

Findings	Evidence	Recommendation
<p>1 ITE</p> <p>Need to improve embedding of training relating to black, Asian and minority ethnic issues, including anti-racism training.</p> <p>Teachers underconfident, fearful and concerned about terminology</p> <p>Embedding learning</p> <p>-</p>	<p>Meeting with ITE leads/EWC and Welsh gov lead on ITE</p> <p>Anti-racism (specifically Show Racism the Red Card) is used across Wales but comments on this that it is used as a “tickbox” exercise to say something has been done with a focus on bullying, but not embedded learning across curriculum areas.</p> <p>If this is embedded in leadership programmes it will feed naturally down to all staff within a school.</p> <p>Feedback from Consortia (REDACTED NAME notes)</p> <p>Discussed with BAME ed group – Chair REDACTED NAME</p> <p>Research reports – REDACTED</p> <p>Every PGCE needs to develop a plan to show how they are addressing this thematic – anti racism, curriculum development, pedagogy...including embedded in the whole program</p>	<p>Mandatory high quality anti-racist training, more than tick-box exercise.</p> <p>Signposted to Online learning platforms for subject specialist education</p> <p>Generic guidance and prompt questions to stimulate reflection in the design and development of curricula (mandatory module?)</p>

Addressing this without shoe-horning it in. Not just humanities or RE.

ITE Models and approaches not substantive –

HEI Tutors also need training, Need to support students, educators and support staff to upskill

Upskilling needs to

Clear assessment criteria to establish 'fit for practice'- compulsory reflection

ITE providers to establish and publish their strategy for addressing min ethnic recruitment

Training for HEI tutor groups and all involved in training partnerships

(see below on Bursaries and scholarships)

	map onto school partnerships		
2	<p><u>Pupil Voice</u></p> <p>Salience – a perpetuating cycle, as if students don't see themselves reflected in the teachers they see, they're unlikely to see themselves becoming a teacher. Imaging and portrayal</p>	<p>Focus group consultation with YPs</p> <p>WCPP Evidence review</p> <p>Meeting with ITE leads</p> <p>Pupils have experience in multiple schools. Importance of pupils and parents as co-constructors of education</p> <p>Access to broad education as learners.</p> <p><i>Diversity as a cross cutting theme</i></p>	<p>Refer to EWC workforce recommendations</p> <p>Engage pupils in the process of change</p>

	<p>of teaching can address this, but not enough.</p>		
<p>3</p>	<p>PL</p> <p>Staff confidence and knowledge low in all the subject areas, particularly perhaps in primary schools and outside of Humanities.</p> <p>Needs of those in Schools with low density ethnic diversity</p>	<p>Meeting with ITE leads</p> <p>WCPP evidence review</p> <p>Estyn telephone interviews and their review</p> <p>Meeting with Unions Partnership Group and Union Reps</p> <p>REDACTED NAME discussion with Consortia partners</p> <p>REDACTED NAME evidence</p> <p>Education Workforce Council Educators platform to be launched in the spring http://www.ewc.wales/site/index.php/en/promotion-of-careers.html?highlight=WyJIZHVjYXRvcnMiLCJIZHVjYXRvcnMnliwid2FsZXMiLCJ3YWxlcyCiLCJ3YWxlcydzliwid2FsZXMnLlslmVkdWNhdG9ycyB3YWxlcyJd</p> <p>Race Alliance Wales Do the Right Thing report: https://racealliance.wales/wp-content/uploads/2021/01/RAW-Research-paper-160121.pdf</p> <p>Welsh gov information</p> <p>?? Cultural Competency toolkit – Fitzalan</p>	<p>Peer review – REDACTED NAME reverse mentoring scheme.</p> <p>Masters in Education Program</p> <p>Mandatory national PL module – covering both anti-racism and inclusion, and curriculum development</p> <p>Signposting to specific subject knowledge</p>

	<p>Professional standards being revised</p>		<p>National network – use champions in each Consortia</p> <p>Collaborative work with HEIs and teachers to build resources</p>
4	<p><u>Wild Card</u></p>	<p>Items that we haven't yet thought about??? Innovative thinking??</p> <p>Innovation schools? Champions? Pioneers?...repository? Key journalists or other prominent patronage?? Children's commissioner???</p> <p>Don't forget we have talked about prizes, awards and other ceremonial and symbolic stuff...how about a pay structure that reflects teacher excellence in education for diversity??</p> <p>'creative pairings' REDACTED NAME reverse mentoring</p> <p>Suggestion on addressing tokenism. Creating an environment within an entire school approach.</p>	
5	<p><u>Whole School approach</u></p>	<p>Meeting with ITE leads</p> <p>Diversity as a cross cutting theme in statutory guidance</p>	<p>School strategic plans linked to Strategic</p>

<p>Schools themselves need to appreciate the importance, not just individual teachers.</p> <p>Whole school approach needs to be taken</p> <p>More support needed for schools to take a whole school approach to promoting equity and diversity in the curriculum and as part of their</p>	<p>REDACTED NAME evidence – Show Racism the Red Card application in school. Next steps to be determined over coming weeks.</p> <p>Meeting with REDACTED NAME, Chair BAME Ed Group</p> <p>Enabling culture...bringing about cultural change</p> <p>Pupil's voice</p>	<p>Equality Plan – priorities set annually – strengthen this and how these plans are embedded within schools and actively considered.</p> <p>Need for audits of curriculum</p> <p>Exemplar school plans?</p> <p>Shaping the culture – posters and visual representationwhole school environment</p> <p>Design toolkit for schools to talk about diversity and which could include an</p>
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	overall culture		<p>exercise to draw up a diversity charter and review on an annual basis?</p> <p>Schools to build active links with their communities (could be electronic/virtual)...linking monocultural schools to multicultural schools??</p>
6	<p><u>Leadership</u></p> <p>Need to feed into national leadership programs</p> <p>Little will happen in</p>	<p>School leadership</p> <p>School Governors</p> <p>Formulating SEPs (NWREN evidence)</p> <p>Estyn Inspectors...? Guidance and training</p> <p>The one area which I think could be a quick win which consortia could lead on is to ensure training relating to black, Asian and minority ethnic issues, including anti-racism training should be part of the new National Aspiring Headteacher Development Programme – Preparing for NPQH.</p>	<p>NPQH should include...</p> <p>Masters in Education content</p> <p>Training and Guidance for</p>

<p>schools without senior leaders seeing this as a priority</p> <p>Low ability to produce substantive SEPs</p>	<p>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.</p> <p>This national programme is delivered by Regional Consortia and their partners, which include Local Authorities and Higher Education Institutions. It has been endorsed by the National Academy of Educational Leadership with opportunity for accreditation in partnership with UWTSD and Bangor universities.</p>	<p>School governors</p> <p>Strategies to increase the number of minority ethnic parents becoming school governors</p> <p>Training and guidance for Estyn inspectors</p> <p>Expectations of senior leadership that they meet the statutory requirements of the Equality act 2010</p> <p>Encourage deep and open discussion of school Prof</p>
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			Learning journey in this area
7	<p><u>Qualifications Wales (and WJEC?)</u></p> <p>New social studies GCSE</p> <p>'made in Wales GCSEs'</p> <p>Consultation this year on subject areas refresh</p> <p>Reconceptualising GCSE – both design and content</p>	<p>Meeting with QA</p> <p>Evidence from reports</p> <p>Citizen education report...argues for citizen education</p> <p>Do existing GCSEs provide opportunities and are these taken up within the options in GCSEs. Can build on current</p>	<p>Recommendation on Assessment that demonstrates embedding diversity across AoLE</p> <p>Recommendation to engage with the process of reconceptualising GCSE – <u>social studies content</u> for example could include dedicated area on Black history, citizenship, migration???</p> <p>Opportunities also in other subjects – embedding</p>

			<p>principle across all qualifications</p> <p>Consider recommendation in relation to broaden inclusivity of o who have contributed to social studies. Building engagement with diverse authors or materials. Guard against “curriculum narrowing” - Confidence building for selecting other module options</p>
8	<p><u>Cynefin-harnessing local context</u></p> <p>cynefin needs to</p>	<p>Meeting with REDACTED NAME</p> <p>REDACTED NAME suggests strong partnerships</p> <p>The pin-drop resource map (link to Public Monuments work)</p> <p>how learners needs map onto localities</p>	<p>Demonstration of how schools are engaging with cynefin</p> <p>Ensure schools promote and</p>

	<p>be developed and articulated</p> <p>not about local but about learners</p> <p>not simply mirroring communities but broadening them</p>	<p>we want engagement with local communities, but need to consider beyond the “local” to the broader contexts for the story/stories of Wales.</p>	<p>draw on Partnerships with minority ethnic orgs/community groups/role models – co-production</p> <p>Note: See Who do we think we are? Model proposed by Citizenship report below..great exemplar..</p>
9	<p>Research</p> <p>Limited research available in relation to ITE in Wales and experiences of BAME teachers and students</p>	<p>Meeting with REDACTED NAME, Chair BAME Ed Group</p> <p>Link to resources../books, free online resources/ etc.</p> <p>Build relationships within collaboration between HEIs and teachers</p> <p>Engage Museums and galleries?</p>	<p>Commission more academic research.</p> <p>Work with UWP and other education publishers?</p> <p>Create a booklist pitched at teachers?</p>

10	<p>Estyn</p> <p>Thematic reviews</p> <p>Sharing Best practice</p> <p>State of the nation reports</p>	<p>Consortia best practice – promote good examples</p> <p>Estyn observers on the group</p> <p>Estyn’s current work on Welsh (and Black) history</p> <p>Prompt questions and guidance’..</p>	<p>Intervention in schools annual reviews?...to guard against ‘curriculum narrowing’ which the research suggests</p> <p>Set principles for School development plans</p> <p>Suggest thematic evaluation in three years time?</p> <p>Need for audit – what exactly is being taught, how are schools approaching this theme</p>
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1 1	<u>Education Workforce</u> <u>e</u>	<p>Recommendations from Education Workforce Council (EWC) report – an unpublished copy was circulated to the group ahead of 1 December meeting</p> <p>BAME Ed group</p> <p>BAME focus Groups</p> <p>Presentation from teachers from minority backgrounds</p>	<p>Clear recommendations about recruitment, retention that we could endorse here</p> <p>Support for national networks like BAME Ed group/ mentors</p> <p>Bursaries</p> <p>Targets set by Local Authorities and strategic plan to develop pipeline... publish their data year on year</p>
1 2		<p>Recommendations from Education England’s Curriculum Review on Diversity & Citizenship: http://www.educationengland.org.uk/documents/pdfs/2007-ajegbo-report-citizenship.pdf</p>	
1 3	<u>Sustainable Networks</u>	<p>Arts Council for Wales project</p> <p>STEM project</p> <p>EWC Engagement Strategy</p>	

	<p>What should the Consortia be doing?</p> <p>What new partnerships?/ initiatives</p>	<p>Qualification Wales new GCSE</p> <p>National MA in Education</p> <p>Children's Commissioner</p> <p>Consortia's role?</p> <p>REDACTED NAME discussion with PCSOs</p> <p>Engage with museum of Wales, national gallery...</p>	
1 4	<u>Funding</u>	<p>31 million but Schools not getting sufficient funding to support new priorities</p> <p>Concern that without appropriate funding (resource of time etc) none of this can be achieved</p>	<p>Adequate and sustained funding</p> <p>Schools Finding new sources of funding ...new partnerships...</p>
1 5	<u>Race Equality Action Plan</u>	Statutory monitoring	Welsh gov's evaluation cycle (REDACTED NAME)
	<u>Curriculum Integration</u>	Not limiting this to an add-on, across both primary and secondary sector	

