DARPL Enhanced Leadership Series

(Cohort Four, Spring 2025)

Welcome

Thank you for your advocacy and commitment to the DARPL Enhanced Leadership Series. We look forward to welcoming you on the next cohort for this series, which provides opportunity for deep, collaborative professional learning, with a focus on anti-racist leadership with Team DARPL, academics, experts in the fields and a strong pan-Wales cohort of anti-racist leaders.

The DARPL Enhanced Leadership Series is designed for leaders in Education Improvement, Policy Development, Research, Early Years, Primary, Secondary and Further Education, Childcare, and Play work. Leaders in youthwork are also welcome.

This series is a critical extension of the introductory work. Leaders will have already started on their DARPL journey in the DARPL Senior Leaders / Governors Series. The aims, learning objectives and learning outcomes for the Enhanced Leadership Series are set out in detail in this document.

If you have any questions please email Chantelle Haughton, DARPL Founder-Director or Kin Yu (ELS co-ordinator) at darpl@cardiffmet.ac.uk

On completion of the DARPL Enhanced Leadership Series, participants will:

- Engage in a plenary dissemination event and be invited to other dissemination spaces.
- Work with Team DARPL to have collaborative blogs / vignettes published on the DARPL Virtual Campus.
- Have the opportunity to continue with engagement and support via the DARPL Community of Practice, Reflective Practice and Research Group; DARPL Advocacy Network (DAN); DARPL consultation and continuous professional learning opportunities.

Prerequisites and commitment

(1) Each participant to be:

- a Senior Leader,
- a Governor,
- in a senior/middle tier or co-ordinator role in education,
- in a childcare, playwork leadership position or early years leadership, or
- in policy development.

Please note that DARPL funding offers free places for leaders in education, childcare, and playwork. If you're a leader in FE, post-16, business, or other contexts, please contact us to discuss options, and costs: darpl@cardiffmet.ac.uk

(2) Each participant to have undertaken the DARPL Senior Leaders or Governors or Childcare Play and Early Years (CPEY) Senior Leaders recorded series (links below) prior to starting this Enhanced Leadership Series.

English medium	Welsh medium
Senior Leaders recorded series: https://darpl.org/courses/supporting-senior-leaders-on-their-anti-racist-journey/	Senior Leaders recorded series: https://darpl.cymru/courses/supporting-senior-leaders-on-their-anti-racist-journey/
Governors recorded series: https://darpl.org/courses/governors-series/	Governors recorded series: https://darpl.cymru/courses/cyfres-i-lywodraethwyr/
CPEY Senior Leaders recorded series: https://darpl.org/courses/childcare-play-and-early-years-senior-leader/	CPEY Senior Leaders recorded series: https://darpl.cymru/courses/gofal-plant-chwarae-ar-blynyddoedd-cynnar-cyfres-i-uwch-arweinwyr/

(3) At the start of the Enhanced Leadership Series (Day 1), each participant to be prepared to discuss their learning and actions that they have undertaken in their own work/context during the DARPL Senior Leaders or Governors series.

(4) Participants will need to commit to attend the **entire** series of sessions, along with two working days per term on reflective enquiry/action research and commitment for action in embedding anti-racist leadership principles within practice.

(5) Participants will need to commit to invest in independent guided learning time, in order to be dedicated to undertaking sustained reading, policy and practice development and reflective enquiry/action research in their learning organisation.

(6) All series dates will be given in advance. If a participant is unable to attend a session due to unforeseen circumstances, then an apology should be sent to darpl@cardiffmet.ac.uk

Individual Outputs and Impact Opportunities

- As part of the professional learning, all participants will be expected to and supported to implement anti-racist leadership interventions within their own work context.
- Independent Reflective Practice tasks will be set throughout the series for leaders to explore within the context of their own leadership.
- As part of the directed study tasks, all participants will have the opportunity to and be supported to create a reflective blog (*500 – 1000 words*) to have published within the DARPL Virtual Campus (optional).

Aims:

The DARPL Enhanced Leadership Series (ELS) aims to support, challenge and extend anti-racist professional learning with leaders in education, childcare, playwork and early years who have previously undertaken the DARPL Senior Leadership or DARPL Governors Series (*endorsed by National Academy for Educational Leadership, 2023*). The ELS aims to equip leaders to develop tools, strategies and principles which will embed anti-racist leadership and impact in their context. The ELS contributes to the realisation of Welsh Government Anti-Racist Wales Action Plan (ARWAP) and Curriculum for Wales with consideration of the *'Communities, Contributions and Cynefin: Black Asian Minority Ethnicities in the New Curriculum for Wales Report, 2021'.*

Objectives:

The DARPL Enhanced Leadership Series aims to provide leaders with the opportunity to:

- Recognise the value and importance of anti-racist professional learning as a continuum.
- Enable an appreciation of new ways of working for sustainable active critical change through anti-racist professional leadership.
- Share peer to peer experiences in dialogic spaces for community of practice development and nationwide leadership impact.
- Enable leaders to develop/contribute to strategic plans aligned with Prof Charlotte Williams' Report Recommendations and related to Welsh Government Anti-Racist Wales Action Plan (ARWAP).
- Use and co-construct the tools to critically appraise and inform their own organisational culture.
- Develop academic research and enquiry skills and to be ethically aware.
- Explore and develop racial literacy.

Professional Learning Outcomes

On successful completion of the DARPL Enhanced Leadership Series, the professional learners will be able to:

1) Recognise anti-racist leadership and professional practice and raise awareness through extended authentic self-reflection including explorations of whiteness, power dynamics in leadership and professional practice.

2) Define (within their own professional context) key practices of anti-racist leadership and race equity.

3) Lead / engender safe and brave spaces within their organisations/professional practice through policy and practice reform.

4) Create materials, policy and environments to support anti-racist professional practice and wellbeing.
5) Implement professional learning through reflective enquiry/ action research /pilot /review in the context of their own work.

6) Investigate the challenges / barriers that exist for senior and middle tier leaders when shifting from generic inclusive practice to anti-racist whole organisational culture.

7) Reflect on and analyse the actions carried out to reform Improvement Plans and Strategic Equity Plans, when considering anti-racism.

8) Develop critical thinking on race equity and in relation to academic writing/research.

Learning and Teaching Delivery Methods:

A variety of scheduled learning and teaching delivery methods will be used during the series, including in-person workshops and webinars, virtual sessions, independent/group work, independent guided learning, peer to peer constructed and collaborative learning.
Seminars and workshops will provide community of practice opportunities to:

- discuss critical issues in practice;
- explore reflective enquiry in context;
- share interventions for improvement undertaken;
- reflect on your wider reading;
- share community outreach and experiences;
- spotlight your anti-racist learning needs in context.

Links will be clearly made to relevant theory and policy throughout the series.

DARPL ELS Timetable – Cohort Four:

Dates to be confirmed (subject to funding details from WG).

(with live simultaneous Welsh translation)

Day:	Date:	Times:	Mode:	Title:
1	12th March 2025 (South Wales) 27th March 2025 (North Wales)	9.00-15.30	in-person	Welcome, introduction to ELS, pre-course survey Leading Change Crossing the line Above and Below the Line
2	10th April 2025 (North and South Wales combined)	9.30-13.00	online synchronous	Reflective Practice and Critical Reflection Cohort-led collective reflection session on learning from Day 1
3	28th April 2025 (South Wales) 7th May 205 (North Wales)	9.00-15.30	in-person	Rethinking your what, why and how: Culture and Curriculum
4	20th May 2025 (North and South Wales combined)	9.30-13.00	online synchronous	Community Connections Cohort-led collective reflection session on learning from Day 3
5	23rd June 2025 (North and South Wales combined)	9.30-13.00	online synchronous	Policy Research and Practice
6	9th July 2025 (North and South Wales combined)	9.00-15.30	in-person	Plenary Symposium – Cohort-led collective reflection, dissemination and celebration of leadership development Evaluation of DARPL ELS

Guidebook Detail – *About Session Content & Reading*:

Supported Self-Evaluation Day (Plenary).

Focus themed workshops.

The sessions will be dynamic to create opportunity for new concepts and learning, co-construction of knowledge, sharing reflective enquiry/ action research undertaken and building a flow and process of collaborative learning. Whilst we adhere to the aims and learning outcomes for the series, the dialogic spaces are flexible to meet cohort needs and development throughout the series.

Day 1 in-person (North/South Wales):

Leading Change - Crossing the line

Above / below the line

Learning Outcome/number(s) links: 1, 2, 3, 4, 5, 7

Professor Williams' recommendation numbers: 23, 24, 26, 30, 31, 32, 37

Consider Anti-racist Wales Action Plan (ARWAP)-2024 update: Leadership chapter – https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html#:~:text=This%20refreshed%20plan%20emphasises%20the,the%20scale%20of%20the%20challenge

Day 2 online synchronous (North and South Wales):

Part 1: Reflective Practice and Critical Reflection (webinar)

Part 2: Cohort-led Collective Reflection on Learning from Day 1

Learning Outcome/number(s) links: 1, 3, 5, 8

Professor Williams' recommendation numbers: 30, 31, 32, 34, 37

Consider Anti-racist Wales Action Plan (ARWAP)-2024 update: Leadership chapter –

https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html#:~:text=This%20refreshed%20plan%20emphasises%20the,the%20scale%20of%20the%20challenge

Day 3 in-person (North/South Wales):

Rethinking your what, why and how: Culture and Curriculum

Learning Outcome/number(s) links: 2, 4, 5, 8

Professor Williams' recommendation numbers: 30, 32, 34, 35

Consider Anti-racist Wales Action Plan (ARWAP)-2024 update: Leadership chapter –

https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html#:~:text=This%20refreshed%20plan%20emphasises%20the,the%20scale%20of%20the%20challenge

Day 4 online synchronous (North and South Wales):

Part 1: Community Connections

Part 2: Cohort-led Collective Reflection on learning from Day 3

Learning Outcome/number(s) links: 2, 4, 5, 7, 8

Professor Williams' recommendation numbers: 24, 27, 28, 29, 30, 31, 32, 34, 35, 37

Consider Anti-racist Wales Action Plan (ARWAP)-2024 update: Leadership chapter –

https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html#:~:text=This%20refreshed%20plan%20emphasises%20the,the%20scale%20of%20the%20challenge

Day 5 online synchronous (North and South Wales):

Policy Research and Practice

Learning Outcome/number(s) links: 1, 2, 6, 7, 8

Professor Williams' recommendation numbers: 23, 30, 31, 32, 34

Consider Anti-racist Wales Action Plan (ARWAP)-2024 update: Leadership chapter –

https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html#:~:text=This%20refreshed%20plan%20emphasises%20the,the%20scale%20of%20the%20challenge

Termly Pop-in Support and Challenge Conversations (optional)

Cohort participants to lead with their questions / ideas – Team DARPL and partners to support and challenge.

Collective Reflection.

Day 6: Plenary Symposium

Cohort-led Collective Reflection, Dissemination and Celebration of Leadership Development

Evaluation of DARPL ELS

Learning Outcome/number(s) links: 1, 2, 3, 4, 5, 6, 7, 8

Consider Anti-racist Wales Action Plan (ARWAP)-2024 update: Leadership chapter –

https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html#:~:text=This%20refreshed%20plan%20emphasises%20the,the%20scale%20of%20the%20challenge

Required Reading

Coghlan, D. (2019) *Doing Action Research in your own organisation*. London: Sage

Diangelo, R. (2022) *Nice Racism. How Progressive White People Perpetuate Racial Harm*. NY: Penguin

Gilborn, D. (2024) White Lies. Racism, Education and Critical Race Theory. London: Routledge

Pears, R. and Shields, G. (2022) *Cite them Right*. The essential referencing guide. London: Bloomsbury study skills.

Rutherford, A. (2020) *How to argue with a racist. History, science, race and reality.* London. W & N publishers.

Warmington, P. (2024) Permanent racism. Race, class and the myth of postracial Britain. Policy Press

Wilson, H and Kara, B. (2022) *Diverse Educators: A Manifesto*. London: University of Buckingham Press.

Recommended Reading

Books / Chapters:

Akala (2018) Natives. London: Two Roads

Boakye, J (2022) *I heard what you said: A Black Teacher, a white system, a revolution in education*. London: Pan Macmillan

Campbell-Stephens, R. M. (2021). 'Introduction: Global Majority Decolonising Narratives'. In *Educational Leadership and the Global Majority* (pp. 1-21). Palgrave Macmillan, Cham.

Devarakonda, C. (2020) *Promoting Inclusion and Diversity in Early Years Settings: A Professional Guide to Ethnicity, Religion, Culture and Language.* London: Jessica Kingsley Publishers.

Hammond, Z. (2014) *Culturally Responsive Teaching & the Brain.* London: Sage.

Kadiwal, L., & Abu Moghli, M. (2021). *Decolonising the curriculum beyond the surge: Conceptualisation, positionality and conduct. London Review of Education*.

Kinouani, G. (2021) *Living While Black*. London: Penguin

Moncrieffe, M.L., Fakunle, O.,Kustatscher, M. and and Olsson Rost, A. (2024) (eds.), *BERA Guide to Decolonising the Curriculum*

Smidt, S. (2020) *Creating an Anti-Racist Culture in the Early Years: An Essential Guide for Practitioners.* London: Routledge

Sealey-Ruiz (2020) *Racial Literacy Model*. https://www.yolandasealeyruiz.com/racial-literacy-project

Schucan Bird, K., & Pitman, L. (2020). 'How diverse is your reading list? Exploring issues of representation and decolonisation in the UK'. *Higher Education*, *79*(5), 903-920.

Wallace, M. and Wray, A. (2021) *Critical Reading and Writing for Postgraduates*. London: Student Success. Sage.

Policy:

Davis, S. Haughton, C., Chapman, S., Okeke, R., Smith, M., Yafele, A., Yu, K. (2021) *The Recruitment and Retention of teachers from Minority Ethnic backgrounds in Wales*. Available online at: https://hwb.gov.wales/api/storage/340a0584-d8d1-48c5-a917-9477be03fccc/report-into-the-lived-experiences-of-teachers-and-middle-and-senior-school-leaders-from-minority-ethnic-backgrounds.pdf

EWC (2019 and 2020) Ethnic minority representation within the school workforce in Wales Phase 2 and Phase 3 Reports for the Welsh Government.

Joseph-Salisbury R. (2020) *Race and racism in English secondary schools*. Runnymede Trust. Available at: 61bcc0cc2a023368396c03d4_Runnymede Secondary Schools report FINAL.pdf (website-files.com) (accessed 8th March 2024).

Race Alliance Wales (2021) *Show us You Care Report.* Swansea: RAW. Available online at: https://racealliance.wales/wp-content/uploads/2021/04/Show-Us-You-Care-Full-Report-1.pdf

Runnymede Trust (2019) Barriers Report: The Impact of Racism on Black Teachers. Available online at: https://neu.org.uk/barriers-report-impact-racism-black-teachers

Welsh Government (2021) published a clear set of recommendations in 'Communities, Contributions and Cynefin: Black Asian Minority Ethnicities in the New Curriculum for Wales' https://gov.wales/final-report-black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum

Welsh Government (2021) ITE Black, Asian and Minority Ethnic Recruitment Plan. Available online at:https://gov.wales/initial-teacher-education-black-asian-and-minority-ethnic-recruitment-plan-html

Welsh Government (2022) Anti-racist Wales Action plan. Available online at: https://gov.wales/ant-racist-wales-action-plan

Welsh Government Race Equality Action Plan (2021) for 2030. Available online at: https://gov.wales/sites/default/files/consultations/2021-03/race-equality-action-plan-an-anti-racist-wales_2.pdf

Williams, C. (2021). Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group. Available online at: https://dera.ioe.ac.uk/37607/1/black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf

Journal

British Education Research Association Journal (BERA) - https://www.bera.ac.uk/resources/all-publications/bera-journals

Davis, S., Haughton, C., Chapman, S., Okeke, R., Yafele, A., Yu, K., Smith, M. (2023) The recruitment and retention of teachers of colour in Wales. An ongoing conundrum? *The Curriculum Journal.* Online at: https://bera-journals.onlinelibrary.wiley.com/toc/14693704/2023/34/1

Davis, S., Watkins, S., Haughton, C., Oliver, E., Farag, J., Webber, P., Goold, S. (2024) Re-imagining a decolonised, anti-racist curriculum within initial teacher education in a Welsh university. https://doi.org/10.1002/berj.4007

Equity in Education and Society. Sage. https://journals.sagepub.com/doi/full/10.1177/27526461221131099

Race Ethnicity and Education, Taylor and Francis. Available online at: https://www.tandfonline.com/toc/cree20/current

Further Reading Recommendations:

Arday, J., Zoe Belluigi, D., & Thomas, D. (2021). 'Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy'. *Educational Philosophy and Theory*, *53*(3), 298-313.

Bhopal, K. (2014). *The experiences of BME academics in higher education: aspirations in the face of inequality*. Leadership Foundation for Higher Education Stimulus Papers.

Bhopal, K. (2020) 'Confronting White privilege: the importance of intersectionality in the sociology of education'. *British journal of Sociology of Education*. 41: 6, pp. 807 – 16.

Bhopal, K and Rhamie , J. (2013). 'Initial teacher training: understanding 'race,' diversity and inclusion'. *Race Ethnicity and Education*.17*(3)*, 304–325.

Campbell-Stephens, R. M. (2021). 'Introduction: Global Majority Decolonising Narratives'. In *Educational Leadership and the Global Majority* (pp. 1-21). Palgrave Macmillan, Cham.

Mai, T, Whitlock, J. (2022) *How to respond with compassion when someone is hurt by Racism*. [online]. Available at https://accelerate.uofuhealth.utah.edu/equity/how-to-respond-with-compassion-when-someone-is-hurt-by-racism