



PEER REFLECTION GUIDE

Reflecting as a group allows for sharing of different perspectives, consideration of assumptions and biases, can provide emotional containment and promote team cohesiveness. Using open, exploratory questions helps reflection on practice, supporting socially constructed learning via sharing of knowledge and experiences.

Equity, diversity and inclusion

Equity, diversity and inclusion are topics that touch all of us in a profound way and demand sensitive discussion along with deep reflection. This resource is designed to support the start of these conversations with the understanding that structural oppression, such as racism, is present in all institutions, including social care systems, which can perpetuate injustice and privilege (Chandra, 2020).

We must also recognise that professional curiosity is vital for fostering anti-racist, anti-discriminatory, and culturally humble practices. This is because curiosity encourages us to consider experiences beyond our own and thus contributes to good and defensible decisions.



Supporting resources:

- > **Equity Change Project Resources: Intersectionality, Equity and Allyship**
- > **Working with older trans people: Practice tool**
- > **Promoting anti-racism in social work: Video learning resources**
- > **Racism, intersectionality, privilege, power, fragility and allyship: Podcast**



Facilitator notes:

1. Identify a suitable time with your team/group for this learning opportunity.
2. Decide whether you are meeting virtually or in-person. If in-person, ensure you have the means to play a video or podcast from the Research in Practice website.
3. **Log in** to your Research in Practice account. If you don't have one you can set one up [here](#).
4. Ahead of time review the video below and plan how you might frame the opening of the session.
5. Play the following video which is around 16 minutes long:
 - **Kimberley Crenshaw at TED + Animation** (16 mins)
6. Ask your team/group to reflect on the key messages from the video. Use the reflection prompts below to stimulate discussion:
 - What are the parallels between Emma's situation and the situations that people find themselves in when they approach social care?
 - What difference does it make to your view if you relate to people by understanding all the intersecting elements of their lives?
 - What potential is there in your personal and professional roles to respond to the inequity I see to bring about change?
7. Explore the Social GRRRAACCEEESSS wheel in the section of the learning pathway module linked below for 5-10 minutes:
 - **Critical reflection and analysis learning pathway (Module 2: Section 2) - Professional curiosity: Identity, power and cultural humility**
8. Ask your team/group to reflect on the questions below in relation to an individual or family they work with:
 - How do your Social GRRRAACCEEESSS overlap or differ?
 - What aspects of their culture and identity would you like to learn more about?
 - How do different forms of oppression (e.g., racism, classism, or ableism) impact on your relationship with the person/family?
9. Ask everybody to make sure they have a Research in Practice account set up and remind them they can record their reflections on the landing page for each resource, so they have a record for CPD purposes (and can export these if needed).
10. Share the preceding page with the links to the supporting resources with the team/group. Ask them to select a resource that is relevant to someone they are supporting and to reflect on how they might put the learning into practice. Discuss this at your next supervision session.