

DARPL

Diversity and Anti-Racist Professional Learning

Dysgu Proffesiynol Amrywiaeth a Gwrth-Hiliol

Creating an Anti-Racist Culture in Schools - A Practical Guide for School Leaders in Wales

Ysgol Uwchradd Llanwern High School

Jubilee Park Primary School

Ysgol Gynradd Parc Jiwbili

"A really interesting insight into the anti-racist work of these schools. This document provides a great starting point for other schools and settings who are considering their own development."

Nicky Hagendyk, Central South Consortium

"This document does what it says on the tin...it is written by practitioners, for practitioners and is an essential reference document for your anti-racist bookshelf."

Dr Susan Davis, Cardiff Met

"Setting out clear insights in professional learning and practice, this collection of case studies and practical steps is a helpful tool for all schools and settings as they set out on their journey to anti-racism."

Julian Nicholds, Partneriaeth

"What a pleasure it was to read this document! The school-based examples and guidance will really support and encourage schools to be reflective upon their own anti-racist practice."

Kath Bevan, Newport LA

Foreword



Chantelle Haughton
Director, DARPL

I am delighted to share and commend this DARPL practical resource to provoke, support and challenge professional learning in Anti-Racist professional practice. The resource encourages us all to reflect on our roles and responsibilities as educators in supporting ourselves and our learners to impact societal change in realising Welsh Government's Anti-Racist Wales Action Plan for 2030.

We have co-constructed this guide with leaders who are actively engaged in the step-change, creating an introductory document which calls on leaders to enable and embed anti-racist education across the curriculum and whole school community with sustained authenticity. It provides vignettes and reflection from current practice in Wales to consider alongside undertaking the range of professional learning sessions we provide in DARPL.

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Co-Authors' Foreword

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This document could have been very different. It could have contained lofty academic rhetoric, high level theory and fifty more pages. It could also have consisted of advice about actions that we are planning, or actions we would like to take. However, when Llanwern High School and Jubilee Park Primary School met online for the first time, we agreed that we would create a document for senior leaders that would be as accessible and practical as possible. We wanted it to be rooted in our reality; where every single piece of advice came from practice from within our schools, or another school in Wales that we have had the opportunity to visit. You will find academic resources and references in the additional links, but the document itself is unashamedly practical and Welsh. We hope the document can continue to be 'refreshed' as Wales, and the Welsh education system, moves towards being an anti-racist nation by 2030.

'Inclusive education has not produced equality of outcomes'

Professor Charlotte Williams

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What is Anti-Racism?

Anti-racism moves beyond the promotion of equality and diversity and 'not being racist' to actively opposing racism and being an advocate for individual, institutional and systemic change.

To be able to oppose racism and actively promote an anti-racist culture, leaders and teachers need to have an understanding of the forms of racism and commit to Professional Learning and personal growth in this area, especially around self-reflection. School leaders need to provide opportunities for dialogue, learning and collaboration so that their school can work together to challenge and critically evaluate themselves in order to be anti-racist.

In 2021, Welsh Government published the **Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum** Working Group's final report which detailed 51 recommendations on resources, workforce training, ITE, early career teaching, established teachers and leaders, school level actions and actions for sustainability. All 51 recommendations made in the report were accepted by the Welsh Government by April 2020, propelling a movement to ensure that education plays its key role in the nation's vision and subsequent action plan to become an anti-racist nation by 2030.

What is Culture?

This document is to support you developing an anti-racist 'culture' which immediately raises questions as to what is culture and cultural competency. We view the concept of cultural competency as an understanding of our own cultural identity, our privilege and marginalisation, and the cultural beliefs, values and identities of others. It is not about us holding narrow, preconceived ideologies which inevitably will lead to harmful stereotyping behaviour but acknowledging that culture is subject to flux and change.

A word of warning...

Developing an anti-racist approach takes time, reflection and commitment. This document is not intended to be used as a checklist or tick box exercise. Instead, it should be used to prompt, guide and support your whole-school development into an anti-racist organisation.

We have categorised the advice into:

- Governance and Leadership
- School Environment/Hidden Curriculum
- Parents, Carers and Community Partnerships
- Professional Learning and Development
- Pedagogy and Curriculum

Governance and Leadership

We believe the only way that a whole-school approach to anti-racism can be achieved is if the leadership of the school, including the governing body, is at the heart of the approach. It is fundamental that creating an anti-racist culture in your school starts with leadership. If a single teacher, or even two or three are doing wonders in their own classroom in terms of anti-racist practice and decolonising the curriculum, their work is limited to the select few who are lucky enough to have them as teachers. If a child is subject to a racist incident and they tell an adult or staff member, will they have the same effective response and action, regardless of who they tell? This work needs to be driven from the leadership team in order to engage the hearts, minds and brains of every member of staff in the school (and this includes site, canteen and support staff) so that anti-racist practice becomes a 'want to' and not a 'have to' of your school community.

What can we do?

- **Ask the Learners**. Use members of your leadership team to arrange discussions with Global Majority learners to listen to their lived school and community experience and report back honestly to the leadership team to have a clear picture of how they feel.

- Ensure that anti-racism and decolonising the curriculum are part of the School's Development Plan priorities and actions.

Llanwern High School - Senior Leader Reflection

In terms of the sample of learners interviewed, we wanted to ensure that pupils felt as comfortable to share willingly, honestly and within a safe space. We identified 6 - 8 Global Majority pupils from different year groups and individual conversations were had with each of the pupils initially to invite them to the discussions. It was explained that they would be able to share their views about their experiences as Global Majority pupils at the school, with the aim of informing whole school improvements. If they were comfortable to participate, they were given a letter to take home that explained the discussion and what it would be used for. The letter required signed consent from both parent/carer and pupil. In addition, the letter explained that whilst the discussions would be recorded, this was in order to take notes, and that subsequently the recordings would be destroyed. If additional information was disclosed that required further support, this was actioned through the school's support networks and, for one pupil, ongoing weekly check ins.

- Make your anti-racist work about curriculum and wellbeing. Audit with a diversity lens across curriculum areas and include your wellbeing/pastoral curriculum, including RSE. Make the link between anti-racist vision and the Four Purposes explicit; how can all pupils become healthy, confident individuals without knowing that they won't be discriminated against? How can pupils become ethical, informed citizens of Wales and the world without a decolonised curriculum?
- Ensure that Diversity or Anti-Racism or Anti-Discrimination Lead is a defined senior leader role and responsibility.
- Model behaviours. Engender a culture of honesty at all levels, however difficult, to enable improvement.
- **Move out of your fear zone** to your learning and growth zone to move from non-racist to anti-racist.
- Make a strategic plan to ensure all staff engage with DARPL[1] and have the opportunity to attend annual DARPL training, as a safeguarding minimum requirement.

Llanwern High School - Senior Leader Reflection

When I started to intentionally listen to Global Majority learners in our school as well as read about the lived experiences of Global Majority people, I was embarrassed about how ignorant I had been about racism and the different forms it could take. I came to realise that I had got so many things wrong in terms of the way I understood situations, and had previously thought and acted. I felt ignorant, became almost hyper-vigilant and very quiet in any conversations about race and ethnicity. I worried that I would offend someone or say the wrong thing. Rachel Clarke suggests in the DARPL Senior Leaders Series: 'to be comfortable with the discomfort'. Holding on to Rachel's advice is helping me to overcome my fear about doing this work. Now, I actively read and process a range of diverse perspectives to increase my understanding and positionality. I realised that all my life I've been reading, listening to and have been shaped by white perspectives (colleagues, family and friendship groups). In order to grow and to feel confident about a anti-racist stance in my professional and personal life, I made a conscious decision to read only Global Majority authors. It's made a difference to me. I no longer shy away from conversations around race so that I can grow in allyship and knowledge, and a courageous advocate for anti-racism.

[1] ***https://darpl.org***



- Assess your processes for recording racist incidents and make sure they are fit for purpose.
- Investigate all alleged racist incidents within an agreed and co-constructed process, and communicate that you are doing so with involved parties.
- Ensure that staff, including senior staff, are able to deliver anti-racism education following a racist incident and that all incidents include an education element and/or inform curriculum planning.
- Support key staff to pilot new practice within your school that promotes diversity and decolonising the curriculum to establish a foundation of successful practice.
- Establish a Governor to lead and challenge on anti-racist practice in terms of policies and practice.
- Actively seek Global Majority representation on your Governing Body.
- Ensure that your recruitment process clearly demonstrates your anti-racist stance through adverts, material sent to candidates and tasks/panel questions.
- Mentor Global Majority staff in your school to support their professional development.

Mount Stuart Primary School

Moving forward as a school and a community we have much to learn. We are starting the difficult and uncomfortable work of addressing White privilege in the school, looking to all of our policies and systems through a different lens. We are more aware around the question of unconscious bias and making it front and centre of our decisions. We will educate ourselves and our pupils to be anti-racist. This is the journey for the next 3-5 years; change is difficult and messy but vital to our growth.

School Environment/Hidden Curriculum

The school environment can often 'say' a lot about a school without speaking, and there may be hidden messages that are unintentionally unwelcoming if not consciously examined and addressed.

- Audit your 'hidden curriculum' - walk around your school and note signage, posters, corridor, classroom display, canteen menus. Are they representative of and for all of your pupils?
- Use a diversity lens on your school policies, including school uniform. Are they inclusive? **Have you adopted the Halo code[2] for Afro-textured hair and hairstyles?**
- Look at your reception area - is it welcoming for all parents/ carers with regard to signage, photographs, language?
- Have a look at your learning environments and resources - what do they say? Are they representative of the Global Majority?
- **Make sure pupils know what to do/who to go to if they experience racism or other forms of discrimination.**

Mount Stuart Primary School

We have invested heavily in books that represent our pupils; 'you cannot be what you cannot see'. We choose books that represent Global Majority cultures and history as well as other characteristics in people. We look at coverage throughout a year; we research, read, and cover different authors and different themes /issues. We are mindful of the 'Reflecting Realities report 2017 to 2019' that states 35% of the national school population are from global community heritages with just 5% of books having a Global Majority character. In our community that is even more prevalent, as 95% of our pupils are from global community heritages



[2] *https://halocollective.co.uk/halo-workplace/*



Jubilee Park PrimarySchool

As we have begun to develop our anti-racist curriculum, we have turned more and more to how we construct our learning environments, ensuring they are more representative of our families. In the Early Years specifically, we reflected on our home corners. What did the dressing up clothes, food items and hair related products say about the families in Jubilee Park? Were they inclusive or mostly White in their representation? We looked at the dolls and small world characters used in our provision, considering the messages which were being shared around skin colour, femininity and hair. Moving forward, we continue to reflect as practitioners, asking ourselves some vital questions. How can we ensure that all our communities are represented and respected at Jubilee Park Primary? How do we incorporate our community into our provision and finally how do we ensure our learning environments and pedagogy provide a wider perspective?

- Make sure your website offers a translation facility.
- Make sure your pupils and parents/carers are aware that there are Halal/vegetarian food options and ensure that these are clearly labelled by canteen staff.
- Provide a faith space for students and staff with additional access for religious and cultural events
- Are guest speakers for assemblies/lessons representative of the Global Majority? Do educational visits promote engagement with a wide range of community organisations/ leaders and faith groups?

Llanwern High School

We aspire for every member of staff to complete the DARPL training, and enable staff to deal with racist incidents correctly and confidently. However, until this is the case we have displayed posters around the school and in every tutor group. These posters have photographs of our anti-discrimination staff 'champions' and their room numbers and email addresses, and let pupils know that they can go to these staff if they, or someone they know, has been discriminated against. We want all of our pupils to know someone they can talk to who is committed, trained and confident to support them.

Parents, Carers and Community Partnerships

The involvement of parents/carers and community partnerships is key to growing your anti-racist stance as a school. Not only can Global Majority parents and carers advise and support you, but partnerships with local organisations or national organisations with local representation can help too. Involving the community will enrich what you can offer as a school and help people outside of the school understand what it means to be anti-racist.



Jubilee Park PrimarySchool

As a staff we wanted to know more about our families and their lived experiences. Teaching in the Early Years, we knew we had an important role to play in setting the foundations of addressing race and making sure all children were represented. One of the ways we looked at this was by inviting our families to share their stories with us as part of their home learning. Families presented in many different ways from stories, sharing traditional tales, photographs, recipes, family histories etc. We used this to support us in our planning of themes, in particular books, home-corner resources. By understanding our families lived experiences, we were better able to represent our children and give them a greater sense of Cynefin.

- **Ask your Global Majority parents/carers about their lived experiences of the community and the school and use these to educate your SLT and improve.**

- Be mindful in your approach when reaching out to the Global Majority community. Are you willing to pay for people's time and resources? Consider what you are asking, is it trauma-inducing?

Llanwern High School

We have a half-termly themed Celebrations Calendar which focuses on developing the school community's cultural literacy.

The final theme of the academic year is Migration and last year we hosted the 'Tastes of Newport' festival at the school, which celebrated foods from around the world. Working in collaboration with our local community development team and Persimmon homes, we invited local street food vendors to serve up their award-winning food to pupils, staff, parents, and members of the community.

As a school set in one of the most deprived areas of Wales we wanted to give all stakeholders the opportunity to sample some foods that they might not usually come across, with Venezuelan Pepiadas and Mexican Vegan Tacos becoming the clear favourites! The event is now established in the school calendar, and it further develops the school's connection to the local and global community.

- Consider offering informal conversation classes or even language qualifications for parents/carers.

- Make sure your anti-racist stance is visible on social media and whole school fundraising, for example, the annual Wear Red for Show Racism the Red Card, The Halo Code.

- **Involve parents/carers and the community in whole school events where possible.**

- Make external partnerships happen. You won't necessarily have the expertise to deliver effective Professional Learning in-house, and don't need to. You can speak to DARPL or check out their website for more on partners who can support you. For example, organisations such as Show Racism the Red Card and Race Council Cymru and other local groups will be able to help.

- Engage with your local authority community development team and ethnic minority achievement service. Collaborating with these partners benefits the whole community and allows costs to be shared and broadens the anti-racist message.

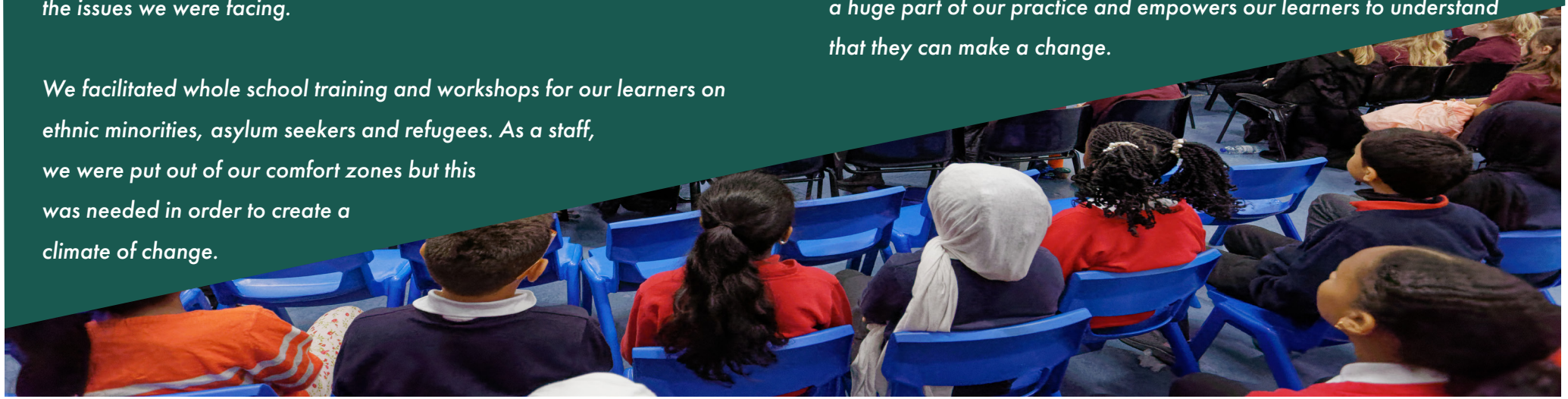
Pembroke Dock

We recognise that many of our learners have limited life experiences and that there is limited diversity in our catchment area. At the time of creating our topic there were local tensions, as asylum seekers were being temporarily housed nearby, and the conflict was reported in the news. Our own strategic equality plan has a target to reduce the number of racist and hate crimes in the community. From this, a whole school topic was brought together entitled 'Don't Hate, Educate'. We wanted to provide our learners with the ability to question what they were seeing and hearing in the media, in our locality and even in our school, and to not accept racism and inequality. We planned closely together as a whole school, consulted with others and began by looking at the log of racist incidents in the school to fully comprehend the issues we were facing.

We facilitated whole school training and workshops for our learners on ethnic minorities, asylum seekers and refugees. As a staff, we were put out of our comfort zones but this was needed in order to create a climate of change.

We could immediately see that using empathy texts was an opening to our topic. We knew that in order for our pupils to understand racism they needed to empathise with others and put themselves in others' shoes. We linked our texts to the RSE curriculum and purchased a huge range of diverse texts. Through using these texts, we found that pupils were able to recognise the feelings of others with different perspectives, experiences, values and beliefs.

We encouraged families to get involved and take an empathy walk in the community where they assigned feelings to each part of their walk. As a family they created videos, shared maps of their walks and made empathy resolutions to help others in the community. Social activism is a huge part of our practice and empowers our learners to understand that they can make a change.



Professional Learning and Development

As the data published by the Education Workforce Council (EWC) show, school teachers and members of leadership teams are overwhelmingly White British. This means that nearly all of the teaching staff and leadership in schools in Wales will have had the privilege of not having to think about the day to day microaggressions and systematic and institutional racism that the Global Majority face. They might have well-meaning but essentially damaging approaches to dealing with racist incidents, or slurs and teaching content. This is why it is essential to 'reset' your staff in terms of Professional Learning but also make sure that you create the right environment for that reset.

- Conduct staff interviews/questionnaires. How confident are your staff with regard to dealing with racist incidents? Is that confidence misplaced? Do they know what constitutes a racist incident? How knowledgeable are they around decolonising the curriculum? What do they need from Professional Learning?

- Use the excellent DARPL live and pre-recorded Professional Learning workshops available for senior leaders, teachers and support staff[3].

- Involve all staff. It's no good if all of your teaching staff are learning about anti-racist practice if your site, admin, canteen and support staff aren't included and don't understand the vision.



[3] *https://darpl.org*

Llanwern High School

We needed to support our staff to be more racially literate and confident in dealing with racist incidents and inspired to make curriculum and pedagogical changes because it was the right thing to do, rather than because they were being directed to do so. This was the place from where the idea for the 'Celebrating Diversity Conference' evolved. We designated an inset day in the summer term of 2021 and designed a day that would take the best features from nationwide conferences: a guest keynote speaker and a choice of workshops. These workshops would be delivered by both external partners and teaching staff from our school and others.

It was felt that through staff being able to choose two of the workshops that they were drawn to and had opted to find out more about, the feeling of this being 'top down' and 'just another initiative' would be avoided.

All staff at Llanwern - not just teaching staff and teaching support staff - took part in the conference. It was of paramount importance for us as a school to be able to 'set out our stall' in our commitment to an anti-racist approach, and the conference was the official starting point to demonstrate this.



- **Allow some choice in what your staff focus upon within their move to anti-racism.** Once you're on board/consciously aware of institutional racism, you'll want to move forward quickly but it's important that this work brings everyone on the journey. You need a culture of 'wanting to' not 'having to', and you also need a 'diverse many' not a 'select few'.

- **Use all of the tools at your disposal to consolidate your work. Is it part of your SDP and/or school vision?**



Jubilee Park PrimarySchool - Teacher Reflection

Effective Professional Learning is crucial in our journey towards becoming anti-racist and decolonising the curriculum. Personally, it has allowed me time to reflect on previous planning and teaching experiences and critically analyse them through an anti-racist lens. This allowed me to reflect on instances where I may have unintentionally 'othered' or looked through a Eurocentric lens. Through our Professional Learning I have begun to consider 'what part of the story is missing?' I began asking, how can I elevate the voices and lived experiences of the Global Majority? In Year 6, our theme is 'Our World and Beyond', exploring how our world and space are linked. When planning the literacy aspect, I used the book 'Hidden Figures' to celebrate the achievements of four Black women in the American space race.

Learners found out about each woman's achievements and used this to write a persuasive letter about why these women should be celebrated and included in our curriculum. I utilised the Anti- Racist toolkit provided by DARPL to consider planning my resources. This helped me to ensure that learners understood the context of segregation but didn't dwell too heavily on negative aspects, instead celebrating these women's achievements.

Mount Stuart Primary School

The school's vision is central to the story; it provides the horizon we are aiming at:

- *As a learner at Mount Stuart Primary School you will have opportunities and experiences that will challenge you to become healthy, open-minded citizens who think critically and communicate confidently.*
- *You will be able to build, maintain and repair relationships throughout your life.*
- *You will be equipped with world-class skills, enabling you to achieve highly and preparing you for a constantly evolving, exciting future.*
- *You will understand your heritage and be proud of who you are as part of our diverse Mount Stuart community.*

- Use an anti-racist universal Performance Management objective that supports independent Professional Learning.
- Use informal, as well as formal, opportunities to facilitate Professional Learning. Invest in a school library of recommended readers. Set up a staff Book Club and read together with a social opportunity for discussion and reflection.



Jubilee Park PrimarySchool - Teacher Reflection

With the introduction of the An Anti-Racist Wales Action Plan and the importance of it being embedded within the new curriculum, I decided to use my professional learning time to develop my understanding of anti-racism, my White privilege and the positive role I could play in my capacity as a teacher. I began by focussing my reading on a personal level, looking at books such as; Me and White Supremacy, Layla F Saad, White Privilege: Unpacking the invisible knapsack, Peggy McIntosh and Anti-Racist Wales by Welsh Government. Once I had begun 'the work' on myself, I felt better prepared to start thinking about how I could use this research to help me begin planning for my themes within the classroom. The impact of my research allowed me to plan focusing on change not blame or shame, model inclusive behaviour and ensure there was diversity within our curriculum.
I have continued to educate myself further through our whole school approach to professional learning and using our schools link with DARPL.

- Use smaller group settings for some anti-racist Professional Learning, as appropriate, to make sure that everyone is involved and has a voice.

- Look for funded opportunities to support your own development and research, for example, through the British Educational Research Association (BERA) or Arts Council Wales. Funding will give you time, as well as other resources, to support your work.

- Use external organisations or professional bodies to strategically advise and assess your practice. For example, Leeds Beckett University's 'Anti-Racist School Award' or Fig Tree International's 'Race And Conscious Equality' (RACE) Charter Mark.

- Use the library on DARPL to learn about others' experience and contribute your own findings/experience to the conversation.

Pedagogy and Curriculum

Curriculum design should be guided by your school vision and enable all learners to progress towards the four purposes. In order to develop an anti-racist curriculum, it is important to support and encourage teachers to consider their themes through the lens of diversity and Cynefin.

'The Curriculum for Wales offers schools a unique opportunity to explore its cultural heritage and diversity, its languages and the values, histories, and traditions of its communities and all of its people. Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their Cynefin. This will not only allow them to develop a strong sense of their own identity and wellbeing, but to develop an understanding of identities and make connections with people, places, and histories elsewhere in Wales and across the world. It is important for this to be inclusive and to draw on the experiences, perspectives, and cultural heritage of contemporary Wales' (Designing a Curriculum in Wales and for Wales, Hwb)

When developing curriculum design, lesson content and delivery, there should be careful consideration around presenting a stereotypical view of ethnic and national cultural traditions. Although often well intentioned, lesson content and delivery can reinforce or sometimes create racial prejudices. Creating a common understanding in order to build an authentic view of people as they really are, is essential in avoiding a presumed 'difference' or 'othering', and truly realising Cynefin.

- Establish a baseline for your work through curriculum and wellbeing Diversity audits. This will also hold up a 'mirror' for staff to see how they need to decolonise and diversify their curriculum and offer opportunities to celebrate the contributions of the Global Majority. Too often representation is only from a deficit model, for example, the trans-Atlantic slave trade and Crooks in Of Mice and Men.

- Facilitate ongoing and regular Learner Voice. Set up a Pupil Diversity Discussion and Celebration Group so that you continue to hear the voices of Global Majority pupils and their allies. Use the pupils to advise/peer review any draft policies/recruitment processes, posters, resources etc.

- **Make decolonising the curriculum and Diversity a priority driver in your work on the Curriculum for Wales; use it as a lens to reflect upon your work so far and guide modifications accordingly.**

Ysgol Nantgwyn

Curriculum design has been at the heart of our development as a learning organisation. Since opening, we have developed staff to be able to develop a curriculum that meets the varied and diverse needs of our pupils and the demands of the world that they live in. Our curriculum encompasses the broader needs of our pupils, explores their identity, culture, and the context in which they live, and it also supports them to become increasingly aware of the identity of others, both within Wales and outside of it. The curriculum is co-constructed with increasingly embedded participation, involvement, and engagement from pupils (in particular) but also parents and governors. Using an enquiry approach, pupils have explored a range of notable Welsh figures from across different representative groups to support reflection on identity and develop their understanding of the contributions of the Global Majority and the impact that their voice and/or actions have had in Wales.

- Use established platforms and opportunities to share good practice around anti-racist practice and resources, or on the cross curricular theme of Diversity.
- Include all AoLEs in decolonising the curriculum, not just the more obvious Humanities and Languages, Literacy and Communication subject areas.

Llanwern High School

Many mathematical origins are not British, but more often from Greece, Mesopotamia, India and China. We have encouraged our pupils to understand this in three ways. Firstly, we show them images of mathematicians and mathematics from across the world in our display and lesson resources. These can involve the creator or someone who has further developed mathematical understanding in the modern world. Secondly, we set relevant research-based homework on mathematicians from across the world so that the pupils can move away from a Eurocentric approach and discover and recognise the positive influence that the Global Majority has had on mathematics. Thirdly, we use the research homework and display it across the department. This is to show pupils it is not just their (predominantly white) teachers who are mathematicians. Possibly, there are people who may think this doesn't develop mathematical knowledge, but when all pupils recognise the global influences on mathematics, it is not only representative, it contextualises their learning and is inspirational to all.

- Facilitate peer reviews of work, for example units of work/ themes, Teaching and Learning policies, RSE resources, monitoring and evaluation reports, with a diversity lens.

- Collaborate with a partner school with a different demographic so that you, your pupils and staff have the opportunity to discuss and work together on educational experiences and approaches.



Ysgol Gyfun Glantaf/Llanwern High School

Following attendance at the Celebrating Diversity Conference at Llanwern, it was clear from subsequent correspondence that both the leadership teams of Glantaf and Llanwern shared a drive and desire to create an anti-racist culture. With the lack of lived experience on both staff bodies, we made a decision to be led by the pupils in a collaborative project.

It was a complete educational privilege to watch and listen to Global Majority pupils and their allies from both schools meet and discuss their experiences. The pupils have had the opportunity to visit each other's schools and, together, directed, filmed and edited a bilingual Professional Learning video for staff. Working collaboratively helped both schools commit to and negotiate unfamiliar work and begin to understand the issues faced by Global Majority pupils, regardless of demographic or language medium.

Ysgol Penyffordd

We enriched our library and reading spaces last year, with books from a diverse spread of authors. It was important to us to address the disproportionate representation of the global majority in children's books. We felt it was more important than ever, for all our pupils, but especially our small minority from diverse ethnic backgrounds to connect and feel represented. Fortunately, we were spoiled for choice; much has changed since the first publication of the Reflecting Realities report (CLPE).

You will see texts such as the Diverse Voices series, Asha and the Spirit Bird, Jasminder Bilan, Astro Girl, Ken Wilson-Max, Hidden Figures and Ada Twist, Scientist, Andrea Beaty. It has helped shape our strong reading culture and has inspired debate, real interest and enthusiasm.

We take this diverse representatin for all our work - multimedia, the arts, wellbeing, science and literature. It is the beginning of a journey towards a more supportive and inclusive learning environment.

- Consider applying for funding from the newly established Taith - funded by the Welsh Government or the British Council, to work with a school outside of the UK.
- Evaluate your sharing of good practice. It's not enough to share; the opportunity to reflect upon your peers' practice and decide next steps is as (if not more) important.
- Use networks such as DARPL and BAMEed networks to establish links with schools that have demonstrated progress in the areas you'd like to focus upon.
- Use external experts wherever possible. Having a different voice can have more of an impact, will be more memorable and could lead to further opportunities for your school. Have a designated Senior Leadership person to link with external providers, even if other staff are undertaking the projects as lead.
- Look at your teaching and learning resources in terms of images, examples, case studies, classroom display - are they representative of the Global Majority?

Afterword



This is just the beginning; anti-racism is both hard work and 'heart' work.

We will all need to be the change and ensure that everyone feels their own Cynefin - their personal place of belonging in Wales and the world.

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Thanks to

PARTNERIAETH

Cyngor Sir Gâr Carmarthenshire County Council

Cyngor Abertawe Swansea Council

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

NEWPORT
CITY COUNCIL
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Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol Cymru
National Academy for Educational Leadership Wales

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Glossary/Definitions

(Haughton & Davis, 2022)

Affinity bias	When you unconsciously favour children and adults who look like yourself / dress / talk or are from the same social class as yourself.
Anti-racism	The active commitment to identify and challenge racism and discrimination at an individual, institutional and systemic level.
Bias	A preference in favour of, or against, a person or a group based on personal characteristics or stereotypes.
Cynefin	According to Hwb and 'Designing your Curriculum', cynefin is "the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it." To us, it is our personal sense of belonging and identity.
De-colonisation	This is a process whereby work is done to 'de-colonise' or deconstruct historic structures, which are a legacy of during British Imperialism and colonialism. It is vital to implement this way of working, to ensure that you create cultures of equity within your professional practice.
Discrimination	The unequal treatment of members of various groups, based on protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Glossary/Definitions

(Haughton & Davis, 2022)

Diversity	The presence of a wide range of different characteristics in a group of people or organisation. Diversity includes all the ways that people differ. It can include factors such as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background, socioeconomic status and expertise. It also involves different ideas, perspectives, and values.
Equity	The process of ensuring fairness and impartiality, recognising that we do not all start from the same place and that adjustments need to be made to address imbalances.
Gaslighting	False narratives put forward that lead another person or group of people to doubt their own perceptions of reality, potentially causing them to become disoriented or distressed.
Global majority	Global Majority is a collective term that first and foremost speaks to and encourages those so-called to think of themselves as belonging to the global majority. It refers to people who are Black, Asian, Brown, dual-heritage, indigenous to the global south, and or have been racialised as 'ethnic minorities'.
Hidden curriculum	The unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in a school environment.
Inclusion	Enabling people to participate fully in what we do. Appreciating and using our unique differences in a way that shows respect for the individual.
Individual racism	Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.
Institutional racism	Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups.

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Glossary/Definitions

(Haughton & Davis, 2022)

Microaggressions	Everyday, subtle verbal or nonverbal behaviour that is directed at a member of a marginalised group, and has a harmful, derogatory effect. This may be intentional or unintentional.
Race	A socially constructed system of categorising people, based on geographic, historical, political, economic, social and cultural factors, as well as physical traits.
Racialisation	The process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life.
Racism	Prejudice, discrimination, or antagonism by an individual or institution against a person or people on the basis of their racial or ethnic group, typically one that is a minority or marginalised.
Stereotype	A widely held assumption based on things like race, colour, ethnic origin, place of origin, religion, etc. Stereotyping typically involves attributing the same characteristics to all members of a group regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalisations
Unconscious bias	Unconscious bias refers to the deep-seated prejudices we all absorb due to living in deeply unequal societies. Unconscious or implicit bias can lead to instinctive assumptions e.g. that a nurse must be a woman or an engineer must be a man refers to the deep-seated prejudices we all absorb due to living in deeply unequal societies.
Vignettes	A brief example, case study, real-life story or recapping of an experience, which is used to illustrate and reflect on an issue or professional learning opportunity.
White privilege	Inherent advantages possessed by a White person on the basis of their race in a society characterised by racial inequality and injustice.

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Interesting Documents

Addressing Inclusion
https://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-EffectivelyChallenging-Racism-in-Schools.pdf

An Introduction to Anti-Racist Curriculum Development: A Guide for Teachers in Scotland https://www.crer.org.uk/anti-racist-curriculum

Anti-Racist Curriculum Project in Scotland
https://www.enhancementthemes.ac.uk/resilient-learning-communities/equalitydiversity-and-inclusion/anti-racist-curriculum-project

Engaging Effectively with Black and Minority Ethnic Parents in Children's and Parental Services https://dera.ioe.ac.uk/6735/2/DCSF-RR013.pdf

EWC Practitioner Toolkit - Good Practice Guidance for Anti-Racism
https://www.ewc.wales/site/index.php/en/fitness-to-practise/good-practice-guides/guideto-good-practice-tackling-racism.html

Promoting and Developing Race, Equity and Anti-Racist Education: An Overview
https://education.gov.scot/media/e1ykcihd/promoting-and-developing-race-equality-andanti-racist-education.pdf

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Welsh Government (2021) Black Asian Minority Ethnic Communities contributions, Cynefin Available online at: https://gov.wales/sites/default/files/publications/2021-03/black-asianminority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-finalreport.pdf

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https://darpl.cymru/

https://childreninwales.org.uk

https://www.childcomwales.org.uk

https://www.bameedwales.org/resources

https://racealliance.wales/

https://racecouncilcymru.org.uk/

https://www.theredcard.org/wales

https://socialcare.wales/landing-page/early-years-and-childcare

https://www.theantiracisteducator.com/

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