

Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group

Final report

Chaired by Professor Charlotte Williams OBE

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Ministerial foreword

I am pleased to receive this final report from Professor Charlotte Williams OBE and her Working Group. As I had anticipated, it is thorough and thought-provoking, offering hard truths and clear recommendations.

Our new curriculum is ambitious in its expectations for every learner and for our education system. The development of ethical and informed citizens is only possible if we support each learner and each teacher with full access to knowledge, skills and experiences right across the curriculum.

This report maps a way forward in how – across each Area of Learning and Experience – the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales is made integral.

I welcome that the review's recommendations cover all aspects of education in Wales – from teacher professional learning, through curriculum resources, to how we gather and use data.

Some stakeholders have focused on these issues as only a matter for the teaching of history. That, of course, is important. But these matters go way beyond one subject or a single lesson.

The recommendations here offer serious challenge on connected issues and developments and I am keen that they are considered in that way, and in relation to the Welsh Government's Race Equality Action Plan.

Furthermore, the matters raised in the report are not for Welsh Government alone, although it will be for Government to set the tone and prioritise these issues. I would expect the next Government to be clear in its expectations and co-operation with partners and the system as a whole as it takes forward these issues.

Finally, I would like to thank Charlotte and the group for a report that is clear in its purpose and practicalities and for their hard work, ambition and commitment.

Kirsty Williams MS, Minister for Education

Chair's foreword

In July 2020 the Minister for Education, Kirsty Williams, asked me to lead an Independent review to advise on and improve the teaching of themes and experiences relating to Black, Asian and Minority Ethnic communities across all parts of the school curriculum. In November of 2020 the Ministerial Working Group presented the initial findings on the review of resources to support teaching and learning in this priority area. I am pleased here to present the Final report arising from the full review of resources, professional learning and matters associated with this development in the new curriculum.

This Review represents a ground-breaking trajectory in curriculum reform in Wales. Such work is unprecedented and much needed and I congratulate the Minister and those people from across many walks of life in Wales for their foresight in pressing for and ensuring attention and action on this dimension in the new curriculum. Every child and young person in Wales has the right to have their knowledge base and experiences expanded through engagement with ethnic minority perspectives, themes and contributions and in all disciplines across the new curriculum. The curriculum can only be enriched by revealing the diversity of perspectives and contributions made by the ethnic minority communities to the development of Wales across its history and in the present.

The facts of racial inequality in the Welsh education system are now well evidenced and documented. The attainment of children and young people from some Minority communities is being hampered by a curriculum that has failed to represent their histories, and the contributions of their communities, past and present. They are hampered by the lack of positive role models in an education workforce that does not adequately reflect the ethnically diverse profile of Wales; and they are hampered by experiences of racism in their everyday school life. This must change.

It has been a great privilege to lead this important initiative. I would like to express my appreciation of the open, positive and constructive response there has been to the Review from across Wales. The Working Group has heard from a broad range of stakeholders, including pupils, teaching staff, school leadership, governors, the teaching unions, university providers of teacher education, and from personnel in a range of non-governmental and government funded organisations across Wales. I have received research reports and documentation, examples of innovative projects and resources and been made aware of a lot of good work that is being undertaken across schools in the nation. Taken as a whole, this very strong body of evidence underpins the conclusions and recommendations in the final report. The proposals are wide-ranging and imply concerted effort on the part of a range of stakeholders. They are interrelated and should be seen as an integrated set of recommendations, complemented by a wider range of actions the Welsh Government and associated public bodies are currently undertaking to address racial inequalities. The Welsh Government has published its vision statement of 'A Wales that is anti-racist by 2030' and will deliver on its Race Equality Action Plan in March of this year. The work of this group is set to inform that strategy.

Education alone cannot address the social, cultural and structural factors that sustain racial inequality. However, education can take us a long way forward in producing the ethical and informed citizens of the future. What happens in schools across Wales, the way in which they engage, take forward and sustain the concerns of this report is critically important to the wellbeing of *all* children and young people in Wales, to the wellbeing of those from minority backgrounds and to the wellbeing of society as a whole. I am confident that the proposals in this report will provide the education community with the means to address more systematically and coherently engagement with this priority area.

Professor Charlotte Williams OBE

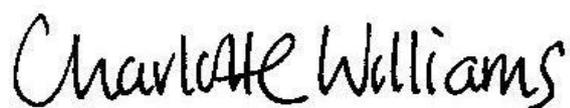
Acknowledgements

The events of 2020 will be inscribed in the nation's history books as the year of the Covid-19 pandemic, the impact of which reverberated across every aspect of public life. It was the year that saw the beginning of deep and widespread disruption to the education system just at the time when preparations were well underway for the implementation of far-reaching reforms to the national curriculum. My thanks go to all those who contributed to the process of this review under such exceptional circumstances.

In undertaking this review, I was privileged to work with a group of people who volunteered their time and effort to this undertaking alongside their other heavy commitments. This included two observers from the H.M. Inspectorate, Estyn. I am grateful to all the members of the Ministerial Working Group for their insights, diligence and expertise in the development of this review and in their commitment going forward to contribute towards the implementation of the proposals. This Review signals far reaching change and I am confident this group of people will be significant to taking forward particular aspects of the recommendations.

I would like to take this opportunity to thank all those who engaged with the Review and shared their thoughts and their experiences with me and others in the group, in writing or in meetings, providing evidence and proffering their thoughts in relation to the ways in which the curriculum and its delivery could be enriched and enhanced through engagement with ethnic minority themes and perspectives. There is clearly a lot of good work underway that is ripe for more systematic development.

Finally, I would like to acknowledge the vital support given to the Review by members of the Welsh Government Curriculum and Assessment team led by John Pugsley. The team, John Pugsley, Peter Ray Kennedy, Helen May and Sarah Hough have worked closely with me over the last eight months, providing strong support, guidance and advice throughout and linking me to other Welsh Government officials as the work broadened and deepened. I reserve special thanks for Sarah Hough in particular who has consistently supported this work with such commitment, verve and creativity. Her work on this project has been outstanding and she has provided personal support to me and members of the Working Group through the very challenging conditions of the Covid-19 lockdowns. All of the government officials mentioned here bear no responsibility for the content of this report but have been invaluable in its development.



Professor Charlotte Williams OBE

March 2021

Our vision statement

Our vision is that every learner, as 'ethical and informed citizens of Wales and the world'¹, should explore the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales, past and present.

Accordingly, that every teacher in Wales, in every area of learning and experience, is equipped and resourced to meet these expectations in the design of their curriculum and in their pedagogical practice.

This will mean that every teacher:

- feels enabled and supported to build curricula that reflects attention to the multiple and diverse contributions of Black, Asian and Minority Ethnic groups and individuals to specific disciplinary and cross disciplinary knowledge
- feels enabled and supported to place these contributions in the context of the history and development of Wales as a multicultural society
- understands the origins and manifestations of racism

¹ <https://hwb.gov.wales/curriculum-for-wales/humanities>

Key findings

Lived experience and the need for change

There is considerable evidence to confirm racial inequality is a feature of education in Wales, relating to attainment, school policy and practices, the curriculum and the workforce.

Teachers of Black, Asian and Minority Ethnic backgrounds with lived experience are telling us loud and clear that the current ways of working are continuing to reinforce discrimination, falling short of inclusion, equality and professional standards. There is documented evidence of the lack of ethnic diversity in the school education workforce.

Pupils of all backgrounds express the need for more diverse content and more adequate representation of ethnic minority themes and contributions in their curricula.

Students from minority backgrounds want histories relevant to them and their lives and their history taught as part of Welsh / British history rather than separately.

The curriculum and resources

The Curriculum for Wales provides opportunities to embed these perspectives across the curriculum and each of the Areas of Learning and Experience, with Diversity being a cross cutting theme.

Some concern has been raised in a range of fora that the less prescriptive nature of the Curriculum for Wales may not produce the necessary change consistently across all schools and settings.

There is a lack of available good quality bilingual resources to support the teaching of these themes across all Area of Learning and Experience (AoLE) in particular the subject areas of Wellbeing, Mathematics and Numeracy and Science and Technology.

The available resources are limited and disproportionately focused on slavery, Colonialism and Empire. These matters are critically important and should be covered within the Curriculum but the lack of attention to the inclusion of other significant themes and contributions relating to the experiences of ethnic minority communities suggests an imbalance in the curriculum.

The collation of resources is ad hoc, lacking a coherent, systematic approach to the organising of resources, to monitoring what is available and to signposting practitioners to existing valuable, high quality materials. This creates access issues for the average practitioner.

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

Professional learning

Initial Teacher Education (ITE) has no systematic approach to the development of competency in this area. Feedback to the group suggested tutors from Higher Education Institutions and those involved in training partnerships themselves would require guidance and training to take forward this agenda.

Key barriers facing teaching practitioners in engagement with this priority area can be summarised as **Time, Resources, Competence, Knowledge and Confidence**.

The teaching workforce is hampered by lack of knowledge of and engagement with models of anti-racist practice.

There is insufficient high quality, tailored and ongoing, professional learning at all levels of the workforce.

Teachers lack time and support to pursue subject specific guidance in diversifying their curriculum.

There is a tendency to believe that a focus on Black, Asian and Minority Ethnic themes is not a priority in areas with low density ethnic minority populations.

The current level of funding of professional learning is considered inadequate to respond to support robust attention to this priority area.

School policies

A 'whole school approach' is essential to embed this priority in learning and teaching and in all aspects of the school environment and experience not as ad hoc or add on.

To date there is no evidence of a systematic review or audit of how schools are approaching this thematic.

Schools lack Strategic Equality Plans (SEPs) that are synchronous with, and reflective of, their school development plans and priorities and that are subject to regular review and evaluation, essential to policies and practices that promote race equality.

Strong leadership and commitment are key to implementation of Diversity as a cross cutting theme.

Schools are not doing enough to enable curriculum planning, curriculum development and inter-disciplinary work on this thematic.

Engagement and sustainability

In many cases schools have not developed significant engagement with Black, Asian and Minority Ethnic organisations locally, nationally and internationally through actual or virtual links. Stronger stakeholder engagement will be required.

The interpretation of '*cynefin*' as a core concept of the new curriculum can be limiting and exclusionary if related simply to localities and local demography.

Attention to anti-racism and the development of ethnic minority themes and contributions in the new curriculum is ripe for development. There exists a lack of peer to peer, school to school sharing of knowledge/expertise to promote innovation in this area.

Key initiatives underway by leading organisations in Wales could usefully form the basis of partnerships for change in the new curriculum, reflecting this priority area.

The Welsh Government's broad and integrated strategy on race equality as set out in the Race Equality Action Plan 2021 should be significant in leveraging substantive change in school policy and practice.

Summary of recommendations

Recommendations on resources²

Recommendation 1: Welsh Government should examine existing English-Medium Black, Asian and Minority Ethnic teaching and learning resources and **ensure suitable resources are available in both Welsh and English.**

Recommendation 2: 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. This should include material on Hwb and beyond. It will signpost resources from key national institutions, education groups, and other sources in Wales and beyond. The guide should be regularly reviewed and updated.

Recommendation 3: The inclusion on Hwb of **Guidance for teachers in developing appropriate and challenging resources on diversity and minority themes**, exemplars and processes, and interdisciplinary resources that will lead to the ongoing extension and development of curriculum materials.

Recommendation 4: 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. These **background papers**, supporting and extending the knowledge base of teachers' in all Areas of Learning and Experience, should include: a narrative guide to the history of diversity in Wales; a narrative guide to Wales' role in British colonialism; biographies of Black, Asian and Minority Ethnic individuals from a variety of backgrounds that explore their contributions to Welsh, British and international life; writings by Welsh Black, Asian and Minority Ethnic individuals; a narrative guide to the history of racism and anti-racism in Wales.

Recommendation 5: 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 relating to Black, Asian and Minority Ethnic themes.

Recommendation 6: Welsh Government to work with partners to focus on the creation of new bilingual resources for all Areas of Learning and Experience (AoLE), giving due regard to AoLEs where a significant lack of existing resources has been noted, namely Science, and Technology; Health and Wellbeing; and Maths and Numeracy. Each of the new resources should include **flexible and high-quality teaching and learning materials** that could be used by teachers as part of their curriculum offer at a range of points throughout the 3-16 learning continuum. This suite of resources could be produced through a process of co-construction with practitioners.

² To note recommendations 1 to 6 were presented in the interim report. Note that the wording of recommendation 2 (recommendation 4 of the interim report) has been adjusted for clarity since the publication of the interim report.

Recommendations on workforce training and professional development

Recommendation 7: Welsh Government to work with the Education Workforce Council on the 42 recommendations set out in the *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report*³.

Recommendation 8: As part of the implementation phase of this report, members of the Working Group be invited to engage in the Education Workforce Council third phase consultation.

Recommendation 9: Welsh Government should provide specific scholarships to support Initial Teacher Education students from Black, Asian and Minority Ethnic groups.

Recommendation 10: The Welsh Government should ensure that Local Authorities set out a rationale and strategy for recruitment, retention and career progression of Black, Asian and Minority Ethnic teaching staff and that they publish their data year on year.

Recommendation 11: The Welsh Government should introduce mandatory publishing of school equalities data in the area of school workforce recruitment, pay-gaps, retention and progression.

Recommendation 12: Mentoring and social support should be offered to all teachers from Black, Asian and Minority Ethnic backgrounds as a norm. The Unions and National Network could be significant in enabling this development.

Recommendation 13: Financial support should be given to the new National network to enable them to provide robust mentorship and encouragement in education for diversity and anti-racism for individual teachers.

Recommendations on professional learning

Recommendations on Initial Teacher Education (ITE)

Recommendation 14: Welsh Government to work with Education Workforce Council on the 42 recommendations set out in the *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report*⁴ as related to Universities role in ITE, training and Professional Standards.

Recommendation 15: ITE Partnerships to establish and publish their strategy for addressing ethnic minority recruitment.

³ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

⁴ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

Recommendation 16: Each ITE Partnership in Wales should undertake an evaluation and creative audit of the current training and effectiveness of education for diversity and anti-racist training in their program and on the basis of this develop a strategic plan to more substantively reflect attention to this thematic.

Recommendation 17: All trainee teachers should be enabled to engage reflexively with these concerns and demonstrate in each of their core areas of learning attention to diversity. This will mean building assessment criteria that prompt this focus and values and attitudes that underpin qualified teacher standards that enable trainees to demonstrate competence in cultural diversity and in building relevant teaching materials.

Recommendation 18: As part of Education for Diversity plans HEIs should ensure the provision of good quality, mandatory anti-racist training for all HEI tutor groups and partnership providers.

Recommendation 19: ITE accreditation processes should monitor the extent to which Partnerships are able to demonstrate their commitment to this priority area.

Recommendations on early career teaching

Recommendation 20: Early career teachers should be supported through national professional learning schemes and specialist bodies to develop subject specialist knowledge that reflects attention to diversity and signposted to online learning platforms for subject specialist education.

Recommendation 21: Welsh Government to work with early career teachers to find out what support they would require when considering their development in education for diversity during induction as part of Early Career Support Package.

Recommendations on established teachers and leaders

Recommendation 22: The Welsh Government should consider an element of ring-fenced funding within their annual professional learning allocations to enable specific development of this priority area.

Recommendation 23: Schools should be provided with research informed guidance and prompt questions to stimulate reflection on diversifying the curriculum. This is a key part of professional learning support for curriculum design, and Remote Asynchronous Learning and Design (RALD). This would also include guidance to equip teachers with the necessary skills to delivering these issues in classroom situations.

Recommendation 24: In line with common practice in other professions in Wales, the development of a high quality and mandatory national professional learning module – covering anti-racism and inclusion, pedagogy and curriculum development in education for diversity and anti-racism.

Recommendation 25: The new National Masters in Education programme⁵ should consider the inclusion of mandatory anti-racist training for all entrants and the development of a specialist module/field of interest: Educating for Diversity in order to promote teaching excellence and research in this area.

Recommendation 26: Welsh Government, National Academy for Educational Leadership Wales, and Regional Consortia to support thorough ongoing training to craft, embed and promote attention to ethnic diversity and inclusivity as part of a whole school approach for headteachers and leaders.

Recommendation 27: Regional Consortia to host annual professional learning events for ongoing development of and to promote excellence in education for diversity.

Recommendation 28: Regional Consortia to support schools by providing links to communities and positive case studies, such as examples of successful school initiatives to promote diversity in their curriculum. In addition, to signpost specialist online platforms geared to deepening diversification in Areas of Learning and Experience, to develop fora for peer to peer development and school to school sharing of practice in progressing education for diversity.

Recommendation 29: As part of the review of professional standards consideration be given to making explicit reference to anti-racist practice as a standard for practice.

Recommendations on school level actions

Recommendation 30: Schools to review their Strategic Equality Plans (SEPs) to ensure they are clear, relevant and relate to specific, tangible and achievable actions on race equality, curriculum development and learning. These should relate to School Development Plans and be reviewed annually, updated and published.

Recommendation 31: Schools should undertake regular self-evaluation reviews and creative audits to plan for improvement of school policies to ensure alignment with and mainstreaming of race equality, and monitor their curriculum development in this priority area.

Recommendation 32: School leaders and school governors and those aspiring to School leadership roles should receive ongoing professional learning, guidance and training in crafting positive school cultures and embedding race equality and Black, Asian and Minority Ethnic perspectives and contributions as part of a whole school approach.

Recommendation 33: School Governing Bodies should consider having a diversity champion to ensure diversity is being promoted from leadership-level, and is reflected in school strategies and audited on a regular basis.

⁵ Welsh Government Written Statement: National Masters in Education <https://gov.wales/written-statement-national-masters-education>

Recommendation 34: A whole-school approach should be taken to anti-racist professional learning, where schools enable ongoing and deep conversations as a priority to address diversity as a cross cutting theme in curriculum development.

Recommendation 35: Schools should develop active and sustainable networks with organisations, businesses, community links and individuals at local, national and international levels in the development of this priority area.

Recommendation 36: Regional Consortia should support schools to organise peer-to-peer sessions or classroom-to-classroom sessions as part of teaching, helping to link schools with low-density and high-density ethnic diversity.

Recommendation 37: School leadership should engage in broad school consultations and deep conversations, including with pupils, parents/carers, to review, evaluate and progress this development in building inclusive whole school culture.

Recommendations on actions for sustainability

Recommendation 38: Regional Consortia should develop as a priority, a specific cross curricular focus area and network on *Education for Diversity* in the new curriculum to engage in promoting good practice and sharing resources⁶.

Recommendation 39: Regional Consortia should adopt an Ambassador scheme to develop and deliver on this focus during and beyond the implementation of the new curriculum and to stimulate curriculum development and enable critical monitoring and evaluation of progress on this priority. These Ambassadors could be part of a cross-Regional Consortia Working Group, charged with promoting, monitoring and evaluation of this priority area.

Recommendation 40: The Welsh Government to utilise the new National Network to enable ongoing and deep dialogue with headteachers and school governors on advancing transformatory change in this priority area.

Recommendation 41: Local Authorities, Regional Consortia, and schools to develop effective partnerships with a range of organisations, to support work and consider wider sources of funding to support work in this priority area.

Recommendation 42: The Welsh Government to commission Estyn within three years of implementation of the Curriculum for Wales to carry out a preliminary review aimed to consider the ways in which schools are beginning to develop curricula that reflect the cross-cutting theme of diversity and what types of further support they may need. The Working Group recommend that within five years a full thematic review be commissioned by the Welsh Government.

Recommendation 43: Estyn to review and report on how well schools deliver a broad and balanced curriculum that addresses diversity across all Areas of Learning and

⁶ To note, recommendation 38 was presented in the interim report

Experience, and to promote the sharing of best practice through case studies and thematic reports.

Recommendation 44: The creation of a new award category for schools in Future Wales Teaching Awards to promote the inclusion of Black, Asian and Minority Ethnic histories/ contributions/ experiences across all subjects in schools⁷.

Recommendation 45: The Welsh Government to ensure that What Matters Statements relating to this priority area are strengthened and developed in all Areas of Learning and Experience to reflect sustained attention to this thematic and adapted to the progress being made in schools.

Recommendation 46: Welsh Government to work with Unions towards addressing the issues facing Black, Asian and Minority Ethnic teaching staff, including their experiences of discrimination, being over-burdened and lacking guidance towards progression.

Recommendation 47: Qualifications Wales should consider appropriate ways to support diversity within qualification design as it engages with stakeholders on subject content and design parameters of made for Wales GCSEs.

Recommendation 48: Qualifications Wales work closely with awarding bodies to ensure that, where appropriate, specifications for made-for-Wales qualifications reflect education for diversity.

Recommendation 49: The Welsh Government's Race Equality Action Plan to explicitly require Local Authority commitment to supporting the development of Strategic Equality Plans (SEPs) and monitoring impacts.

Recommendation 50: Welsh Government and Higher Education Funding Council for Wales (HEFCW) to consider funding as a priority for the research needs generated by this priority area in the new curriculum.

Recommendation 51: Welsh Government to ensure the new curriculum evaluation process covers the teaching of themes relating to Black, Asian and Minority Ethnic communities and experiences across all parts of the school curriculum.

⁷ To note, recommendation 44 was presented in the interim report.

Part 1: Introduction

Our remit

In July 2020 the Minister for Education appointed a Working Group to advise on and improve the teaching of themes relating to Black, Asian and Minority Ethnic communities and experiences across all parts of the school curriculum. The main objectives of the Working Group are to complete a review of the learning resources currently available to support the teaching of themes relating to Black, Asian and Minority Ethnic communities, their contributions and experiences, across all Areas of Learning and Experience (AoLE), and to advise on the commission of new learning resources in these areas, drawing on the advice of existing experts and groups.

The group was also required to review associated professional learning opportunities and resources.

The Working Group comprised independent members, who are experienced practitioners and contributors to Black, Asian and Minority Ethnic and Welsh history, led by Professor Charlotte Williams OBE and supported by Welsh Government officials. Full membership is annexed to the Terms of Reference⁸.

The group contributed to the rapid review on education carried out by the Wales Centre for Public Policy (WCPP) for the Welsh Government in relation to the Race Equality Action Plan in Autumn 2020. WCPP's report entitled Improving Equality in Education⁹ contained the following guidance that the group believed delivered an effective message on the terminology in use:

“In writing our review we actively avoid using the acronyms/terms ‘BAME’ or ‘BME’, except where this describes the name of an organisation or network, as we recognise that these are contested terms and can be experienced as stigmatising, depersonalising and ‘othering’. As such we seek to refer to specific people and communities of people wherever possible. Where this is not possible, and while any overarching category will be imperfect, we use the term ‘Black, Asian and Minority Ethnic’.”

The interim report and this Final Report of the Working Group adopt this approach.

The curriculum

From 2022, there will be a new Curriculum for Wales. At the heart of the Curriculum for Wales are the four purposes, which include that learners should develop as “ethical, informed citizens of Wales and the World”, who are knowledgeable about their culture, community, society and the world now and in the past, and respect the needs and rights of others, as a member of a diverse society.

⁸ Terms of Reference <https://gov.wales/black-asian-and-minority-ethnic-bame-communities-contributions-and-cynefin-new-curriculum-working/terms-reference>

⁹ Wales Centre for Public Policy's report Improving Equality in Education had not been published at the time of writing this report.

A defining feature of the Framework is that it requires schools to design their own curriculum¹⁰ and assessment arrangements. By itself, it is not an ‘off the shelf’ programme for delivery. This new approach recognises that within the national framework, schools and practitioners are best placed to make decisions about the needs of their specific learners, including choosing topics and activities which will best support their learning. As part of this national framework, the cross-cutting themes guidance¹¹ explains that Wales, like any other society, is not a uniform entity, but encompasses a range of values, perspectives, cultures and histories that are inclusive of everyone who lives in Wales. It goes on to state that in designing a curriculum, practitioners should incorporate opportunities for learners to celebrate diverse backgrounds and values and promote an understanding of the ethnic and cultural diversity within Wales. In reference to the What Matters Statements for Humanities¹²:

“Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.”

The Curriculum for Wales therefore offers significant opportunities for schools to explore different aspects of Black, Asian and Minority Ethnic experiences and contributions throughout the curriculum. Co-production and collaboration between schools, parents, public and relevant Non-Governmental Organisations should be employed to achieve this.

At the same time, without a full list of prescribed topics in the new Curriculum for Wales and the autonomy of schools in designing their own curricula within a national framework, there is a risk these themes continue to be ignored or marginalised. While learning about diversity, identity and belonging, justice and equality, rights and social action will be mandatory in schools’ curricula, there is no statutory requirement to teach specific topics of central understanding to the histories of racism and diversity, such as the histories of Slavery, Empire, or the Holocaust. This is of concern. Some members of the Working Group hold reservations about this approach to the curriculum and believe a degree of mandatory content or more specific guidance is necessary to ensuring more attention to the histories of diversity and racism.

The Working Group have grounded this report within the parameters of the new curriculum, acknowledging that it is not content driven, but advancing the case that

¹⁰ Curriculum for Wales: Designing your curriculum <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/>

¹¹ Curriculum for Wales: Cross-cutting themes for designing your curriculum <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/>

¹² Curriculum for Wales: Humanities Statements of What Matters <https://hwb.gov.wales/curriculumfor-wales/humanities/statements-of-what-matters/>

good quality curricula should necessarily and substantively reflect these themes. The report thus looks at how this can be achieved without the content-specific prescription that the Curriculum for Wales does not allow.

The statutory, ethical, demographic and disciplinary mandate is clear, good quality educational provision will include attention to these perspectives, experiences and contributions. Teaching practitioners will need to be upskilled to deliver on this commitment and provided with the necessary support and guidance to ensure these opportunities are grasped.

Case study 1

Provider: Cathays High School

Effective practice: Supporting vulnerable groups of pupils

Context: Cathays High School, Cardiff, places great importance on tracking the progress and achievement of vulnerable groups of pupils such as those with English as an additional language. Over 63 different languages are spoken as a first language in pupils' homes and 70% of pupils have English as an additional language. Pupils join the school from outside the UK throughout the academic year.

- **Effective information sharing** through the schools' information management system so that every teacher, head of department, head of year and senior management link receives information on pupils' social background and prior attainment. This supports effective planning for progression and ensures greater consistency in targeting and supporting individuals and groups of pupils.
- The importance of **involving parents** in their children's learning, and building trusted and valued partnerships between home and school is prioritised.
- Parents are able to take part in family learning activities during the half term holidays.
- The school also offers 'Family Interviews' to every pupil and their parents in Year 7, Year 10 and Year 11. These interviews focus on the progress of individual pupils and are a useful way of gathering feedback from parents about the work and life of the school.
- Meetings with groups of parents allow identification of specific barriers that parents feel are preventing them engaging fully in their children's education.
- Bilingual teaching assistants, and other staff, have been employed to inform parents of events and to be translators.
- The school uses expertise from within the different communities, for example, the school has collaboration with a local Somali community group to provide access to study areas during evenings and weekends.

- A member of the Czech Roma community employed to build better relationships with pupils and parents to improve attendance

The context: why is this focus important to the new curriculum?

It is now less than a year to full implementation of the new curriculum. Journey 2022 is well underway and schools are working hard, under the difficult conditions of the Coronavirus (COVID-19) pandemic, to establish the necessary groundwork for the delivery of the new curriculum.

There are a number of compelling reasons to engage with the integration of Black, Asian and Minority Ethnic perspectives, themes and contributions in this early stage of the process. An anti-racist approach to education includes three inter-related concerns: building a strong anti-racist culture, ensuring pedagogical practices that are stimulating and inclusive and the development of curricula that represent a range of viewpoints, knowledges and contributions. Our ambition is that Minority Ethnic themes should be embedded in school culture, school policy and processes and in the curriculum and not as an 'add on' afterthought or a box-ticking exercise. Realising this ambition would see the development of a genuinely anti-racist education system.

Wales is a multicultural society made up of many ethnicities, languages and religions. It has a rich and long history of diversity, being home to one of the oldest Black communities in Europe and its development, wealth creation, spirit and international connections reflect strong contributions from minority communities past and present. The history and development of Wales in the world is a multifaceted story of both conflicts and solidarities and coalitions, and of migrations of peoples who have made contributions from which all have benefited. The history of Wales provides the context for knowledge development and enables learners to draw links between their contemporary experiences of local, national and global connections. Welsh history is a history of difference and diversity. Ethnic diversity is not a threat to Wales but part of its historical character. These understandings are critical to the identity of learners. Recognising this should help all feel they belong to Wales. Furthermore, not addressing racial and ethnic diversity could undermine social cohesion by failing to validate the reality of social diversity and creating a sense of alienation amongst pupils from minority backgrounds.

The Group's objectives are to contribute towards the key purpose of the Curriculum for Wales to promote '*ethical and informed citizens of Wales and the world*' through ensuring the availability of meaningful resources to support the teaching of Black, Asian and Minority Ethnic themes in schools, and to encourage teachers and schools to engage with the multiethnic nature of Wales in all pedagogical practice, thereby reflecting the ambition of the Curriculum for Wales for '*practitioners to think afresh about what they teach, how they teach and about what we want young people to be as well as to learn*'.

There is much good work evolving in schools across Wales and many strong exemplars to be recognised, celebrated and shared. However, the evidence base suggests there is a long way to go and there is a need for a more systematic approach to education for diversity. To achieve on this ambition will require a culture shift as well as addressing the knowledge deficit. It will require time and space to address not just new material but to interrogate existing knowledge, practices and beliefs.

Pupil Level Annual School Census data states that in 2019, 12% of all pupils aged five and over came from Minority Ethnic backgrounds. There is considerable regional variation in the percentage of Welsh pupils identifying as being from Minority Ethnic backgrounds, ranging from 34.4% in Cardiff schools to just 4.1% in Anglesey but despite this regional variation, ethnic diversity can be seen in all areas of Wales¹³. Learners from Black, Asian and Minority Ethnic backgrounds should expect a positive and enriched learning experience. The evidence, however, indicates considerable ethnic disparities in educational achievement¹⁴¹⁵¹⁶ and a number of reports attest to systemic racism in Welsh schools across the nation¹⁷. Recommendation after recommendation in the evidence reports reviewed by the Welsh Centre for Public Policy¹⁸ suggest the need to develop a curriculum that more appropriately engages with diversity: tackling racism, developing a more representative curriculum and a more representative workforce. This dispiriting portrait of education in Wales is not new. Evidence, both quantitative and qualitative over some period of time, attests to the need for a broad sweep of actions in securing race equality in education in Wales, including a more inclusive curriculum. A broad range of socio-economic factors contribute to the patterning of racial inequality in Wales.¹⁹

Diversity is a core cross cutting theme in the new curriculum. Broadening the curriculum to include a multiplicity of perspectives benefits all. Every learner, irrespective of their background, should have the opportunity to explore the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales, past and present. This enrichment of their knowledge base should be an entitlement in preparing them more appropriately for the world in which they live and will grow and thrive. Disciplines are enhanced by extending their boundaries and intellectual depth to include diverse perspectives. In a globalising world, narrow and inward-looking curricula will become less and less convincing to the learner. Strong and progressive curricula will reflect these themes, acknowledging multiple perspectives

¹³ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

¹⁴ Brentnall, J (2020) *Actions needed to address issues affecting Black and Mixed ethnicity school pupils – a focus on Wales*

¹⁵ Brentnall, J (2020) *Identifying issues affecting Black and Mixed ethnicity school pupils – a focus on Wales*.

¹⁶ Wales Centre for Public Policy Evidence Review Report (Jason Arday 2020) *Improving Race Equality in Education* p.19. Report due to be published alongside the Race Equality Action Plan in March 2021

¹⁷ Show Racism the Red Card report on Racism in Wales

<https://static1.squarespace.com/static/574451fe37013bd0515647ac/t/5ed659aa1288d943ddd2a784/1591106007132/Racism+in+Wales+-+Exploring+racism+the+Education+system+May+2020++%28F%29.pdf>

¹⁸ Wales Centre for Public Policy evidence reviews are due to be published alongside the Race Equality Action Plan in March

¹⁹ Black, Asian and Minority Ethnic (BAME) COVID-19 Socioeconomic Subgroup: report

<https://gov.wales/black-asian-and-minority-ethnic-bame-covid-19-socioeconomic-subgroup-report>

and marginalised viewpoints and often, contested interpretations. In addition, there are clear opportunities for schools to pursue interdisciplinary work which engages with these concerns in building a knowledge-rich curriculum.

To date no systematic audit exists to indicate the extent to which schools are engaging with diversifying their curriculum. Our consultations suggest a varied and ad hoc picture across schools and across disciplines and the need for a more committed and systematic approach.

The Equality Act 2010 establishes the Public Sector Equality Duty (PSED). Compliance with the Public Sector Equality Duty (PSED) is a legal requirement for local authority maintained schools in Wales, but meeting it also makes good educational sense. In Wales, schools are required to publish and review Strategic Equality Plans (SEPs) to set out how they will act on this duty. The Equality duty requires schools to promote equality not merely mitigate racism and discrimination. As such, this statutory duty underpins all teaching and learning that is provided in the school, as well as the school ethos and culture. Independent third sector research presented to the Working Group by the North Wales Regional Equality Network (NWREN) considered the SEPs of 56 maintained schools and finds that over half of the schools reviewed had failed to publish their plans and that very few of those published were of quality, suggesting just 11% of north Wales schools had adequate policies²⁰. Our consultations indicate that many schools across Wales have taken a rudimentary often 'cut and paste' approach to the development of their SEPs and that their plans relate poorly to the school's development plan.

Above all the pupil voice is calling for change. Our consultations with children and young people complement work done by the Children's Commissioner which suggests change to a more inclusive curriculum²¹. The Commissioner's Children's Rights Framework for Schools is an education-specific framework, which uses the same principles and approach as set out in our over-arching children's rights framework for all public bodies.²²

The Children's Commissioner has also presented a detailed position paper on children's rights in the curriculum and how the UNCRC should feature in curriculum legislation and guidance²³. This paper first developed in 2018, advocates strongly for securing a due regard duty to the UNCRC on the face of the Curriculum and Assessment bill, highlighting the importance of Human Rights approach within education.

²⁰ Moore, R (2020) North Wales Regional Equality Network's (NWREN) *Review of School Strategic Equality Plans in North Wales*

²¹ Children's Commissioner for Wales' A Children's Rights Approach to Education in Wales
<https://www.childcomwales.org.uk/resources/childrens-rights-approach/childrens-rights-approach-education-wales/>

²² Children's Commissioner for Wales' The Right Way: A Children's Rights Approach in Wales (framework)
<https://www.childcomwales.org.uk/resources/childrens-rights-approach/right-way-childrens-rights-approach-wales/>

²³ Human Rights Education in the New Curriculum: Position Paper of the Children's Commissioner for Wales
<https://www.childcomwales.org.uk/wp-content/uploads/2018/11/CCFW-Children-Rights-and-Curriculum-Reform-Position-Paper-2018.pdf>

All these considerations prompt attention to rethinking and re-imagining the curriculum in concert with a range of stakeholders. Rather than a reiteration of what already exists, the evidence-base suggests it is time for innovation and change, to establish a curriculum that more accurately reflects the changing world in which we live. Every Area of Learning and Experience should be engaging with these considerations. Teachers will need to be supported and enabled in this endeavor.

The Welsh Government has committed to a broad sweep of actions to address race equality in the education system. The work of the Group should be placed within the context of a number of initiatives instituted by the Welsh Government:

- A Task and Finish Group appointed by the First Minister in July 2020 and chaired by Gaynor Legall, to carry out an audit of public monuments, street and building names associated with aspects of Wales' Black history, particularly the slave trade and the British Empire but also touching on the historical contributions to Welsh life of people of Black heritage reported in November 2020²⁴
- The Working Group has contributed to the Wales Centre for Public Policy's Education evidence review, underpinning the development of the Race Equality Action Plan which will be formally presented in March of this year²⁵
- Estyn's review of Welsh and international Black, Asian and Minority Ethnic history. This ongoing review, due to report in October 2021, will assess how diversity is currently being taught within the Welsh history curriculum in schools in Wales²⁶
- Education Workforce Council's three stage review of diversity in the School workforce²⁷

Changes in the education system alone cannot comprehensively address wider structural inequalities. The Welsh Government's Race Equality Action Plan²⁸, based on a comprehensive review of the evidence on racial inequalities in Wales is due in March 2021 and will set out a range of measures aimed at tackling systemic racism in Welsh institutions and social life. The vision is of An Anti-Racist Wales by 2030. Education has a significant role in creating a more equitable society. The Working Group's recommendations underpin these actions. Much, however, will depend on the commitment of key stakeholders – pupils, teachers, the educational leadership and policy makers and shapers working in partnership to realise these goals.

²⁴ Slave Trade and the British Empire: An Audit of Commemoration in Wales <https://gov.wales/slave-trade-and-british-empire-audit-commemoration-wales>

²⁵ Wales Centre for Public Policy evidence reviews are due to be published alongside the Race Equality Action Plan in March 2021

²⁶ Estyn (Liz Counsell November 2019) 'Sir, what was coal?' Do schools teach about the history and culture of Wales well enough? <https://www.estyn.gov.wales/blog/sir-what-was-coal-do-schools-teach-about-history-and-culture-wales-well-enough>

²⁷ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

²⁸ Welsh Government Race Equality Action Plan <https://gov.wales/a-race-equality-action-plan-html>

How we went about the task

In seeking to meet the two main objectives of the Terms of Reference the group worked in two phases. The initial phase focussed on the review of resources and the second phase considered Professional Learning and associated considerations. The methodology included review of a wide range of resources, a broad range of consultations, undertaking focus groups and targeted interviews with key government officials involved in curriculum development and assessment.

The initial review of resources focussed on:

- Learning materials currently available to support the teaching of Black, Asian and Minority Ethnic themes on Hwb, the Welsh Government's Resource repository, were reviewed, both in terms of content and their accessibility to teachers;
- The Learned Society of Wales' audit of learning resources available to support the teaching of Welsh and international dimensions within the Curriculum for Wales were reviewed;
- The Group called for and reviewed exemplars of materials in use, and reviewed numerous resources currently unavailable on Hwb, such as web links, vlogs, articles, books, films, video clips and research projects;
- The Group considered major UK wide reports into the teaching of Black, Asian and Minority Ethnic themes, such as those produced by the Runnymede Trust, Historical Society and Black Curriculum UK;
- Examples of work carried out by bodies such as the Royal Society to improve diversity within STEM in the UK were considered by the Group;
- The Chair held useful and informative meetings with numerous stakeholders and interested parties;
- The Group conducted focus groups with young people from Black, Asian and Minority Ethnic backgrounds; teachers from Black, Asian and Minority Ethnic backgrounds and teachers from the generic teaching workforce to draw on their experiences and ask what changes they would like to see;
- The group received and contributed to detailed documents underpinning a Race Equality Rapid Evidence Review in relation to Education, collated by the Welsh Centre for Public Policy.
- As part of Estyn's evidence gathering, inspectors will be engaging with pupils from Black, Asian and Minority Ethnic backgrounds in a range of school from across Wales. The views of the stakeholders that have been consulted to date informed part of the report's evidence base.

In the review of Professional Learning and associated issues the key questions explored were:

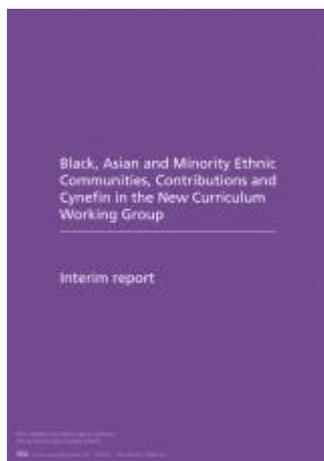
- What do the Professional standards state as requirements on race/ethnicity in teacher education?
- What current activity is there now in ITE relating to Minority Ethnic matters and education for diversity?
- What are the barriers and enablers to improve the teaching of Black, Asian and Minority Ethnicity aspects in the curriculum?
- Is there any research relating to the extent to which ITE reflects race/ethnicity in the training of teachers in Wales?

- Are there any PL modules currently available for professional development of teachers in promoting equality/inclusion/?
- What types of PL (models) are currently available to newly qualified and established teachers in Wales on race/ethnicity?
- How many INSET days are available to advance training of practicing teachers?
- Do teachers know how to integrate these considerations into their curriculum? What guidance do they have on this currently? What do they need?
- Who is leading on work of this kind in the practice field and in the six Areas of Learning and Experience?
- What have Innovation Schools done on this?
- What are the teachers from Black, Asian and Minority Ethnic backgrounds saying?
- What is Estyn's role in promoting best practice?
- Why is recruitment to the profession low from those from Black, Asian and Minority Ethnic backgrounds? What more could be done to encourage applications and successful recruitment?

Part 2: Resources

The full Interim report which focussed on the review of resources was published in November 2020. The report and the Minister's response can be found at:

<https://gov.wales/black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum-working-group>.



Here we provide a summary of the key messages contained in the initial review.

The review of resources

Although the National Curriculum in Wales has a degree of prescription, schools have considerable freedom to select the precise content they teach. The Working Group found no clear evidence of the extent to which existing school curricula address issues of race and diversity. What we did hear loud and clear from consultations with professionals and associated stakeholders, was that teachers want guidance, exemplars, prompts²⁹ and strong signposting to available resources to strengthen subject specific diversification of curriculum. They sought guidance on terminology and on how to approach these themes in classroom pedagogy³⁰.

In conducting the Review of current resources and identifying what will be required to support the implementation of the new curriculum the group reviewed a range of resources. These included major portals, such as the government sponsored HwB, major research reviews undertaken, such as that by the Learned Society and a range of materials and reports available across the UK, for example those produced by the Black Curriculum UK.³¹ In addition, a number of key stakeholders drew our attention to materials they had produced or are in the process of producing³². The Working Group saw some fine examples of materials produced by national institutions, local authority heritage groups, individuals and non- governmental

²⁹ Teaching about the multiethnic nature of Wales: teachers prompt sheet <https://gov.wales/teaching-about-multiethnic-nature-wales-teachers-prompt-sheet>

³⁰ Darren Chetty and Adam Ferner (2020) <https://www.tes.com/magazine/article/tips-tackling-classroom-discussions-about-race>

³¹ Black Curriculum UK <https://theblackcurriculum.com/>

³² Page 64 of this report outlines the Science, Technology, Engineering and Maths programmes that Welsh Government is engaging with.

organisations. Interestingly, with few exceptions, the materials presented related specifically to the teaching of history.

As a whole, the Review found that the majority of resources to support the teaching of ethnic minority themes relate to the Humanities and Language, Literature and Communications. The Working Group identified of particular concern the lack of available resources to support the teaching of these themes in the subject areas of Wellbeing, Mathematics and Numeracy and Science and Technology. It is clearly important that ethnic minority contributions are reflected throughout the curriculum and not solely in the Humanities and Arts, otherwise there is a danger that these themes become marginalised or siloed.

On the selection of materials, it was also notable that existing resources are disproportionately focused on slavery, colonialism and Empire. This needs to be balanced with resources focusing on the wider histories of ethnic minority communities in Wales and on the contributions of ethnic minority communities in contemporary society. As research in England has demonstrated, teaching black history only as the history of racism can lead to ethnic minority pupils developing a negative sense of themselves.³³ Histories of migration might encourage a view of ethnic minority people as outsiders who have moved to Wales from elsewhere rather than as a long-established part of Welsh society.

The Working Group was also concerned at the poor quality of many of the translations of resources into Welsh. Anecdotal evidence and comments of members of the Group who are teachers state that many translations are often of dubious quality and poorly interpreted. The majority opinion was that teachers preferred to use the original resource (in English), following this up with classwork and discussion in Welsh.

No systematic or coherent approach has been taken to the organising the resources hosted on Hwb or to signposting clearly the potential resources available nationally and internationally. Nor was there evident any systematic monitoring of content to ensure its quality and relevance. The Group found the government portal Hwb to be incoherent and difficult to navigate, with not all resources tagged in a way that ensures they can be easily identified through searching for Black history or similar terms. However, they noted it could be that this issue can be resolved by simply improving the classification and categorisation of resources hosted on Hwb.

Given that there is no systematic or coherent approach to the plethora of resources available on Hwb and elsewhere, it can be very difficult for teachers to negotiate the resources and identify those which would be of use to them. Teachers are not researchers and they are known to be time poor in terms of subject development. The Working Group recognised the difficulties faced by teaching practitioners in locating and identifying good quality bilingual resources to support the teaching of ethnic minority themes across the curriculum.

³³ K. Traill, 'You should be proud about your history. They made me feel ashamed': teaching history hurts', *Teaching History*, 127 (2007), 31-37.

The Working Group was also disappointed with the lack of materials that had been produced by schools in conjunction with ethnic minority organisations, on a local or national level, which suggests weak engagement.

The challenge in securing the inclusion of ethnic minority themes and experiences across the curriculum is not just a matter of creating and improving the content of teaching and learning resource, but enabling access to resources, changing mindsets and practices and providing support via exemplars, prompts and guidance. It will also be necessary to establish methods of mandating this effort and ensuring sustainable outcomes. Teachers are not always adequately equipped to address questions of anti-racism in their teaching and their wider classroom and pastoral duties. This requires training and a cultural change. A problem cannot be solved until the problem is understood and acknowledged.

The Learned Society of Wales (LSW) report critically notes that it is accepted that the required emphasis on Wales in the current curriculum has not been achieved despite the wide availability of Welsh history resources. The LSW thus argues:

This highlights that there is insufficient flow-through of existing resources to schools themselves, and thus these resources are under-utilised. Teachers require more guidance about exploring the multiple narratives of Wales and its diverse contexts, and existing resources require appropriate curation. It is vital that teachers are provided with access to a directory of available resources, so that they develop their own engagement with the WDIP [Welsh Dimension and International Perspective] aspect of the new curriculum.

This suggests that the creation of new resources will not be enough on its own to promote ethnic minority themes and contributions. Teachers will need to know that they are there and have guidance on their relevance and how to use within their specialist subject area.

Good quality educational provision requires curricula that reflect the integration of ethnic minority experiences and contributions, past and present. Strong curriculum will garner attention to these issues and adopt innovative and imaginative ways of embedding and making sustainable these concerns both within and across the AoLEs.

The review of resources makes clear the lack of a systematic and coherent approach to the provision of good quality bilingual resources to support integration of ethnic minority themes and contributions across all AoLEs. It has also identified significant gaps in available and accessible resources to support some areas of the curriculum.

Case study 2

Provider: Severn Primary School

Effective practice: Finding new ways to widen pupils' experiences

Context: Severn Primary School is in the Canton area of Cardiff. There are 407 pupils on roll aged between 4 and 11, and a further 146 nursery pupils attending on a part time-basis. The school has pupils from a diverse background, including over 50 different languages and dialects, of which the most common are Urdu and Arabic. Many of the school's pupils speak English as an additional language.

Innovative approaches to widen pupils' experiences and encourage ambition:

- The school's 'Sand Between Our Toes' project aims to give its pupils some of the **cultural, sporting, creative and adventurous activities** that they may not have experienced. The school has achieved this by planning over 40 visits for pupils from reception to Year 6 and inviting a wide range of visitors into school to enhance the curriculum.
- The school uses **cultural venues** around Cardiff to ignite the pupils' curiosity and uncover talents that they might not have yet discovered, for example St David's Hall, museums, local arts centre and local places of worship. Visitors such as Welsh National Opera, theatre groups and storytellers help to inspire pupils and raise their aspirations, enabling them to realise and appreciate the wide range of opportunities that are available to them locally.
- **Partnerships with many sporting organisations** enable pupils to experience a wide range of activities. Most recently, these have included judo and badminton. A very well attended girls' multi-sports club arose from staff identifying the low ratio of Muslim girls participating in sports clubs.
- **Inspiring creativity** in its pupils has been multi-faceted, with projects ranging from engineering to musical performances. Science, Technology, Engineering and Mathematics (STEM) has a high profile at the school, with local engineers working with pupils both during and after school.
- An annual '**Open Your Eyes**' week for Year 6 and Years 5 pupils with staff inviting professionals from a wide range of occupations, to talk about their work and what inspired them, ensuring that it challenges stereotypes.

Recommendations on resources

Recommendation 1: Welsh Government should examine existing English-Medium Black, Asian and Minority Ethnic teaching and learning resources and **ensure suitable resources are available in both Welsh and English.**

Recommendation 2: 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. This should include material on Hwb and beyond. It will signpost resources from key national institutions, education groups, and other sources in Wales and beyond. The guide should be regularly reviewed and updated.

Recommendation 3: The inclusion on Hwb of **Guidance for teachers in developing appropriate and challenging resources on diversity and minority themes**, exemplars and processes, and interdisciplinary resources that will lead to the ongoing extension and development of curriculum materials.

Recommendation 4: 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. These **background papers**, supporting and extending the knowledge base of teachers' in all Areas of Learning and Experience, should include: a narrative guide to the history of diversity in Wales; a narrative guide to Wales' role in British colonialism; biographies of Black, Asian and Minority Ethnic individuals from a variety of backgrounds that explore their contributions to Welsh, British and international life; writings by Welsh Black, Asian and Minority Ethnic individuals; a narrative guide to the history of racism and anti-racism in Wales.

Recommendation 5: 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 relating to Black, Asian and Minority Ethnic themes.

Recommendation 6: Welsh Government to work with partners to focus on the creation of new bilingual resources for all Areas of Learning and Experience (AoLE), giving due regard to AoLEs where a significant lack of existing resources has been noted, namely Science, and Technology; Health and Wellbeing; and Maths and Numeracy. Each of the new resources should include **flexible and high-quality teaching and learning materials** that could be used by teachers as part of their curriculum offer at a range of points throughout the 3-16 learning continuum. This suite of resources could be produced through a process of co-construction with practitioners.

Part 3: Workforce training and professional development

Introduction

An education system will only be as good as the quality of its teachers (National Development Plan 2019-21). The autonomy in the new curriculum demands much of the average practitioner and teachers will need to be supported and enabled to deliver on the ambitions of this report.

The Working Group were charged to: Review and report on professional learning related to Black, Asian and Minority Ethnic communities, their contributions and experiences, across all Areas of Learning and Experience³⁴.

Fostering racially-literate teachers who can deliver anti-racist and culturally responsive pedagogy is fundamental to diversifying the curriculum. There is ample evidence to suggest the significance of training in anti-racism at all levels of the PL framework to the development of a curriculum reflective of Minority Ethnic themes, histories and contributions. The Runnymede 2020 'Race and Racism in English Schools' notes *'the anti-racist curriculum is dependent upon the delivery of racially literate teachers'*³⁵. The Report 'Racism in Wales: Show Racism the Red Card' 2020 points out, *'the percentage of educators teaching anti-racism has fallen since our 2016 study, with lack of time and lack of confidence being cited as the main challenges, suggesting anti-racism is not being embedded in the school curriculum in many cases'*.³⁶ This report also points out:

*'the majority of teachers have not received any anti-racism training and admit to lacking confidence in recognising and reporting racism, as well as supporting the individuals involved'*³⁷.

Their recommendations include – ensuring that every teacher in Wales receives training in anti-racism and is aware of how to access anti-racism resources. Brentnall's 2020 Literature review and follow up Actions Report also addresses the need to:

*'Improve knowledge and understanding amongst professionals so they are better equipped to meet the needs of a diverse population; shape the school curriculum, to be more inclusive of black and mixed identities and to train workers so that they can develop ...skill and confidence to work effectively with Black and mixed ethnicity adults and young people.'*³⁸

³⁴ Terms of Reference <https://gov.wales/black-asian-and-minority-ethnic-bame-communities-contributions-and-cynefin-new-curriculum-working/terms-reference>

³⁵ Runnymede Trust Race and Racism in English Secondary Schools <https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

³⁶ Show Racism the Red Card report on Racism in Wales <https://static1.squarespace.com/static/574451fe37013bd0515647ac/t/5ed659aa1288d943ddd2a784/1591106007132/Racism+in+Wales+-+Exploring+racism+the+Education+system+May+2020++%28F%29.pdf>

³⁷ Ibid p.21

³⁸ Ibid p.21

Tackling these concerns in the new curriculum requires a wider approach than merely the creation of resources. It needs to be addressed in Initial Teacher Education (ITE) and through Professional Learning framework for teachers and education leaders. Research by the Runnymede trust has identified the importance of ITE in promoting the teaching of the history of minorities and empire in a flexible curriculum. In a survey conducted for the Trust, 78% of teachers responding said they wanted training on teaching migration, while 71% wanted it on teaching empire.³⁹

Our first-hand consultations indicated teachers enthusiastic for guidance, exemplars and the sharing of experiences, although lacking in confidence. The teachers in our focus groups noted that often Black and Minority Ethnic experiences were not explicitly planned for, even if activities did provide ‘snapshots’ on issues and themes, such as Windrush and Black Lives Matter. The teachers agreed there was little coverage of ordinary experiences/lives of people from Black, Asian or Minority Ethnic groups and expressed concern that where covered, Black people can often be portrayed in a similar/repetitive way, as victims or fighting against injustice instead of as part of a norm.

The teachers noted sometimes resources are ‘nuggets’ of information – on small areas. They argued that teachers need resources that allow for Black, Asian and Minority Ethnic communities to be ‘normal’ in the curriculum, so that it isn’t seen as a bolt on or a token gesture. It was suggested that teachers need resources for their own professional learning and subject knowledge and that this should come first as well as broader teaching and learning resources.

All teachers noted they are now more conscious of this issue moving forwards, and as one respondent said, ‘*the only barrier is ourselves*’ as the curriculum allows teachers the flexibility to be brave and make changes to existing practices.

Case study 3

Provider: Ysgol Y Preseli

Effective practice: Developing training modules, groups and policies to promote diversity and tackle issues

Context: Ysgol Y Preseli is a bilingual comprehensive 11-18 school in the village of Crymych, Pembrokeshire, Wales.

- **Training modules** for all school staff and school Governors have allowed staff to develop the tools required to upskill themselves and become more confident in **addressing issues around race** within the school.
- The school has developed a **'Diversity and Equality' group** which involves staff members and sixth formers who meet on a semi regular basis.

³⁹ Kimberley McIntosh, Jason Todd and Nandini Das, *Teaching Migration, Belonging and Empire in Secondary Schools* (Runnymede Trust, 2019).

- Development of a specific '**Hate Crime Policy**' which has been shared with students; pupil voice has allowed us to ensure that this policy is effectively communicated to all pupils with age-appropriate language.
- **Links with another school** in Dulwich, London and members of staff attended a webinar which discussed issues such as healthcare, the Halo Code and Misogynoir. The key messages from this webinar were subsequently shared with staff. We have invested in some resources which are available for staff and pupils to use in order to educate themselves on these issues.

Barriers to change

The Curriculum for Wales seeks to develop pupils' understanding of both Wales and its diversity. It seeks to create ethical, informed citizens. However, there are a number of reasons that suggest that it might not achieve these aims to the same degree and in the same timescale in all schools. There is no doubt that many schools will run with the potential and steer of the new curriculum. The concern is that there are structural and cultural issues within education and wider society that will mean not all schools do this thus denying some pupils a rounded education that engages with diverse histories and contributions and Welsh citizenship. Resistance to change and/or lethargy are known barriers and often the result of ignorance, fear and uncertainty.

Schools are currently working under very difficult conditions during the pandemic and working to implement a range of often competing priorities in a curriculum that is non-prescriptive. Understanding the nature and extent of barriers to implementation is key to progressing the development of this initiative.

Representations to the Working Group indicated a number of potential inhibitors that resonate with wider research evidence in the field⁴⁰.

The current practice in this area is noted as ad hoc, with some shining examples of good practice countered by widespread neglect or a minimalist tick-box approach to equality issues. The practitioners we spoke to argued for the systematic embedding of learning relating to diverse minority groups and for addressing this without shoe-horning it in or an 'add on' approach. Further they argued for the need to engage all AoLEs not just, as is too often the case, leaving it to Humanities and Religion, Values and Ethics within Humanities. The statement that equality and inclusivity needs to go beyond students, to staff and ethos of school as a whole was frequently reiterated, as was the need for more diversity in the education workforce. They pointed to the need for a whole school approach, underpinned by strong leadership and not just relying on the commitment of individual teachers.

⁴⁰ Parken, A., Davies N., Minto, R. and Trenow, P. (2019) Equality Mainstreaming: Policy Development Model. Hankivsky, O., de Merich, D. and Christoffersen, A. (2019) Equalities 'devolved': experiences in mainstreaming across the UK devolved powers post-equality act 2010. *British Politics*, 14(2), pp.141-161.

Key barriers facing teaching practitioners can be summarised as **Time, Resources, Competence, Knowledge and Confidence**.

Our research, including focus groups held with teachers' shows that there is not widespread or consistent levels of teacher confidence in this area. There is strong support from the profession for additional professional learning opportunities. Some teachers noted that levels of experience, teacher specialism and past experience all impact upon teacher confidence. Many of those consulted indicated that practitioners lacked opportunities to discuss the development of minority perspectives and anti-racism and were unsure and fearful of saying/doing the wrong thing. Confusion over appropriate terminology was a recognised point of resistance to engagement and lack of access to robust resources were seen as major barriers to progressing this agenda.

There are, however, broader concerns expressed that a non-prescriptive, autonomous curriculum will not produce the desired outcomes.

The existing curriculum is already very flexible and allows histories of migration and minorities to be taught. This suggests that the existing problem is not the curriculum alone. Policies that allow no change often result in no change. For example, studies have found strong similarities in history curricula in English and Scottish schools and elsewhere despite the freedoms granted by the national curriculum there. There is thus a strong possibility that some schools and teachers will adapt their tried and tested programmes to the new curriculum rather than engage with calls for more Welsh and more diverse content.

Research by the Historical Association in 2007 also maintained teachers could be reluctant to tackle difficult historical topics such as race. It argued:

'The tendency of teachers to avoid emotive and controversial history for a variety of reasons. Some of which are well-intentioned, such as feeling that certain issues are inappropriate for particular age groups, or that they lack the maturity to grasp them, or a wish to avoid causing offence or insensitivity, or that they are best taught elsewhere in the curriculum, such as in citizenship or religious education ... In some schools, teachers also respond to the students' wishes to avoid history being complicated and problematical. This clearly affects the teaching of emotive and controversial history'.⁴¹

Similarly, other research has found that some teachers avoid teaching controversial topics, while others do teach them but not the causes of the controversies.⁴² Thus teachers in Wales may decide it is easier not to adopt curriculums that deal with challenging and emotive issues such as racism or Wales' relationship with England. Not all teachers have the same levels of confidence or expertise. A study in England found that more experienced subject leaders might have more advanced visions, aims and priorities, whereas those with less experience concentrated on

⁴¹ Historical Association (2007). *A Report from The Historical Association on the Challenges and Opportunities for Teaching Emotive and Controversial History* 3-19.

⁴² Harris, R. (2012) "Purpose" as a way of helping white trainee history teachers engage with diversity issues, *Education Sciences* 2(4): 218–241.

'establishing their competence as classroom practitioners'.⁴³ Thus the experience of teachers can have an influence on how ambitious and radical their curriculums are. Schools with more established staff may develop more ambitious programmes of study. The research suggests that such schools will be in more affluent and less challenging environments since teaching is a profession with a high dropout rate and research has found an association between staff turnover and levels of school disadvantage. In general, more disadvantaged schools are more likely to hire less experienced teachers.⁴⁴ Of course, teacher experience doesn't always translate in this way. The new curriculum in Wales is co-constructed and curriculum planning led by head teachers or more experienced teachers. It could be argued that the schools that hire teachers new to the profession inject new energy, thinking and specialism in topic areas, and in turn suggesting that schools in disadvantaged areas are particularly creative when developing their curriculum to ensure that they are both inclusive and ambitious.

The priorities and aspirations of teachers and schools are not just guided by curriculums. Teachers also need to see a topic as important. A 2013 report for Welsh Government into why Welsh history is not taught more identified the importance of teachers and pupils feeling a topic matters and that it is of interest.⁴⁵ Engaging pupils is particularly important because subjects compete with each other for pupils after KS3. Teachers have a vested in ensuring their subjects are popular because it will support the number and security of jobs in that topic.

Comments presented to the Working Group suggest that teachers tend to choose particular topics based on their own expertise, the expertise of other teachers within the department and the available resources and that examination specifications often drive the content in years 10 and 11 and to some degree year 9. There were also reports suggesting that a reinvigorated focus on Black histories in some schools, teachers extending their research and new initiatives in others to improve inclusivity and diversity of curriculum.

Case study 4

Provider: Bassaleg High School

Effective practice: Using school programmes to support equality and diversity

Context: Bassaleg School is a mixed 11-19 school to the north east of Newport. Currently it has 1,749 pupils on roll, with 405 in the sixth form.

⁴³ Hawkey, K, Prior, J (2011) History, memory cultures and meaning in the classroom. *Journal of Curriculum Studies* 43(2): 231–247, : 236

⁴⁴ Rebecca Allen, Simon Burgess and Jennifer Mayo, The teacher labour market, teacher turnover and disadvantaged schools: new evidence for England (2012). <https://www.bristol.ac.uk/media-library/sites/cmpo/migrated/documents/wp294.pdf>

⁴⁵ The Cwricwlwm Cymreig, History and the Story of Wales: Final report (2013)

- A **wellbeing-driven tutor programme**, co-constructed by pupils and staff and rooted in current action research. It covers an extensive range of topics around mental health, relationships and sexuality education and building resilience. Cultural conceptions about these themes are explored.
- The school's overhaul and rebranding of the **newly enhanced 'Religion, Morals and Philosophy' Programme (RMP)**, previously Religious Studies, have been a significant contributing factor in enabling the pupils to explore and understand further spiritual, cultural and moral values and beliefs.
- Planned provision to **raise awareness of the LGBT community**. All pupils embrace LGBT diversity and have subsequently formed a Queer and Straight Alliance (QSA) group showing the respect the young people have for promoting individual rights.
- The sixth form **'Giving Back to Bassaleg' programme** models to pupils the extent to which the school values the importance of contributing to the wider community.
- **Close tracking of the involvement of vulnerable pupils and those with protected characteristics** in community activities and pupil groups. Pupil groups are reflective of the school population as a whole; an aspect which evidences how the community is also one driven by equity.

It is clear that pupils respond to histories that they feel are relevant to their lives. In parts of Wales with low levels of ethnic diversity it may be that teachers seek to make their subjects more appealing to students by marginalising Black histories and ethnic minority perspectives. Indeed, there is research in England that supports the view that teachers in predominantly White areas do not widely engage with Black history. Research with subject leaders in Northamptonshire found that 80% said they had little or no knowledge of Black history, and 74% rarely or never taught Black history.⁴⁶ This probably owes something to a sense that Black history is not as relevant to pupils in such areas, although there can also be an appreciation that pupils' limited experience of diversity is why they need to learn about it.⁴⁷ These concerns do not relate to the history curriculum alone and they are indicative of the challenges for all AoLEs.

The issue of salience of these concerns in areas of Wales where a visible Black, Asian and Minority Ethnic presence is not part of the experience of the School was noted in our review. The Working Group were particularly keen to hear about this type of teaching experience.

⁴⁶ Siblon, J. 2005. Black Is also British: An Investigation into the Needs and Opportunities for Developing Black History Within the School Curriculum in Northamptonshire: A Report Commissioned by Northamptonshire Black History Project and University College Northampton. Northampton: Black History Project and University College Northampton. [http:// www.northant-black-history.org.uk](http://www.northant-black-history.org.uk)

⁴⁷ Paul Bracey (2016) 'Shaping the Future', Black History and diversity: teacher perceptions and implications for curriculum development, Education 3-13, 44:1, 101-112

The challenges faced by all schools with low visibility of ethnic minorities in addressing these issues could be perceived as numerous, however, not insurmountable. The respondents noted these challenges included the lack of community leaders, lack of mentors from the Black, Asian and Minority Ethnic community and the lack of understanding of how to address these issues, specifically the appropriate language that should be used. They noted difficulty in identifying community leaders or mentors from the Black, Asian and Minority Ethnic communities to become involved in projects with schools. This was suggested as a lack of positive role models for Black, Asian and Minority Ethnic students. Additional challenges facing Welsh medium schools in particular included the lack of good quality, Welsh medium resources as discussed in Part 2 of this report. It was noted, however, that there are also clear and ample opportunities for those Welsh-medium schools or schools with low numbers of ethnic minority pupils⁴⁸. The contributions of ethnic minority peoples to the history and development of Wales are a fundamental part of Welsh history and relevant to all, irrespective of the make-up of the local community.

It is clear that teachers across Wales want more support but also crucially more time to develop their skills and knowledge. Research in England has found the vast majority of history teachers feel they need to work on their subject knowledge but most have to do this in their own time.⁴⁹

The experience of other nations with process or purpose-driven curricula also suggests that changes in Wales might not achieve their potential. Following the introduction of the Curriculum for Excellence in Scotland in 2004, a 2019 study of 21 schools there found that ‘The result in many cases is an extremely narrow and fragmented syllabus in which pupil preference, teacher interests and the logistics of timetabling guide content selection.’⁵⁰ Inspectors have noted how some subjects might be repeated in secondary and primary levels because there is no overview of the totality of pupil’s experience of the discipline. This replicates a characteristic of the curriculum in England where, despite the freedom schools have to select topics, there is some kind of unofficial canon that dominates teachers’ selections, as the evidence shows in history teaching.⁵¹

New Zealand also has a curriculum that gives schools autonomy over content. However, studies there found that this has not, in every school, produced more teaching of national history or the role of colonialism within it. Mark Sheehan has argued that “Schools are self-managing (and have considerable autonomy over what is taught) and a teacher’s curriculum approaches to controversial historical questions will reflect the values, attitudes and collective memories of parents, students and colleagues in their school community”. Sheehan thus argues that in New Zealand the

⁴⁸ Gaine, C. (2005) *We're all white, thanks: the persisting myth about 'white' schools*. Institute of Education Press

⁴⁹ Katharine Burn (London: UCL Press, 2021) *The power of knowledge: The impact on history teachers of sustained subject-rich professional development* in Arthur Chapman (ed), *Knowing History in Schools: Powerful Knowledge and the Powers of Knowledge* p. 131

⁵⁰ Joseph Smith (2019) Curriculum coherence and teachers’ decision-making in Scottish high school history syllabi, *Curriculum Journal*, 30, 4 441-63

⁵¹ Richard Harris & Rosemary Reynolds (2018) Exploring teachers’ curriculum decision making: insights from history education, *Oxford Review of Education*, 44:2, 139-155

curriculum has “limited teacher agency under the guise of teacher choice”.⁵² In this light existing prejudices and concerns can discourage the teaching of topics of challenge them thus the curriculum ends up replicating rather than challenging norms. As a consequence, in 2020 the New Zealand government announced a move to more prescribed content.

A tick box or nominal approach to minority history can be as damaging as not addressing a topic at all. Where Black history concentrates solely on slavery it can promote ideas of people from Black, Asian and Minority Ethnic backgrounds as powerless victims. Research has even found that this can create a sense of shame in Black pupils.⁵³ Students from minority backgrounds want histories relevant to them and their lives and their history taught as part of Welsh / British history rather than separately.⁵⁴

For example, pupils from minority backgrounds in a school in Cardiff interviewed about their experiences of learning about migration history found they could relate to it. History came alive for them and they could speak about it to their families and appreciate the diversity of their city.⁵⁵

Thus, there are wider cultural and practical issues that could discourage schools from developing new curricula that pay greater attention to Wales and issues of diversity. None of these are all pervading and there are already schools that tackle Welsh history, minority history and controversial topics with verve and confidence. But there are others whose coverage is more cursory, designed to meet loose curriculum requirements. Thus, a change to the curriculum alone is not likely to bring about universal change.

Pupil voice

A focus group was held with young people from Black, Asian and Minority Ethnic backgrounds and of various ages on 15 October, arranged by a Group member and hosted by the Ethnic Minorities and Youth Support Team⁵⁶. The young people shared open and honest accounts of their experiences and, in some instances, the impact those experiences had later on in their school lives and after finishing school. Key themes included a lack of Black, Asian and Minority Ethnic role models presented as part of teaching, a feeling that elements of Black, Asian and Minority Ethnic history were taught as a ‘tick box’ exercise and were not always understood by their teachers, and a general sense that there was a lack of overall

⁵² Mark Sheehan (London: UCL Press, 2021) ‘Ka Mura, Ka Muri [Look to the past to inform the future]: Disciplinary history, cultural responsiveness and Māori perspectives of the past’, in Arthur Chapman (ed), *Knowing History in Schools: Powerful Knowledge and the Powers of Knowledge*, p. 211.

⁵³ Traille, K. (2007) ‘You should be proud about your history. They made me feel ashamed’: Teaching history hurts, *Teaching History*, 127, 31–37.

⁵⁴ Harris, R. & Reynolds, R. (2014) The history curriculum and its personal connection to students from Minority Ethnic backgrounds. *Journal of Curriculum Studies*, 46(4):464–486. Traille, E.K.A. (2006) School history and perspectives on the past: a study of students of African-Caribbean descent and their mothers. London University PhD thesis

⁵⁵ Claire Alexander & Debbie Weekes-Bernard (2017) History lessons: inequality, diversity and the national curriculum, *Race Ethnicity and Education*, 20:4, 478-494, p. 486

⁵⁶ Ethnic Minorities and Youth Support Team Wales <http://eyst.org.uk/>

representation of Black, Asian and Minority Ethnic presence in schools and in teaching. In some situations, this had led to a negative experience in school and in others it hadn't been recognised as an issue. Being taught solely about negative events in history can lead to learners having a negative sense of themselves.

Findings from a Race Equality Action Plan vision setting session held with Black, Asian and Minority Ethnic learners were also shared with the group and again highlighted that the young people would like to see more ethnically diverse representation in their teaching staff.

The focus group outcomes point to the marginal nature of these themes in the current curriculum and to the impact of this deficit on all learners. Educating all young people on the diverse histories and cultures will have a positive impact for all and not just the ethnic minority pupils. It will work towards eradicating racism and ignorance and educate all in the rich diversity of Wales creating an informed more respectful future generation.

The voices of children and young people responding to our consultation resonates with wider research work undertaken by Show Racism the Red Card and a number of specific projects undertaken by the Office of the Children's Commissioner⁵⁷ A recent UK wide report *Diversity and children and young people's reading in 2020*⁵⁸ undertaken by the National Literacy Trust, found that '*More children and young people from ethnic minority backgrounds than White backgrounds say that they don't see themselves in what they read (40% vs. 30.5%). This is particularly true for children and young people from Black ethnic backgrounds.* This report highlights the need for a broad interrogation of the materials in use in schools and beyond.

Case study 5

Provider: Clytha Primary School

Effective practice: Celebrating diversity to support well-informed, responsible and tolerant pupils (pupil voice & building networks)

Context: The school has 240 pupils ages 3-11. It has developed a 'diversity' theme that runs from nursery to Year 6. Each class takes one of the nine protected characteristics and develops supporting learning opportunities.

Clytha Primary School offers **equal access to the curriculum to all pupils**. Pupils are encouraged to be decision makers, to be inquisitive and think independently, and to develop as ethical, informed citizens.

⁵⁷ Children's Commissioner for Wales - Tackling Islamophobia Resources

<https://www.childcomwales.org.uk/publications/tackling-islamophobia-resource/>

⁵⁸ National Literacy Trust (2020) *Diversity and children and young people's reading in 2020*

<https://literacytrust.org.uk/research-services/research-reports/diversity-and-children-and-young-peoples-reading-in-2020/>

- The school has **developed links** with Stonewall Cymru, Paralympians, disability organisations and Wales for Peace.
- The school uses **visitors from the community and beyond** to engage all pupils in reflecting on their values.
- The school consistently **challenges stereotypes in pupils' attitudes, choices, expectations and achievements**. Each year group devised a plan with pupils to learn about a different form of diversity, for example 'faith' in Year 5, different families and same-sex parenting in Year 3, gender stereotyping in Year 4, physical disabilities in Reception and Year 1 and sexuality and the question of faith in world peace in Year 6.

Diversity in the education workforce

Our review of the evidence and consultations with stakeholders has highlighted the importance of a diverse ethnicity profile in the education workforce of Wales. The benefits of a diverse education workforce have been reiterated in a number of research studies conducted in Wales⁵⁹⁶⁰. Representations to the Working Group made clear that this was both important to the sense of belonging, aspirations and achievement of Black, Asian and Minority Ethnic pupils but also important and enriching for learners in the whole school population.

The position of teachers from Black, Asian and Minority Ethnic backgrounds deserves some particular comment. In focus groups held with these teachers a wealth of open and honest feedback and ideas was heard. Teachers of Black, Asian and Minority Ethnic backgrounds with lived experience are telling us loud and clear that the current ways of working are continuing to reinforce discrimination, falling short of inclusion, equality and professional standards.

The respondents argued for the need to ensure the cultural entitlement and creative needs of all individuals and communities (children and adults) across Wales are explicitly recognised. As teachers and learners they would like to see more ethnically diverse representation in their teaching staff. It was argued that changing approaches within the curriculum needs to run alongside a strategic step-change in transforming the diversity of our workforce to include more teachers and leaders in education from diverse backgrounds.

These teaching professionals suggested that this is not the time for 'conversations' but for action and that they want to be key stakeholders in leading professional learning and curriculum reform, sharing their knowledge, culture and lived experience, but beyond this they want all teachers to take a responsibility for realising the need for change in learning and teaching.

⁵⁹ Ibid p.32

⁶⁰ Wales Centre for Public Policy Evidence Review Report (Jason Arday 2020) Improving Race Equality in Education. Report due to be published alongside the Race Equality Action Plan in March 2021

The focus group discussions identified a number of critical issues which they felt important to consider in translating commitment into action. These included the need for training in anti-racism as part of professional learning, increased and accessible resources for cooperative co-construction of curriculum and a revision to the Professional Standards to explicitly address anti-racism. In terms of their own support, ethnic minority teachers suggested mentoring schemes and the support of a national wide network would be beneficial.

In parallel with the work of the Ministerial Working Group the Welsh Government had commissioned the Education Workforce Council (EWC) to undertake a rapid review of evidence relating to the ethnic diversity of the school workforce in Wales and the extent to which school teachers and learning support workers employed here are representative of those whom they are educating.

The EWC commissioned project has three phases. Phase one provided a quantitative overview of the available ethnicity data from which the Working Group produced a Key Facts Summary⁶¹.

In 'phase two' of a broader stream of work commissioned by the Welsh Government followed a report undertaken by Professor David Egan of Cardiff Metropolitan University, which provided a review of research evidence around the recruitment of Black Asian and Minority Ethnic entrants into ITE, retention and progression of Minority Ethnic teachers in the profession and the possible impact that having a more diverse workforce may have on the attainment of ethnic minority pupils.⁶²

The phase 2 report provides further analysis of the current picture in Wales, examining whether any information or research already exists on the on the matter of Minority Ethnicity representation in Welsh schools and whether there are any current initiatives in this area (either at local authority, consortium or national level). Evidence and initiatives from elsewhere in the UK and relevant lessons from these, are also considered. Examples are also presented from other professions and organisations, that have sought to diversify their workforces, highlighting best practice that could potentially be applied in Wales, to help develop a more ethnically diverse and representative school workforce. This phase concludes with 42 recommendations to improve diversity in the Welsh education workforce, covering a range of measures and a range of actors. In the third phase the EWC will seek stakeholder engagement to provide qualitative data to enrich the current profile.

The evidence provided by the EWC speaks strongly to the lack of ethnic minority representation at all levels of the teaching workforce and over time. The Working Group have reviewed the recommendations made by the EWC and endorse them in full, stressing the importance of reenvisioning and reinvigorating the traditional pathways into teaching to ensure a progressive pipeline and strategies to enable retention and progression of Black, Asian and Minority Ethnic teachers in the Welsh workforce. The Working Group were particularly keen to see the introduction of Bursaries for teachers from minority backgrounds, along the lines offered to those

⁶¹ Key Facts: Ethnic Diversity in Schools infographic <https://gov.wales/sites/default/files/publications/2020-12/ethnic-diversity-in-schools.pdf>

⁶² Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

training for priority subjects. Such bursaries are more likely to have an immediate impact and begin the process of transforming the Welsh workforce.

Case Study 6

Provider: Newport City Council

Effective practice: Supporting the needs of English as an Additional Language (EAL) pupils from the Gypsy, Roma and Traveller communities

Context: Gwent Ethnic Minority Education Service (GEMS) is a regional service hosted by Newport City Council that delivers support for ethnic minority pupils, including Gypsy Roma and Traveller pupils, who speak English as an Additional Language (EAL).

- **GEMS staff collaborate with the school directly and work with pupils within the classroom alongside teachers.** Tailored language support is provided to aid pupils' reading and writing, and also liaise with families. Bespoke support packages are then constructed for schools and individual learners, as appropriate. GEMS staff work with pupils in class and in focused withdrawal sessions.
- **Home language support** is provided for pupils looking to gain a qualification in their own language. For late arrivals into Key Stage 4, this may be the only qualification gained before leaving school and can be essential for points needed to enter further education.
- **GEMS recruits staff from a diverse range of backgrounds** including members of the Roma community. This has **strengthened community engagement and relationships with parents and carers.** Schools can access the service to support parents during parents' evenings, attendance meetings and issues concerning behaviour. The GEMS asylum seeker co-ordinator specifically supports newly arrived families in admissions to schools and purchasing uniforms. Linking with other partners such as health and housing ensures the sometimes complex needs of pupils and their families can be addressed.
- GEMS also **supports pupils' wellbeing through multi-agency working** to monitor changes in communities, such as rising incidents due to race or other discrimination. GEMS has worked successfully in partnership with Show Racism the Red Card for a number of years to promote community cohesion and address issues.

The professional learning framework – system infrastructure and the new curriculum



The National Approach to Professional Learning⁶³ was officially launched in 2018. This “made in Wales” approach to professional learning marked a key point in the curriculum reform journey. It aligns with the new professional standards, the Schools as Learning Organisations approach and professional learning model, to create a vision fit for the evolving education system in Wales for all educational practitioners, not just teachers.

All practitioners should expect to receive the support they need to deliver the new transformational curriculum.

The National Approach to Professional Learning is based on significant national and international research, and is designed to ensure:

- That schools, leaders and teachers are able to access best practice in defining and sharing Professional Learning at school level, especially through the use of critical enquiry and collaborative learning.
- That the providers of professional learning – the Regional Consortia, our Universities and others – design Professional Learning experiences that are high quality, accessible and fit for purpose, for example through designs that include collaborative enquiry and e-learning.
- That the Welsh Government fund the right sorts of professional Learning that evidence indicates will have an impact on practice in classrooms.

At each stage of the Professional Learning continuum there are opportunities to support and enhance the capabilities of the teaching workforce in responding to this

⁶³ National Approach to Professional Learning <https://gov.wales/national-approach-professional-learning-napl>

initiative. Interventions at these key career milestones and embedded in the stages of leadership training (see below) will be fundamental to progressing this priority area.

Initial Teacher Education (ITE)

Initial Teacher Education (ITE) in Wales has undergone major reform in recent years and any programmes that are being delivered must be accredited against the Criteria for Accreditation of ITE programmes. These criteria do not set a prescriptive curriculum for ITE programmes but describe a framework in which they should be delivered that brings focus on the pedagogical aspects of teaching. This includes requirements for students to develop and evidence an *understanding of the cultural diversity of the learner population as well as issues around equality and inclusion*.

Whilst the content of the ITE curriculum is not specified there is an expectation that programmes are designed to address these areas. In areas where additional support may be required or desired by students the Welsh Government have worked with HEIs to develop enrichment models made available through all ITE partnerships. Thus modules relating to Black, Asian and Minority Ethnic perspectives and anti-racism could be promoted through this method, but it would be important to have a standardised, mandatory and comprehensive approach to ensure it as part of the portfolio of learning at both undergraduate and post-graduate level.

The time available within PGCE programs is limited and the 1 year PGCE course is very intensive which presents a challenge. Seven HEIs in Wales provide these programs in partnership with local schools. Thus, any approach to embedding diversity will require Partnership level work. To date no formal audit exists of what or how education for diversity is managed within programs or any assessment of its effectiveness.

Our consultations indicated that several programs include some training on anti-racism (Show Racism the Red Card) and sessions on inclusive pedagogy but this is very limited input, focusing on anti-racism and issues such as bullying and not designed to address the development of diversifying curricula. Neither is it clear what models and approaches are being adopted, the respondents indicated an emphasis on 'cultural competency' – building awareness of other cultures, and 'unconscious bias' models that focus on unintended prejudices, rather than models that focus on race equality, White privilege and anti-racism. There is a clear need for research to understand the nature of training in Welsh HEIs.

Feedback to the group suggested HEI tutors and those involved in training partnerships themselves would require guidance and training to take forward this agenda. Each Partnership should be enabled to develop a plan to demonstrate how they are addressing this thematic.

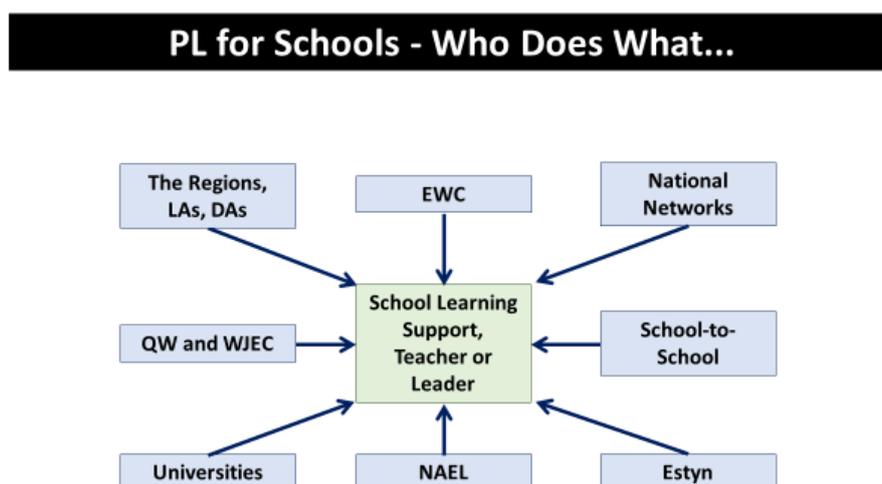
If trainee teachers are to be adequately prepared for the realities of designing and delivering curricula responsive to Black, Asian and Minority Ethnic themes, contributions and histories then some steps will need to be taken to embed these concerns in all the core areas of learning. It would be beneficial for trainees to be given the opportunity to have deep discussions as part of their development in

education for diversity, benefiting from peer review and school to school collaboration as part of their induction. These considerations should be taken into account as part of the Welsh Government’s Early Career Support Package⁶⁴, which supports early career teachers and encompasses a statutory induction period, the first few years of teaching and culminating in a Master’s degree.

The Group also felt these changes to induction support could be considered alongside the Welsh Government’s response to the report carried out by Mick Waters entitled *Learning to be a Teacher for Wales: The Induction of Teachers into the Profession*⁶⁵.

In line with the Education Workforce Council’s review and findings more needs to be done to attract applicants from minority backgrounds and Local Authorities and HEI Partnerships need to make clear their Strategy for enhancing applications to their programmes.

Professional learning in the established workforce



Integral to the National Approach is ensuring that professional learning for practitioners is adequately resourced including both financial resources and time for teachers and leaders to engage with high quality development opportunities. Schools have been provided with an extra INSET day each year for the next three years during the summer term specifically to give teachers more time for their professional learning. This is part of a wider package of the National Approach to Professional Learning, supported by an additional £31m million investment across 30 months to 2021, awarded directly to schools, with significant continued investment planned. This funding can be used flexibly to allow schools to work together in ways that suit

⁶⁴ Investing in Excellence: Our National Workforce Development Plan
<https://gov.wales/sites/default/files/publications/2019-11/investing-in-excellence-our-national-workforce-development-plan-2019-21.pdf>

⁶⁵ Learning to be a Teacher for Wales: The Induction of Teachers into the Profession
<https://gov.wales/learning-be-teacher-wales-induction-teachers-profession>

their own circumstances. In addition, the Government have made significant investments in digital learning resources to support teachers' in their professional learning journey.

Our consultations revealed considerable concerns about the adequacy of this provision when translated into the budget of the individual school and its priorities, a point we take up further in Part 5 of this report. Adequate and sustainable resourcing will be critical to achieving the transformations necessary to realise diversification of the curriculum.

The scope of our consultations for this report included deep discussions on the nature PL needs to ensure the implementation of this theme in the new curriculum. Our sense is that the education workforce is receptive to this development but overall lacks guidance and training to ensure robust engagement. Meetings with Union members, practitioners, Estyn's thematic review, discussions with Regional Consortia partners, EWC and more and our review of the research evidence suggests the need for ongoing, embedded and mandatory training. This was suggested as most effectively delivered at school level or as close to the Schools own experience and needs as possible. Our view is that a **combination of approaches** is needed requiring systematic and coordinated at local, regional and national level and drawing on a range of stakeholders.

We propose mandatory Professional Learning at all levels of the education workforce. In line with common practice in other professions in Wales, the development of a mandatory national PL module – covering anti-racism and inclusion, pedagogy and curriculum development in education for diversity. This training should be developed in, and comprise, two parts: 1) core components developed nationally and 2) context-specific content developed as part of the cluster plan. The cluster grant to fund the working for this. Training should be delivered every two years to all staff within the school.

Core components would include:

- a brief history and structural theory about anti-racism
- key distinctions: non-racist/anti-racist. Race/culture/ethnicity, culture/religion, UK travellers/Roma travellers
- clarify common misconceptions and terminology

Cluster specific components would include:

- data and lived experiences of community
- details of the schools' Anti-Racism, Equality and Equity Policy and action plan, as connected with the school development plan
- curricular planning, design and mapping
- identifying actions e.g. pupil steering groups / parent workshops / adding actions towards the Anti-Racism, Equality and Equity Policy to annual governors' meeting agenda

Research informed generic guidance may also be needed to stimulate such reflections in the design and development of curricula⁶⁶ and there is a clear need for signposting to subject specialist online platforms that can resource and enrich their selection of materials.

The new national network has a significant role to play in these development The Welsh Government will work closely with the National Network to consider in the context of curriculum implementation how best to embed these important issues in the learning process.

Recommendations on workforce training and professional development

Recommendation 7: Welsh Government to work with the Education Workforce Council on the 42 recommendations set out in the *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report*⁶⁷.

Recommendation 8: As part of the implementation phase of this report, members of the Working Group be invited to engage in the Education Workforce Council third phase consultation.

Recommendation 9: Welsh Government should provide specific scholarships to support Initial Teacher Education students from Black, Asian and Minority Ethnic groups.

Recommendation 10: The Welsh Government should ensure that Local Authorities set out a rationale and strategy for recruitment, retention and career progression of Black, Asian and Minority Ethnic teaching staff and that they publish their data year on year.

Recommendation 11: The Welsh Government should introduce mandatory publishing of school equalities data in the area of school workforce recruitment, pay-gaps, retention and progression.

Recommendation 12: Mentoring and social support should be offered to all teachers from Black, Asian and Minority Ethnic backgrounds as a norm. The Unions and National Network could be significant in enabling this development.

Recommendation 13: Financial support should be given to the new National network to enable them to provide robust mentorship and encouragement in education for diversity and anti-racism for individual teachers.

Recommendations on professional learning

Recommendations on Initial Teacher Education (ITE)

⁶⁶ Darren Chetty and Adam Ferner (2020) <https://www.tes.com/magazine/article/tips-tackling-classroom-discussions-about-race>

⁶⁷ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

Recommendation 14: Welsh Government to work with Education Workforce Council on the 42 recommendations set out in the *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report*⁶⁸ as related to Universities role in ITE, training and Professional Standards.

Recommendation 15: ITE Partnerships to establish and publish their strategy for addressing ethnic minority recruitment.

Recommendation 16: Each ITE Partnership in Wales should undertake an evaluation and creative audit of the current training and effectiveness of education for diversity and anti-racist training in their program and on the basis of this develop a strategic plan to more substantively reflect attention to this thematic.

Recommendation 17: All trainee teachers should be enabled to engage reflexively with these concerns and demonstrate in each of their core areas of learning attention to diversity. This will mean building assessment criteria that prompt this focus and values and attitudes that underpin qualified teacher standards that enable trainees to demonstrate competence in cultural diversity and in building relevant teaching materials.

Recommendation 18: As part of Education for Diversity plans HEIs should ensure the provision of good quality, mandatory anti-racist training for all HEI tutor groups and partnership providers.

Recommendation 19: ITE accreditation processes should monitor the extent to which Partnerships are able to demonstrate their commitment to this priority area.

Recommendations on early career teaching

Recommendation 20: Early career teachers should be supported through national professional learning schemes and specialist bodies to develop subject specialist knowledge that reflects attention to diversity and signposted to online learning platforms for subject specialist education.

Recommendation 21: Welsh Government to work with early career teachers to find out what support they would require when considering their development in education for diversity during induction as part of Early Career Support Package.

Recommendations on established teachers and leaders

Recommendation 22: The Welsh Government should consider an element of ring-fenced funding within their annual professional learning allocations to enable specific development of this priority area.

Recommendation 23: Schools should be provided with research informed guidance and prompt questions to stimulate reflection on diversifying the curriculum. This is a

⁶⁸ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

key part of professional learning support for curriculum design, and Remote Asynchronous Learning and Design (RALD). This would also include guidance to equip teachers with the necessary skills to delivering these issues in classroom situations.

Recommendation 24: In line with common practice in other professions in Wales, the development of a high quality and mandatory national professional learning module – covering anti-racism and inclusion, pedagogy and curriculum development in education for diversity and anti-racism.

Recommendation 25: The new National Masters in Education programme⁶⁹ should consider the inclusion of mandatory anti-racist training for all entrants and the development of a specialist module/field of interest: Educating for Diversity in order to promote teaching excellence and research in this area.

Recommendation 26: Welsh Government, National Academy for Educational Leadership Wales, and Regional Consortia to support thorough ongoing training to craft, embed and promote attention to ethnic diversity and inclusivity as part of a whole school approach for headteachers and leaders.

Recommendation 27: Regional Consortia to host annual professional learning events for ongoing development of and to promote excellence in education for diversity.

Recommendation 28: Regional Consortia to support schools by providing links to communities and positive case studies, such as examples of successful school initiatives to promote diversity in their curriculum. In addition, to signpost specialist online platforms geared to deepening diversification in Areas of Learning and Experience, to develop fora for peer to peer development and school to school sharing of practice in progressing education for diversity.

Recommendation 29: As part of the review of professional standards consideration be given to making explicit reference to anti-racist practice as a standard for practice.

⁶⁹ Welsh Government Written Statement: National Masters in Education <https://gov.wales/written-statement-national-masters-education>

Part 4: School-level actions

Development of the curriculum requires consideration of the whole school vision, ethos and learning environment. In developing a school curriculum vision, promoting a diverse and inclusive curriculum should be a key design consideration. A whole school approach includes attention to choice of curriculum content/contexts, teaching and learning experiences, resources and materials, anti-racism strategies and pedagogy that all recognise, celebrate and promote diversity and inclusivity. In this vein, professional learning for practitioners would be integrated into the whole system of the school, its policy and practices, as part of the Schools as Learning Organisations model.

The whole school approach to this priority area will only be achieved if based on **strong leadership**. The enthusiasm and actions of individual teachers alone will not ensure change. School leadership that promotes actions and behaviours that foster a culture rich in attention to diversity, anti-racism and inclusive pedagogy is critical to this development. Leaders can craft positive cultures, monitor and ensure delivery against explicit and clear targets and promote innovation, collaborations and cross curricular planning to take forward the necessary transformations. The Working Group heard from schools where this priority had been explicitly rehearsed in school development plans which detailed the type and range of actions necessary to promote change. Such leadership demonstrated commitment to systematically developing diversity practice through multi-tier and whole school approaches and the commitment to monitoring development and reviewing data.

Case study 7

Provider: Ysgol yr Hendy

Effective practice: Harnessing pupil voice to build effective anti-bullying strategies - an approach that could also be used appropriately to harness anti-racism strategies

Context: Ysgol yr Hendy is in the village of Hendy near Llanelli, Carmarthenshire, and serves the village and the immediate area. There are 164 pupils aged between 3 and 11 years of age on the school register, including five nursery pupils.

- A **whole school approach** is strongly evident through the school with a wide range of systems in place that promote positive behaviour, the development of pupils' wellbeing and a zero tolerance to bullying.
- An **initial focus meeting with parents and pupils** highlighted the need to tackle unresolved bullying incidents.
- The school has established and maintained a wide range of innovative arrangements, which promote anti-bullying across the whole school.
- **Focus meetings led to a complete overhaul of the anti-bullying policy, systems and strategies across the school at all levels.** The process involved all stakeholders, including facilitating clear opportunities for pupil voice, for example to create and review the pupil version of the anti-bullying policy every year.
- An initial **anti-bullying task force** was set up in the school. This group comprised the headteacher, a teacher and pupils. The group was carefully chosen and included one pupil who had been bullied and one whose behaviour was a cause for concern and was at risk of being excluded.
- Pupils on the taskforce decided to create a **child-friendly video policy**, as they felt that this would be inclusive and understood by all children in the school. The group presented the policy to the whole school and to the governors and parents in an open evening.
- The policy has **clear guidelines** of what is bullying and what pupils can and should do if they are being bullied. This led to the school motto, 'gyda'n gilydd cymaint mwy' - 'together so much more'.

Compliance with the Public Sector Equality Duty is a statutory requirement whereby schools are required to develop and publish their Strategic Equality Plans (SEPs). The need for schools to have SEPs that are synchronous with, and reflective of, their **School development plans** and priorities and that are subject to regular review and evaluation is essential to policies and practices that promote race equality. These documents play a significant role in signalling the intentions of the school and its culture and in determining how they operate. However, focus group evidence presented to the Working Group indicated that often SEP documents failed to spell out teaching and learning connotations and make the necessary links to anti-racist curriculum development. These should be reflexive and dynamic documents that ensure race equality is embedded, integrated and normalised within school procedure⁷⁰.

⁷⁰ Wales Centre for Public Policy Evidence Review Report (Jason Arday 2020) Improving Race Equality in Education. Report due to be published alongside the Race Equality Action Plan in March 2021

The Children's Commissioner has signalled a **Child Rights approach** to education provision⁷¹ placing the UNCRC at the core of a child's experience of education and at the core of school planning, teaching, decision-making, policies and practice. The model has been developed for education settings in Wales and is applicable across the educational sector, both statutory and non-statutory provision. One clear principle of the model is the right to Equality and non-discrimination. A safe and productive school culture is important to all children and young people and more specifically actions on racism and racist bullying in schools is a significant dimension of the whole school approach to race equality⁷². The Working Group propose that the ambitions of a progressive curriculum in tackling the achievement gap will only be realised if school practices are predicated on a strong anti-racist culture. Evidenced by strong pupil voice, pupil understanding of diversity and pupil involvement in shaping this practice.

The WCPP evidence review proposes race equality as 'a golden thread' running through school policies and argues that these documents should be developed in **partnership with pupils, parents and other key stakeholders** to avoid tokenism or lip service⁷³. This line of accountability is important. Pupils and parents and minority organisations and individuals in the local community are a vital resource and should be co-producers in the development of schools plans. The Working Group have seen good examples of School Plans that reflect attention to advancing the integration of minority perspectives and race equality measures as a priority.

Schools are responsible for setting their objectives and engaging in **self-evaluation**. The National Evaluation and Improvement Resource (NEIR) developed in partnership with Estyn and due to finalised in 2021 notes:

'Developing self-improving schools is fundamental to achieving our aspirations for learners and we are committed to support all schools in the pursuit of this goal. This resource promotes a collaborative culture of continuous professional reflection, learning and improvement. Through practical guidance, it supports schools to deliver our national mission for the learners of Wales and support schools to become learning organisations.'

The NEIR makes clear self-evaluation should not be an event (an annual review). Schools should develop a **learning culture** that promotes continuous improvement where self-evaluation is aligned to school improvement as an integrated process. Schools could fruitfully engage in peer review of this priority area, learning from each other and sharing expertise in the development of diversity as a cross-cutting theme.

Schools do not work in isolation from their local communities. Co-construction in the Curriculum for Wales requires schools to engage with other schools, settings and

⁷¹ Children's Commissioner for Wales' A Children's Rights Approach to Education in Wales <https://www.childcomwales.org.uk/resources/childrens-rights-approach/childrens-rights-approach-education-wales/>

⁷² Children's Commissioner for Wales' Anti Bullying Resources <https://www.childcomwales.org.uk/anti-bullying-resources/>

⁷³ Wales Centre for Public Policy Evidence Review Report (Jason Arday 2020) Improving Race Equality in Education p.19. Report due to be published alongside the Race Equality Action Plan in March 2021

HEI institutions as well as learners, parents, carers and the local community. This collaboration encourages schools to develop active and sustainable networks with local organisations, businesses, community links and individuals. These can also be virtual connections with national and international organisations that can support this endeavour. There are also opportunities for Schools to form relationships that foster education for diversity. Schools with high density ethnic minority representation can be partnered with those with low density ethnic minority pupil populations to share ideas, peer review school plans and develop innovative strategies to curriculum development.

Cynefin is a core principle underpinning the new curriculum. The Working Group have considered in detail the potential of this concept to promote the wellbeing, a sense of belonging, rights and citizenship knowledge of every learner in Wales. It is a concept that helps pupils ‘to explore, make connections and develop understanding of themselves within a modern, diverse and inclusive society. This *cynefin* is not simply local but provides a foundation for a national and international citizenship’.⁷⁴

The Working Group acknowledges the potential of *cynefin* to animate engagement with the diversity of cultures, histories, values and perspectives that is Wales. In a progressive curriculum those experiences that are salient to learners become the lynch pin to explore wider connections to the history of Wales, *Stori Cymru*, and beyond, whether they be historical or contemporary events, contributions or ideas or whether they be aspects that are significant to the wealth creation, social, cultural and industrial development of Wales, such as slavery, missionary activity, trade routes, specific migrations and more. This should reveal much more than isolated local stories of difference and diversity but indicate that patterns of the local are grounded within the mosaic of Welsh history. A progressive curriculum is not simply constituted of more Black and Brown faces in lesson plans or the telling of isolated stories of ethnic minority endeavour.

It is important therefore to interrogate some of the assumptions of the concept of *cynefin* and to question its applications in a highly mobile, interconnected world, where place, history and belonging often defy national boundary and where localities for some, speak to exclusion rather than inclusion. In many parts of Wales, the perception of low ethnic minority presence and the existence of powerful and exclusive narratives and claims of belonging to the historic, cultural and social dimensions of place might well prove a limiting factor to engagement with ethnic minority themes, experiences and contributions. Further it must be of concern that this concept may encourage an interpretation of belonging associated with *roots* rather than *routes* to Welsh citizenship, servicing ideas of us and them, locals and others, in which the claims of some are seen as more authentic than others.

⁷⁴ Further guidance on developing the Welsh context in learning is provided in the section on [local, national and international contexts](#)

Case study 8

Context: The Diversity and Citizenship report suggests “a week devoted to *Who Do We Think We Are?*, along the lines of the BBC television series, ‘Who do you think you are?’ has the potential to excite schools to get involved.”

- The main activity of the week being investigations and celebrations by schools of pupils’ histories and their community’s roots and of the national and global links that they can make. It will give opportunities for local projects, for firming up school links and for cross-curricular work showing how all subjects can be involved. The week could culminate in exhibitions, celebrations and debates involving pupils, parents and the community looking at ‘who they are’. The important issue is to begin to embed the work in the school curriculum and in Schemes of Work across a range of subjects.
- For it to work well, schools would need to be supported by their local authority and it is important to get museums and libraries involved for pupils to research and gather new material. If this could be a national focus with the media involved, so much the better.
- We understand that teachers would need time to prepare beforehand, with clear mapping in terms of objectives, pedagogy and outcomes, and that more resources in terms both of materials and support need to be in place, but if we want education for diversity to work for better social cohesion, it has to be highlighted and made a priority.

Ethnic minorities are broad and diverse groupings. The issues affecting particular minority groups need careful consideration in creating enabling school cultures. The Working Group heard from representatives of the Gypsy Traveller community in this respect. It was felt that equality of outcome is too often seen as synonymous with homogeneity or sameness for all. Within the Gypsy Traveller community, the very process of children conforming to formal schooling can place them at cross purposes with their culture. A coexisting plurality of spaces within schools that form around the pupils’ needs and makes sure young people do not get left behind for not fitting the singularly-sized outcome would be of benefit. This could take the form of drop-in after school clubs, training for the staff to make them better understand the challenges faced, or tweaks in provision and communication⁷⁵.

⁷⁵ Welsh Government Enabling Gypsies, Roma and Travellers plan <https://gov.wales/enabling-gypsies-roma-and-travellers-plan> ; Thematic Provision for secondary school aged Gypsy, Roma and Traveller pupil – additional evidence <https://www.estyn.gov.wales/system/files/2020-07/Provision%2520for%2520secondary%2520aged%2520Gypsy%2520Roma%2520and%2520Traveller%2520pupils%2520en.pdf>

Case study 9

Provider: Monkton Priory Primary School

Effective practice: Creating an engaging learning environment

Context: Monkton Priory Community Primary School serves a very large local authority council estate and a permanent Gypsy Traveller site. The school has identified about 38% of pupils as having additional learning needs. This is well above the average for Wales (25%). Around 30% of pupils are from a Gypsy Roma background.

- The school has created an **attached unit for traveller pupils** aged 11-16 years old.
- A majority of pupils have limited experiences in places beyond their community. The school aims to provide a “window on the world” for **enriched learning experiences**, providing real-life experiences to topics that pupils have studied in the classroom. The school has used an element of the pupil deprivation grant to fund all non-residential educational visits. It leases two minibuses that allow classes to explore the local area and other places of interest. These activities heighten pupils’ understanding of their work.
- Pupils in key stage 2 have **the opportunity to participate in a wide range of different sporting activities** that would not be readily available to them, for example horse riding, golf and judo. This venture has raised aspirations for pupils and has had a positive impact on attendance.
- **An ethos of respect resonates from senior leaders.** Everyone acknowledges that people are all different but that all have an important role in school life.
- The school successfully co-ordinates **adult education in the community** of Monkton and a range of courses are available, from essential skills to a part-time degree.

Mainstreaming these requirements within an **enabling school culture** is the craft of School Leaders. It is the responsibility of School leaders to develop a school ethos whereby practitioners have agency to design and enact an inclusive curriculum, embed pedagogies to support inclusivity, and to engage in professional learning to support their own development in this area. Progress will only be limited if individual teachers act in isolation to develop a more inclusive and diverse curriculum without the support of Senior Leaders, and a school ethos and culture that enables them to achieve agency. The idea of teacher agency⁷⁶ supports the principles and implementation of the curriculum. Teachers agency is something that can be achieved, given the right conditions and circumstances, culturally, personally, professionally and practically.

⁷⁶ Biesta, G., Robinson, S., Preistley, M. (2016) *Teacher Agency: An Ecological Approach*. London: Bloomsbury

Professional learning in development of this priority and in **anti-racist training** should be part of ongoing Leadership training (NPQH) but also be a feature of the new National Aspiring Headteacher Development programme. This one-year development programme provides professional learning opportunity for experienced school leaders across Wales who wish to become head teachers in the near future. Completion of this programme is an expectation for all future NPQH applicants. Other leadership programmes that could be considered are: the Middle Leaders development programme; Senior Leaders programme; Aspiring Headteacher – preparing for NPQH (NPQH assessment is run by Regional Consortia on behalf of WG); New and Acting Headteacher Development programme; and the Experienced Headteacher programme.

School governors and senior leaders should demonstrate their commitment to driving forward this initiative and **monitoring its** development in schools. Governing Board's engagement and consultation with learners would be a powerful tool to help guide Boards to monitor school's development. In our discussions with school governors⁷⁷, we noted the need for guidance, training and resources to empower school governors to ask the critical and reflexive questions in their monitoring of school practices and priorities and to assist in producing school development plans that reflect the School SEP. This guidance and training should be embedded in the induction and self-evaluation processes for governors. Each Governing Body now uses an online toolkit to carry out their own governors' self-evaluation, which focuses on their role and effectiveness as governors.

Regular school self-evaluation processes should include an audit and mapping of what is taught and where in the curriculum in relation to this aspect. Clear curriculum planning that adopts the idea of the 'golden thread' will mean that all AoLEs engage with this priority, that there is balance in the selection and emphasis of material and that opportunities are not missed for cross-curricular activity that reflects this thematic.

Recommendations on school level actions

Recommendation 30: Schools to review their Strategic Equality Plans (SEPs) to ensure they are clear, relevant and relate to specific, tangible and achievable actions on race equality, curriculum development and learning. These should relate to School Development Plans and be reviewed annually, updated and published.

Recommendation 31: Schools should undertake regular self-evaluation reviews and creative audits to plan for improvement of school policies to ensure alignment with and mainstreaming of race equality, and monitor their curriculum development in this priority area.

Recommendation 32: School leaders and school governors and those aspiring to School leadership roles should receive ongoing professional learning, guidance and training in crafting positive school cultures and embedding race equality and Black,

⁷⁷ On 9 October, Professor Charlotte Williams OBE attended a meeting of the Association of Directors of Education in Wales (ADEW) Governor Support Officers (GSO).

Asian and Minority Ethnic perspectives and contributions as part of a whole school approach.

Recommendation 33: School Governing Bodies should consider having a diversity champion to ensure diversity is being promoted from leadership-level, and is reflected in school strategies and audited on a regular basis.

Recommendation 34: A whole-school approach should be taken to anti-racist professional learning, where schools enable ongoing and deep conversations as a priority to address diversity as a cross cutting theme in curriculum development.

Recommendation 35: Schools should develop active and sustainable networks with organisations, businesses, community links and individuals at local, national and international levels in the development of this priority area.

Recommendation 36: Regional Consortia should support schools to organise peer-to-peer sessions or classroom-to-classroom sessions as part of teaching, helping to link schools with low-density and high-density ethnic diversity.

Recommendation 37: School leadership should engage in broad school consultations and deep conversations, including with pupils, parents/carers, to review, evaluate and progress this development in building inclusive whole school culture.

Part 5: Actions for sustainability: ‘leaders, levers, learners’

We are on the cusp of an important trajectory in education in Wales. The introduction of the new curriculum represents a significant turning point in the history of Welsh education. Its transformatory ambitions, opportunities for creativity and innovation and scope to be more responsive to and reflective of social, demographic and economic changes in contemporary society is to be welcomed.

The history of educational policy and practice responsiveness to Black, Asian and Minority Ethnic communities is littered with false starts, ineffective interventions and waning commitment⁷⁸ such that the debates on race/ethnicity and education continue to generate concern, contention and no small measure of frustration. The evidence base in Wales unequivocally indicates the facts of racial inequality as both quantified and voiced in the lived experience of many ethnic minority children and young people in Wales^{79,80,81}. This situation has thus far remained impermeable to change over a considerable period of time. The Welsh Government has risen to the challenge of addressing these issues through a broad range of actions, importantly including the mission to achieve curricula across Wales that reflect attention to the contributions, experiences of minority groups, past and present, in knowledge building.

The Working Group is mindful of the need to suggest sustainable actions that will ensure delivery on this mission as we move forward with the implementation of the new curriculum. Lessons from research on mainstreaming equality⁸² has highlighted the importance of strong leadership (leaders), clarity and transparency over monitoring and accountability (levers) and significantly the crafting of enabling cultures that allow stakeholders to trial, experiment and learn in the ongoing dynamic of progressing change (learners). Here we consider a range of actions that will need to be taken at regional and national level to support the enthusiasm and commitment of individual teachers and schools.

The proposed transformations to curriculum development will not occur without the engagement of a range of stakeholders.

⁷⁸ Tomlinson, S., 2008. *Race and education: Policy and politics in Britain*. McGraw-Hill Education (UK). Walters, S., 2012. *Ethnicity, race and education: An introduction*. Continuum.

⁷⁹ Jonathan Brentnall (2020) *Actions needed to address issues affecting Black and Mixed ethnicity school pupils – a focus on Wales*.

⁸⁰ Wales Centre for Public Policy Evidence Review Report (Jason Arday 2020) *Improving Race Equality in Education*. Report due to be published alongside the Race Equality Action Plan in March 2021

⁸¹ Wales Centre for Public Policy evidence reviews are due to be published alongside the Race Equality Action Plan in March 2021

⁸² Parken, A., Davies N., Minto, R. and Trenow, P., 2019. *Equality Mainstreaming: Policy Development Model*. Hankivsky, O., de Merich, D. and Christoffersen, A., 2019. Equalities ‘devolved’: experiences in mainstreaming across the UK devolved powers post-equality act 2010. *British Politics*, 14(2), pp.141-161.

Leadership

Leadership at school level has been discussed in Part 4 of this report. The role of schools governors will be vital in overseeing change and at a level that not all teachers will have the time to consider, especially in the midst of the pandemic. Engagement with learners through consultation and/or questionnaires would also provide tangible evidence to enhance governors' assessment and guidance to schools. Beyond this a significant leadership role is played by Regional Consortia.

The four Regional Consortia provide professional learning locally and nationally, they have an important role to play in generating commitment, supporting practitioners to develop and share effective resources, sharing expertise and good practice across Wales. There is also a significant role to play to signpost practitioners to specialist information from national or local providers, all Regional consortia support practitioners to use Hwb and a range of additional tools to support learning.

The Regional Consortia should develop as a priority, a specific cross curricular focus area and network on *Anti-Racism in Education for Diversity* in the new curriculum to engage in promoting good practice and sharing resources. Identifying **Ambassadors** to steer this work and act as a conduit for communication between regions is a mechanism that has been trialled with success by the Children's Commissioner⁸³. Such a scheme could well be established to develop and deliver on this focus during and beyond the implementation of the new curriculum and to enable critical monitoring and evaluation of progress on this priority. The Working Group advocate the establishment of a **cross-Regional Consortia Working Group**, charged with promoting, monitoring and evaluation of this priority area.

The Welsh Government's Curriculum and Assessment team's ongoing engagement with headteachers and chairs of governors via the Regional Consortia will be important to the development and sustainability of this theme through implementation and beyond. The Welsh government should consider how they will build a robust mechanism to enable ongoing and deep dialogue on transformatory change in this priority area, envisioning and sharing what success in this field will look like.

The profile of School Leadership is also of concern to the Working Group. Currently EWC data indicates⁸⁴ just 15 of all head teachers and executive leaders in the Welsh Education system are from Black, Asian and Minority Ethnic backgrounds and of these just 7 serving headteachers or executive headteachers were known to be from non-white ethnic backgrounds and none of these were Black or Black British. The Working Group endorses the approach taken by the EWC in proposing changes aimed to increase the diversity of headteachers and develop a pipeline into senior leadership for those from minority backgrounds.

⁸³ Children's Commissioner for Wales' Ambassador schemes for schools and community groups <https://www.childcomwales.org.uk/our-schemes/>

⁸⁴ Key Facts: Ethnic Diversity in Schools infographic <https://gov.wales/sites/default/files/publications/2020-12/ethnic-diversity-in-schools.pdf>

Levers

Funding

All the commitment in the world can be undermined by lack of funding and resource to advance this priority. The current level of generic funding for PL requires a ring-fenced and dedicated allocation to take forward this work as a priority of the new curriculum. The Working Group's consultation with schools indicates that the Welsh government's committed amount of £31million for PL when translated into individual school allocations is parsimonious and will not ensure the dedicated time release of the average teacher to pursue training or to be afforded the time for creative curriculum development. Co-production of materials is to be encouraged and teachers will need to engage with educational developers, academics, and those with lived experience in the development of their curriculum. The government should consider ring-fencing dedicated funds to support the development of this priority area.

There are several organisations that are actively involved in engaging with the teaching themes of Black, Asian and Minority Ethnic histories and contributions that could be brought in to develop shared learning opportunities with schools and the Regional Consortia. Many grants are now dependent on working in partnerships, and so organisations of all types need to reach out to new partners. It was thought that schools could do this on a variety of projects and initiatives. It was also suggested that Regional Consortia could consider other potential sources of funding in their region that could support innovative work in this area, achieved through the development of partnerships.

Estyn's role

Estyn are the education and training inspectorate for Wales. They provide public accountability to service users on the quality and standards of education and training in Wales, they inform the development of national policy by the Welsh Government and build capacity for improvement of the education and training system in Wales. As well as inspecting, Estyn advise and guide the Welsh Government on quality and standards. Their thematic reports are commissioned by the Minister for Education.

Legislation sets out the powers of Her Majesty's Chief Inspector of Education and Training in Wales. This includes what Estyn may or must inspect and report on. When inspect a provider's teaching and learning experiences, inspectors consider *'the ways in which the school develops a curriculum that fully reflects the nature of the school's context, including designing learning activities that reflect the cultural, linguistic and ethnic diversity of Wales and the school's local area.'*⁸⁵

As the Inspectorate, Estyn provide a range of guidance documents for Inspectors in undertaking their reviews⁸⁶, including consideration of the **School's Strategic Equality Plan** and how each school is meeting its equality objectives. Relevant

⁸⁵ Estyn Guidance handbook for the inspection of all-age schools
<https://www.estyn.gov.wales/system/files/2020-07/Guidance%2520handbook%2520-%2520all%2520age%2520schools.pdf>

⁸⁶ Estyn Inspection Guidance <https://www.estyn.gov.wales/inspection-process/inspection-guidance>

training of school inspectors and improved frameworks for exploring how schools are meeting their statutory duties are reflected in the Estyn Strategic Equality Plan 2020-24 which if successfully implemented will enable better evaluation processes in Schools.

Schools are encouraged by Estyn to undertake self-evaluations, adopting an ongoing culture of internal review and self-improvement rather than one-off annual reporting, as discussed in Part 4 of this report. Schools may need greater guidance and support in the development of their SEPs and school plans and in the framing of diversity as a priority area. The Working Group propose a two-stage approach to monitoring of this thematic as we move forward into implementation.

In the first phase - as an initiative on a national level, the Working Group would like to see the design and development of a pilot '*work in progress*' project initiated by the Welsh Government and undertaken by Estyn, aimed to review how well schools are progressing in the integration of curriculum diversification reflecting this thematic and reviewing what types of further support and advice may be needed to advance the work in this area. This enabling review would form the backdrop to a full thematic review which we propose the Welsh government initiate no later than five years post implementation of the new curriculum 2026-27.

The ongoing review of the Curriculum for Wales

The Curriculum for Wales guidance states that "Schools will be required to keep their curriculum under review so that they can respond to the outputs of professional inquiry, changing needs of learners and social contexts and needs." In reviewing their curriculum offer, schools should ensure that the principle of diversity, and Black, Asian and Minority Ethnic themes, experiences and contributions are increasingly embedded. This should be a key priority for the Welsh Government as they review the National Curriculum for Wales framework moving forwards. Any proposed changes to the content of the Curriculum for Wales Framework at any point in the future should aim to significantly increase the requirement for schools to include Black, Asian and Minority Ethnic contributions and experiences in their enacted curriculum.

Race Equality Action Plan

The Deputy Minister and Chief Whip, Jane Hutt, committed to develop a Race Equality Action Plan for Wales in March 2020, following calls from the race sector and feedback provided through a previous consultation on the Welsh Government Strategic Equality Plan, which took place at the end of 2019. The vision, purpose and values are:

Vision: "A Wales that is anti-racist by 2030"

Purpose: "To make meaningful and measurable changes to the lives of Black, Asian and Minority Ethnic people by tackling racism"

Values: "Open and Transparent, rights based, and lived experience as core to all policy making"

As part of the Plan, policy leads from across the Welsh Government will have to develop high level goals and actions to achieve against them. The work undertaken by this group is integral to the education goals and actions of the plan which include three broad themes of professional learning, the curriculum and the learner experience. Professional learning will support school staff through mandatory training to support actions towards schools' 'anti-racism, equality and equity' policy. The policy will develop and support the understanding of anti-racism, equality, equity and diversity as a core element across all areas of learning, through all of the progression stages, to impact progressively on learner knowledge, skills and experience.

Learners: The enabling culture

Innovation and transformations occur within cultures of working practice that allow for experimentation and learning. Leading work within Wales on advancing equality practice comes from Alison Parken's research which argues for '*Reflexive learning models*' that bring together and value a wide range of stakeholders in the change process. Parents/carers, pupil, teachers, school leaders, community groups, policy makers and academics are implicated in crafting this enabling culture. Parken's work has argued that '*reflexive learning models require sufficient capacity and resource to foster movement from monitoring and compliance-focussed behaviours which... can hide challenges and realities, towards a learning culture*' (2018 p.4). Teaching practitioners will need time and opportunities to engage in such reflexive learning, to work with others on a vision of change and consider what success in their subject area would look like.

National events, awards and prizes can complement the momentum and provide exemplars, symbols and success goals to promote good practice. Think pieces, events and collaborations with journalists all point to the potential to promote positive messages and share good practice across Wales.

It is timely to consider what the opportunities there are for funding and creating new materials in partnership with a range of stakeholders. The Working Group heard suggestions about the remix/rewrite of existing adult texts to make them accessible for children and young people. We heard from a teaching practitioner who was preparing a book from a child's perspective on the impact of racism and their struggles to effectively address the issues within schools. Such initiatives could be supported by the University of Wales Press or other press in Wales.

Evaluation

The Curriculum for Wales: Implementation Plan⁸⁷ gives an indication of the impacts and processes that will be a part of the evaluation. These actions relate not simply to the work of how individual schools are progressing this priority area but raise broad questions about the impact of the new curriculum on society as a whole. The Welsh Government is in the early stages of developing its evaluation process for the new curriculum and is undertaking a scoping study to articulate the theory, assumptions,

⁸⁷ Curriculum for Wales: Implementation Plan <https://hwb.gov.wales/curriculum-for-wales/curriculum-for-wales-implementation-plan>

evidence and readiness underpinning the curriculum and assessment reforms and to use this information to develop recommendations for a robust monitoring and evaluation programme. The group would ask that the inclusion of the teaching of themes related to Black, Asian and Minority Ethnic contributions be embedded in this evaluation process.

As a Working Group we would like to see the Welsh Government consider a National conversation on progress against this priority area. A review of the experience of schools in developing their curriculum and the development of principles against which What Matters Statements could usefully be reviewed.

Case study 10

Provider: Hafod Primary School

Effective practice: An inclusive ethos and culture promotes effective pupil participation

Context: Hafod Primary School serves a former industrial area close to Swansea city centre. The school is located in a Communities First area, and most pupils live within the 20% most deprived areas of Wales. Just over two-fifths of the pupils speak English as an additional language. There are 15 different languages spoken by pupils, the most common of which is Sylheti.

- Hafod Primary School, Swansea, has developed **a framework of values to promote citizenship, tolerance, and diversity**. Pupils are taught to respect every individual's rights.
- The school has an **innovative range of pupil voice groups** such as the 'caring crew', the health and safety squad, the **rights respecting group** and the pupil participation group.
- Older **pupils contribute to decision-making** and help to set the strategic direction of the school.
- Pupils have a role in evaluating the school development plan. **Pupils contribute to policy development**, and produce a pupil prospectus for prospective new pupils.

Wider initiatives

Engagement with a broad range of initiatives that are currently in train will support the roll out of this priority area, for example:

The Women in Science, Technology, Engineering and Maths (WiSTEM)

Education sub-group has been highly supportive of the Working Group's curriculum focussed work. WiSTEM's Welsh Government related funding programmes and projects (all featuring gender equity) have welcomed the opportunity to consider the inclusion of representation from Black, Asian and Minority Ethnic peoples. These

programmes and projects include Techniquest, X-Plore!, Technocamps, Stimulating Physics Network, Further Maths Support Programme, Physics Mentoring Programme and the Improving Gender Balance Programme. A member of the Working Group has also supported WiSTEM with the development of a STEM questionnaire for pupils from Black, Asian and Minority Ethnic backgrounds. Ongoing engagement with the Education sub committee's work will extend the impact of this Working Group's findings.

The Arts Council of Wales has worked closely with the group since October 2020 to design a proposal, which would take a creative learning approach to exploring the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales, past and present. Two members of the group worked with the Arts Council of Wales on the project plan design, which will bring artists and creative practitioners into selected schools with the lived experience that will ensure 'authentic learning opportunities that connect aspects of the curriculum and make connections to everyday'. The project will also establish a network of schools, drawn from across all four Consortia regions that will be supported to develop innovative approaches to devising and delivering creative collaborative projects with a focus on the exploration of *cynefin* in the context of the history and development of Wales as a multicultural society. These schools will become a catalyst for change, sharing best practice across the sector.

The Education Workforce Council's project on Diversity in the Education Workforce. Members of this Working Group are committed to engaging with the ongoing process of this work and promoting adoption of the 42 recommendations made in the report⁸⁸.

The Welsh History Review being undertaken by Estyn and due to report this year will have significant findings in relation to the teaching of Black history⁸⁹. Estyn are currently undertaking a thematic report on Welsh and Black, Asian and Minority Ethnic history in schools. The review will assess how diversity is taught in schools and consider if the history taught in schools is representative of all of Wales' communities and their international connections. The review will also take account of Welsh and wider Black, Asian and Minority Ethnic history, identity and culture. As part of their evidence gathering, inspectors will be engaging with pupils from Black, Asian and Minority Ethnic backgrounds in a range of schools from across Wales. The views of these pupils will form part of the report's evidence base.

Qualifications Wales consultation, currently live⁹⁰, seeks comments on the GCSE subjects that should be available in the future. There are clearly opportunities here to re-contextualise learning, to refresh all subject areas and to introduce new themes into AoLEs. The reform of the GCSE portfolio might seek to directly address the explicit inclusion of issues of inequality, citizenship and civic learning in relation to

⁸⁸ Education Workforce Council's *Ethnic Minority Representation within the School Workforce in Wales Phase 2 report* is due to be published in 2021

⁸⁹ Estyn (Liz Counsell November 2019) 'Sir, what was coal?' *Do schools teach about the history and culture of Wales well enough?* <https://www.estyn.gov.wales/blog/sir-what-was-coal-do-schools-teach-about-history-and-culture-wales-well-enough>

⁹⁰ Qualifications Wales 'Qualified for the Future' consultation, 2021
<https://www.qualificationswales.org/english/qualified-for-the-future---have-your-say/>

anti-racism, Black, Asian and Minority Ethnic histories, experiences and perspectives. Following the current consultation period, a further consultation later in 2021 will ask questions about what content GCSEs should cover and how they are to be assessed.

The Working Group seek the explicit integration of attention to Black, Asian and Minority Ethnic themes, contributions and experiences in the redesign of assessment criteria and explicit attention to Diversity as a cross cutting theme in all AoLE. The Working Group considers continued engagement with this consultation process to be fundamental to the sustainability of their work.

There are many other opportunities to stretch the parameters of existing projects to include attention to Black, Asian and Minority Ethnic concerns. Work by Sport Council Wales, Unions, the Children's Commissioner and more⁹¹ suggest opportunities for collaboration and including cross-sector working. The mainstreaming of this theme and concerns into other initiatives focussed on the developing curriculum will ensure sustainability of this focus.

Research needs

Whilst the research evidence on educational inequality is strong in Wales, it is clear from the Welsh Centre for Public Policy's evidence review on education that there are significant gaps in the knowledge base. This Working Group looked for hard evidence on what was currently being taught in terms of Black, Asian and Minority Ethnic across the curriculum and across year groups. How, for example, were innovation schools and pioneer schools engaging with these concerns? This was difficult to establish. There was no hard evidence on what ITE providers were delivering in this respect, either quantitative or qualitative. There was no evidence on what models of Professional Learning in Education for Diversity are in use in Wales and beyond the anecdotal, no clear picture of what the barriers to implementation are and might be. Our consultations indicated significant issues for Black, Asian and Minority Ethnic teaching staff which deserve more thorough investigation. The evidence presented by NWREN on School SEPs suggested the need for greater interrogation, monitoring and review of the Wales wide situation. In addition, as we move forward to implementation there will be a need to collect evidence of how well schools are responding to this priority.

Recommendations on actions for sustainability

Recommendation 38: Regional Consortia should develop as a priority, a specific cross curricular focus area and network on *Education for Diversity* in the new curriculum to engage in promoting good practice and sharing resources⁹².

Recommendation 39: Regional Consortia should adopt an Ambassador scheme to develop and deliver on this focus during and beyond the implementation of the new curriculum and to stimulate curriculum development and enable critical monitoring

⁹¹ Diversity and Citizenship Curriculum Review

https://dera.ioe.ac.uk/6374/7/DfES_Diversity_%26_Citizenship_Redacted.pdf

⁹² To note, recommendation 38 was presented in the interim report

and evaluation of progress on this priority. These Ambassadors could be part of a cross-Regional Consortia Working Group, charged with promoting, monitoring and evaluation of this priority area.

Recommendation 40: The Welsh Government to utilise the new National Network to enable ongoing and deep dialogue with headteachers and school governors on advancing transformatory change in this priority area.

Recommendation 41: Local Authorities, Regional Consortia, and schools to develop effective partnerships with a range of organisations, to support work and consider wider sources of funding to support work in this priority area.

Recommendation 42: The Welsh Government to commission Estyn within three years of implementation of the Curriculum for Wales to carry out a preliminary review aimed to consider the ways in which schools are beginning to develop curricula that reflect the cross-cutting theme of diversity and what types of further support they may need. The Working Group recommend that within five years a full thematic review be commissioned by the Welsh Government.

Recommendation 43: Estyn to review and report on how well schools deliver a broad and balanced curriculum that addresses diversity across all Areas of Learning and Experience, and to promote the sharing of best practice through case studies and thematic reports.

Recommendation 44: The creation of a new award category for schools in Future Wales Teaching Awards to promote the inclusion of Black, Asian and Minority Ethnic histories/ contributions/ experiences across all subjects in schools⁹³.

Recommendation 45: The Welsh Government to ensure that What Matters Statements relating to this priority area are strengthened and developed in all Areas of Learning and Experience to reflect sustained attention to this thematic and adapted to the progress being made in schools.

Recommendation 46: Welsh Government to work with Unions towards addressing the issues facing Black, Asian and Minority Ethnic teaching staff, including their experiences of discrimination, being over-burdened and lacking guidance towards progression.

Recommendation 47: Qualifications Wales should consider appropriate ways to support diversity within qualification design as it engages with stakeholders on subject content and design parameters of made for Wales GCSEs.

Recommendation 48: Qualifications Wales work closely with awarding bodies to ensure that, where appropriate, specifications for made-for-Wales qualifications reflect education for diversity.

⁹³ To note, recommendation 44 was presented in the interim report.

Recommendation 49: The Welsh Government's Race Equality Action Plan to explicitly require Local Authority commitment to supporting the development of Strategic Equality Plans (SEPs) and monitoring impacts.

Recommendation 50: Welsh Government and Higher Education Funding Council for Wales (HEFCW) to consider funding as a priority for the research needs generated by this priority area in the new curriculum.

Recommendation 51: Welsh Government to ensure the new curriculum evaluation process covers the teaching of themes relating to Black, Asian and Minority Ethnic communities and experiences across all parts of the school curriculum.

Part 6: Concluding comments

This report has been concerned with actions needed to improve the teaching of themes and experiences relating to Black, Asian and Minority Ethnic communities and to ensure that these are an integral part of all areas of learning and experience in the new curriculum. The review has indicated the need for a more systematic approach to the selection and collation of resources, to opening up access to these resources for teaching practitioners through signposting and improved systems of navigation and for the need for robust professional learning at all levels of the education workforce to support and enable this endeavor.

As part of this development, it is clear work will need to be done on changing mindsets, ingrained practices and developing positive cultures of change, rather than simply responding to a knowledge deficit. This implies an interrogation of the attitudes and values that underpin competency, and the commitment and willingness to change. The spectre of racist and xenophobic attitudes, both conscious and unconscious, presents a significant barrier to change. Thus, the core of this work must be based on robust anti-racist practice and actions and placed within the government's overall strategy to achieve '*A Wales that is anti-racist by 2030*'.

Education alone cannot put to right the systemic racial inequality that is evidenced and experienced in all social policy fields across Wales but it is a significant arena of change and critical in building the ethical and informed citizens of the future.

This Review has acknowledged the current challenges to change, not least the impact of the Covid19 pandemic. Just at the moment when schools and their partner stakeholders are engaging in implementation of the new curriculum towards 2022, so too they are having to grapple with the unprecedented challenges the virus has brought in its wake. School leadership and teaching staff will need time and space to enable them to engage appropriately with the innovation this focus implies. Under such pressure it is important to remember that this is not yet another 'add on' block of content or transmissive knowledge but based on a transformatory approach that reflects the ambition of the Curriculum for Wales for '*practitioners to think afresh about what they teach, how they teach, and about what we want young people to be as well as to learn*'.

Neither is a special case being made for those from Black, Asian and Minority Ethnic groups but for the fundamental principle that recognises the right of *every child* in Wales to have their knowledge based enriched and be reflective of the broad range of histories and contributions that have shaped the Welsh nation. Irrespective of locality, irrespective of the demographic profile of the neighbourhood, children and young people across Wales deserve an education that secures their dignity, justice and rights and an education in which they can see themselves and the diversity that is Wales positively reflected; one in which all can envision their futures.

Implementation is all. The changes proposed in this review rest with all of us in the education community and our key stakeholders. In a largely autonomous curriculum, just as there is ample space for avoidance, lethargy and drift, there is equally ample space for innovation, imaginative engagement and creativity. There is clearly an important opportunity here to develop a new trajectory, one that will be significant to

all children in Wales, including those from minority backgrounds, now and into the future and one that will ultimately be of benefit to society as a whole.

Annex A: Examples of resources

During the course of the group's work, many resource recommendations were sent to the group. This is a collection of just some of those resources.

The group cannot endorse any of these resources individually as it did not have sufficient time available to review them.

Resources to support the teaching of Black, Asian and Minority Ethnic themes hosted on Hwb were annexed to the interim report⁹⁴.

- The Heritage and Cultural Exchange, Tiger Bay and the World <https://www.tigerbay.org.uk/>
- The Heritage and Cultural Exchange Archive https://www.hcearchive.org.uk/items/browse?sort_field=Dublin+Core%2CTitle
- Black, Asian and Minority Ethnic History in Wales, People's Collection Wales <https://www.peoplescollection.wales/learn/black-asian-and-minority-ethnic-bame-history-wales>
- Black History Wales resources <https://bhmwales.org.uk/links-resources/>
- African Community Centre, Swansea, Intergenerational project <https://africancommunitycentre.org.uk/projects/windrush-intergenerational-project/>
- Colonial Countryside <https://www.nationaltrust.org.uk/features/colonial-countryside-project>
- Black History Stories Wales <http://www.spanglefish.com/welshblackhistorystories/index.asp>
- Database of those who received compensation on manumission of enslaved in 1830s <https://www.ucl.ac.uk/lbs/>
- The Remarkable Reverend William Hughes and the African Institute of Colwyn Bay <https://www.youtube.com/watch?v=kN9WdVfj4bE>
- Resources designed by EYST⁹⁵ around diversity awareness <http://ymw.eyst.org.uk/resources.php>
- Wales Black History Teachers Forum website <http://www.spanglefish.com/wbhtf/>
- Learning Links <http://learninglinksinternational.com/>
- Yasus Afari, Performance Poet, Author, Entrepreneur and Ambassador for Rastafari and Shared Histories <http://www.yasusafarionline.com/>
- Black History Month North Wales projects www.bhmnw.com
- North Wales Jamaica Society www.nwjsonline.com
- Enrico Stennett memorial website www.enricostennett.com
- Jamaica Wales Alliance www.jamaicawalesalliance.com

⁹⁴ Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: interim report https://gov.wales/sites/default/files/publications/2020-11/black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-interim-report_2.pdf

⁹⁵ Ethnic Minorities and Youth Support Team Wales <http://eyst.org.uk/>

- Jamaica Wales Poetry Project www.spanglefish.com/jamry
- The Pennants Project www.spanglefish.com/pennantsproject
- 'Cut me loose', a documentary on Wales and slavery
<https://vimeo.com/search?q=Cut+me+loose+-+Wales+and+Slavery>
- Article on William Hall, the published life story of an escaped slave and resident of Cardiff from 1862 <https://scolarcardiff.wordpress.com/2020/08/06/a-unique-piece-of-wales-black-history-from-cardiff-university-goes-online-william-halls-slavery-narrative/>
- 'From Sheep to Sugar / O Wlan i Sigwr' project
<https://www.peoplescollection.wales/story/1376641#:~:text=%22O%20Wlan%20%20Siwgr%20%2F%20From%20Sheep%20to,woven%20woollen%20cloth%20%28brethyn%29%20between%201650%20and%201850.>
- Royal Academy of Engineering's videos Science, Technology, Engineering and Maths (STEM) workers <https://www.thisisengineering.org.uk/>
- #TheGlovesAreOn #SeeSpeakSave packages
<https://www.theglovesareon.co.uk/>
- Promote Equality <https://www.promoteequality.org/>
- *Miranda Kaufman - Black Tudors: Three Untold Stories*
lecture: <https://youtu.be/JfTaXRFV7EA>
- *Miranda Kaufman - Teaching Black Tudors*
resources: <http://www.mirandakaufmann.com/blog/teaching-black-tudors>
- Miranda Kaufman - general content (videos, podcasts, interviews, blogs) on Black British History: www.mirandakaufmann.com
- Wales Alliance for Global Learning <https://www.wcia.org.uk/global-learning/research-and-policy/wagl/>
- The Black Curriculum UK Teaching Black British History: A Teacher Training Guide <https://www.futurelearn.com/courses/teaching-black-british-history-a-guide-for-teachers>
- The Campbell Network <https://www.walesonline.co.uk/news/women-behind-campbell-network-new-18743009>
- Teaching Tolerance and Ethnocultural Empathy for Mutual Acceptance (T-TEEMA) <https://t-teema.com/>

Annex B: Stakeholders consulted

The group has engaged with the following organisations and stakeholders:

- Philip Blaker, Chief Executive of Qualifications Wales, and Emyr George, lead on qualifications for the new curriculum in Qualifications Wales
- Dr Susan Davis, BAME Ed Wales Network Chair and lead for primary humanities within the Cardiff School of Education and Social Policy, Cardiff Metropolitan University
- BAME Ed Wales Network
- ITE Partnership Leads
- Education Workforce Council
- Diane Hebb, Director (Arts Engagement) Arts Council of Wales
- Dr April-Louise Pennant, Education, Ph.D. (Doctor of Philosophy), specialising in the field of educational inequalities, in relation to race, gender, social class, ethnicity, intersectionality and racism.
- Sian Gwenllian, Shadow Minister for Education, Culture and the Welsh Language, Plaid Cymru
- Wales Centre for Public Policy (WCPP)
- Consortia Managing Directors
- Wales Union Partnership Group
- Claire Parmenter, Deputy Chief Constable from Dyfed Powys Police
- Welsh Government Deputy Director for International Relations
- Soraya Kelly, The Gloves Are On
- Women in Science, Technology, Engineering and Maths (WiSTEM) Education Sub-Group
- Professor Sally Holland, Children's Commissioner for Wales, and Jane Houston, Policy Advisor and Policy Lead for the Coronavirus and Me work
- Tom Tom Hendry and Sue Morgan, Association of Gypsies and Travellers in Wales
- Huw Griffiths, Area of Learning and Experiences (AoLE) Development Lead for ERW Consortia
- Rachel Clarke, Deputy Headteacher in England, with a special interest in positive change in schools and ensuring racial equity is embedded throughout, and granddaughter of the first Black Headteacher in Wales
- Angela Keller, Welsh Advisor for Catholic Schools
- Elizabeth Thomas, Director of Education Policy for Church in Wales
- Darren Chetty, journalist, writer and academic
- Brenda Thompson, Teacher in Grangetown Primary School
- Daniel Wilson, Teacher in Ebbw Fawr Learning Community
- Kojo Hazel, Teacher in Treorchy Comprehensive School
- Stella Millward, Teacher in Ferndale Comprehensive School