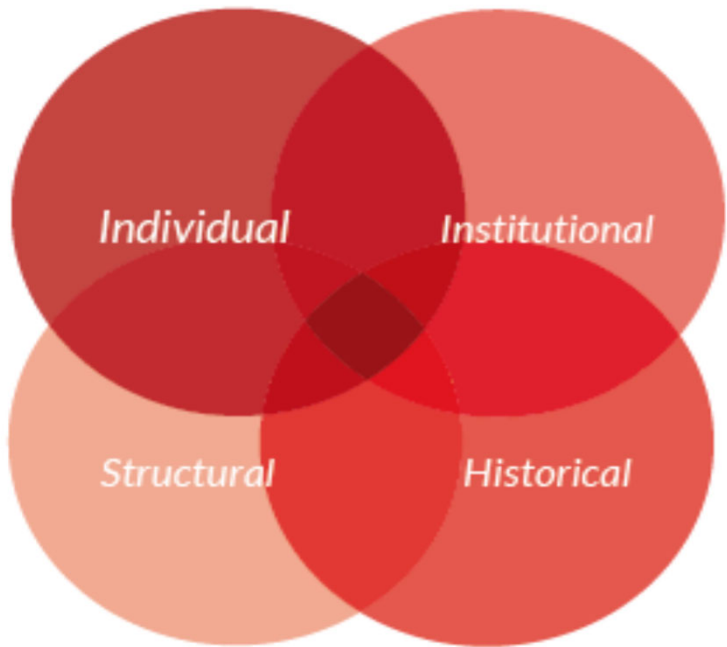
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For further information:

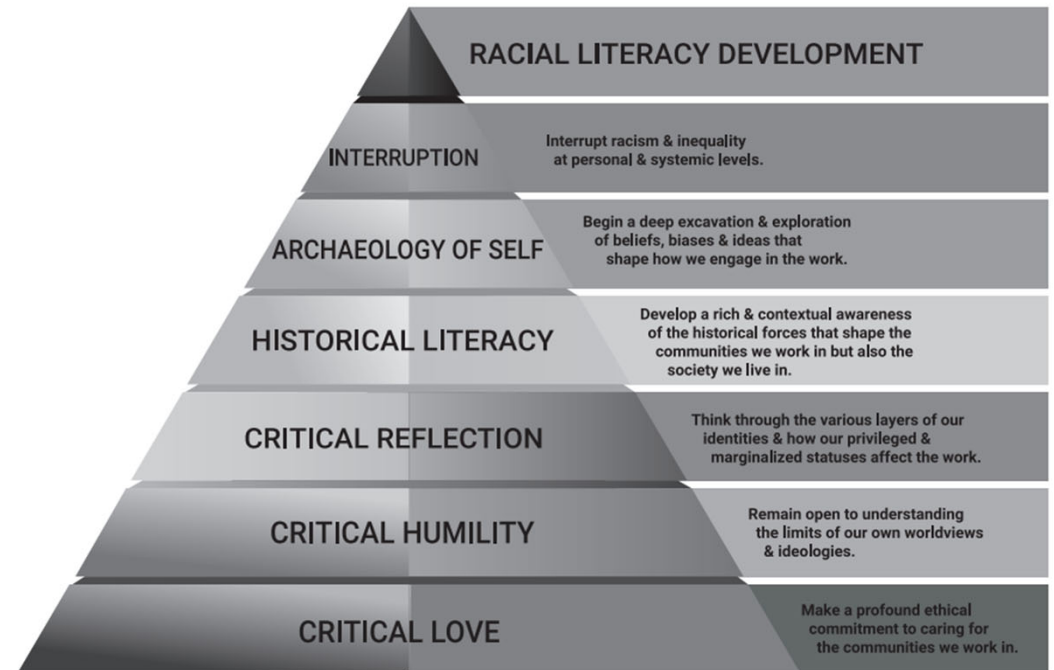
[Embedding-anti-racism in the
Community Development and
Youth Work programme](#)

(INAR 2019)



4 Dimension of racism

(SEALEY-RUIZ 2020)

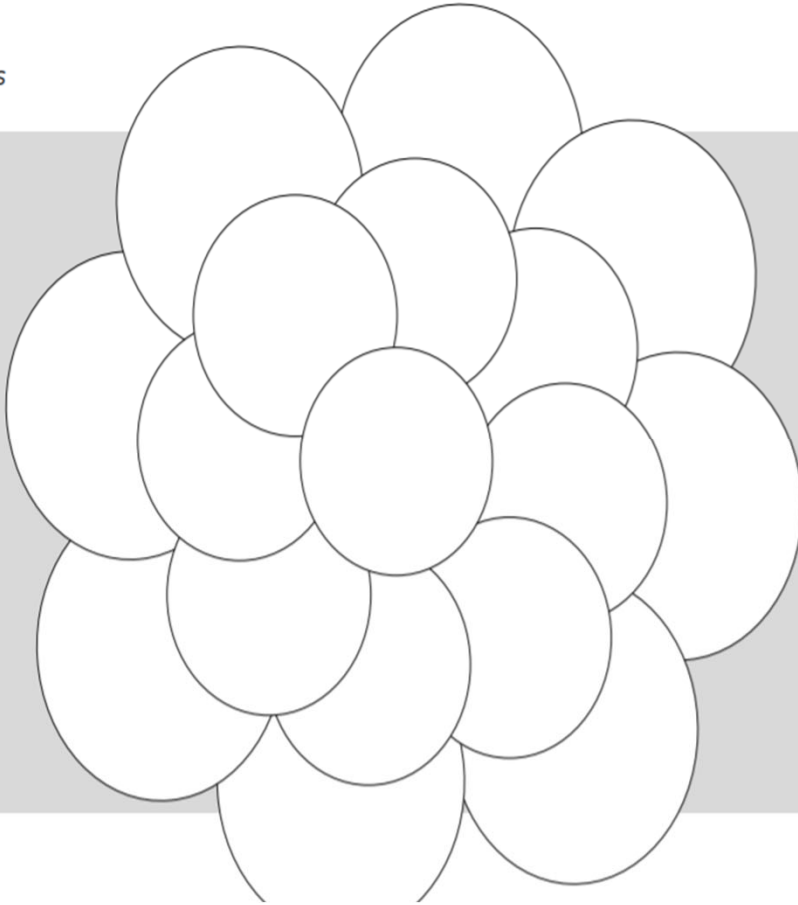


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Center Petal = Your Name
 Inner Ring = Your identities
 Outer Ring = Dominant identities

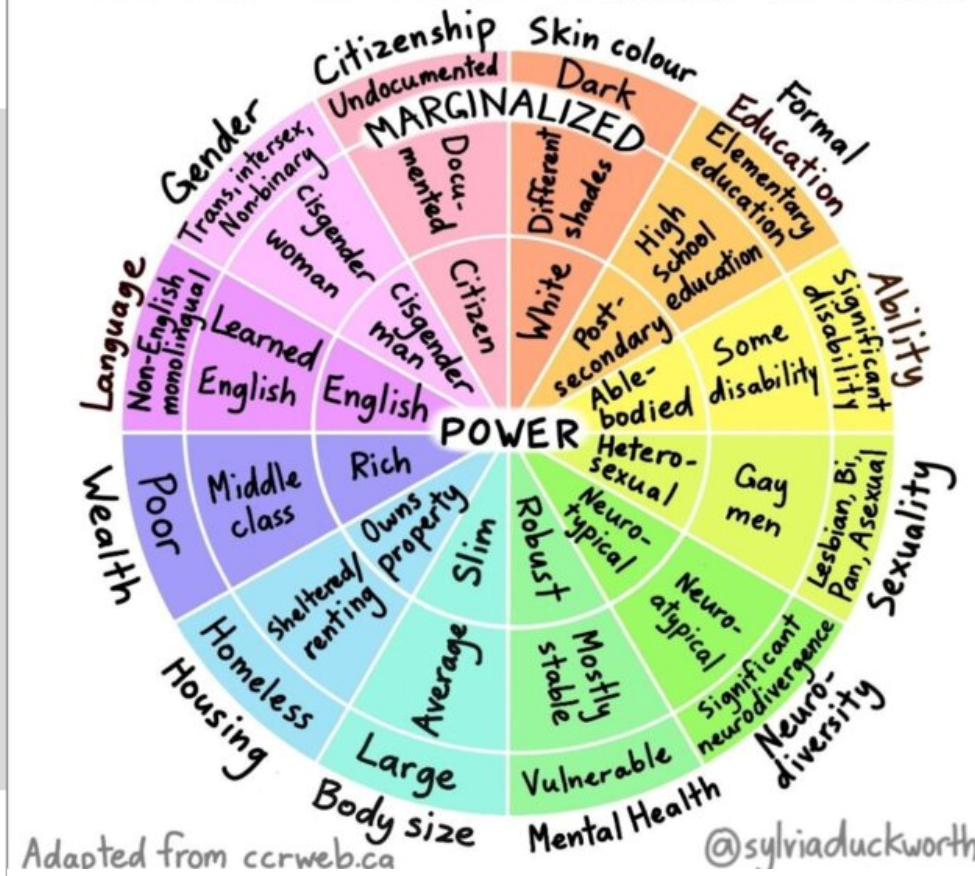
"Big 8" Identities

- Race
- Ethnicity
- Gender Identity
- Sexual Orientation
- Ability
- Religion
- Nationality
- Socioeconomic Status



Flower Power based on Arnold et al. (1991)

WHEEL OF POWER/PRIVILEGE



Wheel of power and privilege @sylvia duckworth

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- Starts the analysis around associated power and privilege - impacts professional practice
 - Centers race in the context of an intersectional approach (Crenshaw 1989)
 - Students from dominant groups are unlikely to self-identify with advantaged social groups e.g., male, White... (Tatum 2021; Rolón-Dow et al 2020).
 - The inability to connect individual positionalities to the histories of, and power attached to, dominant identities or social groups (Brookfield & Hess 2021).
 - Developing a more **structured approach** to introducing key activities, concepts, and theoretical frameworks, which **incrementally** build student knowledge and confidence to 'develop a deeper understanding and discourse that can propel them to action' (Sealey-Ruiz 2021)
 - Takes **time** and **patience**, requires **intentional scaffolding** and **constant learning and unlearning** on the part of educators themselves.

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