THE SCHOOL AT THE HEART OF WALES

RESEARCH PROJECT

YSGOL **CALON** CYMRU

Workforce Diversity and the
Development of an Anti-Racist Curriculum

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Background

The concept of Schools as Learning Organisations (SLO) in Wales was published by the Welsh Government in 2017 in preparation for the new Curriculum in 2022. Establishing a culture of enquiry, innovation and exploration is one of the key dimensions within this concept, and was identified by the OECD in 2018 as a dimension that needed further development.[1]

With the SLO concept in mind, another reason behind undertaking this project was a discussion with our school headteacher, Dr Richard Jones. As part of an assessment for a senior leadership course, I had to undertake a leadership task which needed to be evaluated and presented. I was interested in the idea of covering an area which would be a deviation from my own previous and current experiences. Consequently, human resources and recruitment were identified as areas of development and the discussion grew around recent work undertaken in Wales on Anti-Racism. Reflecting on the school community, its geography and local demographics alongside Ysgol Calon Cymru's preparations for the new Curriculum for Wales, I decided to undertake an informal investigation into workforce diversity and the development of an anti-racist curriculum.[2]

Introduction

On June 7th 2022, the Welsh Government published the 'Anti-Racist Wales Action Plan' with the aim "to make a measurable change to the lives of ethnic minority people by tackling racism." (An Introduction to an Anti-Racist Wales, 2022).

The role of education is highlighted within the Action Plan through a series of goals. These include ensuring that Black Asian and Minority Ethnic stories, contributions and histories are taught throughout the revised Curriculum for Wales; creating an anti-racist teaching workforce through embedding anti-racist professional learning and increasing recruitment of teachers from ethnic minority communities into the Education sector with a clear focus on recruitment onto Initial Teacher Education (ITE) programmes.

The spotlight has already been directed towards the issue of workforce diversity through recent work by Education Workforce Wales[3] and Davis et al.[4] These reports focus on the National picture, along with recommendations to develop a more diverse workforce. I intend to draw comparisons with the situation at a Regional and Local level, and investigate what actions can be taken in order to develop a more diverse education workforce.

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[1] OECD (2018), Developing Schools as Learning Organisations in Wales, Implementing Education Policies, OECD Publishing, Paris. https://doi.org/10.1787/9789264307193-en

[2] Welsh Government (2022) Anti-Racist Wales Action Plan, pages 45-48

[3] EWC (2021), Black, Asian and Minority Ethnic representation within the school workforce in Wales Phase 3 report and final recommendations for the Welsh Government

[4] Davis et al (2021), The Recruitment and Retention of Black, Asian and Minority Ethnic Teachers in Wales – A Qualitative Research Study, Cardiff Metropolitan University

Wales is the first part of the UK to make learning about Black, Asian and Minority Ethnic experiences mandatory within the national curriculum. One of the Four Core Purposes of the New Curriculum is for learners in Wales to become "Ethical, informed citizens of Wales and the World'.

However, this is not about compartmentalising Black and Ethnic Minorities histories into one subject, it is instead focused on embedding the cultures and histories across all areas of learning. A number of cross-cutting themes have been identified for inclusion within the design of the new Curriculum. This includes Diversity, which sits alongside other areas such as Relationships and Sexuality Education (RSE); Human Rights; Careers and Work-Related Education (CWRE) and Local/National Contexts.[5]

Steps have already been taken in Wales to support schools to develop anti-racist practice. One of these has been the development of DARPL (Diversity and Anti-Racism Professional Learning)[6], with their webinar events and newly launched website. The challenge for schools is to review current provision and to explore the creation of learning experiences which reflect the diverse nature of society, which our learners need to be prepared for.

This enquiry is not intended to be an exhaustive piece of academic research but a professional learning experience. This document will aim to shine a light on recent studies and conversations on diversity and curriculum design. As a result of this enquiry, I intend to outline some key recommendations and action points for Ysgol Calon Cymru to take on board. It is acknowledged that there will be no quick solutions to the issues raised and that a long-term, sustainable change in practice will need to be adopted.

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[5] Cross-cutting themes for designing your curriculum – Hwb (gov.wales)

[6] https://darpl.org/

Aims and Objectives

Aims:

1.) To provide a summary of key information on the ethnic mix of the education workforce and pupil ethnicity at a National, Regional and Local level.

2.) To investigate workforce diversity and how it can be improved.

3.) To learn about anti-racism within education and what constitutes an anti-racist curriculum.

4.) To recommend key actions towards developing an anti-racist curriculum at Ysgol Calon Cymru.

Objectives:

1a) To gather key data on workforce diversity in Wales, Powys and at Ysgol Calon Cymru.
1b) To develop a snapshot of the ethnic mix of learners in Wales, Powys and at Ysgol Calon Cymru.

2a) To discover the potential impacts of a diverse education workforce.
2b) To summarise recent recommendations by Welsh Government and key partners to promote a diverse education workforce.

3a) To identify relevant ideas and summarise key terminology on the subject of anti-racism within education.
3b) To summarise key points raised and recommendations offered by recent reports commissioned by Welsh Government on anti-racism.

4a). To investigate current models on anti-racist curriculum design both inside and outside of Wales.
4b). To identify and utilise existing toolkits to develop an anti-racist curriculum.

Research Methods

This investigation can broadly be split into two parts. The first part will be a collection and analysis of data covering the general population, education workforce and learners. This exercise will compare the diversity of these categories at a National, Local and School level.

Data comparison matrix:
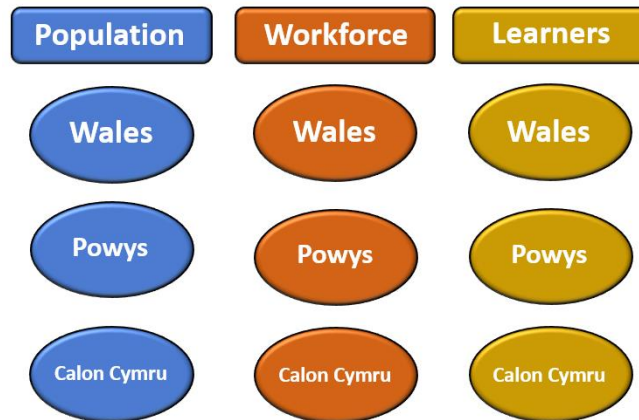
I intend to use school management systems and data from Powys Local Authority and the Education Workforce Council to collect and collate data on pupil and staff ethnic diversity. This data will represent the National, Regional and Local picture. I also aim to use census data and the Pupil Level Annual School Census (PLASC) as additional sources of information.

In the process of undertaking the second part of this inquiry, I plan to investigate key literature from Welsh Government including commissioned reports, curriculum guidance and implementation reports. I will be relying on three key publications in particular for statistical information and to gain a deeper understanding of educational policy with related recommendations. It is envisaged that these publications will help inform the actions that we need to undertake at Ysgol Calon Cymru.

These publications are:

1.) Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the new Curriculum. Working Group Final Report. (Chaired by Professor Charlotte Williams, published March 2021)

2.) The Recruitment and Retention of Black, Asian and Minority Ethnic Teachers in Wales – A Qualitative Research Study (Dr Susan Davis, Chantelle Haughton, Sammy Chapman, DrRom Okeke, Martin Smith, Dr Aylwin Yafele, Kin Yu, published June 2021)

3.) Black, Asian and Minority Ethnic Representation Within The School Workforce in Wales – Phase 3 Report (Ben Lester and Rachel Price, Education Workforce Council, published July 2021)

Literature from outside Wales will also be reviewed in order to gain further insight, specifically on anti-racist curriculum design. Recent research papers and guidance from online sources will be reviewed as well as blog posts and articles found on appropriate and relevant stakeholder websites.

I aim to participate in research conversations with individuals directly involved in current work on anti-racism in Welsh education. I aim to meet with Dr Susan Davis and Chantelle Haughton, co-authors of "The Recruitment and Retention of Black, Asian and Minority Ethnic Teachers in Wales – A Qualitative Research Study". Connecting with such individuals will not only provide insight but will add credibility to my research inquiry. These conversations will also provide opportunities to network with other practitioners across Wales, as we develop anti-racism into our curriculum.

Context: A Diverse Workforce in Education

The importance of having a diverse education workforce that reflects an increasingly diverse society is universally recognised (Phillips 2014; DfES 2018; Goldhaber, Theobald and Thien 2020). There are three commonly cited reasons why same-race teacher role models have positive educational benefits for minority ethnic learners in particular.[7] Firstly, teachers and staff from diverse backgrounds can serve as role models and mentors for learners, particularly those who may face additional challenges or barriers to success. This is especially true when learners see successful individuals from similar backgrounds who can inspire and motivate students to achieve their goals. Secondly, learners are also more likely to become more culturally and socially aware when exposed to a diverse education workforce, where teachers from diverse backgrounds can draw on their own experiences and viewpoints to enrich the education of learners. Finally, it can be argued that teachers from minority ethnic backgrounds are more likely to have high expectations for learners from minority ethnic backgrounds (Ferguson, 2003).

It can be argued that a "lack of diversity in the school workforce sends powerful messages to all children and young people about who holds authority, knowledge and leadership." (Brighton & Hove Anti-racist education strategy, 2022, page 23)

While it is important for schools to have a diverse educational workforce to work with multicultural learners, it is also important to consider that not all schools and communities may reflect this diversity. It can be argued that this is true of Ysgol Calon Cymru, which can be described as a school in a non-urban location with predominantly white teachers and white learners. Despite this, it is still important for schools with little ethnic diversity to teach diversity. Part of our role as educators is to prepare learners for a diverse world. This is made explicit in the new curriculum for Wales, where learners aim to becomes 'ethically, informed, citizens'[8] and with the inclusion of diversity as a cross-cutting theme. Even in a predominantly-white rural community, students will still encounter diverse perspectives and experiences throughout their lives. Developing anti-racism in schools helps to prepare students to interact with people from different backgrounds and cultures, both in their future academic and professional careers. It can also help learners to understand how different types of racism occur and how they can work to combat it. This links with the important aspect of teaching empathy to young people as they grow up, so they have an understanding of people who have experienced racism and discrimination. This can help to build a more compassionate and tolerant society. By valuing and incorporating diverse perspectives and experiences, a more diverse education workforce can help to engage learners and improve their academic outcomes.[9] When considering the issues raised in the context of Ysgol Calon Cymru, it can be argued, through simple observations, that learners are not exposed to an ethnically-diverse range of teachers. It is also relevant to consider the local demographic in comparison with the regional and national picture. It

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[7] https://kappanonline.org/why-we-need-diverse-teacher-workforce-segregation-goldhaber-theobald-tien

[8] https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes

[9] Khalifa, M. (2018). Culturally Responsive Pedagogy in Action: Building a Bridge Between Research and Practice. Journal of Education for Students Placed at Risk, 23(1-2), 63-73.

can be argued that living in a community which does not have a diverse population may become a barrier to effectively increasing awareness and understanding of diverse cultures. It can also be argued that rural areas are more likely to possess prejudicial attitudes towards those from an ethnic minority background, due to a lack of cultural variety in rural communities.

Population Data

In order to put the population diversity within our schools into context, I decided to investigate the population diversity of the general population in Wales. I then wanted to compare this with the population diversity within the county of Powys, which is where Ysgol Calon Cymru is located.

Wales:
The first set of data to investigate were statistics concerning the overall population in Wales.

- In the 2021 Census, 93.8% of the population in Wales identified themselves as "White". This was a decrease from 95.6% in 2011.
- 2.9% of the population identified as "Asian, Asian Welsh or Asian British". This was an increase from 2.3% in 2011.
- 1.6% of the population identified as "Mixed or Multiple ethnic groups". This was an increase from 1.0% in 2011.
- 0.9% of the population identified as "Black, Black Welsh, Black British, Caribbean or African". This was an increase from 0.6% in 2011.

(Source: www.gov.wales/ethnic-group-national-identity-language-and-religion-wales-census-2021)

Powys:
The next set of data highlights the ethnicity of the population within the County of Powys. Ysgol Calon Cymru is located in the south of the County. The following statistics were taken from the Office for National Statistics and are based on the 2021 census.

- 97.7% of people in Powys identified their ethnic group within the "White" category (compared with 98.4% in 2011).
- 0.9% identified their ethnic group within the "Asian, Asian British or Asian Welsh" category (also 0.9% the previous decade).
- 0.9% of Powys residents identified their ethnic group within the "Mixed or Multiple" category, up from 0.6% in 2011

  (Source: https://www.gov.wales/ethnic-group-national-identity-language-and-religion-wales-census-2021-html)

Locality:

The table below demonstrates the ethnicity of the towns where Ysgol Calon Cymru is located. The statistics were taken from the website www.citypopulations.de. Data on this site was taken from the Office for National Statistics census of 2021.

The limitation centred around this data is that it only includes census entries from people who live within the town boundaries. Therefore, the data doesn't include entries from other centres of population such as Newbridge, Rhayader, Crossgates, Penybont, Llanelwedd and other outlying habitations.

	Llandrindod Wells		Builth Wells	
	Number	Percentage	Number	Percentage
Population	5,435		2,621	
White	5,255	96.7%	2,580	98.4%
Asian	65	1.2%	18	0.7%
Black	18	0.3%	8	0.3%
Arab	13	0.2%	0	0
Mixed/Multiple	78	1.4%	14	0.5%
Other ethnic group	12	0.2%	3	0.1%

Population Comparison:

Population Ethnicity (%) "White"

Population Comparison (%) "Non-White"
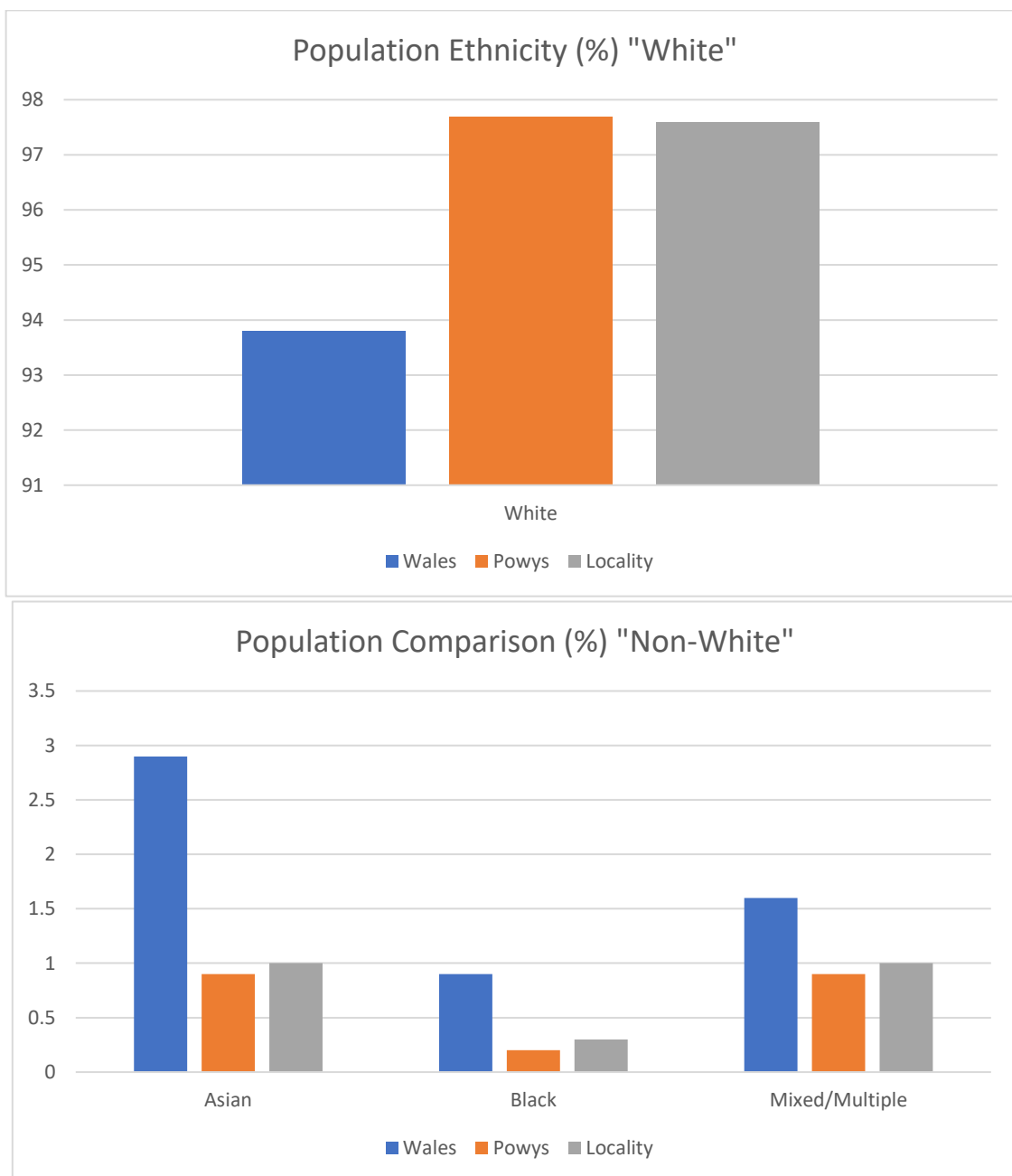
As expected the percentage of the population of Powys (97.7%) and the locations of the Ysgol Calon Cymru campuses (97.6%), who identify as "White" are both higher than the National figure (93.8%).

The percentage of the population identifying as "Non-white" is higher within the Ysgol Calon Cymru locality in comparison to the rest of Powys. It can be argued that Powys and the locality of the Ysgol Calon Cymru catchment can be described as non-diverse or mono-ethnic.

Workforce Data

In early 2020 the Education Workforce Council, as part of a wider project commissioned by Welsh Government, was tasked with a rapid review of evidence relating to the ethnic diversity of the school workforce in Wales. Phase 2 of the review was published in April 2020 and focused on the ethnic profile of the school workforce in Wales (learning support workers, teachers, senior leaders and heads). It also considered how the ethnic profile of the school workforce compared with that of the school pupil population (using PLASC data) and the wider population of Wales (based on data from the ONS).

Wales:
The graph below was taken directly from the Black, Asian and Minority Ethnic representation within the school workforce in Wales Phase 2 Report.
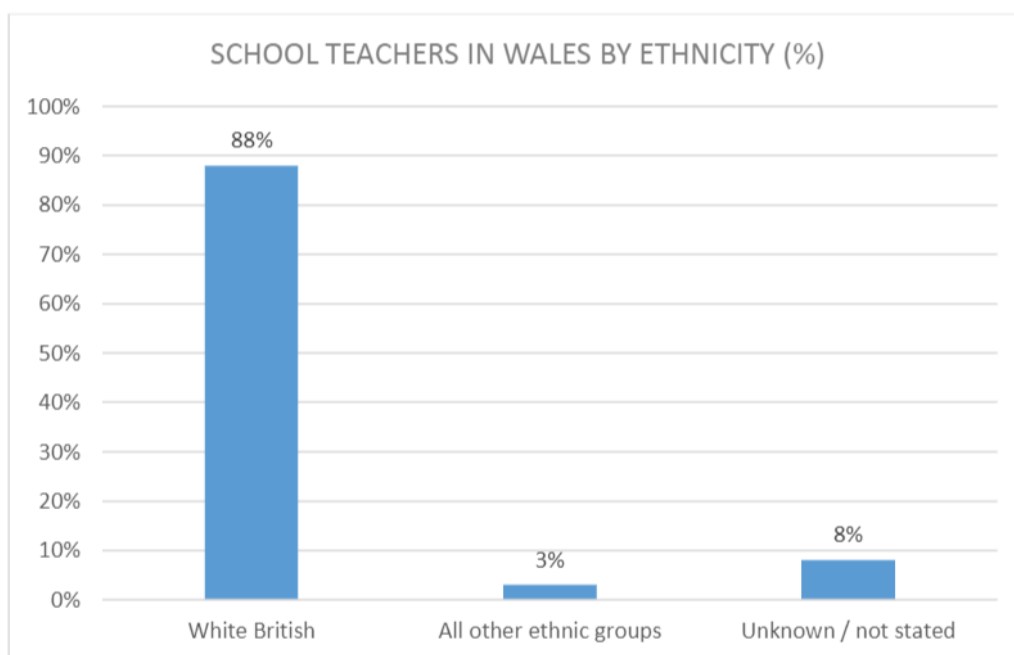
Source: EWC

The EWC data showed that, as of 1 March 2019:

- Over 88% of the 35,545 teachers on the register in Wales identified as "White British".
- 3% identified themselves as being from another ethnic group, the largest of which were those from 'Any Other White' background (2%).
- The number of non-white teachers on the register was significantly lower (0.4% Asian or Asian British, 0.2% Black or Black British and 0.5% Mixed).

Powys:

The following data was provided by the Powys Local Authority human resources department in 2022. The number of ethnic minority teachers, who had provided information when registering with the local authority, is 14 out of a total of 1350. This equates to 1.04% of teachers in Powys. When considering the term ethnic minority, the breakdown of ethnicity descriptors that were available on registration forms completed by teachers include:

Description	Number of Teachers
Asian/Asian British/Any Other Asian Background	4
Asian/Asian British-Chinese	1
Black/African/Caribbean/British-African	2
Black/African/Caribbean/British-Caribbean	1
Mixed/Multiple Ethnic Group-White & Asian	5
Other Ethnic Group/Any Other Ethnic Group	1

1295 teachers categorised themselves as White British, equating to 95.9% of teachers in the county. 41 teachers, equating to 3.04%, categorised themselves as White Irish or White Other Background.

Description	% of Teachers
White British	95.9
White Irish or Other	3.04
Ethnic Minority Group	1.04

%. of Teachers
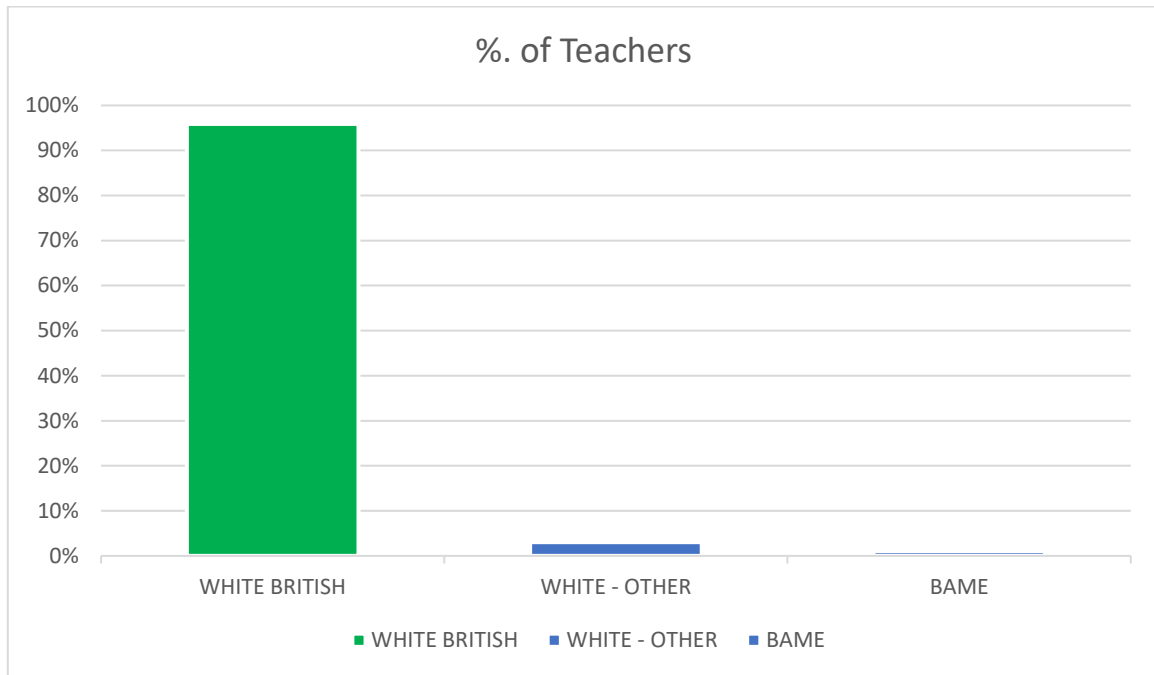
It must be noted that over half (1558 out of a total of 2908) had not provided information to the Local Authority on their ethnic background.
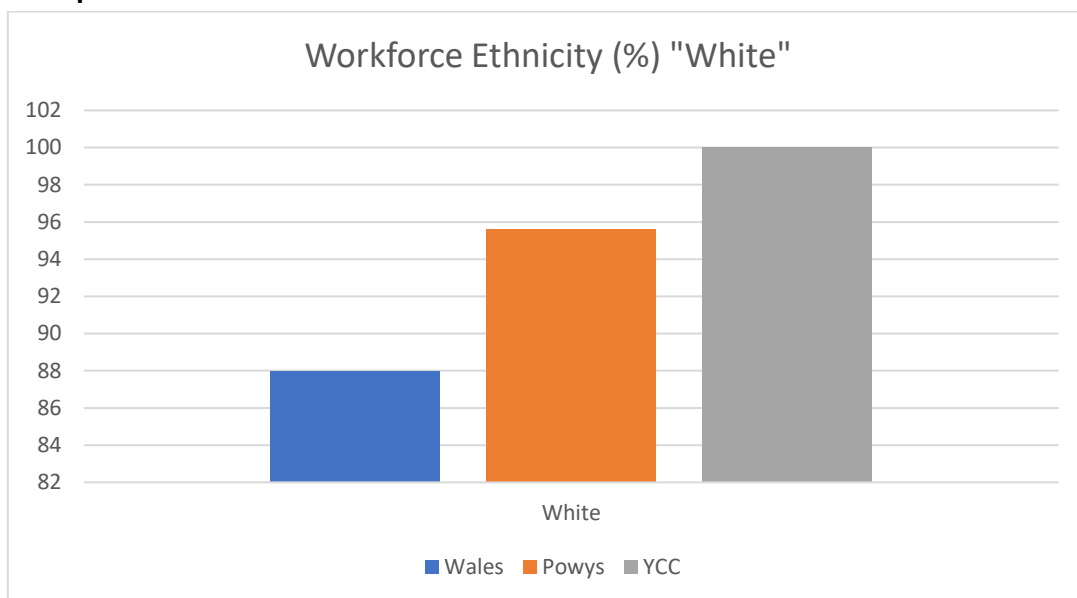
Ysgol Calon Cymru:

In order to gain data on the ethnic diversity of staff, I used the teacher list from the management system Go4Schools to identify individual staff names. I then searched for each staff member in our second management system, SIMS, to view their ethnic origin under staff details.

Group	No. of Staff	%
White	**96**	**99**
White European Other	**1**	**1**
No information	**3**	**3**

The data search on SIMS gave a result of 0 ethnic minority staff members at Ysgol Calon Cymru. This is obviously lower than the County and National average. The only other staff member who did not categorise themselves as White British, still categorised themselves as White European.

This result, along with the low % of BAME learners, highlights the lack of ethnic diversity within Ysgol Calon Cymru.

Workforce Comparison:

This graph highlights the difference in the percentage of the workforce who identify as White at Ysgol Calon Cymru (99%) in comparison to the National figure (88%).

Learners Data

The Pupil Level Annual School Census (PLASC) is an electronic collection of pupil and school level data provided by all maintained sector primary, middle, secondary, nursery and special schools in January each year. The latest available version was from results collected in February 2022 (delayed data collection due to levels of Coronavirus in January 2022), which was published in August 2022 by Welsh Government.

Wales:
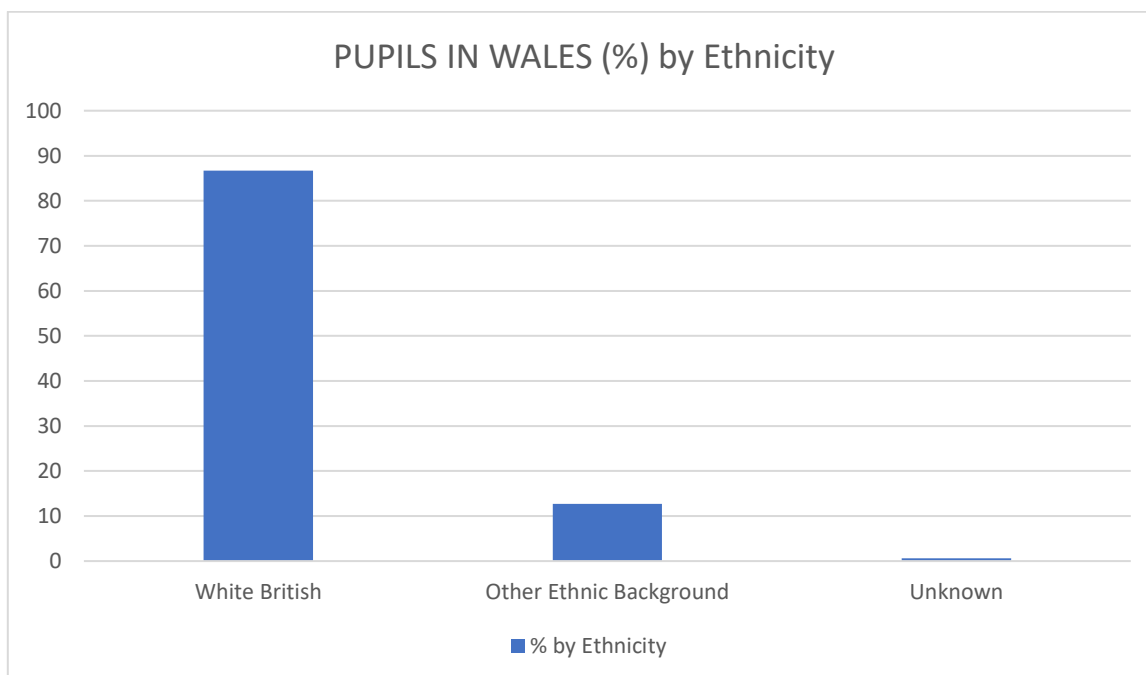
Source: PLASC 2022

The number of learners in Wales who identify as White British was 86.7% and those who identify from other ethnic backgrounds was 12.7%.
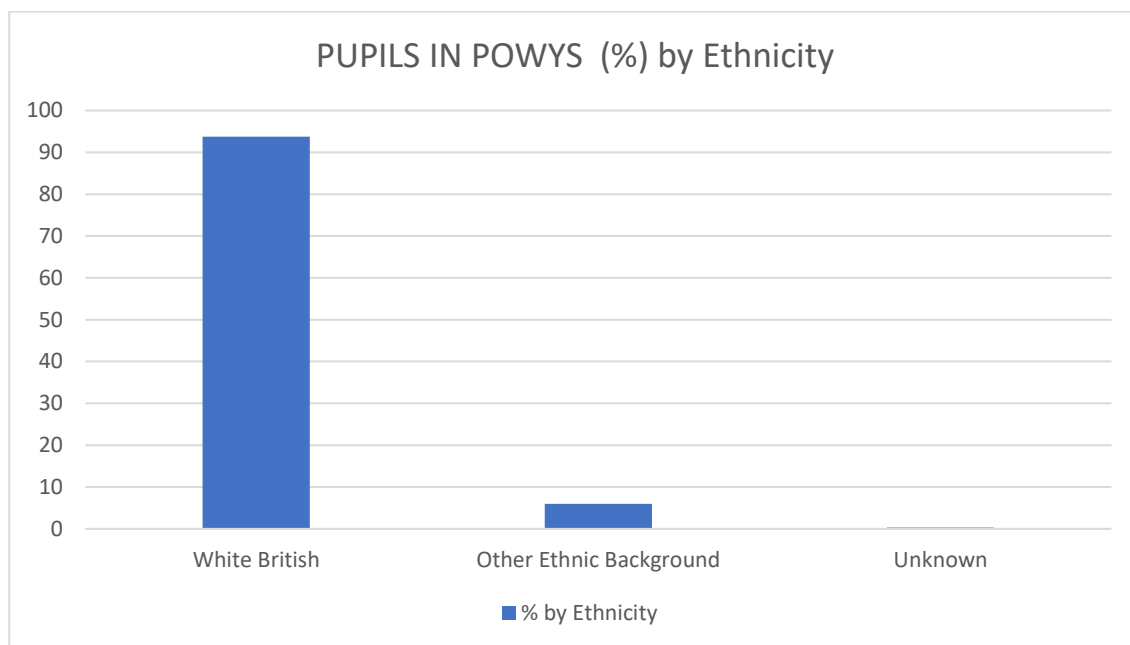
Powys:

Using PLASC data again but from the StatsWales website, the graph below shows the percentage ethnicity of learners in Powys, as of February 2022.

Source: https://statswales.gov.wales

The number of learners in Powys who identify as White British was 93.7% and those who identify from other ethnic backgrounds was 6%

Ysgol Calon Cymru:

In order to obtain data on pupil ethnicity I used Go4Schools, which is one of Ysgol Calon Cymru's school management data systems. This is the most up to date and specific data available for the school.

Group	No. of Learners	%
White British	972	95.86%
White Other	12	1.18%
White and European	5	0.49%
Caribbean	3	0.30%
White and Black Caribbean	4	0.39%
Asian	1	0.10%

White and Asian	5	0.49%
Indian	1	0.10%
Hong Kong Chinese	1	0.10%
Greek Cypriot	2	0.20%
Syrian	1	0.10%
Filipino	1	0.10%
Mixed	1	0.10%
Traveller	1	0.10%
Other Ethnic Group	3	0.30%
Refused Information	4	0.39%

The percentage of learners that identify themselves to be **Black, Asian or Minority Ethnic is 2.38%.**

The percentage of those that identify themselves as something other than **White British is 4.14%**
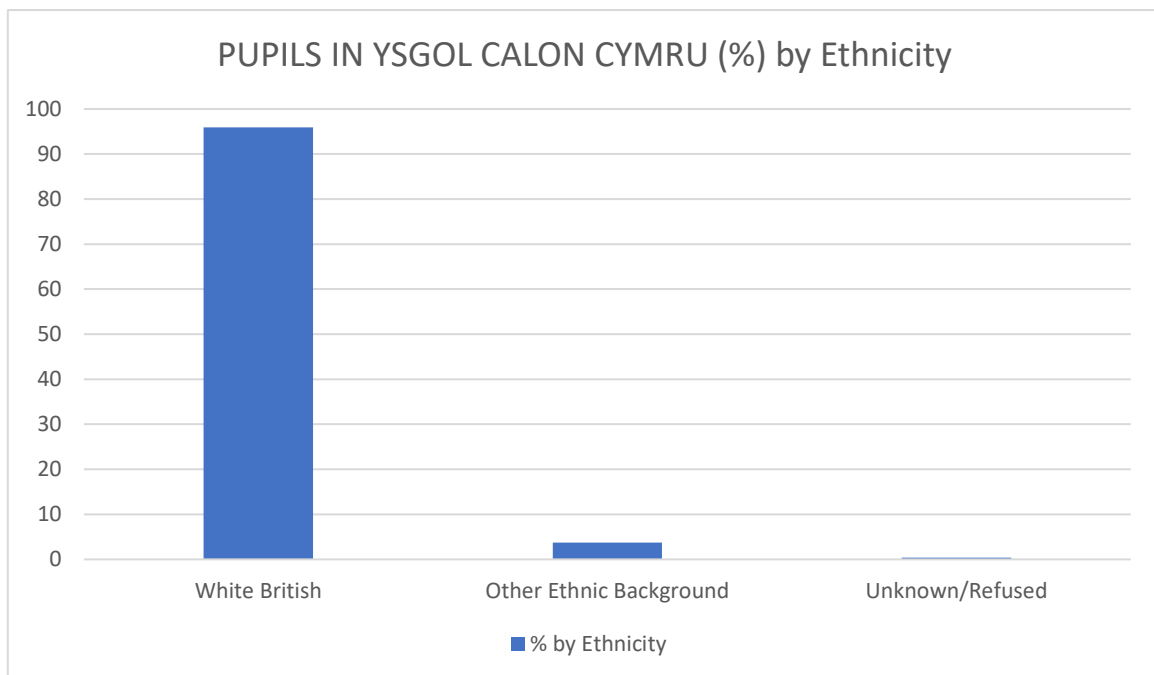
The number of learners attending Ygol Calon Cymru who identify as White British was 95.9% and those who identify from other ethnic backgrounds was 3.7%.

Learner Comparisons:

% OF LEARNERS

Wales ▪ Powys ▪ YCC

White British

- Wales: 88
- Powys: 93.7
- YCC: 95.9

% OF LEARNERS

Wales ▪ Powys ▪ YCC

Other Ethnic Background

- Wales: 12.7
- Powys: 6
- YCC: 3.7

% OF LEARNERS

Wales ▪ Powys ▪ YCC

Other / Unknown

- Wales: 0.6
- Powys: 0.3
- YCC: 0.4
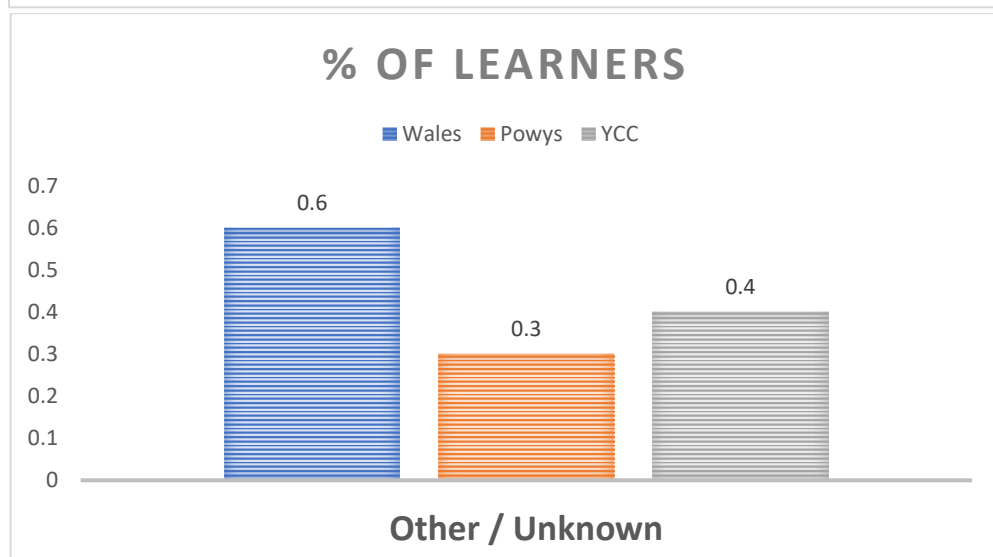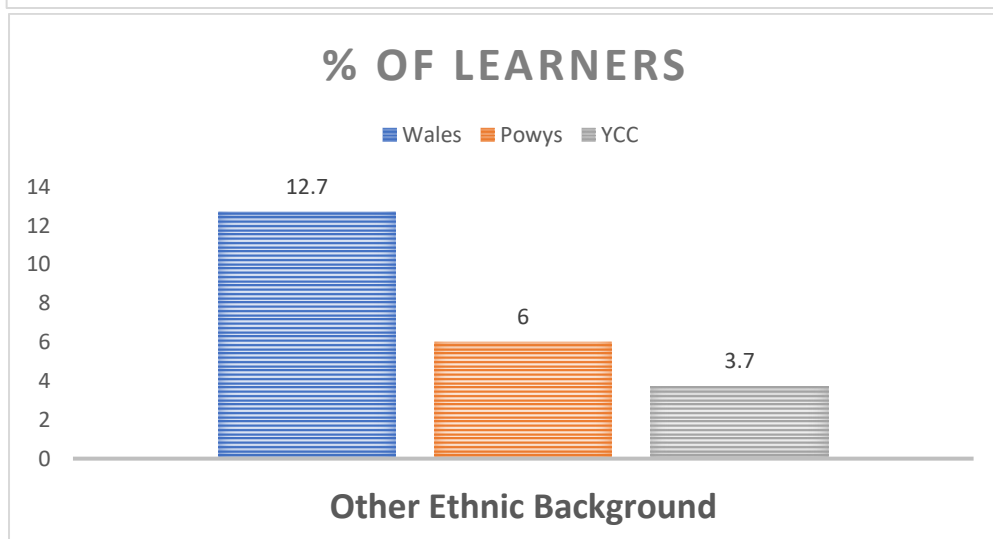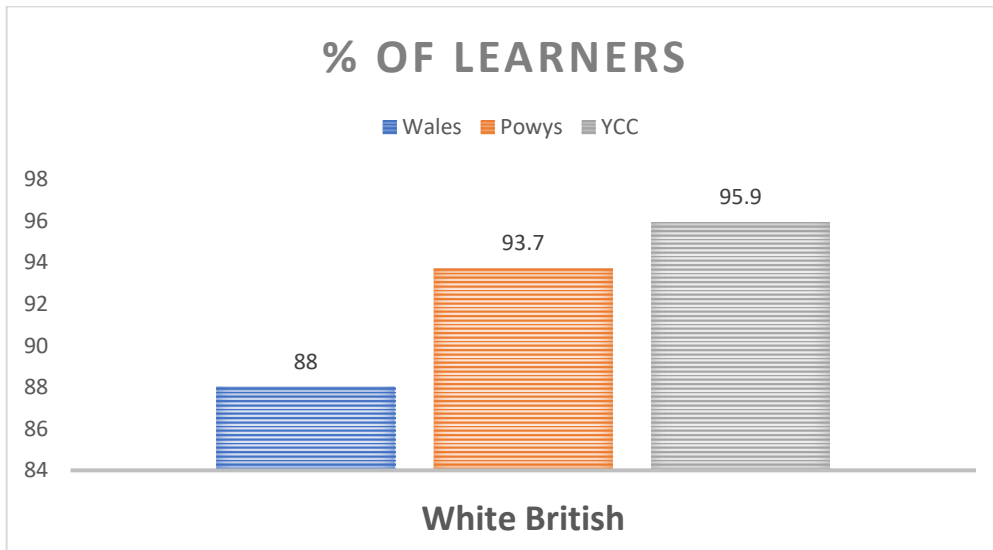
Overall Comparison

% That Identify as White			
	Population	Workforce	Learners
Wales	93.8%	88%	86.7%
Powys	97.7%	98.9%	93.7%
Ysgol Calon Cymru	97.6%	99%	95.9%

The main comparison to highlight with this set of data is the difference in the levels of diversity amongst learners and the workforce. The data shows that there are fewer learners at Ysgol Calon Cymru who identify from other ethnic backgrounds (3.7%) compared to the rest of Wales (12.7%). There is not one member of the workforce at Ysgol Calon Cymru who identifies from an ethnic minority background. All members of the workforce identify as either White British or White European.

% That Identify as BAME			
	Population	Workforce	Learners
Wales	8.2%	3%	12.7%
Powys	1.5%	1%	6%
Ysgol Calon Cymru	2.3%	0%	2.4%

Across Wales, 3% of the workforce identify from an ethnic background with 8% either unknown or not stated.

Summary

The fact that there are no teachers from a minority ethnic background at Ysgol Calon Cymru emphasises the lack of diversity in our workforce. If you link this with the low percentage of minority ethnic learners at Ysgol Calon Cymru in comparison with Powys and Wales, then it is easy to identify the difficulties that may exist in developing cultural competency and applying an anti-racist curriculum. These can include a heightened sense of 'otherness' amongst minority ethnic learners and discomfort when approaching the subject of anti-racism with staff.

The difficulties that have arisen from this primary research is around classification and consistency of terminology. Different sources have been used for this part of the research, resulting in different terminology being discovered. This has led to potential inaccuracies in the data being presented here. However, what the data does show are the differences in the levels of diversity of the education workforce and learners and the assumption that demographic data would not change hugely over the course of 12–18 months.

Recruitment

Below are examples of challenges that exist around the recruitment of a diverse workforce in education.

- Underrepresentation of BAME students in the education workforce. According to a report by the National Union of Teachers, only 5.3% of teachers in Wales are from a BAME background, compared to 5.5% in England. This underrepresentation is even more significant in leadership positions, where only 2.2% of headteachers in Wales are from a BAME background, compared to 3.7% in England (National Union of Teachers, 2018).

- Unequal access to opportunities faced by BAME students. Research shows that BAME students are less likely to attend top universities and more likely to drop out of higher education (Universities UK, 2019). These barriers to education can limit the number of BAME students who pursue a career in education and, as a result, reduce the pool of potential BAME teachers.

- The Welsh government's Race Equality Action Plan highlights that BAME students face discrimination throughout their educational journey, from primary school to higher education. This discrimination can impact BAME students' access to opportunities, their academic achievement, and their confidence in pursuing a career in education (Welsh Government, 2021).

Developing Recruitment and Retention:
In October 2021 the Welsh Government first published its "Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan". This plan was based around the review of evidence conducted by the Education Workforce Council for Wales (EWC) into ethnic diversity in the school workforce. This review showed that "The data showed a stark under-representation in the teaching workforce with only 3% of teachers identifying as being from an ethnic minority against a learner population of 12%" ("Initial Teacher education Black, Asian and Minority Ethnic Recruitment Plan", Welsh Government, 2021).

The plan also took into consideration recommendations from the group chaired by Dr Charlotte Williams – the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group – and a report commissioned by Cardiff Metropolitan University "The Recruitment and Retention of Black, Asian and Minority Ethnic Teachers in Wales – A Qualitative Research Study".

All of these 3 key documents highlight the issue of a lack of workforce diversity – "Across Wales the teacher workforce is less ethnically diverse than the cohorts of learners they are teaching" (Davis, Haughton et al 2021)

The "Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan" centred around 3 key themes and concluded with a list of actions involving key stakeholders. These include Welsh Government, ITE Partnerships, Education Workforce Council and ESTYN, *For the full list of actions please see Appendix 1*

Promotion of teaching as a career to individuals from ethnic minority communities

- The Welsh Government, as part of its wider ITE marketing strategy, will develop targeted communications activity aimed at ethnic minority individuals. Materials used to promote teaching as a career have an appropriate level of visibility and representation of ethnic minority communities.

- Alongside this there needs to be an increased role in the advocacy services provided by EWC, which due to limitations will be undertaken through remote channels (e.g webinars).

- The Welsh Government also commissioned ITE partnerships to develop recruitment plans that are specifically designed to attract ethnic minority students onto courses.

- The Welsh Government will work with Careers Wales to promote teaching as a career to learners who are still at school and in particular to those from diverse backgrounds.

Support for students from ethnic minority backgrounds

- Applicants from ethnic minority backgrounds receive appropriate support prior to applying for ITE courses. With support from Welsh Government and other stakeholders from Black, Asian and Minority Ethnic communities to work with ITE Partnerships to develop resources.

- A robust and meaningful feedback process for all unsuccessful applicants to ITE programmes and in particular for those from ethnic minority backgrounds. This will help those applicants to identify shortcomings in their applications and prepare them for any future application.

- Appropriate placement schools for ethnic minority students to ensure that these students are fully supported during school experience placements.

Initial Teacher Education programmes and policy development

- ITE Partnerships will undertake a review of existing practices within programmes and identify areas for improvement.

- Ensure that the membership of the Teacher Recruitment and Retention Advisory Board (TRRAB) – that supports and provides advice on policy development – includes representation to provide an ethnic minority perspective.

One of the numerous recommendations arising from the "Black, Asian and Minority Ethnic communities, contributions and Cynefin in the new curriculum" working group final report was for Welsh Government to provide specific scholarships to support Initial Teacher Education students from Black, Asian and Minority Ethnic groups.[10] Two particular incentive schemes have been developed, namely the priority subject incentive scheme and the Welsh medium incentive scheme (the Iaith Athrawon Yfory). In March 2023 the Welsh Government published an integrated impact assessment on ethnic minority initial teacher education incentives. It included a proposal to develop a ''scholarship' which will be structured in a similar manner to the Iaith Athrawon Yfory (IAY) Initial Teacher Education (ITE) Incentive Scheme, as the IAY scheme has successfully doubled the number of its target applicants within 2 years.

On 22 October 2021, the Welsh Government launched a new Professional Teaching Award Cymru category, titled "The Betty Campbell MBE award for promoting the contributions and perspectives of Black, Asian and Minority Ethnic communities". This new award promotes and celebrates inclusion and recognises excellent awareness of the importance of an inclusive education as part of a society that confronts and addresses racism in all forms.

At the time of writing one of Ysgol Calon Cymru's key ITE partners, Aberystwyth University, are the only ITE Partnership where their Black, Asian and Minority Ethnic Recruitment Strategy is not publicly available.

The report into "The Recruitment and Retention of Black, Asian and Minority Ethnic Teachers in Wales" (Davis et al, 2021) identified 4 key recommendation headings. These were 'recruitment'; 'retention'; 'responsibilities of schools/HEIs/Consortia' and 'future research'.

Examples of specific recommendations include:

- Job descriptions/criteria to reflect the need for more diverse staff.

- Targeted careers advice for minority ethnic learners.

- Mentoring and guidance for minority ethnic staff around career progression e.g. leadership roles, transition from TA to fully-qualified teacher.

- Training for school staff or within ITE programmes for students on 'racial literacy' and the importance of an anti-racist approach to professional practice.

The content of this report and the recommendations were considered by Welsh Government in their overarching retention plan mentioned previously.

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[10] Williams, C (2021): Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Final report – Recommendation 9

Ysgol Calon Cymru can take on board recommendations and content arising from these recent reports to create a more diverse workforce. These include increased engagement with ITE partners, a review of recruitment policy, the content of recruitment documents and engagement with BAMed Wales regarding the use of their platform to advertise posts.

Part 2: Anti-Racist Curriculum

The National Picture

Racism is a pervasive issue that affects individuals and communities worldwide. It is an issue that has continued to exist in Wales as our society has become more diverse and multicultural. The killing of George Floyd in America on 25 May 2020 led to worldwide protests against police brutality, racism and lack of accountability (including in towns and cities across Wales)[11] while at the same time, the disproportionately high impact of Covid-19 on Black, Asian and Minority Ethnic communities also served to highlight the impact of racial inequalities within British society.[12] Together these factors created a new focus upon movements such as Black Lives Matter (BLM) and became the catalyst for vigorous debate in the UK, relating to the nature and consequences of racial inequalities that exist and the legacy of the British empire.

In March 2020 the Welsh Government launched a consultation on a Race Equality Action Plan which then led in 2022 to the publication of "An Anti-Racist Wales Action Plan". The Action Plan set out a number of goals which are related to education. They include:

- A public sector workforce that 'at least properly represents the population it serves';

- Representative and inclusive senior leadership teams and boards of public bodies;

- Public bodies using their spending power to improve leadership and representation across the public, private and third sectors.

The Action Plan also highlights the importance of a more representative workforce in Welsh schools, setting a specific goal of improving the diversity of the teaching workforce, as well as other goals around:

- Improving the experiences of Black, Asian and Minority Ethnic learners and teachers in schools, by taking an inclusive and anti-racist approach to teaching and school experience;

- Embedding anti-racist professional learning; and

- Improving understanding of diversity and racism in the wider education sector.

As a result, the Welsh Government appointed Dr Charlotte Williams to lead the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group. Their final report was produced in March 2021 and contained findings which included:

- Ad hoc selection of resources + Resource bias.

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[11] https://www.bbc.co.uk/news/uk-wales-52869234

[12] Ogbonna, E (2020): First Minister's BAME Covid-19 advisory group. Report of the socio-economic sub-group.

- Resources poor for all AoLEs (and especially bilingual resources).

- Access issues for practitioners.

- Teachers (and other stakeholders) require and request guidance and exemplars.

- Enthusiasm high/confidence and competence low.

- Limits of '*cynefin*' …need to move towards *Stori Cymru.*

- Lack of ethnic diversity in the school education workforce (EWC evidence).

- Need for high quality, ongoing, embedded professional learning.

- Need for 'whole school approach' – the school environment as well as content of learning.

- Need for stronger stakeholder engagement.

These key findings then led to 51 key recommendations. Recommendations specific to the Curriculum included:

- Ensuring that suitable resources are available in both Welsh and English.

- The development of an online preliminary resource guide that lists and evaluates the available resources for Black, Asian and Minority Ethnic contributions and experiences past and present for each Area of Learning and Experience.

- The inclusion on Hwb of guidance for teachers in developing appropriate and challenging resources on diversity and minority themes.

- The development of a new suite of bilingual professional development resources that provide a detailed exploration of diversity in Wales in the past and present.

- The improvement of classification and categorisation of resources on Hwb to ensure that it is easier for teaching practitioners and other users to navigate and find resources

Since 2021 we have seen the development of DARPL (Diversity and Anti-Racist Professional Learning), which includes a dynamic coalition of partners including Cardiff Metropolitan University, BAMEed Wales Network, EWC, Literature Wales, Arts Council Wales and a series of core partners from independent grassroots organisation with diverse lived and professional experience.[13] DARPL offers a range of

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[13] https://darpl.org/partners

resources and professional learning opportunities for educators in Wales. June 2023 will see the first DARPL Conference.

In order to address the complex issues surrounding diversity and anti-racism within education, it is important that the range of terminology used during discourse is made clear and understood.

Topic	Definition
Anti-Racism	An active and consistent process of change to eliminate individual, institutional and systemic racism. **1** Needs to be seen as a verb as it demands action. **2**
Non-Racist	Can be described as 'Passive-Racism'.
Anti-Oppression	Strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others. **1**
Cultural Competency	The ability to use critical-thinking skills to interpret how cultural values and beliefs influence conscious and unconscious behaviour; the understanding of how inequality can be and has been perpetuated through socialised behaviours. **4**
Equality	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability. **3**
Diversity	Means considering the differences between people and placing value on those differences. When considering diversity, we're thinking about representation from people of different backgrounds, identities, and abilities. This includes visible and non-visible characteristics. **6**
De-Colonisation	Decolonisation is about challenging and changing a Eurocentric curriculum which does not recognise the heritage, achievements and history of African and Asian people and tells a partial and inaccurate account of British/Welsh History. Decolonisation within education expands the opportunities to acknowledge and raise global awareness. **8**

Intersectionality	"A lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts." **7**
Inclusion	Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making. **1**
Racial Literacy	Refers to the willingness of teachers to engage, empathise and understand the ways in which race and racism operates within education and wider society. Teachers need to develop skills, knowledge and confidence to implement this knowledge in their everyday teaching practice and professional role. **5**
White Privilege	The absence of having to live with the consequences of racism. **5**
White Fragility	A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves, such as anger, fear and guilt. These behaviours include argumentation, silence and leaving the stress-inducing situation, which all function to reinstate white equilibrium. **4**

Sources:

1 – Hanover Research (2020) "From Culturally Competent to Anti-Racist: Types and Impact of Race-Related Trainings".

2 – Hank VanPutten (2021) "When it comes to racism, are you a non or an anti?" TEDx LSSC https://www.youtube.com/watch?v=FuzZzp0u66I

3 – https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-equality

4 – Mayfield, V (2020) "Cultural Competence Now: 56 Exercises to Help Educators Understand and Challenge Bias, Racism and Privilege"

5 – Davis, S Haughton, C et al (2021) "The Recruitment and Retention of Black, Asian and Minority Ethnic Teachers in Wales – A Qualitative Research Study"

6 – https://peopleinsight.co.uk/diversity-equity-inclusion-difference

7 – (Krenshaw) Steinmetz, K. 2020. She Coined the Term 'Intersectionality' Over 30 Years Ago. Here's What It Means to Her Today. Available at: https://time.com/5786710/kimberle-crenshaw-intersectionality

8 – OSHUN (oshuneducation.co.uk)

A key part of our learning and an important step in the journey towards an anti-racist curriculum and becoming an anti-racist school is to understand the different types of racism that exists. There are variations on the different types of racism that exist but below are examples of different types of racism.

Topic	Definition
Individual Racism	Related to private beliefs, prejudices, and ideas that individuals have about the superiority of whites and the inferiority of non-whites.
Interpersonal Racism	Occurring between individuals. It occurs when the private beliefs of individuals affect or influence their interactions with others.
Structural Racism	Related to unfair treatment, policies and practices, inequitable opportunities and impacts within organisations and institutions, based on race, which routinely produce unequal outcomes for whites and non-whites.
Institutional Racism	Related to a system in which policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequality. It involves the cumulative and compounding effects of several factors including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people over non-whites.

Source: "Anti-racist school leadership: making 'race' count in leadership preparation and development." Miller.P, (2021) Greenwich University

Cultural Competence: Non-Racist to Anti-Racist

A key strand to follow when considering the development of an increased understanding of anti-racism are the interactions involving Cultural Competence, Non-Racism and Anti-Racism.
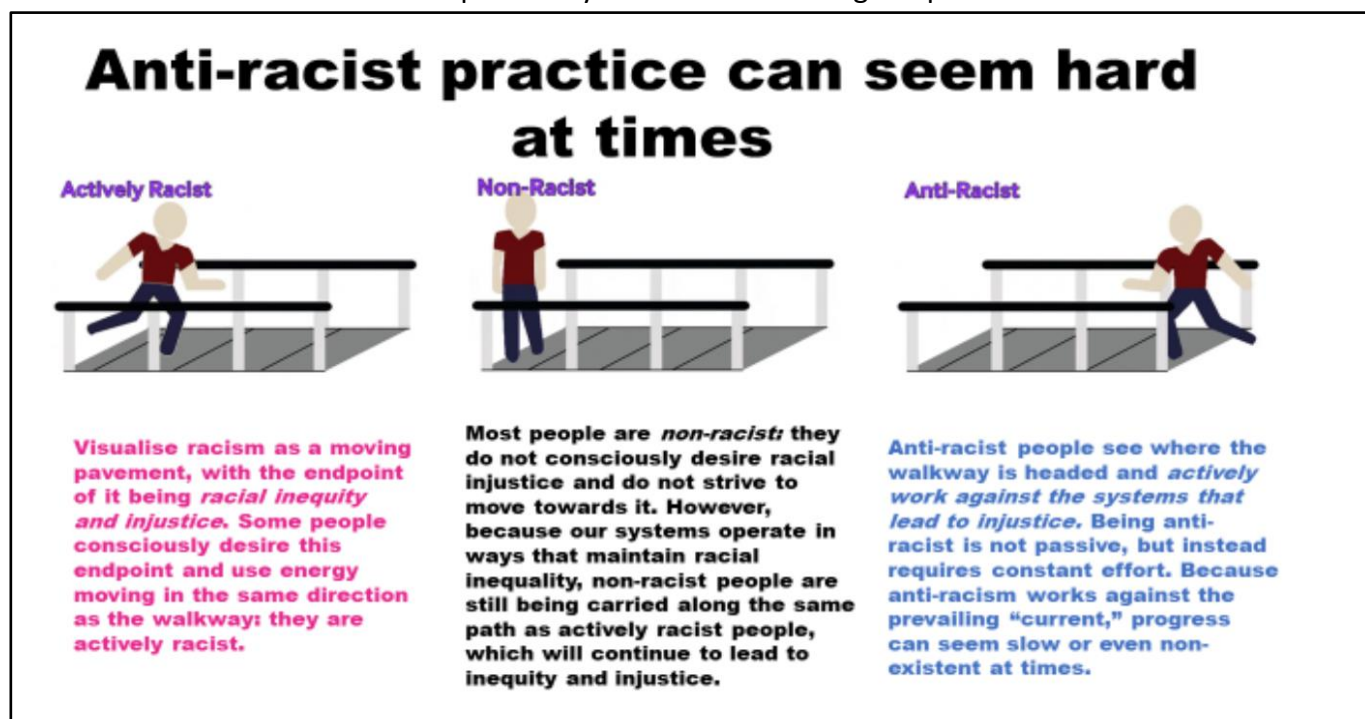
It can be argued that simply being aware of differences, and thus working, acting and interacting in an effective way, is simply not enough to eradicate racism. Gordon Pon (2009) argues, in the context of social work in Canada, that cultural competency "seldom analyses the role of whiteness in social work" and "is

evidenced in how it constructs other cultural groups, because whiteness is the standard by which cultures are differentiated".[14]

On the other hand, Vernita Mayfield (2020) prefers the term cultural competence over anti-racist education, because "it embodies the comprehensive nature of culture" and "the culture of an individual is complex in terms of what people learn or reject within their environment, including factors such as implicit bias, racism, privilege and identity." One of the key points she makes around the subject of racism is that just because a person is white, doesn't mean there isn't a need for cultural competency.[15]

The main difference between cultural competency and anti-racism is their focus. Cultural competency is usually concerned with individual attitudes and behaviours, whereas anti-racism focuses on systemic and institutionalised racism. It can be argued that cultural competency assumes that individuals can be trained to interact effectively with people from different cultures, but it does not necessarily address the underlying power dynamics that create cultural differences. Anti-racism, on the other hand, recognises that racial inequality is a result of historical and ongoing power imbalances, and seeks to address these imbalances through systemic change (Smith & Stewart, 2019).[16]

On November 21st, 2021 the Education Council for Wales (EWC) ran a webinar titled "Moving from non-racist to anti-racist practice: promoting racial equity in education". During the webinar the image below was shown as an animation and explained by Rachel Clarke during her presentation.

Anti-racist practice can seem hard at times

Actively Racist

Visualise racism as a moving pavement, with the endpoint of it being *racial inequity and injustice*. Some people consciously desire this endpoint and use energy moving in the same direction as the walkway: they are actively racist.

Non-Racist

Most people are *non-racist:* they do not consciously desire racial injustice and do not strive to move towards it. However, because our systems operate in ways that maintain racial inequality, non-racist people are still being carried along the same path as actively racist people, which will continue to lead to inequity and injustice.

Anti-Racist

Anti-racist people see where the walkway is headed and *actively work against the systems that lead to injustice*. Being anti-racist is not passive, but instead requires constant effort. Because anti-racism works against the prevailing "current," progress can seem slow or even non-existent at times.

What is implicit is the need for educators to move from simply a passive realisation that inequality exists with the offer of sympathy and support that may result, to a more active role in dismantling existing

[14] Pon, G. (2009). "Cultural Competency as New Racism: An Ontology of Forgetting". Journal of Progressive Human Services, 20:1, 59-71.

[15] Vernita Mayfield (2020) "Cultural Competency Now"

[16] Smith, M. A., & Stewart, D. (2019). Understanding anti-racism: A guide for the social work profession. Journal of Ethnic & Cultural Diversity in Social Work, 28(1), 1-14.

structures which enables racism, in all its different forms, to be perpetuated. In other words, educators need to move against the moving pavement in order to eradicate inequality and injustice.

Curriculum for Wales and Anti-Racism

The New Curriculum for Wales will play a key part in helping achieve the aim of the Anti-Racist Wales Action Plan (2022), which is to eradicate racism in Wales by 2030. Within the new Curriculum is the explicit inclusion of diversity as a cross-cutting theme alongside Relationships and Sexuality Education (RSE), Careers and Work-Related Experiences, Human Rights and Local, National and International contexts. More specifically, teaching the stories of Black, Asian and Minority Ethnic people is included within the Humanities area of learning with the following 'what matters statement' – "Human societies are complex and diverse, and shaped by human actions and beliefs. Here, learners will be able to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspective of their local area, Wales and the wider world."[17]

Therefore, schools will have to build into their curriculum strategies that will not only develop the knowledge and understanding of matters concerning race and diversity, but also the tools for learners to help dismantle and eradicate it.

In order to support schools and teachers implement this particularly challenging part of the curriculum, Team DARPL (Diversity and Anti-Racist Professional Learning) was created in 2022. Since its inception DARPL has produced a series of resources, webinars and workshops to support the full range of educators encompassing early years to further education; from teaching assistants to school governors. DARPL aims to deliver "Professional learning for those working in education to develop an understanding and development of anti-racist practice".[18] It can be said that awareness of and engagement with DARPL will be hugely advantageous for schools if they are to adopt an anti-racist curriculum.

Developing an Anti-Racist Curriculum

Answering the needs of the new Curriculum for Wales around diversity – and ensuring that schools play a key role in eradicating racism – is a huge challenge. Schools will now have to look at ways they can 'decolonise' their curriculum (in line with National requirements) alongside ensuring that staff receive professional learning in order to move from non-racist to anti-racist practices. Previously schools might have merely 'covered' anti-racism with an assembly, a PSE lesson or a nod to Black History Month. Now schools will need to investigate ways they can diversify the teaching and learning content in order to reflect our multicultural society and enable learners to become truly 'ethical, informed citizens'.

Not only will schools have to look closely at what is being taught, but also consider the subconscious biases and potential white fragility that exists within those that are teaching it.

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[17] https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters

[18] https://darpl.org

"Schools will need to examine diversity and representation across the curriculum; how topics/subjects are taught through a western perspective and incorporate ways of teaching learners about racism and anti-racism within the curriculum". (EWC Webinar, 2021 – "Moving from non-racist to anti-racist practice: promoting racial equity in education")

The Role of Decolonisation:
According to education activist Sofia Akel of London Metropolitan University, decolonising education "is often understood as the process in which we rethink, reframe and reconstruct the curricula and research that preserve the Europe-centred, colonial lens. It should not be mistaken for 'diversification,' as diversity can still exist within this western bias. Decolonisation goes further and deeper in challenging the institutional hierarchy and monopoly on knowledge, moving out of a western framework".[19]

Martin Johnson and Melissa Mouthaan, researchers at Cambridge Assessment, stated in an article on the Runnymeade Trust website that "in education, decolonisation involves acknowledging and critically examining the influence of colonial legacies on education systems as a whole, and its various sub-components such as knowledge and the curriculum."[20] This is explicitly brought into play when we consider the example of New Zealand and its move towards making the teaching of New Zealand history compulsory. A framework has been developed for the teaching of history in New Zealand through promoting the idea that teachers collaborate with local *iwi, hapū* (kinship group, sub-tribe) and *whanau* (family group) to engage students with the stories and histories associated with the school's location.[21] This draws similarities and invites comparisons with the concept of *cynefin* within the Curriculum for Wales.

As teachers are the main actors in the implementation of any decolonising process, teacher training and professional development are hugely important. Before any curriculum content is to be considered, firstly there needs to be a period of self-reflection and support of awareness raising on the part of teachers. Johnson and Mouthaan state that "this activity is challenging as it requires teachers critically reflecting on their own worldviews and positionalities – things that they have developed through their lived experience". British educators Naheeda Maharasingam, Fred Oxby and Malcolm Richards, in their discussion on decolonisation on the MA Education Consultancy YouTube channel, highlighted the importance of creating safe spaces for conversations to happen.

The challenge is clear: in order for us to decolonise the curriculum we need to not only audit our school curriculum and how it perpetuates structural racism but also reflect on our own biases and positionality. We need to confront ourselves with the concept of white privilege and address white fragility in order for an anti-racist curriculum to be developed and delivered. Failing to adopt an anti-racist approach means that behaviours deemed benign may still impact negatively on people from ethnic minority communities. We should start to scrutinise our individual biases, and reflect on how they may impact on members of minority ethnic communities. In a quote attributed to Desmond Tutu: "if you are neutral in situations of

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[19] https://eachother.org.uk/decolonising-the-curriculum-what-it-really-means

[20] https://www.runnymedetrust.org/blog/decolonising-the-curriculum-the-importance-of-teacher-training-and-development

[21] Davison, M. (2021). Teaching decolonised New Zealand history in secondary schools. *Historical Encounters, 8*(2), 90-106. https://doi.org/10.52289/hej8.205

injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality."

Toolkits and Frameworks

There are a number of available toolkits and frameworks which would be useful in assisting schools with anti-racist curriculum design. These include a detailed anti-racist strategy published in March 2022 by Brighton & Hove Council which outlined (amongst other aspects), key terminology, principles and values and intersecting strategies. The document also outlined a series of 'Change Areas' to focus on. These areas included: 1) BAME staff & governor recruitment and retention; 2) Responding to incidents and issues; 3) BAME child, pupil, parent and carer support 4) Training for staff and governors 5) Racial literacy for children/pupils; 6) Diversifying and decolonising the curriculum 7) Setting and school values and policies.[22] For each change area a long-term outcome, a series of medium-term outcomes and a schedule of activities were identified. This document is obviously suited more towards the particular structure and needs of education within a specific locality, in this case Brighton, and is not specifically based on curriculum design, however it does provide ideas on what needs to be considered when developing a whole school approach.

In 2020 the National Education Union (NEU) published a "Framework for developing an anti-racist approach" which came about as a response to the 'Barriers' report[23], which was based on the testimony of over 1,000 Black teachers about the impact of racism in their workplaces. The framework highlighted a useful guide on language and challenges to barriers and myths. The framework identified five headings to work from. These included: 1) Leadership; 2.) Teaching & Learning; 3) Power & Voice; 4) Wellbeing & Belonging; 5) Community. Each heading contains a series of questions presented in an audit-style matrix. The document also contained a section on the 'Power of Language', which would be useful as a point of reference in the future.

In July 2021 the Coalition for Racial Equality and Rights produced "Introduction to Anti-Racist Curriculum Development: A Guide for Teachers in Scotland"[24] whereby they identified four key areas: 1) Decolonising the curriculum; 2) Building intercultural competence; 3) Reducing racism, prejudice and discrimination; 4) Leadership on Anti-Racist Approaches to Curriculum Development. This resource and the final key on leadership will be a useful point of reference as it considers a number of questions for consideration. How can Heads and Senior Leaders in education more broadly support teachers to feel confident in taking this work forward? How can you make space for teachers with busy working lives to explore the approaches they need to take? What other areas of the school experience impacting minority ethnic young people does the school need to look at, in order to prepare and create the right environment for embedding anti-racist approaches to curriculum development?

The Key Support Services (www.schoolleaders.thekeysupport.com) developed a range of auditing tools to understand gaps in provision in terms of understanding the school community, evaluating what staff

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[22] Brighton & Hove Anti-racist education strategy (2022)

[23] Dr Zubaida Haque and Sian Elliott,"Visible and Invisible Barriers: The impact of Racism on BME Teachers" (2016) The Runnymeade Trust.

[24] Anti-racist curriculum development — CRER

already know about racism, improving the diversity of staff, supporting BAME staff, representing BAME experiences (outside the curriculum). They also published curriculum audits for Primary and Secondary schools along with an Anti-Racism plan template. The curriculum audit is especially useful as it identifies key questions for individual subjects and provides suggested ideas for development if the answer to the question is 'yes or 'no'. [25]

The documents highlighted here, as well as others considered, demonstrate the intrinsic link between anti-racist curriculum design and its place within a whole school approach to anti-racism. It is clear that an anti-racist curriculum can't be developed in isolation. There needs to be a school wide approach to anti-racism involving all aspects of provision and including the considerations of all stakeholders.

To summarise, the key actions to take when developing an anti-racist curriculum include:

1) Initial discussion within senior leadership team on rationale and approach.
2) Engagement with AOLE Leads and staff on rationale and approach
3) Audit of AOLE schemes of work.
4) Anti-Racist Professional Learning of all stakeholders with focus depending on roles within school (e.g. governors, learners, parents).
5) Engagement with external providers (support re: decolonising the curriculum).
6) Networking with potential external partners to access subject specific resources, knowledge and understanding.

These actions will need to be formulated into an action plan and will go hand-in-hand with other whole school activities such as policy reviews, recruitment audits and stakeholder engagements. An anti-racist curriculum planning will form a part of a whole school approach to anti-racism.

Although the focus of this work and any future action planning at Ysgol Calon Cymru is on developing anti-racism in schools, we also need to consider anti-racism as part of the overarching themes of 'Inclusivity' and 'Equality' as well as 'Diversity' within the Curriculum for Wales. Although there is a lot of work to be done and a high level of focus required to develop an anti-racist, decolonised curriculum, we must also not lose sight of other aspects of diversity and equality. A level of awareness around intersectionality will result in neurodiversity, gender identity, religion, disability and sexuality being included into this cross-cutting theme.

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[25]   https://schoolleaders.thekeysupport.com/curriculum-and-learning/curriculum-guidance-all-phases/structuring-curriculum/anti-racism-how-review-and-re-frame-your-curriculum/?marker=full-search-q-anti-racist%20audit-result-20

Conclusion

Based on a review of the data collected on the workforce diversity of Ysgol Calon Cymru, with all staff identifying as either 'White British' (99%) or 'White European' (1%), it can be argued that a mono-ethnic staff body exists. There are many definitions that exist to encapsulate the word 'mono-ethnicity'. One example is provided by Kymlicka (1995, p.64) who states that mono-ethnicity "refers to a society composed of individuals of a single ethnic group"[26] By the same token, the diversity of learners at Ysgol Calon Cymru can also be described as mono-ethnic when we consider the definition put forward by Teitelbaum and Winter (2018, p. 231) who state that "Monoethnicity is the characteristic of a society in which a single ethnic group constitutes a majority or a dominant segment of the population" as 95.9% of learners identify as 'White British'.

This existing level of mono-ethnicity in our school and community may result in our learners having less awareness and understanding of different cultures. There are very few minority ethnic voices being heard, faces seen and experiences shared. There is a danger that limited worldviews become ingrained amongst learners due to a lack of opportunities to mix and relate with young people from different backgrounds. This is especially true if curriculum content is narrow in its scope and lacks variety. The concept of 'otherness' is perpetuated and heightened as seeing people from a minority ethnic background may not be normalised.

The Welsh Government has identified the issue of workforce diversity and have taken steps to encourage the recruitment of minority ethnic teachers. The challenge therefore is for various stakeholders (i.e ITE providers, schools, Careers Wales and local authorities) to apply key recommendations effectively and to make a tangible impact on the lack of diversity in the education workforce. It will be interesting to see if and when any reviews will be undertaken to measure any progress on the actions that were identified.

When considering the research on workforce diversity, it is clear that there are tangible steps that Ysgol Calon Cymru can take in order to increase the level of diversity within our own workforce. These will be highlighted in the recommendations below with more detail provided in a strategic action plan.

This project has crystallised the key points raised by a series of reports on workforce diversity and anti-racism commissioned by Welsh Government. It is clear that anti-racism within education is high on the agenda and that steps have been taken to raise awareness about developing an anti-racist approach in educational settings. Support exists through the DARPL Team and it can be concluded that explicit action can be taken by Ysgol Calon Cymru to address anti-racism through whole school actions, as well as formulating a decolonised curriculum.

What can be understood is that it would make sense for a move towards an anti-racist curriculum to be undertaken alongside a wider, whole school approach. It would seem inconceivable for this type of re-drafting of curriculum content to not be supported by other actions adopted by the school. Effective moves towards anti-racism can not be achieved through isolated strategies and actions alone.

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[26] Kymlicka, W. (1995). Multicultural citizenship: A liberal theory of minority rights. Oxford University Press.

The most striking aspect to consider is the level of professional learning and discourse needed to gain a full understanding and application of key terminology. Phrases such as 'white fragility', 'cultural competency' and 'non-racist' will need to be addressed in order for any moves towards an anti-racist school to begin. Difficult conversations, challenging self-reflection and a change of mindset amongst the workforce will need to happen if we are to succeed.

This research project has highlighted the level of awareness around the lack of education workforce diversity and has summarised the point at which we, at a National level, are at in terms of taking steps to eradicate racism in our schools. A lot of work has been done to pinpoint key issues, resulting in a raft of recommendations and action points. It is now up to all stakeholders to begin applying relevant actions and for Ysgol Calon Cymru to begin its journey towards becoming an anti-racist school.

Evaluation

This investigation has highlighted the issue raised by a number of key reports and studies. A light has been directed on the issues that exist within Welsh education and has demonstrated a sharp focus on the situation at Ysgol Calon Cymru.

I am reasonably satisfied that I have met the aims and objectives of this project. I am certainly more well informed and confident to lead the school towards anti-racism. The research has enabled me to put together a series of recommendations which will provide a stimulus for conversation at senior leadership level and a steer for Ysgol Calon Cymru to begin taking action.

Upon reflection, one glaring omission from my research methods was to engage with parents and learners from a minority ethnic background. It would have been really useful to learn about the lived experiences of these stakeholders in order to gain further insight and inform future planning.

Research into current staff perceptions, attitudes and worries around anti-racism would have been useful to understand current levels of awareness and to get a greater sense of the professional learning needed. Evidence from this research could have been used as part of a baseline for future evaluations.

It would have been useful to include within the project an overview of the school and local authority recruitment processes to see if the content of such documents is conducive to attracting teachers from an ethnic minority background. An overview of school policies, especially the existing Equality Plan, would have also provided further insight into the school's current position. However, these requirements will be met within the list of recommendations.

There was a slight difficulty in collating the data whereby different categorisations were used to represent those from a minority ethnic background. This may well have led to inaccurate data being presented in this report. However, it can be argued that any potential anomalies do not give a significantly misleading impression of the current demographics of national, regional and local areas.

During this project I found that there was an absolute wealth of literature, websites, video-based content and professional learning material to be found on this subject. This was of course excellent but also rather daunting and I found myself at times veering away from the subject at hand. It was challenging summarising different viewpoints and crystallising key information. On the other hand, I found it hard to find material on the potential impact of a mono-ethnic workforce on majority white learners. It would be interesting to know what impact not having any staff from a minority ethnic background has on white learners and non-white learners.

During this project I have learned a lot about the current actions and thinking that exist in Wales on how to develop anti-racist approaches, building a decolonised curriculum and increasing the number of teachers from an ethnic minority background. Being aware of DARPL and engaging with their programme of professional learning has been insightful and enabled me to engage with leading experts within this domain. I enjoyed searching for and discovering research documents and the process of picking out

relevant information. Meeting such luminaries such as Chantelle Haughton, Sue Davis and Rachel Clarke has been inspiring.

This research project enabled me to connect with an old friend, a former teacher and advisor to the New Zealand government, who is a curriculum specialist for an international e-learning provider. Our discussion involved recent developments around the teaching of history in New Zealand and the similarities that exist with the concept of *cynefin* and the new curriculum for Wales. There is potential for future work to be undertaken with this topic, if moves haven't already been made.

As ever, time management and fitting this research project into other activities was a challenge. Having initially discussed the idea with the school headteacher during spring 2022, the project got started in earnest during the preceding summer. However, the school undertook a restructure of the leadership team which led to a change of role and this, along with a school inspection and a move to lead a different campus, meant that the project essentially lay dormant during the autumn of 2022.

It must be noted that undertaking this project has been enjoyable and has enabled me to learn a lot about a topic where I had limited knowledge and experience. It has given me insight and the opportunity to take the lead on steering our school community towards an anti-racist approach. I envisage the future work on this to be long term in its nature and hopeful that Ysgol Calon Cymru in some way helps contribute to Wales becoming an anti-racist nation.

Recommendations

Based on the information gathered and current position of Ysgol Calon Cymru in terms of increasing the diversity of its workforce and curriculum development, the following recommendations have been suggested:

Strategic
1.) The development of an anti-racist strategic plan with actions and timescales which would link with a school anti-racism policy.
2.) Assimilation of key actions from the anti-racist strategic plan into the latest school improvement documents.
3.) Review of the school Equality Plan and any relevant recruitment policies.
4.) To hold a regular audit of the whole school anti-racist approach using resources from the Key Support website.
5.) To identify a Diversity link governor.

Engagement
6.) Engagement with the local authority, ITE providers and other partners (e.g. DARPL, BAMEd Network Wales) to attract a more diverse workforce at Ysgol Calon Cymru.
7.) Engagement with parents and learners on lived experiences within Ysgol Calon Cymru, with a view to forming a working party on developing anti-racism.

Curriculum and Professional Learning
8.) Planning for Improvement – evidence of anti-racist pedagogy within departmental improvement planning.
9.) To undertake a review of curriculum content to identify opportunities to decolonise the curriculum and thread an anti-racist approach within Areas of Learning Experience.
10.) To plan continuous professional learning sessions for staff (with an initial session for senior leaders) including continuous signposting to relevant material e.g. DARPL website.
11.) To monitor and evaluate attainment of BAME learners at each progression point.
12.) To formalise and make accessible the processes behind reporting racist incidents.

Opportunities
13.) To actively seek regional and national educational networks and partnerships to continue the development of understanding and share good practice.
14.) To collaborate with local organisations, businesses, community groups and individuals to further develop understanding and engage in collaborative work.

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Appendices

Appendix 1

"Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan"

Welsh Government – Summary of Actions

Action	Target Date
To appoint an ethnic minority representative to the TRRAB.	Completed
To announce the introduction of an incentive scheme for ethnic minority student teachers including Welsh medium.	October 2021
As part of a general review of the ITE Accreditation Criteria to look at raising the visibility of issues around race and inclusivity.	December 2022
To include in allocations of ITE places a requirement for Partnerships to work towards a percentage of students being from a ethnic minority background.	November 2021
Marketing activity will include targeted campaign work aimed at attracting ethnic minority individuals into teaching.	December 2021
Launch the Betty Campbell (MBE) award for promoting the contributions and perspectives of Black, Asian and Minority Ethnic communities.	October 2021
Ongoing collaboration with stakeholder groups to continue to develop next phases of the plan.	Ongoing
Work with Careers Wales to enhance activities in schools around teaching.	March

ITE Partnerships – Summary of Actions

Action	Target Date
Develop and publish recruitment plans specifically to increase the numbers of ethnic minority applicants to ITE courses including Welsh medium.	July 2022

Action	Target Date
Review existing recruitment processes and interview panel arrangements.	December 2021
As part of the recruitment plan review and enhance the support arrangements for ethnic minority students at all stages of the application and study process.	March 2022
Review the application of the criteria for accreditation requirements in existing programmes and work with EWC, Estyn and stakeholder groups to strengthen and develop.	March 2022
Work with EWC to develop reporting of ethnic minority applications and acceptances to courses as part of the ongoing monthly reporting process.	Monthly

Education Workforce Council – Summary of Actions

Action	Target Date
Continue to collect data on existing workforce and work with partners to increase self-identification from individuals.	Annual
Work with ITE Partnerships to develop reporting of ethnic minority applications and acceptances on to courses as part of the ongoing monthly reporting process.	Monthly
Work with Estyn, ITE Partnerships and stakeholders to strengthen and develop the application of the criteria for accreditation requirements in existing programmes.	March 2022
Continue to develop advocacy services particularly in relation to ethnic minority representation and including Welsh medium.	Webinar confirmed for 25 November 2021. Workshops will continue in early 2022.
Work with partners to ensure that promotional material on Educators Wales is representational of ethnic minority communities.	Ongoing
Ensure that Educators Wales provides clear access to guidance and information to individuals from ethnic minority communities as resources become available.	Ongoing

Estyn – Summary of Actions

Action	Target Date
To review inspection frameworks to ensure that the experiences of ethnic minority students in ITE are assessed.	January 2022
Work with EWC, ITE Partnerships and stakeholders to strengthen and develop the application of the criteria for accreditation requirements in existing programmes.	March 2022

Appendix 2

Two excerpts taken from an Anti-Racist Curriculum audit template created by 'The Key Support Services'.

English:

The first step to take is <u>to improve diversity in your school's books</u>. This article contains a checklist (similar to this review tool) to help you review and improve diversity in your school's fiction and non-fiction books. Apply this checklist to the books on your English curriculum, and follow this up with the questions below.

Display the following questions in English classrooms (either as a poster on the wall or on the white board at all times) to remind staff and pupils to ask themselves:

- Who writes the stories?
- Who benefits from the stories?
- Who is missing from the stories?

Look at the ethnic groups that make up your school community. Are these ethnicities reflected in the characters and authors you study? Are these ethnicities reflected in author visits, or author displays around school?	**If no:** ● Where possible, pupils' own ethnicities and those of their families and communities should be reflected in the characters and authors that you teach, as well as in author visits and displays around school. ● While it's important to make sure your pupils see themselves reflected in the curriculum, it's also important to remember that literature is diverse. Your English curriculum should reflect this, irrespective of your school context.
In books on your curriculum, are BAME characters defined by their race, struggle or "otherness"?	**If yes:** ● You don't necessarily need to remove these books from your curriculum, but you should draw attention to how problematic this is, and encourage pupils to challenge these portrayals, e.g. why is Crooks a minor character in Of Mice and Men? Why couldn't he be the protagonist? ● For example, if studying Of Mice and Men, pupils could write diary entries from Crooks' point of view, to give him a voice and create his backstory.
Do books on your curriculum enforce a "white saviour" narrative (where white	**If yes:**

characters help or "save" non-white characters in a self-serving way)?	● Again, you don't necessarily need to remove these books from your curriculum, but you should discuss with pupils why the "white saviour" trope is problematic and encourage them to challenge it. ● If the only books on your curriculum that deal explicitly with race enforce a "white saviour" narrative (e.g. *To Kill a Mockingbird*, *The Help*), consider swapping with a book that doesn't (e.g. *The Colour Purple* by Alice Walker).
Do you celebrate the rich history of literature and poetry from different cultures? Do you explore the influence of authors and poets from around the world?	**If no:** ● Include authors from around the world in your curriculum if you can, or discuss the influence they've had on literature, in relation to the authors you do study ● For example, talk about Rabindranath Tagore (Bengali writer who won the Nobel Prize in 1913), Rumi (celebrated 13th century Persian poet), Chimamanda Ngozi Adichie (award-winning contemporary Nigerian writer). ● For support with this, have a look at the English teacher-run Instagram account the right writing for ideas of diverse writers to include.

Geography:

Do you use/display maps based on the Mercator projection	**If yes:** ● Be aware that this map (developed in 1569) exaggerates some countries and continents at the expense of others, which are shrunk. ● If you use this map, talk to pupils about who created the map, for what purpose, and how it should be interpreted. Have a look at this learning activity about map projections to support you with this. ● Although no world map is perfect (it's always flattening the curve of the Earth), consider using the more accurately scaled Peters projection.
Does your geography curriculum provide a global overview, or does it focus primarily on western continents and countries?	**If no:** ● As much as possible, make sure your curriculum provides a balanced, global overview of countries and cultures around the world.

	● Have a look at this blog post for help on [teaching sensitive topics in geography]().
Are developing countries discussed and presented in a stereotypical way, in line with negative portrayals in the media? For example, do the only images pupils see of adults and children from the developing world present them as people to be pitied e.g. victims of famine?	**If yes:** ● Challenge pupils' preconceptions and stereotypes about the developing world. ● Avoid using textbooks that perpetuate these ideas through images. ● Provide a range of images of developing countries to offset negative representations in the media. ● Use strategies to unpick 'unconscious bias' such as asking pupils to jot down or draw five things that come to mind when they think of Africa. Then show them cities with skyscrapers from African countries and discuss where preconceptions and stereotypes may have come from.