

ANTI-RACIST CURRICULUM



Points Relevant to the Education Sector from **An Anti-Racist Wales Action Plan** (Welsh Government, 2023):

1

Embedding Anti-Racist Professional Learning

2

Improving Understanding of Diversity and Racism in the Wider Education Sector

How to Move from 'Non-Racist' to 'Anti-Racist'

ACTIVELY-RACIST



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

NON-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.

ANTI-RACIST



DECOLONISATION OF THE CURRICULUM

This means **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.



TYPES OF RACISM

INDIVIDUAL

Offensive harmful behaviour, actions or actions from one person directed against another person or other people, based on race.

INTERPERSONAL

When someone's conscious or subconscious racial bias influences their interactions and perceptions of other people.

INSTITUTIONAL

The implicit or explicit rules and regulations within an organisation that discriminate against marginalised communities.

STRUCTURAL

Biased laws, policies or practices that restrict people's access to services, opportunities and resources because of their race.

Diversity as a Cross-Cutting Theme Within the Curriculum for Wales

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

PROFESSIONAL LEARNING TO CHALLENGE WHITE PRIVILEGE AND TO OVERCOME WHITE FRAGILITY



IMPACT OF MONO-ETHNICITY

Learners having less awareness and understanding of different cultures.

Very few minority ethnic voices being heard, faces seen and experiences shared.

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.



ALL INFO TAKEN FROM THE REPORT WORKFORCE DIVERSITY AND THE DEVELOPMENT OF AN ANTI-RACIST CURRICULUM PLEASE SEE REPORT FOR ORIGINAL SOURCES