



Three the Hard Way? Towards an ethics of care for decolonizing relationships for dialogues within decolonial projects across a university in the Southwest of England

Anti-racist and de-colonising education: a workshop

Association for Moral Education Race & Multiculturalism SIG

Malcolm Richards (University of the West of England: Bristol, UK)

Tuesday 19 July 2022



We give thanks



The historiography of the Rastafar-I movement in Britain reveals the way in which Eurocentric approaches persist in national narratives that claim to 'include' multiple perspectives and voices.

In acknowledging that I am very much *with* and *of* them, I recognize the importance of filling non-existence with existence. I also recognize that I cannot be a voice for the community as a whole, but I **can** interrupt dominant narratives.

(Gray, 2017)

My positionality as a scholar-activist



Malcolm Richards

I am Black and British. I am the eldest of three children. I was born in Hackney to Caribbean (Guyana and St Lucia) parents of African descent. I am an English and Caribbean patois speaker. I live in Devon (UK) with my wife and two daughters. I am Rastafarl.

I am a graduate of the African Caribbean supplementary school movement. I have worked at all levels, from classroom assistant to senior leader in primary and secondary school phases.

I am a Senior Lecturer in Initial Teacher Education at the University of the West of England (UWE, UK).

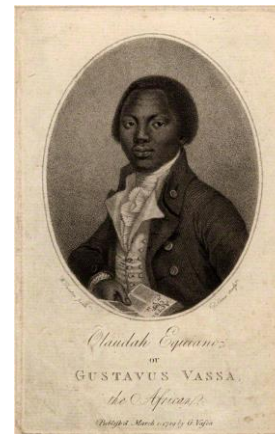
My doctoral study (2019-22: University of Exeter) examines how teachers can use dialogue to relate their funds of identity with Black [British] cultures in (critical) teaching practices across rural Southwest of England schools.

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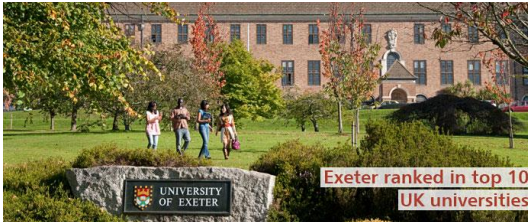
Twitter [@malcolmrichards](https://twitter.com/malcolmrichards)

Ethics, reasoning and Rastafarl in Devon

- Rastafar-I is not static, stationary or stiff (Richards, 2022)
 - Link: Rock against Racism (1978): https://www.youtube.com/watch?v=wjXwvLY_-p8
 - Rototom (2019): <https://www.youtube.com/c/rototom/videos>
- Rastafar-I – a way of life – demands reasonings – dialogue – meeting – gatherings – which are a simple event where gathered discuss environmental, ethical, social, political, philosophical and spiritual issues (Chevannes, 1994; Rodney, 1968).



Context



The post-movement for Black Lives period (2020-present) has resulted in increased student-staff dialogues about social justice in higher education spaces.

In HEI settings such as the University of Exeter in Devon (ONS: 87% white-British), official responses are broadly located in a number of ways:

- as a new phenomenon (denial of racism);
- Absence of evidence (small numbers rhetoric, no data);
- Fragility of white-majority practitioners; (training)
- Lack of leadership in equality, diversity and inclusion (representation)
- Unwelcoming cultures for marginalised communities. (integration/assimilation)

See: Jay, 1992; Race Equality Audit Project Team 2021)

Case study: Cultural Community Mentoring Project (2020-2021)



Session 4 – School Communities

Participant Name:
Mentor/Mentee:
Date of Session:
Please complete the following three questions as part of your session reflection.
Please complete this action within 48 hours of your session being completed.
This can be an auto-transcribed or recorded using appropriate technology.
Save this document in Microsoft Word (.docx) or PDF (.pdf) and send to Malcolm Richards mr495@exeter.ac.uk
How did you feel about the discussion in your session? How has this session supported your professional development? (100 words max)

EMERGENT THEMES

1. MENTORS AS COMMUNITY ELDERS
2. LEGACY WORK
3. ROLE PLAYING AND REAL-LIFE SCENARIOS
4. RACIAL ANCHORS
5. PREPARING FOR PRECARITY

Led by Dr Sana Rizvi, Helen Knowler and Malcolm Richards (University of Exeter), this research sought to implement a voluntary pilot mentoring scheme for a small group of Black Indigenous People of Colour (BIPOC) teacher trainees, NQTs and RQTs (mentees) during 2020/21.

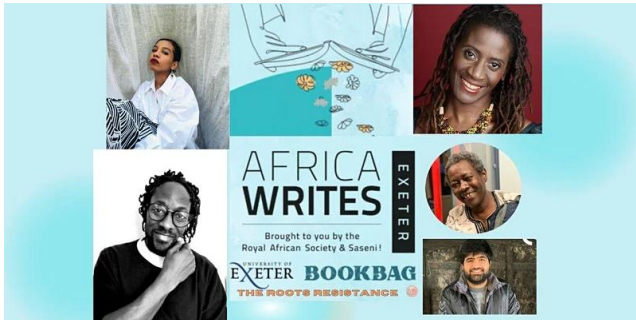
Mentees will be working with experienced BIPOC teachers who have significant experience working across England and Wales. This small-scale participatory action-based research project sought to provide a framework which offered a nurturing space for BIPOC participants to talk about experiences of teaching, training, assessment, curriculum and career guidance that BIPOC participants experience at various intersections.

Outcomes

Web reenexeter.wordpress.com/projects/

- Richards, M. & Rizvi, S. (2021). Cultural Community Mentoring Project: 'I found my emotional ally! BERA Annual Conference 2021, YouTube: <https://www.youtube.com/watch?v=sKBbz4XhB9E>

Case study: Exeter Decolonizing Network (2021-present)



The Exeter Decolonising Network (EDN) is a collective of staff, students and community members affiliated to the University of Exeter.

Our Network members collaborate across the Exeter and Southwest area to advance progressive knowledge and best practice around decolonial thoughts through dialogue, activities and events within and beyond university.

Through this work, EDN aims to develop multiple forms of knowledge, teaching, learning and research grounded in emancipatory and liberatory practices.

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Case study: GSE EDI Seminar Series: De/colonising Educational Relationships in Teacher Education (2020-present)



Led by Fatmakhanu (Fatima) Pirbhai-Illich (University of Regina), and Fran Martin, (University of Exeter), this research sought to address these issues by providing a seminar series on 'De/colonising Educational Relationships' in the academic year 2020-2021 for staff and doctoral students at the University of Exeter.

A series of nine seminars (October 2020 - July 2021), drew upon the findings of longitudinal research conducted in Canada between 2007 - 2019 (Pirbhai-Illich, 2013; Pirbhai-Illich & Martin, 2020).

Outcomes

- Pirbhai-Illich, F. & Martin, F. (CERCD, 2022, April 21). Seminar 1: Introduction to coloniality and decoloniality Regina [Video]. YouTube. <https://www.youtube.com/watch?v=zLxNpyWpDk0>
- Pirbhai-Illich, F., Martin, F., Iorga, W., Richards, M. & Mustafee, R. (2022). An inquiry into de/colonizing educational- relationships in higher education, University of Regina (Canada) and University of Exeter (UK).

Themes, traces and tensions of Rastafar-I reasoning



- Towards an ethical spaces of bravery
 - Giving thanks (to the land, Most High, elders, ancients, community).
 - A loving way of life;
 - Challenging oppression in all its forms
 - Liberation and emancipation
 - Solidarity with marginal and marginalised communities worldwide
 - Equitable, non-hierarchical, open and embracing.
 - Africa and African diaspora unity
 - Relation and relationality with the 'Other'
 - Spirituality (non-belief, religious, connectedness)
 - Centring anti-racist, anti/de/colonial, indigenous perspectives
 - Disruptive, communal and co-operative
 - Tensions of patriarchal, feminist, transphobic discourses
-
- See H.I.M (1930-1974); Buber (1927); Garvey (1930); Rastafarl Movement (1960); Rodney, (1968); Freire (1970); Tuwai Smith (1999); Sobers (1999); Mbembe (2017), Gray (2017;2018;2019; 2022); Ghemmour, (2021) and many others

Forward: Shared principles of engagement



HONOUR
CONFIDENTIALITY



LISTEN TO
UNDERSTAND



RESPECT OTHER
PEOPLE'S
STORIES/EXPERIENCE



BE MINDFUL OF THE
IMPACT OF WHAT WE
SAY



GIVE AND RECEIVE
CARING FEEDBACK

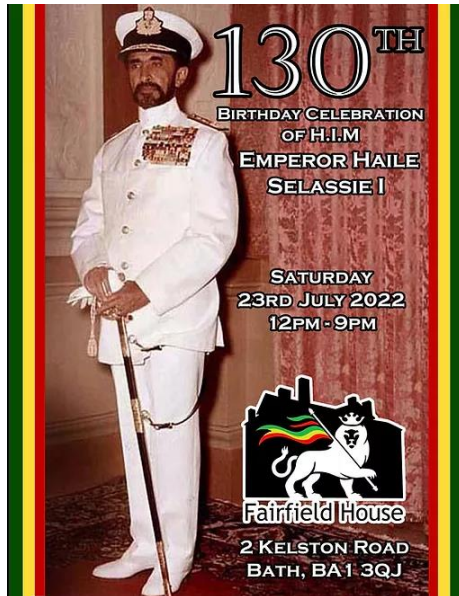


PRACTICE AND
RESPECT SELF-CARE



BE CURIOUS ABOUT
EMOTIONAL
RESPONSES

We give thanks for connection and collaboration



ITINERARY
23RD JULY 2022

12PM - 3PM

- Bath Saxophonists honour His Imperial Majesty
- Ethiopian coffee ceremony and dance lesson
- Rastafari musical performances and poetry
- Address by Ethiopian World Federation Inc Local 3
- "12 Lessons I learned from the guardian monk of the Ark of the Covenant" Book launch by Jevon White
- Children's treasure hunt
- Imperial educational installation
" The Emperor's Birthday "

3PM - 9PM

- Rastafari Nyahbinghi Celebration led by Ras Bandlele
- All visitors are welcomed to take part in the celebrations respectful of Rastafari traditions

Ital food and refreshments until 8pm
Very Limited parking will be available in Fairfield House grounds, No Camping.

**ALL WELCOME USING
FAIRFIELD HOUSE RESPECTFULLY.**

Fairfield House logo is visible in the top right corner.

Rastafar-I in Motion:

Link: <http://www.rastafari-in-motion.org/>

Fairfield House (Bath): Link:

<https://www.fairfieldhousebath.co.uk/>

Forward



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(Gray, 2017)

References

- Office for National Statistics (2022). Devon - Ethnicity – Facts and Figures.
- Pirbhai-Illich, F. & Martin, F. (CERCD, 2022, April 21). Seminar 1: Introduction to coloniality and decoloniality Regina [Video]. YouTube. <https://www.youtube.com/watch?v=zLxNpyWpDk0>
- Pirbhai-Illich, F., Martin, F., Iorga, W., Richards, M. & Mustafee, R. (2022). An inquiry into de/colonizing educational- relationships in higher education, University of Regina (Canada) and University of Exeter (UK).
- Race Equality Audit Project Team (2021). Understanding and addressing structural racism in Devon County Council. Link : [\[external link\]](#)
- Rastafari in Motion (2017-2018). Link: <http://www.rastafari-in-motion.org/about.html>
- Richards, M. & Rizvi, S. (2021). Cultural Community Mentoring Project: 'I found my emotional ally!' BERA Annual Conference 2021, YouTube: <https://www.youtube.com/watch?v=sKBbz4XhB9E>
- Rodney, W. (1968). Groundings with my brothers. Bogle L'Overture Publications.