

Annex 3.

Closure report: 'Black Asian and Minority Ethnic Experiences in the Curriculum and Cynefin Working Group Report', Professor Charlotte Williams OBE

1. Summary

1.1 Significant progress has been made to ensure that ethnic minority learners are practitioners are recognised, supported, and integrated into the curriculum and education system. The progress and actions taken are set out below.

Whilst this document and ministerial statement signals closure of Professor Williams' report, some additional monitoring will continue to ensure the work in all areas is fully embedded: recommendation 10; 17; 27; 29; 30; 36; 42; 43; 46; 49.

1.2 progress and actions on recommendations

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2. Closed recommendations

2.1 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.*

2.12 A system has been set up to review all existing resources on Hwb to ensure they are available in Welsh and English.

2.13 Black, Asian and Minority Ethnic teaching and learning resources are being reviewed as part of process to review all existing Hwb resources to ensure they align with the Curriculum for Wales. Consideration of the filters, taxonomy and tagging of resources ensures that these resources are easier for practitioners to locate and browse.

2.14 Adnodd, an educational resources company, has been established to ensure that all future commissioned resources to support the Curriculum for Wales will be provided bilingually. [Adnodd Cyfyngedig | GOV.WALES](#)

2.15 Welsh Government has provided funding to Diversity and Anti-Racist Professional Learning (DARPL) to produce resources to support teaching and learning of Black, Asian and Minority Ethnic issues [Library - DARPL](#)

2.2 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.*

2.21 An initial list was compiled from engagement with national institutions and groups to identify wider resources that are available.

2.22 Officials have established a process to review of all existing resources on Hwb to support the implementation of Curriculum for Wales which includes a review of the tagging and taxonomy to enable practitioners to easily navigate resources relating to these key themes. This will ensure that teachers have access to evaluated resources related to Black, Asian and Minority Ethnic contributions and experiences past and present.

2.23 The DARPL virtual campus signposts a wealth of resources from key national institutions, education groups, and other sources in Wales and beyond. [Partners - DARPL \(stackstaging.com\)](#)

2.24 Welsh Government, through Hwb, Dysg and other networks will continue to promote the use of Hwb and the DARPL virtual campus to ensure that we are providing practitioners with a sustainable supply of supporting materials relating to Black, Asian and Minority Ethnic contributions and experiences past and present.

2.3 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.*

2.31 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 minority themes and which supports the development of new materials.

2.4 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.*

2.41 Several resources were commissioned to support practitioners explore the theme of diversity in Wales:

i. Black, Asian and Minority Ethnic Welsh History Timeline

The resource will be an interactive timeline of black history in Wales which will be in a vertical poster and digital form. There will be two versions, one for learners in primary schools, the other in secondary schools and these will be bilingual. The timeline will have QR codes that will link to an online resource providing detail on the events and people included. The resource will be available by March 2024.

ii. Interactive map to support learning about People's history Black, Asian and Minority Ethnic in Wales

2.42 The resource is an interactive map highlighting historical events, individuals and notable contributions of black, Asian and minority ethnic communities in Wales. Initially, 40 markers will be highlighted at locations across Wales that incorporate a range of sources such as songs, video clips, posters, newspaper articles etc to inspire further learning about that person, event or theme. The first version of the map highlighting 40 markers was published on Hwb in February 2023.

iii. Literature Wales resources

2.43 Literature Wales has produced a series of resources that were made available on Hwb in the autumn term, 2023. This includes:

- two bilingual resource packs that support teachers when designing their curriculum to include inclusivity to accompany stories written by writers of colour.
- a compendium of works by Welsh writers of colour covering minority history or which reflect the theme of 'diversity;'
- a video to support CADW resources.

- a professional Learning video on the creative process two poets take when writing.

2.44 Literature Wales also worked with several secondary schools in 2022/23 to deliver 56 workshops focused on ethnic minority history in Wales, supported by Wales based writers and poets of colour.

iii. Digital platform to be linked to Hwb

2.45 This resource, in the form of a website, provides a range of resources such as videos, animations, podcasts and information leaflets about people, places, events linked to black, Asian and minority ethnic communities around Wales. The resource provides teaching ideas on how these can be used with learners.

2.46 The [Our Welsh History](#) resource was published on Hwb to coincide with Black History Month 2023.

2.5 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.*

2.51 We have established a process to review of all existing resources on Hwb for the Curriculum for Wales, which includes a review of the tagging and taxonomy to enable practitioners to easily navigate resources relating to these themes. As part of the review process, existing and new resources are being tagged.

2.6 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.

2.61 A set of new teaching resources relating to Welsh and Black, Asian and Minority Ethnic histories, linking to the 6 Areas were published in July 2023.

2.62 The 'Belonging Books' project completed in July 2023, a compendium of high-quality books on challenging topics where racism, inequity and difference is highlighted to support teachers explore and investigate themes relating to identity, which links to the Health and Wellbeing and Humanities Areas of Learning.

2.63 In March 2022, the Minister for Education and the Welsh Language announced the creation of Adnodd. This was established and became operational on 1 April 2023. Adnodd will ensure that a "*wide variety of relevant, Wales focused educational materials*" will be produced to support learners and teachers in Wales," which will include those with a Black, Asian, minority ethnic theme.

2.64 Adnodd is developing a commissioning model which will include consideration of diversity. Over the coming months, practitioners and stakeholders will be consulted to gain insight into their needs and requirements which will also inform Adnodd's commissioning model and quality assurance framework.

2.65 Supporting equity in STEM is an integral part of our grant-funded programmes. We want Wales to be a nation in which there are no barriers to accessing STEM opportunities, regardless of ethnicity, gender, or socio-economic background. Work is continuing with the Equity in STEM education sub-group to ensure that equity remains a priority in all our work, including support for Black, Asian and Minority Ethnic learners.

2.7 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.*

2.71 The recommendations were incorporated into the development and delivery of the [Initial teacher education Black, Asian and Minority Ethnic recruitment plan](#). Welsh Government worked with partners to deliver actions set out in the plan.

2.8 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.*

2.81 The recommendations were incorporated into the development and delivery of the [Initial teacher education Black, Asian and Minority Ethnic recruitment plan](#). Welsh Government worked with partners to deliver actions set out in the plan.

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

2.91 In September 2022, a [£5,000 Minority Initial Teacher Education \(ITE\) Incentive scheme](#) was launched to attract more ethnic minority entrants to Initial Teacher Education (ITE). This supplements other existing incentives to teacher education.

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

3.01 The Welsh Government collects some equality information on sex, ethnicity, disability status and national identity of the school workforce. This is published in the [School Workforce Census](#) results annual release and on StatsWales. Information is also published on average pay by gender. Officials are working with data providers to improve the quality and completeness of equalities data collected.

3.02 In 2019 EWC began a review of evidence about ethnic diversity in Wales. The report was published May 2020 and a further report with recommendations was published in July 2021 [Increasing diversity within the school workforce in Wales CGA / EWC](#) This informed the basis for an action plan on increasing ethnic diversity of the school workforce in Wales. EWC recommended for itself, thereby committing to the following:

3.03 The EWC should continue to produce annual statistics detailing the ethnic diversity of registered education practitioners in Wales (including specific data looking at ethnic diversity with Welsh medium settings).

3.04 The EWC should continue its drive to collect more complete data on the ethnicity of its registrants.

3.05 EWC publishes a detailed breakdown of the education workforce in Wales on an annual basis and their findings and recommendations demonstrate their future commitment to reporting this data.

3.1 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.*

3.12 Funding was provided for the community mentor scheme to support the ITE partnerships in developing their strategies which were published in July 2022.

3.13 The National Network is in place to provide practitioners with opportunities to participate in national co-construction. Ethnic diversity will be a continuous theme.

3.14 Officials continue to work with the Education Workforce Unions. The Welsh Government are committed to work together to consider issues and identify specific actions.

3.15 In April 2023, the Initial teacher education Black, Asian and Minority Ethnic recruitment plan was updated and published. An action within this plan includes: 'As part of the recruitment plan, review and enhance the support arrangements for ethnic minority students at all stages of the application and study process'. Partnerships have reviewed the application process and their individual recruitment plans now reflect the developments in this area.

3.2 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.

3.21 The Welsh Government has been working with stakeholders to deliver the actions set out in this plan. [Initial teacher education Black, Asian and Minority Ethnic recruitment plan \[HTML\] | GOV.WALES](#) A working group of stakeholders was set up to review progress and develop and update the plan on an ongoing basis to ensure that emerging issues and developments are addressed.

3.22 An update to the Initial teacher education Black, Asian and Minority Ethnic recruitment plan was published on 13 April 2023.

Professional Learning

Recommendations on Initial Teacher Education (ITE)

3.3 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 as related to universities' role in ITE, training and Professional Standards.*

3.31 The Welsh Government worked with stakeholders to deliver the actions set out in this plan. [Initial teacher education Black, Asian and Minority Ethnic recruitment plan | GOV.WALES](#) A working group of stakeholders was set up to review progress and develop and update the plan on an ongoing basis to ensure that emerging issues and developments are addressed.

3.32 An update to the Initial teacher education Black, Asian and Minority Ethnic recruitment plan was published on 13 April 2023. On 31 January 2024, guidance was published to outline how Welsh Government seeks to [Improve diversity in the teaching workforce](#).

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

3.41 Initial Teacher Education Partnerships have developed and published individual recruitment plans. As part of this work Partnerships will have audited their positions and will be working towards their own identified targets.

3.42 All ITE Partnerships have developed and published recruitment plans to support this work that is aimed to specifically increase the numbers of ethnic minority applicants to ITE courses including Welsh medium: [Initial teacher education Black, Asian and Minority Ethnic recruitment plan | GOV.WALES](#)

3.5 *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.*

3.51 Initial Teacher Education Partnerships have developed and published individual recruitment plans. As part of this work Partnerships will have audited their positions and will be working towards their own identified targets

3.6 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.

3.61 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.

3.62 On 10 May 2023 the Accreditation Criteria was published [Initial 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.”

3.63 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.

3.64 An [evaluation of the professional standards for teaching, leadership and assisting teaching](#) was published 16 May 2023. Following conclusion of the evaluation process, this will be considered as part of the follow-up to this:

‘Issues for Consideration’

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. Curriculum for Wales guidance).

8.5 The Welsh Government, in partnership with stakeholders, should consider developing new guidance and supporting materials for settings and practitioners on the use of the standards, including:

- 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)

3.7 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.*

3.71 Welsh Government is committed to funding DARPL. Its work centres on professional learning for those working in educational settings to develop delegates' understanding of anti-racism, which should lead to a development of anti-racist practice. The professional learning has been developed to take into consideration the different roles of those working in educational settings and is tailored to support that. Team DARPL is working with Welsh Government through a dynamic coalition of partners including Cardiff Metropolitan University, University of South Wales and others to discuss issues and input into training and resources for the benefit of student practitioners.

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

3.81 An update to the Initial teacher education Black, Asian and Minority Ethnic recruitment plan was published on 13 April 2023. [Initial teacher education Black, Asian and Minority Ethnic recruitment plan \[HTML\] | GOV.WALES](#)

3.82 Within the recruitment plan, the Welsh Government has committed to look at raising the visibility of issues around race and inclusivity as part of a general review of the ITE Accreditation Criteria. The [summary of responses](#) on a 'Refresh of the 'Criteria for accreditation of initial teacher education in Wales' was published on 10 May 2023.

3.83 Officials will continue to work with partners to deliver. The Education Workforce Council monitor monthly Black Asian Minority Ethnic recruitment into ITE. Welsh Government have set via national desired stock of teachers processes a 5% marker for Black Asian Minority Ethnic recruitment to monitor and evaluate progression in this area during the first few years of Implementation of the Initial Teacher Education Black, Asian and Minority Ethnic Recruitment plan. The EWC have a statutory duty to monitor and challenge ITE Partnerships in relation to recruitment and compliance to the criteria.

3.9 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.*

3.91 The [National Master's in Education](#) launched in September 2021. The Welsh Government committed to supporting up to 500 education professionals to take the qualification, with funding targeted to support early career practitioners. Two modules relate to the topic of anti- racism within the National Masters in Education.

3.92 The Anti Racist content of the National Masters in Education appears in:

1. Equity and Diversity - Optional Module
2. Advanced Research and Enquiry Skills (ARES) - Compulsory Module. All students have to engage in research for 'Diversity in the Workplace'

3.93 The Welsh Government is committed to funding DARPL. The MA runs alongside the DARPL project which intends to track initial impact. DARPL's work centres on professional learning for those working in educational settings to develop delegates' understanding of anti-racism, which should lead to a development of anti-racist practice. DARPL partners with a range of organisations, institutions and charities that support and provide learning platforms that enable all practitioners to develop subject specialisms.

4.0 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

4.01 DARPL provides an initial programme of professional learning for teachers. Welsh Government are developing an Early Career Support Package which will allow new practitioners to consider this.

4.02 Continued financial support for DARPL is confirmed in the 2023/24 budget and beyond this financial year for as long as we have authority to look forward. DARPL is not just a feature of professional learning (PL) going forward in itself, but the foundation for a range of approaches to PL in the more complex and challenging social and cultural spaces that we operate in.

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

4.11 Funding has been allocated to BAME Ed (Wales) network up to and including this financial year (2023/24) and next, demonstrating a commitment to consideration of diversity in professional learning.

4.12 DARPL professional learning provision is free of charge so schools would not need to utilise PLG funding to access the training. Funding awarded to the BAME(ed) Wales network to support DARPL roll-out is awarded via grant funding rather than the PLG funding stream. As such, funding will not be 'ringfenced.'

4.13 A commitment has been made to the National Professional Learning Plan for the next 5 years. The funding for schools can be used flexibly to allow schools to work together in ways that suit their own circumstances.

4.2 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.*

4.21 The Welsh Government will continue to support teachers through the resources uploaded to Hwb and DARPL through their virtual campus. The Regional Consortia and partnerships have also invited practitioners from across Wales to take part in professional learning from all regional websites.

4.22 DARPL hosts learning sessions on the website ‘Decolonising the new curriculum for Wales,’ and Black history curriculum design and run workshops on developing an anti-racist curriculum.

4.3 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.*

4.31 DARPL have developed and a series of launched learning modules for practitioners and senior leaders. These are available for free on the website; however, this is not mandatory. Up to December 2023, almost 27,500 education professionals directly engaged with diversity and anti-racist professional learning through DARPL events, via regional consortia, consultation, guidance and asynchronous sessions. In the last two months alone, DARPL Live Events, either in person or online have attracted a further 2,300 educational practitioners.

4.32 However, the reach beyond initial engagement is much wider, as education professionals move beyond realisation to implementation. For example, a recent

North Wales event involved Tier 2 leaders responsible for 400+ schools, with potential to positively impact on the experiences of 80,000+ learners.

4.33 In view of positive uptake to date, with over 27,500 education professionals engaging with DARPL as of December 2023, the Welsh Government do **not** intend to introduce a mandatory professional learning requirement, as the focus is on ensuring that provision is relevant and valued. Uptake will continue to be monitored on a regular basis as part of the continuous improvement process.

4.4 Recommendation 25: *The new National Masters in Education programme 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.*

4.41 The National Masters programme has been re-developed to include two further specialist Pathways in ALN and Leadership. One of the common core units includes consideration of Equity and Equality. The seven universities have developed two further pathways, which received validation in December 2022 and will be available to students from September 2023, which includes a new pathway for Equity and Equality.

4.42 The new pathway in 'Equity' addresses issues of inequalities. All students will be required to study at least one module relating to equity and equality. Within this module, theories of diversity and equality are covered together with focus on equality, diversity and the curriculum and intercultural competence and tolerance.

4.5 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.*

4.51 Funding has been provided through the National Academy of Educational Leadership (NAEL) Remit Letter for 2022-26 to support the development of suitable resources and training to promote ethnic diversity and inclusivity as part of a whole school approach for head teachers, leaders and governors.

4.52 NAEL, together with DARPL, have made a call for endorsed provision for ethnic diversity and inclusion. They have planned a series of 'Head to Heads' and 'Leadership Unlocked' events to ensure that this area is fully considered and discussed. These series of events will also highlight any gaps in provision for leaders so that they can commission further work.

4.53 This area forms part of the National Academy for Educational Leadership Remit Letter which will continue to report on progress over its lifespan.

4.54 The Higher Level DARPL Extended Leadership Module has been developed and is being piloted from June 2023 to March 2024, with the next cohort starting in May 2024 thereafter. The DARPL Extended Leadership Module is designed for leaders in Education Improvement, Policy Development, Research, Primary and Secondary, Further Education, Childcare, Play work and Early Years Education. Practitioners are expected to commit to action research and to deliver on embedding anti-racist leadership principles within practice (details of course: [DARPL Module Introductory Description - For Cohort \(Pilot 1\)](#))

4.55 DARPL hosted a national leadership conference in the summer term with the National Academy for Educational Leadership, Welsh Government, EWC and Regional Consortia. This event was fully subscribed, with over 250 senior leaders in attendance. A similar event is scheduled in June 2024, in Llandudno.

4.6 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.*

4.61 Regional Consortia have developed and published support documents and case studies on their [websites](#).

4.62 Consortia have developed networks, linking with Arts Council Cymru, Race Council Cymru, DARPL and HEIs and signpost schools to work which is ongoing.

4.63 Consortia's partnership with DARPL ensures that activities and sessions are shared with schools and the resources are promoted. The network opportunities, events and resources offer:

- live sessions, research and resources.
- Joint delivery.
- Challenging and supporting professional practice and learning through dialogue and action.
- Ability to make use of Team DARPL in a consultative capacity.
- Localised engagement to support reform across Wales.

School Level Actions

4.7 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.*

4.71 The national resource: evaluation and improvement guidance launched on May 11, 2022. This contains practical guidance, a menu of evaluation prompts, interactive resources and training materials, case studies and supportive links. This will continue to evolve over time as additional resources, case studies and toolkits are added.

4.72 Evaluation prompts are included on [well-being, equity and inclusion - Hwb \(gov.wales\)](https://www.gov.wales).

4.8 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.*

4.81 Funding has been provided through the National Academy of Educational Leadership Remit Letter for 2022-26 to support the development of suitable resources and training to promote ethnic diversity and inclusivity as part of a whole school approach for head teachers, leaders, and governors. Work on this will continue for some time to ensure this whole-school approach is fully embedded.

4.82 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.*

4.83 A model role description for Equality and Diversity Champions was tested and evolved with governor support officers from local authorities and regional consortia. School governing bodies have been surveyed to find out how it is being used in schools and we are collating good practice examples for sharing.

4.84 Separately, a working group of governor support officers has been established to review the school complaints guidance with a view to strengthening it in relation to complaints about discrimination.

4.85 Work on diversity champions and school governing bodies will continue.

4.9 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.*

4.91 Anti-racist training is available through DARPL will be further enhanced by training and resources for school leaders and governors which has been made available through the NAEL Remit Letter.

4.92 Regional Consortia provide support for schools to develop a whole-school approach to anti-racist practice.

5.0 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.*

5.01 Careers Wales delivered professional learning sessions aimed at the primary sector providing suggestions and support on integrating careers and work placed experiences into their curriculum.

5.02 Case studies have been developed and published to showcase how a school can engage with external organisations to support the implementation of the Curriculum of Wales and the Additional Guidance on Careers and Work-Related Experiences.

5.03 Regional Consortia have developed and published case study examples on integrating CWRE into the curriculum.

5.04 Regional Consortia continue to develop existing networks such as links with Arts Council Cymru, Race Council Cymru, DARPL and HEIs and signpost schools to work which is ongoing. DARPL activities and sessions are shared with schools and promote resources.

5.1 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.

5.11 The National Resource: Evaluation and Improvement tool provides a platform to support school leadership engaging in broad school consultations and deep conversations. The section, 'Engaging with Stakeholders' Engaging with stakeholders is an integral part of developing the school as an effective learning organisation.

5.2 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 resources.*

5.21 Professional learning has been made available to practitioners branching across the curriculum areas. The Curriculum for Wales Teaching and Learning development group is supporting practitioners to network with other schools and share approaches to curriculum design and pedagogical approaches.

5.22 Regional Consortia have published resources to support practitioners and school leaders to promote diversity so that it is embedded across the school curriculum and whole-school policies, such as Enabling Equity and Excellence(cscjes.org.uk); Supporting schools in challenging racism (cscjes.org.uk)

5.23 Additional methods have also employed, including on-going, half-termly network meetings on Well-being and Equity with the aim to support schools and settings with professional learning opportunities to support their development in this area. EAS Supporting Our Schools - Health, Wellbeing and Equity (google.com)

5.24 Regional Consortia have highlighted that curriculum planning and implementation has been most successful, supported by a range of resources and

training made available to schools and practitioners with Humanities leads playing a useful role in ensuring success. Events delivered have included: [Supporting school leaders in talking about Diversity and Race - CSC](#). Future events are planned on diversity and anti-racist practice within the curriculum.

5.25 School leaders can evaluate their progress in this area as part of their evaluation and review of the curriculum using the [national resource: evaluation and improvement guidance](#). (links to rec 37) Regional consortia delivered anti-racism training in summer 2023.

5.3 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.*

5.31 A consortia pilot Ambassador programme took place between June and December 2023. A group of staff received bespoke coaching and mentoring from a consultant and DARPL partner organisation. The coaching and mentoring sessions focused on several areas, including: the national context; understanding language associated with anti-racism; types of racism, intersectionality and microaggressions; the importance of allyship, understanding the impact of Colourism and our responsibilities in education. The aim is for a group of Central South Consortium (CSC) staff to become 'ambassadors' within the organisation and region.

5.32 During the Spring 2024 regional consortia have planned an additional ambassador pilot. This is a short-term pilot that will be focused more on practitioners and leaders working to promote anti-racism within the region. Findings of the pilots will be used to inform subsequent schemes in the region which can be rolled out across Wales.

5.4 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.*

5.41 National Network conversations on Welsh and Black, Asian and Minority Ethnic histories to determine what further support and/or materials schools require to deliver this area of the curriculum took place in March/April 2022. Feedback will inform future training events. The next conversation will look at Equity & Inclusion being held virtually on the 23/04. Following conversations over the summer term are to be decided in terms of date and themes.

5.5 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.*

5.51 Regional Consortia have established partnership working with DARPL and Arts Council of Wales: Lead Creative Schools Scheme to develop and promote effective partnership working with a specific focus on diversity. Consortia are working with Local Authority Equality teams to ensure a joined-up approach.

5.52 Consortia promote on their websites and through networks, case studies that highlight effective partnership working. For example, Cardiff University working with pupils from Ysgol Hamadryad, Ninian Park Primary School, Grangetown Primary School, Fitzalan High School, and the wider communities to produce a neighbourhood plan. This involved Cardiff Council and Cardiff Central Library which showcased an exhibition of the work in March 2023. A Grangetown to Grow Up In – making a neighbourhood plan with children and young people - CSC (cscjes.org.uk)

5.53 Welsh Government funding has been provided through the Creative Arts Cynefin projects in schools. This project allowed teachers and learners in Wales the opportunity to: explore the history and development of Wales as a multicultural society; explore the diverse experiences and contributions of Black, Asian and

minority ethnic peoples in Wales, past and present; and work alongside Creative practitioners in a learning environment to enhance the quality of teaching and learning. Evaluation of the project showed that the work successfully highlighted the power, value and learning opportunities on pupils, schools and the wider community.

5.54 Welsh Government officials in the Pedagogy, Leadership and Professional Learning Division plan to jointly develop with the school improvement and professional learning community effective indicators for this area. This will include partnership working, presentation of information, availability of PL and other forms of support and tracking of access to and impact of PL and other forms of support. It will be premised on a national set of expectations and include areas of low diversity and will build on DARPL's work with the current regions into future arrangements for professional learning.

5.6 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 schools.*

5.61 A new Professional Teaching Award has been created. The first Betty Campbell MBE award for promoting the contributions and perspectives of Black, Asian and Minority Ethnic Communities took place on 10 July 2022 in Cardiff. Llanwern High School were announced as winners. The award is planned for the 2024 Professional Teaching Awards.

5.7 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.*

5.71 The What Matters Statements were strengthened in autumn 2021.

5.8 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.*

5.81 Qualifications Wales continue to progress their reform of our National 14-16 Qualifications Offer, taken forward under the programme Qualified for the Future. This work will establish a National Qualifications Offer (14-16) which will align and support the Curriculum for Wales. This has been taken forward via a co-construction process, with Qualifications Wales undertaking extensive engagement with stakeholders and subject experts.

5.82 As part of this engagement, Qualifications Wales welcomed the involvement of Professor Charlotte Williams who was able to add her expertise and assist Qualifications Wales in ensuring a focus on multiculturalism and diversity as they developed and designed those qualifications. This programme of work has now progressed to the awarding body, who are tasked with translating the published Qualifications Wales Approval Criteria's into the final qualification. The published Approval Criteria's for each new qualification, requires the awarding body to reflect the ambition and the purposes of the Curriculum whilst ensuring all the qualifications provide learners opportunities to engage with and consider the Curriculum's cross-cutting themes of; relationships and sexuality education, human rights, diversity, careers and work-related education, local, national and international contexts, religion, values and ethics.

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

5.91 Qualification Wales has ensured the design requirements for future GCSEs include exploration of how qualifications can reflect Black, Asian and Ethnic Minority perspectives, experiences and contributions.

6.0 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.*

6.01 Welsh Government cannot under the The reportframe terms and conditions of funding for the Commission for Tertiary Education and Research by reference to “particular programmes of research or innovation projects.”

6.1 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.*

6.11 Research was implemented with a sample of schools from autumn 2022 to understand how the reforms are progressing in practice and identify what additional support is required. The teaching of Black, Asian and Minority Ethnic themes has been built into this initial scoping review and will continue to be part of Welsh Government’s longer-term evaluation plans.

6.12 The Formative Evaluation of the Curriculum for Wales is a large-scale piece of work examining the perspectives and experiences of senior leaders, practitioners, learners and their parents / carers. It will include surveys with a representative sample of these populations and smaller scale qualitative ‘deep dives’ to get richer, more detailed insights on specific parts of the curriculum. During academic year 2024/25 there is deep dive planned to understand the extent to which, and in what ways, Black, Asian and Minority Ethnic communities and contributions is being implemented as expected.

7.0 Recommendations requiring on-going monitoring.

7.1 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.*

7.12 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.

7.2 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.*

7.21 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.

7.22 On 10 May 2023 the Accreditation Criteria was published [Initial 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.”

7.23 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.

7.24 An [evaluation of the professional standards for teaching, leadership and assisting teaching](#) was published 16 May 2023. Following conclusion of the evaluation process, this will be considered as part of the follow-up to this:

‘Issues for Consideration’

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. Curriculum for Wales guidance).

8.5 The Welsh Government, in partnership with stakeholders, should consider developing new guidance and supporting materials for settings and practitioners on the use of the standards, including:

- 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)

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

7.31 DARPL hosted a national leadership conference in June 2022 with the National Academy for Educational Leadership, Welsh Government, 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 promote excellence in education for diversity.

7.32 Regional Consortia plan their own conferences. For example, Central South Consortium (CSC) held a Leadership Conference for 19 January 2024 which is to focus on promoting identity to advance equity.

7.33 Welsh Government plan to build in an ongoing commitment to this in the conditions and documents that support their remits.

7.4 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.*

7.41 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](#)

7.42 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 competency in cultural diversity.

7.43 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.

7.5 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.*

7.51 Local Authority Equality Leads to provide support to bodies they are responsible for schools in relation to individual Strategic Equality Plans and what is contained within them. ADEW are to look at how schools can use SEPs to report on race equality, curriculum development and learning relating to diversity for meaningful impact.

7.52 A task and finish group will be established to develop principles of a proposed common statement of intent that can be articulated by Local Authority Education departments, the school improvement consortia and others. This will be overseen by the Pedagogy, Leadership and Professional Learning Division.

(Linked to rec 49)

7.53 Consortia secured funding for a pilot project with Local Authorities and schools to look at creating effective whole-school policies.

7.54 However, Welsh Government officials suggest reframing this commitment as being schools all having and sharing their improvements on race equality and anti-racist practice, which should be included in their School Improvement framework, their School Development Plans, as relevant, which contributes to their SEP. Welsh Government to draft the criteria for schools to consider.

These actions will continue to be monitored and reported on.

7.6 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.*

7.61 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.

7.62 Consortia are supporting practitioners to network with other schools and share approaches to curriculum design and developing pedagogical approaches.

7.63 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: “*Schools and settings have been supported to actively 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” [EAS-Regional-Business-Plan-2022-25.pdf \(sewaleseas.org.uk\)](https://www.sewaleseas.org.uk/EAS-Regional-Business-Plan-2022-25.pdf)

7.64 Regions actively work with schools across Wales to share practice and develop peer to peer links.

7.65 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 supporting learning take account of this recommendation.

7.7 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.*

7.71 This cannot be progressed until at least three years following the implementation of the Curriculum for Wales.

7.72 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.

7.73 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.

7.8 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.*

7.81 Welsh Government officials will ask Estyn to undertake a thematic review in 2025/26.

7.9 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.*

7.91 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.

8.0 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.*

8.01 The Race Equality Action Plan has been superseded by the Anti-Racist Wales Action Plan which focuses on more strategic priorities.

8.02 All schools are required to have a SEP, monitored by school improvement officers and local authorities and usually provide a template.

8.03 Welsh Government will continue to work with Local Authorities on strategic planning and evaluation.

