

Recommendations: Action Plan

Recommendation	Progress to date	Policy lead	Forward look	Possible indicators to signal closure
<p>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.</p>	<p>7.12 A resource guide has been published on Hwb for the development and production of resources in support of the Curriculum for Wales and which includes reference to diversity and as a cross cutting theme of the Curriculum for Wales, which supports the development of new materials. This guide will be updated in 2024 in conjunction with Adnodd, the new education resources body in Wales. It will emphasise the importance of ensuring all resources authentically incorporate diversity into their development, while including guidance for resource authors on</p>		<ul style="list-style-type: none"> • Arrange to meet after Easter to talk about developing this so it fully meets the description. • A line has been included in our 2024-25 funding MA on the need for a resource on diversity - so we have cover there if any spend is required 	<ul style="list-style-type: none"> • Development of a resource guide that supports practitioners: <ul style="list-style-type: none"> - Is appropriately challenging. - Covers diversity and minority themes. - Includes a mix of exemplars, processes, and interdisciplinary resources to support the development of resources.

	how to approach the diversity theme in their work.			
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.	This is part of ongoing discussions with ADEW. A set of objectives have been established by Welsh Government officials and an action plan is to be finalised by the end of the school year 2023/24.		<ul style="list-style-type: none"> - Contact around June to ask for an update as to whether the action plan has been completed. - Review action plan – do the actions ensure that this rec. will be satisfied? - Where can/will the data be published? 	<ul style="list-style-type: none"> - Clear objectives set out in the action plan which outline the rationale and strategy for recruitment and support for career progression. - Publication of data on this area
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	<p>This was included as an action in the ITE Black, Asian and Minority Ethnic Recruitment Plan published 22 October 2021 and work is ongoing to deliver on this.</p> <p>On 10 May 2023 the Accreditation Criteria was published Initial</p>		<ul style="list-style-type: none"> • See what work is currently ongoing. • Need to establish whether the assessment criteria seeks to demonstrate competence in cultural diversity and in 	<p>Assessment criteria that:</p> <ul style="list-style-type: none"> • Requires trainee teachers to demonstrate competence in cultural diversity and in building teaching diversity (which are more specific than general reference to anti-racist practice which is quite broad and not curriculum specific)

<p>qualified teacher standards that enable trainees to demonstrate competence in cultural diversity and in building relevant teaching materials.</p>	<p>teacher education programmes: accreditation criteria GOV.WALES. The vision for teachers in Wales includes, “an increased emphasis on supporting the well-being of all learners and a new recognition of the importance of anti-racist learning and teaching.”</p> <p>7.33 The criteria include focus on teachers reflecting on how they teach to ensure equality, together with reflection on the pedagogies, resources and knowledge of the new Curriculum for Wales which has a focus on diversity.</p> <p>7.34 An evaluation of the professional standards for teaching, leadership and assisting teaching was published 16 May 2023. Following conclusion of the evaluation process, this</p>		<p>building relevant teaching materials.</p> <ul style="list-style-type: none"> • If not currently this explicit, what can/is being done to do so? 	
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	<p>will be considered as part of the follow-up to this:</p> <p>'Issues for Consideration'</p> <p>8.3 The Welsh Government should consider convening a working group of key stakeholders to review and refine the wording of the standards and to consider priorities for how best to support practitioners to use them in future. This process should consider how to align the standards more closely with publications and developments since their original publication (e.g. the Curriculum for Wales guidance).</p> <p>8.5 The Welsh Government, in partnership with stakeholders, should consider developing new guidance and supporting materials for settings and</p>			
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	<p>practitioners on the use of the standards, including:</p> <ul style="list-style-type: none"> • materials aimed at making the links between the standards and other education reforms more explicit (e.g. how the standards can be used to support curriculum design and realisation) 			
<p><i>27. Regional Consortia to host annual professional learning events for ongoing development of and to promote excellence in education for diversity.</i></p>	<p>DARPL hosted a national leadership conference in June 2022 with the National Academy for Educational Leadership, the Welsh Government, the EWC and Regional Consortia. Evaluation of the event will follow to inform future events. A second took place on 8 June 2023. Regional Consortia have developed a strong partnership with DARPL, demonstrating a commitment to</p>		<ul style="list-style-type: none"> - Review of the roles and responsibilities of education partners in Wales underway Review of roles and responsibilities of education partners in Wales and delivery of school improvement arrangements: terms of 	<ul style="list-style-type: none"> - An annual professional learning event that is held – if not by RC then LA or another organisation that commits to promote excellence in diversity within education.

	<p>promote excellence in education for diversity.</p> <p>7.42 Regional Consortia plan their own conferences. For example, Central South Consortium (CSC) held a Leadership Conference for 19 January 2024 which focused on promoting identity to advance equity.</p> <p>7.43 Welsh Government plan to build in an ongoing commitment to this in the conditions and documents that support their remits.</p>		<p>reference [HTML] GOV.WALES</p> <ul style="list-style-type: none">- Review to report March 2024. Outcomes and deliverables of this include: A published documents outlining:<ul style="list-style-type: none">- roles and responsibilities for each partner or organisation- a consideration of how these roles need to evolve to meet our future expectations of collaboration towards improved schools- identification of shared endeavours, gaps and duplication with	
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			a clear pathway to resolve these.	
<p>29. <i>As part of the review of professional standards consideration be given to making explicit reference to anti-racist practice as a standard for practice.</i></p>	<p>An independent review of the professional standards for teaching, leadership and assisting teaching has been carried out. This report was published on 16 May 2023. Evaluation of the professional standards for teaching, leadership and assisting teaching: final report GOV.WALES</p> <p>7.52 Professional standards place a requirement on teachers and leaders to demonstrate competency as part of schools' appraisal cycle. Consideration will be given to changes to the professional standards and the values and dispositions that accompany them to ensure a level of</p>		<p>Determine how consideration will be given to changes to the professional standards and the values and dispositions that accompany them to ensure a level of competency in cultural diversity – when will the next review take place? What is planned?</p>	<ul style="list-style-type: none"> - explicit reference to anti-racist practice as a standard for practice - All guidance/frameworks to reference knowledge/competency in anti-racist practice?

	<p>competency in cultural diversity.</p> <p>7.53 The Welsh Government will continue to ensure that language of the anti-racist action plan (ArWAP) should be a golden thread throughout policy and practice development.</p>			
<p>30. <i>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.</i></p>	<p>All schools in Wales are required to prepare and publish a Strategic Equality Plan setting out equality objectives specific to them once every four years. They are also required to demonstrate compliance with the Public Sector Equality Duty. Local Authorities have a role in supporting schools.</p> <p>7.62 It is important that senior leaders, teachers and education</p>		<p>Establish how schools will collate, record, and share their actions to achieve race equality and anti-racist practice across the school and in their curriculum within their SIF / SDP,</p> <p>Where should this information be published?</p>	<ul style="list-style-type: none"> - All schools and settings including SMART targets that relate to anti-racist practice and improving diversity across their school/setting, including in the curriculum. - Annual publication of targets and data to demonstrate action taken and progress.

	<p>practitioners feel supported in supporting race equality and tackling all forms of racism. DARPL, the Welsh Government funded Diversity and Anti-Racism Professional Learning project can provide support through their training and awareness raising sessions, as well as their wider resources which are free and accessible to all working in education.</p> <p>7.63 Going forwards the intention is to see schools all having and sharing their improvements on race equality and anti-racist practice, which should be included in their School Improvement framework, and their School Development Plans, as relevant.</p>			
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<p>36. <i>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.</i></p>	<p>School networks include schools which have different pupil profiles and ensure that schools are presented with opportunities to hear from each other. All clusters are represented in the Curriculum for Wales Teaching and Learning Development Group.</p> <p>7.72 Consortia are supporting practitioners to network with other schools and share approaches to curriculum design and developing pedagogical approaches.</p> <p>7.73 Consortia have showed a commitment to supporting practitioners in all schools to meet the needs of a diverse pupil population. Reference is made in their respective business development plans: <i>“Schools and settings have been supported to actively</i></p>		<p>Establish how the school improvement review is considering this aspect – seek an update. Next published review is March 2024 – is this referenced? If not, determine what the plans are.</p>	<ul style="list-style-type: none"> - Commencement of peer-to peer/classroom to classroom sessions between low/high density ethnic cohorts either by Regional Consortia / Local Authority / other organisation that is consistent across Wales in all schools/settings.
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	<p><i>seek resources and experiences that support learners to understand the stories of different groups, including diverse and minority groups, enabling all learners to see themselves and their experiences and knowledge developed through the curriculum”</i></p> <p><u>EAS-Regional-Business-Plan-2022-25.pdf</u> <u>(sewaleseas.org.uk)</u></p> <p>7.74 Regions actively work with schools across Wales to share practice and develop peer to peer links.</p> <p>7.75 A review of school improvement is currently underway, and the Pedagogy, Leadership and Professional Learning Division will continue to have oversight of this review to ensure that that future arrangements for</p>			
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	supporting learning take account of this recommendation.			
<p>42 <i>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.</i></p>	<p>This cannot be progressed until at least three years following the implementation of the Curriculum for Wales. 7.82 Given that curriculum roll out is taking place on a phased and incremental basis and those changes require time to bed in, the Welsh Government agrees to discuss with Estyn at the appropriate time the commissioning of the reviews within the recommendation. 7.83 This review will be requested in 2025. To monitor commitment and to request inclusion in the Estyn remit letter, this has been added to BIRT to review annually.</p>		<p>Ensure that BIRT is monitoring this recommendation. Check this is on the remit letter for 2025. Check the full thematic review will on the remit letter for 2026/2027.</p>	<ul style="list-style-type: none"> - Publication of the which reflects findings in 2025. - Full thematic review report in 2027.
<p>43. Estyn to review and report on how well schools deliver a broad</p>	<p>Welsh Government officials will ask Estyn to</p>		<p>Check the full thematic review will on the remit letter for 2026/2027.</p>	<ul style="list-style-type: none"> - Publication of a thematic review in 2026/27

<p>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.</p>	<p>undertake a thematic review in 2025/26.</p>		<p>Check with policy lead how/in what ways Estyn plans to share best practice and case studies.</p>	<ul style="list-style-type: none"> - Publication of case studies and best practice in relation to diversity within the curriculum.
<p>46. <i>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.</i></p>	<p>Officials continue to work with the Education Workforce Unions. The Welsh Government are committed to work together to consider issues and identify specific actions to address this issue.</p>		<p>Establish how will the unions collate data on the arising issues/experiences?</p> <p>Establish how this data will be shared/acted upon?</p>	<ul style="list-style-type: none"> - Clear and measurable publication of data on the issues. - Clear actions and progress to addressing the issues.
<p>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.</p>	<p>The Race Equality Action Plan has been superseded by the Anti-Racist Wales Action Plan which focuses on more strategic priorities. 8.12 All schools are required to have a SEP, monitored by school improvement officers and local authorities,</p>		<p>Establish how the Welsh Government will continue to work with Local Authorities on strategic planning and evaluation.</p>	<ul style="list-style-type: none"> - All LAs have a strategy plan / evaluation that specifically references race equality. - A system in place that monitors the impact of the strategies adopted by the LAs to address race equality.

	<p>and usually provide a template.</p> <p>8.13 The Welsh Government will continue to work with Local Authorities on strategic planning and evaluation.</p>			
<p>50. <i>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.</i></p>	<p>The Welsh Government has considered this recommendation in line with the new PCET and will continue to monitor and discuss with the newly formed Commission and within the context of the Anti-Racist Wales Action Plan.</p>		<p>The Tertiary Education and Research (Wales) Act 2022 establishes a new body responsible for the oversight, strategic direction and leadership of the Post Compulsory Education and Training (PCET) sector.</p> <p>The Act establishes the Commission for Tertiary Education and Research, a new Welsh Government sponsored body, and dissolves the Higher Education Funding Council for Wales (HEFCW). The Commission, which will be operational in 2024.</p>	<ul style="list-style-type: none"> - Specific funding made available for research needs associated with delivering an anti-racist curriculum/sector.

			Check the actions set for PCET in the ARWAP plan. If funding is not covered, determine how funding can be secured for anti-racism within the curriculum and the sector itself.	
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