

# Building Racial Literacy

**Programme Prototype: Interim Evaluation**

May 2022

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# 1. Background Information

## 1.1 REAREP

The Scottish Government [Race Equality and Anti-Racism in Education Programme](#) (REAREP) was established as a response to the discourse on the Black Lives Matter protests in 2020. The REAREP is a significant and broad programme of work which aligns with the Scottish Government's overarching strategy on race equality (the Race Equality Framework and the Race Equality Immediate Priorities Plan). The REAREP is made up of four workstreams:

- Education Leadership and Professional Learning (ELPL)
- Diversity in the Teaching Profession and Education Workforce
- Curriculum Reform
- Racism and Racist Incidents

The ELPL workstream is led by Education Scotland and has representation from SAMEE, NASUWT, CRER, Scotdec, ADES, Glasgow City Council, Aberdeenshire Council, University of the West of Scotland and GTCS. Through discussion, the overarching aim of the ELPL sub group was agreed as follows:

“Scotland’s educators and leaders are confident, committed and empowered to promote equality, foster good relations and identify, prevent and deal with racism. As a result of understanding race in a school context, and by deploying skilled and passionate leadership they can empower and support an anti-racist culture across school communities.”

To address the workstream aim effectively, ELPL group members (along with colleagues on the wider Stakeholder Network Group) identified that there was a need to build racial literacy within the education workforce to develop greater understanding of the issues to develop appropriate solutions.

## 1.2 Building Racial Literacy

The first action to emerge from the ELPL workstream was the development of a Building Racial Literacy (BRL) Programme. The long-term vision for the professional learning programme is to ensure that every educator in Scotland is racially literate and not ‘race evasive.’ The programme intends to promote anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice.

In order to ensure capacity for, and sustainability of the programme’s delivery, it was developed and delivered collaboratively. In the first instance, the professional learning prototype was tested, co-created and delivered by the ELPL subgroup, practitioners, and anti-racist organisations and training providers including the following programme Design Partners:

- The Scottish Association for Minority Ethnic Educators (SAMEE)
- The Coalition for Racial Equality and Rights (CRER)
- The Third Generation Project (Education for Climate Justice)
- University of the West of Scotland
- Scottish Development Education Centres
- Education Scotland

## 2. First Iteration

### 2.1 Cohort 1

The first iteration of the BRL professional learning programme ran over 3 months in early 2022, with a cohort of 89 educators from across 27 different Scottish local authorities. The programme was promoted to Career Long Professional Learning Leads and Directors of Education in each local authority. An information session was held in November 2021 where those interested in the programme could hear more about the planned learning process and content and information about the programme was also shared across social media platforms. Nominations for Cohort 1 were made by 27 Scottish local authorities, as well as trade union networks, the Scottish Association for Minority Ethnic Educators (SAMEE) and early learning and childcare (ELC) and Community Learning and Development (CLD) networks.

Cohort 1 comprised:

- Early Learning and Childcare practitioners (10)
- Community Learning and Development practitioners (4)
- Local Authority officers (27)
- Primary teachers (19)
- Secondary teachers (28)
- Third sector organisation workers (2)
- University lecturer (1)
- Black, Asian and Minority Ethnic educators (26)
- Educators from both public and independent sectors
- Educators from denominational and non-denominational schools

Further information on the make-up of the cohort can be found at [Appendix 1](#).

### 2.2 Programme Structure

The Building Racial Literacy programme offered a support structure for every participant involved. The Delivery team was made up of Programme Leads, Critical Friends facilitating group discussions, a Creative Reporter to capture the learning taking place and Compassion Captains (qualified counsellors) to support the wellbeing of participants. The programme aimed to establish safer, braver learning spaces as a cohort and in the different programme learning communities.



Figure 1 Building Racial Literacy Engagement Protocols

Every participant had access to three learning groups based on:

1. their education role (e.g. Local Authority officer or Early Years and Childcare Practitioner)
2. their regional collaborative (e.g. West Partnership or Northern Alliance)
3. their racial identity (according to participants' self-identification: e.g. white or person of colour).

These groups were designed to help minimise power imbalances, disengagement, racial microaggressions and racial trauma and they enabled interracial dialogue as well as regional and national collaboration. Groups collaborated on Microsoft Teams in breakout rooms during programme events (a two-part induction, 3 webinars and a final Sharing the Learning day). Between programme events, participants were required to complete self-directed tasks on the programme area and each task required them to read, reflect in their reflective journals and collaborate by posting their reflections in their group channels on the online collaborative platform, Slack.

The notion of an anti-racist journey, with different models and vocabulary to make sense of these journeys, was explored with programme participants who found themselves at different stages of their journeys.

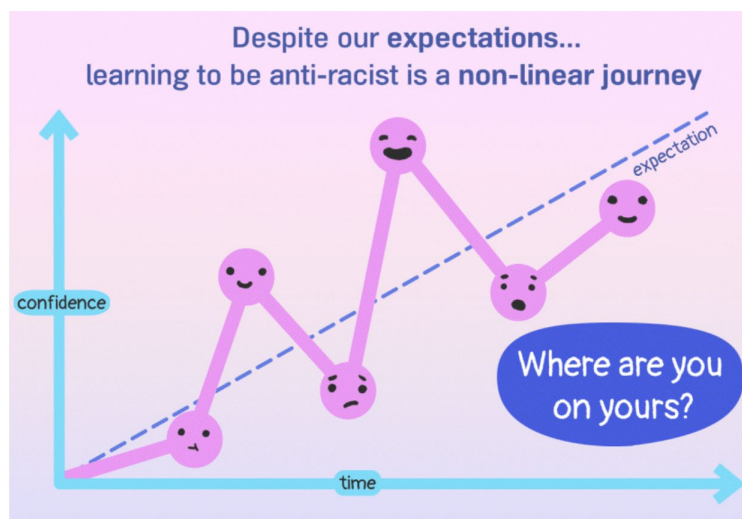


Figure 2 Illustration created by the BRL Creative Reporter

The lived experiences of racism by Scotland's children, young people and educators were centred during the programme, allowing participants the opportunity to listen, reflect and learn. Examples of allyship also inspired some next steps and actions for many participants who didn't share those lived experiences.

## 2.3 Building Racial Literacy Videos

Two videos were produced to extend the reach of the learning from the programme and to raise awareness of the programme content and its aims:

- A 5-minute video made by the programme's Creative Reporter, Hannah Moitt, which tells the story of the Building Racial Literacy programme in an accessible manner, inviting children and young people to share their perspectives: <https://www.youtube.com/watch?v=fym76zPoVcE>
- 'Seeds of Antiracist Education' is a poem by Tawona Sithole composed for the programme. The poem captures the importance of the programme and a spoken-word performance was recorded for the final day of the programme in March 2022: <https://www.youtube.com/watch?v=BIQE3vEaDvs> A written version of the poem can be found [here](#).

## 2.4 Programme Completion

Excluding withdrawals and ongoing extensions as a result of changing circumstances and ongoing pressures on staff in education due to Covid, 68 participants submitted their action plans and completed the programme.

This first iteration of the programme came to an end on 23 March 2022 with a Sharing the Learning Day where participants shared their personalised anti-racist action plans. These action plans, some of which can be found [here](#), are snapshots after 3 months of learning and are just the beginning of a longer-term process. They are not designed as school or local authority-wide improvement plans, although some participants may feel more confident in supporting those plans. An example of an individual plan can be found at [Appendix 3](#).

## 3. Prototype Evaluation: Initial Findings Overview

This section provides an overview of the initial impact of the programme and the subsequent sections assess how effective Building Racial Literacy has been at supporting educators to achieve the intended programme outcomes by drawing on a range of qualitative and quantitative evidence. As this has been a prototype process, Cohort 1 participants were asked and encouraged to share their learning and feedback throughout each element of the programme.

An external evaluation of the programme is planned to take place after the third cohort of the programme is complete. Alumni events for Cohort 1 are planned to take place after six months and then again after one year of completion to gather further information on the longer-term impact of the programme. This interim evaluation of learning from the prototype programme uses participants' immediate feedback and evaluation data to date.

The Building Racial Literacy programme promotes anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice. The programme set out the following intended outcomes for Cohort 1 participants by the end of the three-month programme:

- build racial literacy. In particular, start learning about the nuances of racism and anti-racism (with the language to name it) and build the skills to continue this learning long after the programme is over
- begin developing the skills, confidence and resilience to engage in racial dialogue
- develop a personalised action plan to lead anti-racist change.

Overall, the recurring themes from participants' post-programme comments indicated that they left the programme feeling:

- more confident to talk about and deal with racism
- eager to continue deepening their increased understanding of racism
- inspired and motivated to commit to anti-racist action in their different settings
- supported by the programme and its newly formed learning networks.

These comments are explored in more detail in [Section 4](#) and [Section 5](#).

Both white majority ethnic educators and Black, Asian and Minority Ethnic educators were challenged and supported throughout the programme. Two participants of colour shared their experiences of the programme in the following blog posts:

- [My Experience of Building Racial Literacy: Power, Motivation, Hope and Positivity](#), by a primary teacher who felt the programme helped build her confidence to apply for an Education Officer post. She subsequently became the first person of colour in that local authority post.
- [Building Racial Literacy](#), by a secondary teacher who explains how the programme had a liberating impact on both herself and her learners. She explains that BRL helped her become more confident to respond to the needs of all the young people in her anti-racist club.

More experiences of the programme can be found on Twitter under the programme hashtag, [#EdScotBRL](#)

On the final day of the programme, Cohort 1 participants generated their own three words to describe their experiences of the programme:

## Please pick 3 words to describe your experience of the Building Racial Literacy programme



Figure 3 Wordle gathering words generated by participants to describe BRL

The smallest words in the Wordle, such as “massive growth,” “optimism” and “essential,” are words that fewer participants generated on their own. The biggest words in the Wordle, such as “inspiring,” “challenging” and “empowering,” are words that participants personally identified the most.

Participants were asked to complete a pre-programme evaluation and a post-programme evaluation. 67 participants completed the pre-programme evaluation and 50 participants completed the post-programme evaluation. Below is a graph illustrating results from some of the questions that participants were asked to respond to both pre- and post-programme:

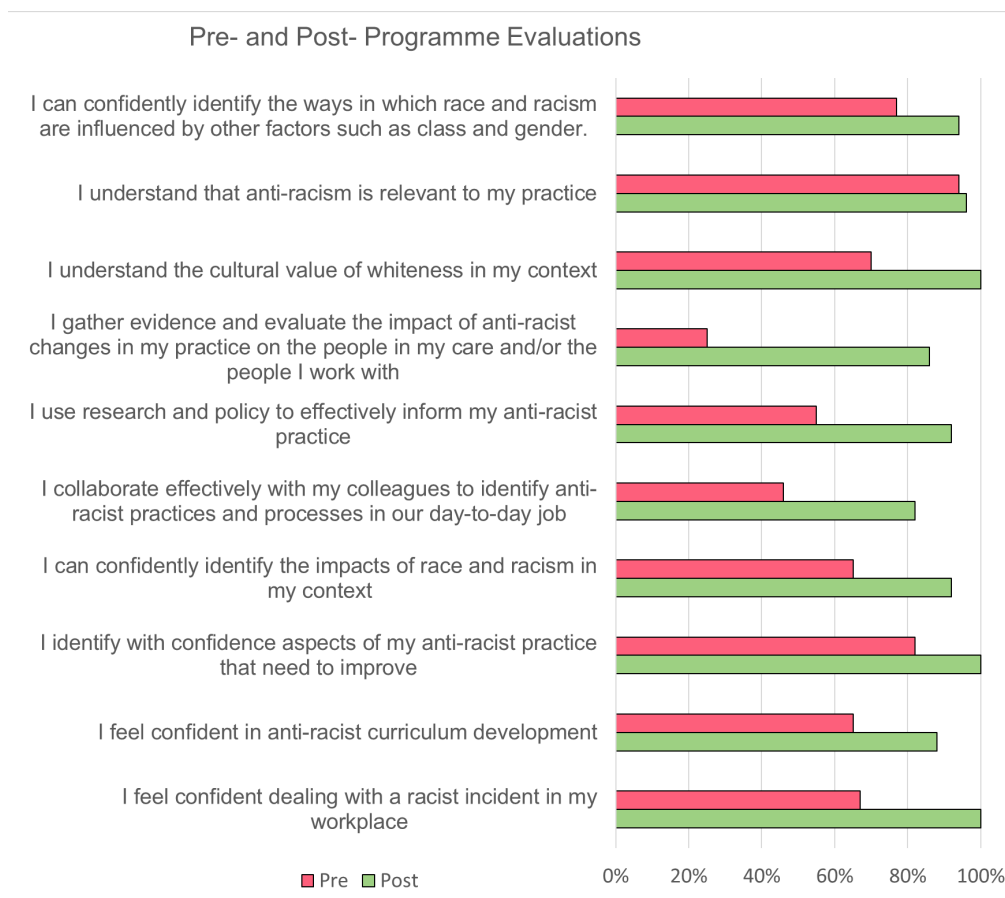


Figure 4 Comparison of pre-programme and post-programme responses



Figure 4 compares participants' responses to the same questions before the programme and after the programme. The bars in red correspond to pre-programme responses and the bars in green correspond to post-programme responses. This graph reveals that Building Racial Literacy significantly increased participants' confidence and some initial signs of changing practice have emerged. The biggest change was participants' confidence in dealing with a racist incident: pre-programme, 67% of participants felt confident dealing with a racist incident in their workplace, whereas, post-programme, 100% participants in the evaluation responses felt confident doing so. Moreover, before the programme, only 25% of participants claimed to gather and evaluate the impact of anti-racist changes in their practice, whereas 86% of participants claimed to do so after the programme. Additional tables detailing participants' responses to pre-programme and post-programme evaluations can be found in [Appendix 2](#).

Chair of the [Diversity in the Teaching Profession](#) working group, Professor Rowena Arshad contributed a keynote speech for the Induction of the programme and she shared her reflections on the completion of the first iteration of the programme:

*"I think the success of the programme lies in the preparation by yourself [Programme Lead, Mélina Valdelièvre] and the whole supporting team (a cast of many) but also and perhaps most importantly, that you created spaces for learning, not for blame, for honest and brave discussions but never boxing people into corners. This is what education and learning is all about. Too often, we box people into spaces where there is no space to grow, to apologise, to rethink and that is when we lose people.*

*The BRL programme, by engaging with teachers of colour, also enabled authentic experiences to inform the discussions, but what is clear is that it has also been a liberating experience for the participants of colour.*

*Long may the productive work continue and for the seeds of action to grow."*

## 4. Racially Literate Educators

The Building Racial Literacy programme set out to build the racial literacy of educators in Scotland. In the post-programme evaluations, 98% of participants felt their confidence, skills and knowledge around the topic of racial literacy had increased (see [Table 1](#) in Appendix 2). By racial literacy, the programme was designed to refer primarily to France Winddance Twine’s definition as 'a form of anti-racist training' with:

- A. [a recognition of racism as a contemporary](#), not just historical, problem
- B. [a consideration of intersectionality](#) (the ways racism intersects with other factors such as class and gender)
- C. understand that [racial identity is a social construct](#)
- D. [understanding the impact of whiteness](#)
- E. the [development of language to discuss race, racism and anti-racism](#)
- F. the [ability to decode race and racial microaggressions](#) (*A White Side of Black Britain: Interracial Intimacy and Racial Literacy*, 2010)

On the last day of the programme, participants were reminded of this definition, asked to review the first entry in their reflective journals and submitted a final reflective entry shared on the collaborative online platform, Slack. In these post-programme reflections, it can be seen that participants evidenced significant improvements in racial literacy as shown below.

### A. Racism as a Contemporary Issue in Scotland

As a result of the three months on the programme, participants indicated they had developed a deeper understanding of racism as a complex issue which is rooted in history and still very much present in Scotland and Scottish education.

*“When I reflect on my motivations back at the beginning, I notice now that I reference mostly American or South African incidents whereas now through my journey as part of this programme I would be much more likely to reference things that had happened in Scotland and in more recent times.”*

*“I thought that racism was more an issue of the past, but now I recognise that it is still happening in society today. I learnt of its roots and history, and how it is still a big problem. We need to pay attention to it as it is close to everyone’s daily life.”*

*“My understanding of racism now has so much more depth – the inherent and institutional nature of it, how ingrained it is in our society, how unaware so many people are of their own biases and prejudices and how colour-blind UK culture is.”*

*“My understanding of racism has changed in that I am a lot less naive to racism as a Scottish problem. Admittedly I think I used to ‘box’ racism into an issue in other countries or perhaps only applying to a small group of people who would perhaps hold different views if only they met or got to know a person of colour. However this course highlighted the depths of structural racism in society which at first I found very painful to sit with and confront.”*

*“In particular, my understanding has changed to go beyond what I initially knew about racism in terms of racial discrimination to include Scottish Travellers/Gypsy/Roma peoples.”*

*“I think systemic, institutional and insidious racism were concepts I was familiar with. However, racism towards the Traveller community is something that I had not really thought of. This has been transformational.”*

*“At the beginning of the programme I considered racism to be negative bias, conscious or unconscious towards black, asian or minority ethnic communities. Now I would extend that definition to include traveller communities and have been given a lot more food for thought around the impact of internalised racism within the black community.”*

*“It is on my doorstep which was a difficult thing to confront. It is also very deeply ingrained into society.”*

*“I understand racism and anti racism better than I ever have even as a person of colour myself.”*

## B. Intersectionality

Intersectionality was explored throughout the programme and some participants felt their understanding of it had increased, while others identified it as a further development need for their personal learning journeys. In particular, as shown below, it is interesting to note that, for one participant, being on the Building Racial Literacy programme became a catalyst to challenge other forms of discrimination, such as transphobia.

*“My understanding of racism and especially intersectionality has widened considerably.”*

*“I'm proud that I have used the word 'intersectionality' (in context!) during a focus group discussion on our curriculum for 2025.”*

*“Further enhancing my knowledge of how to decolonise the curriculum and areas such as intersectionality will support my ability to implement my action plan.”*

*“This is not a racism example, but someone I know recently referred to a transwoman as a hybrid. He was very angry that I asked him not to use that word and screamed at me that he would call these freaks anything he wanted to. I wouldn't let it go and he eventually backed down. When I was challenging him, at the front of my mind was this course. I felt I would have been a hypocrite being on this course and staying silent.”*

*“Thinking about intersectionality has changed my understanding of racism and how aggressions and micro aggressions can be seen to be directed at someone because of their gender etc. But ultimately, for a person of colour, those aggressions are worse.”*

## C. Race as a Social Construct

During the programme, participants were asked to consider the misconceptions and myths about race as a biological reality, linked to eugenics. It was encouraging to witness participants reflect on the true nature of race as a social construct and on how that impacts on their understanding and practice.

*“I hadn't appreciated that race was a social construct, nor how it was impacting individuals in schools.”*

*“Race is a social construct and tangled up in all parts of our lives including our minds. To know that social construct enables us the tools to start untangling.”*

*“I hadn't understood race to be a social construct, that was enlightening.”*

*“Previously, I had a narrow understanding of racism but BRL has allowed me to understand that racism is not just about skin colour. Racism exists in many formats and as a white male, I have been born into a life of privilege which I unconsciously benefit from on a daily basis - which is a very sobering thought.”*

*“I think that race is a social construct. I had not thought about it in that way before.”*

*“My understanding of racism is that people can be categorized based on the way that they look, religion or due to a group which they belong to.”*

## D. Understanding of the Impact of Whiteness

Participants developed more nuanced understandings of the structural nature of racism throughout the programme, including an examination of concepts of whiteness, white fragility and white privilege. As a result, in participants' reflections, they evidenced a greater understanding of the impact of whiteness on themselves, on the people in their lives and on everyday practices and processes.

*"My understanding has progressed so much though. I can identify and describe white fragility and understand how it affects the dynamic between me and my coworkers - even me and my Husband! My understanding is becoming more holistic and I can see how embedded attitudes are."*

*"Structures and systems may have been constructed in such a way that the architects were unaware of the impact it would have on people of different races (and even other types of difference). Race exists on a spectrum of privilege and oppression which is context-specific and where the effects on those who are white (i.e. privileged in our context) can be invisible or not seem like a big deal."*

*"I have been challenged to reflect on my white privilege and how I've not had to deal with the difficulties that many others have."*

*"How has my understanding of racism changed? I previously thought that I experienced racism towards me, however, I am now aware that because of the historical balance of power that this was not the case. I hadn't made the link between power and racism but that is now clear. I've always tried to understand someone else's perspective and tried to put myself in their shoes, I can now do this in a more informed way."*

*"I see [racism] in its broadest terms now. I am less binary about it. I have a better understanding of whiteness, privilege and white fragility, which puts racism experienced by others into context."*

## E. Development of Language to Discuss Race, Racism and Anti-racism

Educators on the programme developed the skills and language to engage in racial dialogue and thus increased their ability to challenge racism in education. For some, finding the language to name what they were already experiencing was validating. For others, it brought them hope as they found new strategies to overcome barriers and to engage those who are reluctant and resistant anti-racism.

*"The reading materials have helped to update my understanding and I have learned new terminology such as racial microaggressions, colour blindness, white fragility and racial trauma."*

*"How has your understanding of anti-racism changed? It can be kind and compassionate. It does not have to be feisty, in-your-face, assertive (although it absolutely can be, has to be sometimes). It can win hearts and minds. It can have a gentle power. It can empower us to stand in our truth and speak up and out. It can be passionate but it can be quiet too. Anti-racism can also be extremely uncomfortable!"*

*"I feel more confident in my knowledge and in my ability to challenge some situations, and also to talk about it more openly with colleagues. I also feel better equipped to deal with racist issues that occur in the workplace"*

*"I connected with the academic research on the programme. I realised there was a name, a label, associated with some of the things I had experienced which helped to validate my thoughts and feelings."*

*"I understand that for many people, the knowledge that they are not anti-racist through being not racist means they will have to question their core beliefs and past which could be extremely challenging for them initially."*

*"At the beginning I saw myself as an advocate of anti-racism but I had not the words. At the beginning I saw myself as someone who challenged racist language but I had not the explanation."*

*"Building racial literacy finally gives me the words, the ideas, the history, the power, the courage, the tenacity and the hope."*

## F. Ability to Decode Race and Racial Microaggressions

The emergence of an anti-racist lens was a common trend which helped participants identify problems they previously would not have noticed before the programme. This anti-racist lens plays a critical role in participants' ability to engage in anti-racism since it is necessary to first see the problem in order to resolve it. For example, one participant shared how they adopted an anti-racist lens (they called it a "BRL hat") when they attended a first aid training course during their three months on the Building Racial Literacy programme:

*"I had my BRL participant hat on and I noticed that all the content shared referring to identifying symptoms in children and adults was not comprehensive of what society looks like today. They basically only mentioned symptoms for white people. The course didn't really discuss how to identify symptoms on children that are non-white. I will recommend that they use dummies that are more reflective of what society looks like today and give information that includes people of colour as well."*

Such observations and recommendations for improvement made by the Building Racial Literacy participant have the potential to save more lives of Black children and children of colour who risk being forgotten in such first aid courses.

Further evidence which suggests that the development of an anti-racist lens enables educators to decode race and racial microaggressions can be found below.

*"Since January, I feel that I see so much more racism than I did before. I feel much more acutely attuned to microaggressions and I am more confident to challenge those."*

*"I now have learnt about a wealth of different theoretical and practical approaches to understanding race. I have a wealth of tools, resources and literature to continue learning and apply in practice."*

*"How has my understanding of racism changed? How invisible it is. The experience of racism is not necessarily one which can be captured in a straightforward description of an event. Racism is predominantly emotional, how we feel is not necessarily rationale and therefore it might not make sense to explain how an event was racist and its psychological impact on a person. And yet, the pain and suffering it causes is real. This needs to be acknowledged as an end in itself."*

*"Thanks to the BRL programme, I am becoming much more reflective on a daily basis and am reviewing my interactions, the projects I design, and the experiences I provide much more critically through an anti-racist lens."*

*"The hand of a person/persons of colour in the structure of the [BRL] programme was very obvious to me. This made me think about the other courses that I have attended and never thought that there was anything lacking."*

*"BRL will help me to reduce the number of microaggressions I may inadvertently engage in, and also help me to make others aware of these"*

*"I feel more confident in accessing literature and resources with a critical lens by which I can evaluate its value and how best to apply it in a safe and respectful way"*

*"I have a much clearer understanding of the difference between being not racist and being anti-racist. To be anti-racist you need to take active steps to address and remove barriers and promote questioning of systems and behaviours."*

*"Before the programme, I was only aware of overt racism - name calling etc. I am now aware of micro aggressions and their impact, systemic racism, privilege and bias and white fragility. I feel i have a more rounded, comprehensive understanding"*

*"I feel that the BRL training has enabled me to rethink global issues collectively, as I aim to view and appreciate the world from beyond my white European gaze."*

*"I have to face squarely how racism affects children in daily life and that it is more institutionalised then I want to acknowledge!"*

*"My eyes have been opened. There is no going back now!"*

## 5. Becoming Anti-Racist Educators

Participants on the Building Racial Literacy programme have indicated that they have developed the skills, confidence and resilience to actively engage in anti-racism in education. At the end of the programme, in their reflections on their learning shared on the collaborative platform Slack, participants self-reported:

- significant increases in confidence (this also emerged in post-programme evaluations, with 100% participants feeling their confidence increased, as seen in Tables 1 and 2 in [Appendix 2](#))
- greater self-awareness
- more empathy for those experiencing racism as well as those struggling to understand the value of anti-racism
- increases in humility, openness and honesty
- greater courage to take risks to challenge racism, even when that involves making mistakes, having to apologise and being accountable for impact.

Not only did the educators on the programme become more racially literate, they also surpassed the programme's initial intended outcomes. They became more confident and courageous anti-racist educators (see [5.1](#)) who demonstrated changes in thinking, behaviours and practice (see [5.3](#)). As the programme facilitated the formation of anti-racist communities of practice, opportunities for collaborative learning on the programme were rated very highly, with 96% of participants in the post-programme evaluations stating they would maintain and build on the relationships made through the programme (see [5.2](#) and [Table 1](#) in Appendix 2). While acknowledging the three-month programme was only the beginning of their anti-racist learning journey, and many challenges would still lie ahead, participants reported being more motivated, inspired, empowered and committed to anti-racism and ongoing anti-racist learning for the long term (see [5.4](#)). Testimonials in support of these aspects are illustrated below.

### 5.1 Confident and Courageous Educators

Participants on the programme demonstrated greater confidence and courage to challenge racism in difficult situations. There appeared to be an increased ability to identify anti-racist solutions, with the confidence and courage to test, justify and assess the impact of those solutions. Participants also reported to be better equipped to overcome the resistance they may face from the people they work with.

*“My greatest confidence is in talking about race and racism which as a white person I feared doing as I did not want to offend.”*

*“Before BRL I most likely would not have challenged or spoke up about racism for fear of being perceived as a white person who might say the wrong thing or make a mistake. This course has taught me that talking about these mistakes and correcting them is far more important.”*

*“I've been more vocal and more confident in having difficult conversations and raising issues of race. I feel empowered and comfortable enough to sit in my own discomfort when raising issues.”*

*“I feel more confident in my voice, in my beliefs, in my rights and responsibilities to the young people I work with. I am so much more confident and self-assured when sharing my opinions and have begun to feel a little less of an impostor.”*

*“I think I will be braver and engage with discussions. Also to have permission to feel productive discomfort. I think I am now braver and more knowledgeable to deal with criticisms and apathy.”*

*“I feel more confident in raising the issue and identifying the change we need to make within our service and will also push more widely with our senior staff team to undertake a review of some of our policies, processes and practice.”*

*“I feel more confident in my understanding of what is required in schools to create equality and provide a platform for minority groups to have their stories, culture and opinions heard more widely. I am confident that education has an important part to play in achieving racial equality.”*

*“I have also learned though that you can be anti-racist in many ways but especially through education and the curriculum that we teach and that I now have to have more courage in calling this out and in supporting people of colour who are experiencing racism.”*

*“I also now feel more able to ask difficult questions of my peers and challenge racist behaviours, this is something that I would not have done previously as being a white person, I would have felt awkward and perhaps that it was not my place. Now, from listening to other people’s experiences, and from learning from the various speakers we have heard, I realise that, as a teacher, I very much have the power to challenge and discuss these difficult topics, and I feel more confident in doing so.”*

*“I feel confident that I can affect positive change. I am confident in my ability to talk to people about racism. I am confident in challenging people to reflect on their privilege. I am confident in being able to support others as they begin to develop their own racial literacy. I am confident that the journey we have begun is the right one.”*

## 5.2 Anti-Racist Collaborators

Learning as collaborative is a key principle in the Building Racial Literacy programme which was designed according to the [National Model for Professional Learning](#). The active and interactive learning process enabled educators to become more self-aware and be supported in self-evaluating and considering their own assumptions, context and relationships. Many participants felt their newly-found courage and confidence stemmed from the rich network of educators across Scotland created by the Building Racial Literacy programme. With over 80 participants from a wide range of backgrounds, experiences and perspectives, participants valued the opportunities to learn from, and with, a variety of different educators, to support them, to be supported by them, to stand in solidarity with them and to be inspired by them.

*“I feel more confident through having an action plan that sets out clear, achievable goals which have been shared and discussed within the professional learning community. This means I am secure in the knowledge I am moving in the right direction and reassures me that my actions are valid. I feel more confident asking questions of policies and practice.”*

*“I want to grow anti-racist partnerships and networks. This is the key to success. We cannot go through this journey alone. Collaboration and fellowship is key! This is just the start of the journey.”*

*“I now have links and contacts with likeminded and dedicated practitioners from around Scotland with different strengths and knowledge areas. I would like to have the energy to stay connected, share my knowledge and benefit from the knowledge of my colleagues.”*

*“Collaborative working will help with accountability”*

*“I feel more confident in trying to engage folk who don’t feel this is a relevant issue in their practice. This confidence is not just from having more knowledge and tools but also because of the solidarity and allyship I have experienced on the course, knowing that so many colleagues are willing to stand up to racism and for social justice.”*

*“I feel more confident in initiating change within my school setting - shared experiences from this course have encouraged me that BRL is worth investing time and effort into.”*

*“I have more confidence to talk about this topic to people around me and have more confidence to get support from this group.”*

*“I see this as a collaborative journey and know I will face bumps in the road, resistance and setbacks. I will start with small steps towards positive change in my own classroom and department. It has been so good to collaborate with open and honest people.”*

*“It was good to have the networking opportunities and it really worked to have different streams to ensure different perspectives.”*

*“As I come to the end of the BRL course, I feel a sense of achievement and great pride in the work that we, as a cohort, have accomplished. We have been exposed to a great wealth of knowledge and information and I feel as if we have only scraped the surface in our quest to become anti-racist educators. We must continue along this weary journey for many, many more years to come before we achieve even a small percentage of our target to make education anti-racist. The first cohort of BRL have been given this torch to carry and pass onto the many educators they come across in their daily lives to improve the living experiences of people of colour, but also to make the world we all live in a little less racist and a whole lot more anti-racist.”*

*“Although it is never about giving up, I feel energised and re-connected by being on this course. Anti-racism work can be hard, self isolating sometimes and eat into personal energy and resilience reserves. I feel that being in the company of so many people who are determined and focused on making a change has rejuvenated me and I will lean into this support and feeling to continue my work.”*

*“It has been a privilege to hear the BRL participants speak so honestly about their experiences and listen to their guidance on how to see beyond what I used to think racism was.”*

*“The most valuable aspect of the professional learning for me was the opportunity to learn together and reflect on our learning in smaller groups.”*

### 5.3 Anti-Racist Thinking, Behaviours and Practice

The Building Racial Literacy programme sought to empower educators to identify and implement anti-racist behaviours and processes in their everyday practice. The personalised anti-racist action plans completed by participants as part of the programme stimulated changes in thinking, behaviours and practices. Examples of their action plans can be found [here](#) and in the [Appendix 3](#). For many participants, deep reflections on their individual impact and agency was a demanding but rewarding task:

*“Our anti-racist action plan was the final task and probably the most challenging in terms of content. It required us, individually, to consider the impact we personally will have on educators, learners and policy decision makers.”*

*“The action planning process has allowed me to focus on the change I want to make as an educator and what that may entail.”*

Outwith the confines of their action plans, educators on the programme demonstrated changes in thinking, behaviours and practice through the reflections they shared on their collaborative learning platform, Slack. For example, one educator shared that new Black pupils who were moving to their school where all the children were white:

*“We are really looking forward to welcoming them to our school and we want to make their transition as easy as possible. We currently have no children of colour currently and very little in our community. We are wondering if it would be beneficial to tell the children beforehand that we have new children starting and explaining where they are from and that the children are Black or just allow the children to come. (...) The three teachers involved were all quite anxious regarding addressing colour, especially as we have no children of colour in this stage.”*

Prior to the programme, this educator and their colleagues would have adopted a race evasive approach, due to the anxiety triggered by discussions about skin colour with children, which is often felt by race evasive educators. Thanks to the learning and collaborative support available on the programme, the educator decided to be proactive, reassured their anxious colleagues and started having positive discussions on skin colour and melanin with the school children before the new Black pupils joined. Such conversations help minimise the risk of children making negative comments about skin colour which can cause racial trauma for Black children and children of colour.



Early signs of big and small changes in thinking, behaviours and practice can be found in the following reflections shared by participants. Whether these changes have the desired impact will remain to be seen in the longer-term evaluation of the programme and in participants' personalised action plans where measures for evaluation were strongly advised. Centring the voices of learners with the creation of anti-racist clubs in schools and learning establishments is an example of a sustainable change in practice that is explored further in [Section 6.3](#). The following testimonials demonstrate other examples of changes in thinking, behaviours and practice.

*"The course has been so tremendously rewarding for me as a learning experience but I'm now hungry (starving!) to get what I've learned rolled out within my class, my setting, my cluster, my authority..."*

*"I now appreciate that anti-racism is not just about simply promoting equality and stating you are against racism. It is about tackling the inequalities and bias that exists in daily life, society, institutions and in education"*

*"My knowledge of racism has grown by learning from the lived experience of others. I now have an even greater empathy for individuals and groups facing discrimination and barriers to supports. I know I'll sometimes make mistakes in my conversations and action plan ahead but know that that's OK."*

*"It has become very clear to me that I basically know very little and that I need to educate myself by reading, but more importantly, LISTENING to the lived experiences of black, and ethnic minority people. What is also super important is that I don't fall into the trap of being a 'white saviour'. My voice and actions have to be there in support, not in place off, yet it is also not the responsibility of black and ethnic minority people to educate me. I have got to dedicate time to learn, think, process and reflect. And this is a continuous process."*

*"It has made me realise that I have so much more to learn. It will take me some time to process and digest all of the learning. Participation on this course has made me want to learn more and fuelled a deep commitment to play my part in my role to contribute to creating a fairer, equitable, anti-racist Scotland - somewhere where all our young people feel valued and belong."*

*"I am definitely more aware and think about things more. A very small example is a case study I created for a class last week. I had five names to use. Previously, I wouldn't have thought anything of it, this time, I was conscious of choosing names to illustrate diversity."*

*"Anti-racism is not just about changing the language we use, or seeing no colour when we look at people of colour. It is deeper than that. It is about changing attitudes that promote a hierarchy among humans where some feel a degree of supremacy over others."*

*"BRL has led me to re-evaluate how I approach delivering professional learning to build capacity in my local authority around racial literacy. It's not just about units of work, it's about going right back and considering how we create conditions for learning; how we create conditions in our learning environments in which everyone feels like they belong and everyone acknowledges that everyone in the space belongs and how we embed equitable approaches in terms of self-efficacy for those from multicultural communities around article 12: learner participation."*

*"How has my understanding of anti-racism changed? It's not about patrolling corridors and professionals meetings looking to catch people out. It's not about taking a punitive approach (though, we must keep in mind how rights enshrined in law can be asserted through the criminal and civil justice systems). It's mostly about learning, and Education is well placed to develop and deliver this."*

*"I came on this course as an ELC professional not really thinking of the impact it would have on me both personally and professionally. I feel that I have learned new vocabulary and can share this confidently with other professionals. BRL course may be ending today but I want to do more! I want to build on my learning by engaging in any future learning opportunities."*

## 5.4 Committed to the Long-Term Process of Anti-Racism

During the programme, it was made clear that three months would never be enough to complete one's anti-racist learning journey, let alone end racism in Scottish education; it was merely the beginning of a long-term process which requires life-long commitment. This message resonated with participants who felt better equipped for the long term: equipped with tools and strategies to overcome barriers and resistance, for self-care, to avoid burn-out, for ongoing motivation and to sustain their anti-racist commitments.

*"I am prepared to step out of my comfort zone in continuing the BRL journey beyond these last three months as it is an issue I care deeply about and am committed to."*

*"I began in December feeling that I was fairly well read in terms of racial matters and that I was doing my best in terms of pushing the race agenda within my own classroom. Whilst my understanding of systemic racism was fairly well informed I was dismayed to discover that despite my good intentions and hard work, I was (am) not yet fully Anti-Racist. This was a rude awakening to say the least!"*

*"Although I initially am experiencing some resistance to some of the proposed changes, I feel confident in creating strong arguments moving forwards. I also feel confident that the support network around me will help if needed."*

*"I also have to make sure that I practice self-care as I can become overly involved in what I read/learn about, especially when focussing on the negative aspects. I need to remind myself that I should reflect on the positive aspects of this journey and the incredible and uplifting stories that are also out there."*

*"Reading the books, articles, posts, watching the videos and listening to the voices of POC on podcasts, websites and during our sessions have all helped me to see that I have loads of learning still to do. I have recognised that I am very much near the beginning of my anti-racist journey but I am excited about progressing along this and can see the way ahead more clearly now."*

*"I truly believed I was an anti racist person who could be considered as an ally. However, I now realise that I still have so much learning to do to ensure that I have the correct knowledge behind me so I can challenge the prejudices and be anti racist."*

*"I now understand that there is no 'end' to my journey, this will be ongoing and ever-changing, just as the world is, and that is okay."*

*"I feel confident and inspired to implement the action plan I have created; recognising that change will not happen overnight and this will be a long process."*

*"I have learned that being anti-racist can be exhausting and that there is much more resistance to this than I had expected."*

*"I am sure there will be backlash, there always is when the status quo is challenged. But I am confident in my abilities to deal with it, and continue to push forward."*

*"Having recently moved job, I'm aware of the 'we all accept everyone here' attitude that prevails. I'm now very aware of colour-blindness and the need to share my learning from BRL with others. It's not good enough to just attend this course, I have to do something powerful with the knowledge and networks I'm developing."*

## 6. Building Racial Literacy: A Catalyst for Change?

Thanks to the national reach of the Building Racial Literacy programme, the number of partners involved in collaborative programme design and delivery, and the wide range of educators on Cohort 1, the programme has the potential to become a catalyst for both individual change and collective, systemic change:

- At an individual level, the programme was described as a life-changing and transformative experience for many (see [6.1](#))
- At a collective level, educators shared greater collective efficacy and recognised the power they hold as an anti-racist network of educators. This collective efficacy and collective power can be enhanced and lead to systemic change with organisational support and focus, from learning establishments, local authorities and Regional Improvement Collaboratives (see [6.2](#))
- Participant evaluations indicated that significant change is occurring and supported with the shift of race evasive cultures to anti-racist cultures where there are safer, braver spaces for anti-racism across Scotland (see [6.3](#))
- Participants indicated they feel systemic change is possible with the growing capacity for anti-racist learning to take place across Scottish education (see [6.4](#))

### 6.1 Life-changing, Transformative Experiences

The Building Racial Literacy programme has the potential for being a catalyst for individual change. It was described as a transformative experience by many participants for a variety of reasons. Programme Leads, Compassion Captains (qualified counsellors) and Critical Friends who facilitated group discussions during programme events noted how quickly participants were able to open up and be honest about their lived experiences and it was suggested that this was enabled by the creation of safer, braver and non-judgmental spaces where learning is viewed as interactive, co-constructed and collaborative. Being able to build relationships and feel safe enough to open up to others in a short amount of time may have had a role in triggering greater self-awareness and life-changing experiences for many participants.

*“Importantly the time taken to build up the sense of a safe space to allow for people to open up and be honest has been so beneficial.”*

*“The sessions were well structured and built in elements of self-care. This was essential. I liked the flexibility of the programme and while I didn't use it, the support offered was first class.”*

*“The support of our various groups has been much appreciated and I can understand the thought behind the groupings now. I hadn't fully understood the need for counselling support before embarking on the journey, but now see this is something that could be very useful whilst going through this journey.”*

*“I would like to highlight again how important it was to allow everyone to lean into discomfort and having the compassion captains there. I think it made everyone very comfortable and willing to share.”*

*“The availability of Compassion Captains has been a good support for individuals even if it hasn't been used. There was a woman who became upset in the group discussion and our Critical Friend was able to offer that support of the Compassion Captain, even just knowing that it was there was a help for her.”*

Many participants described the programme as being eye-opening, emotional, empowering, transformational and life-changing, both personally and professionally. For some, the way in which the programme spaces felt more inclusive for LGBTQ+ educators and for neurodivergent educators contributed to stronger feelings of empowerment and transformation. For example, one participant shared how their dyslexia no longer felt like a barrier to their professional learning and this allowed deeper, transformative learning to take place:

*“This is the first time in my life that I have felt comfortable with my dyslexia, and as a result, dyslexia has not been a barrier. I have had a chance to reflect without focusing my efforts on overcoming my dyslexia. My time and effort was put into increasing my understanding and learning around the subject area rather than putting my efforts into covering up my dyslexia. As a result, my learning has significantly increased.”*

Others praised the range of professional learning opportunities given for different learning preferences, the accessibility of the programme and the sense of community created on the programme. The inclusive nature of the programme was also noticed by the poet Tawona Sithole who, after observing elements of the programme, composed the programme’s poem “[Seeds of Antiracist Education](#)” as shown in the following extract:

*“but there is a brave safe space  
a teaching and learning programme  
called building racial literacy  
what everybody should be doing  
promoting race equality and antiracist education  
inclusive and supportive  
where its ok not to always stand tall  
where its ok not to always stand at all  
sometimes we have to stumble a little  
real is ok but i kinda like the surreal  
where we take those stumbling blocks  
and we turn them into building blocks”*

Thomas Guskey identifies [five critical stages for effective professional learning evaluation](#), with the first stage being participants’ reactions to the programme and, second, participants’ learning. The inclusive nature of the programme evidenced in participants’ testimonials signals that effective professional learning took place. As described in Tawona Sithole’s poem, the transformative experience of taking “stumbling blocks” and turning them into “building blocks” is revealed in participants’ testimonials below.

*“I’m very very grateful to my BRL leaders and colleagues and I don’t think it’s an understatement to say that this has been life changing. After the 2020 protests I shared my experiences with family and friends and it was emotional but liberating. This has been the next step in changing my lived experience into positive change. I am keen to be a part of decolonising the curriculum in whatever capacity I can.”*

*“I also feel indebted to the group leaders and fellow participants who have been brave enough to share their lived experiences. You are all amazing & inspirational! As a middle-aged, white, straight, male, I fully “get” my privilege. To hear and share the experiences of my fellow Scots (Scottish by birth, by choice, or simply residency!) has been like taking off the blinkers. Thank you.”*

*“The challenging, powerful, uncomfortable learning. It has been the most valuable experience of my career.”*

*“I too really appreciate the safe space. I have since spoken to one of my colleagues she was also brought up to brush things aside and rise above negativity. I remember in one of our earlier sessions in BRL a few of us said it was the first time we talked about how we feel.”*

*“I know the future road will be rocky, but the BRL course has prepared me as best as it can! I’ve been teaching 19 years – I love that this has thrown me back in the “learner seat” in a way that I know will only support my teaching & learning and ultimately the students in my classes. Thanks.”*

*“Where am I now? This has been a very emotional and demanding experience. Reflecting on it has made me realise what a sheltered life I have lived. I grew up in an all white area & went to school with all white children. It is only now that I realise how one sided my learning was.”*

*“This course has been totally life changing not just in my professional life but my personal one too.”*

*“The BRL programme, has been by far, THE best CPD I have ever attended. Not just the content but the actual structure, support, ease of access, pace, rhythm, signposting, platforms used etc.”*

*“Seeing racism through the eyes of others rather than my own perceived ideas has transformed my thinking.”*

*“As I progressed through the programme, I realised that I was embarrassingly unaware of the traumatic experiences that people with different racial identities from myself face within teaching. A real eye-opening moment for myself was doing the white privilege test.”*

*“Completely life changing. I feel that the blinkers have been taken off. I hope that I am more switched on to racial micro-aggressions, unconscious biases etc. I will also be an active bystander (which I would always do) now that I am more aware of what to look and listen for. I hope to affect positive change in my school community and local authority. It will be a long process, but one that I am happy to be part of.”*

*“The exploration of the Models of Racial Identity Development were nothing short of mind-blowing for me as a mixed race person. The discovery that others went through the same voyage of personal racial discovery as I have left me stunned and it was something I had to spend quite some time reading around and discussing with friends and family of all races. Similarly, reading Di Angelo’s work on White Fragility left me shaken to the core. As a person of colour I have never been confronted with my own Whiteness before and this led to considerable re-evaluation of my sense of self and my own privilege vs the discrimination I have openly experienced. This has actually left me feeling that I have more in common with my peers that I’d previously felt and the process of this re-examination has been beneficial on many levels.”*

## 6.2 Collective Efficacy and the Collective Power of Educators

When individual educators have a shared transformative experience, there can be a ripple effect of change at a national level and possibility for significant impact. While [Section 6.1](#) has shown how the Building Racial Literacy programme can trigger transformation at an individual level, the programme also has the potential of being a catalyst for collective change. With its adherence to the [National Model for Professional Learning](#)’s principle of collaborative learning, the programme uncovered for participants the power they hold as a collective of educators, as a national anti-racist community of practice. In turn, this stimulated a collective belief in their ability to positively effect change. This collective belief is also known as collective efficacy and, according to [John Hattie](#), it is strongly correlated to improved outcomes for learners. Participants’ testimonials below demonstrate the educators’ sense of collective power and efficacy.

*“One of the things which stood out for me today after listening to the speakers and from sharing action plans, is the powerful position we hold as educators to effect change and ensure that our learners benefit from a decolonised, race aware education system.”*

*“I also realised that I can, in fact, make change, but understand that I am only one person, and I can’t fix every single problem that I come across on my own (this took a lot of discussion to get to that point).”*

*“I totally resonate with your sense of relief at not having to be that one person in charge of trying to change the world singlehandedly anymore! Knowing that there are all of you [BRL peers] out there fighting the same fight is so valuable!”*

*“The most valuable lesson that I have learned so far is that I am not alone. I may be the only person of colour in my school but I am part of this huge community of educators who want to make the right change for the young people in our care.”*

*“I’m delighted to have made contacts with people with the same mindset and am hopeful for the future we can shape together for the young people in our care and for society as a whole.”*

*“I’ve also learnt that I have so much to learn from others around me, and that there is nothing wrong with not having all the answers. Equally though, I feel empowered to know that there is a network of people around for support and that I can reach out to others for help and support. I love what Davie said in the last session about the power that teachers hold. Musn’t forget that!!”*

*“There is a large body of colleagues within the Scottish Education system who want to see positive change. This gladdens my heart!”*

*“I feel so hopeful that there are many inspirational and powerful voices in Scotland, within the arena of anti-racism, and they are not afraid to tell it like it is.”*

*“My belief in change has increased.”*

*“I now see anti-racism as a baseline for all - it is one of our professional standards. It is far too big a problem to tackle individually and collaboration is absolutely key in making a difference. I now see the importance of anti-racism coming from the top down within the school as well as from the bottom up - it's the responsibility of all and not the job of an individual. Listen to what people are telling you - from staff, pupils, parents, within the community - and use this to drive forward anti-racism education. It is the responsibility of everyone”*

It was worth noting the above participant's identification of anti-racism as a baseline professional standard for all educators, which is the vision for the programme. By promoting a baseline professional value, anti-racism can become a collective responsibility in Scottish education, in reality and not just in principle.

The collective power uncovered by the programme can be hindered or amplified by Guskey's third stage for [effective professional learning evaluation](#), organisational change and support. Organisational elements can either hinder success or strengthen it. For instance, from the post-programme evaluation, participants identified some barriers to implementing anti-racist practice, such as lack of support from management, lack of time and anti-racism not being prioritised.

*“- A lack of buy-in from management (I think my managers are interested and willing, but will they dedicate time and resource?)*

*- re-integration: just forgetting about the learning and slipping back into old ways. I need time for continued focus*

*- lack of interest from colleagues who might find discussing this awkward or difficult*

*I have great colleagues and I bet they will listen but it is hard to see exactly how progress will occur without it being taken on as formal work (e.g. service improvement plan)”*

*“The only restriction I see in my practice, is time. With just starting this journey, it is a full time job. I'm on maximum with teaching, which I also love. But I feel the time needed to make change, to support young people, to gain relationships of trust, to get staff buy in, to build community relationships with parents, guardians and partnerships, to make positive change to the curriculum, etc.”*

*“Resistance to change from people holding power within the system.”*

Concerns were also shared by some local authority officers regarding expectations of them to take forward work across a local authority area as individuals given their individual capacity and stage of their own learning. Managing the expectations of participants and their employers will be important moving forward. The barriers identified also echo the findings from the Staff College's report, *Leading in Colour – the Fierce Urgency of NOW*, where the role of white leaders is identified as central:

*“Staff look to their leaders to lead the charge and champion the change towards fairer workplaces and fairer communities. The reality and disappointment for many is that this doesn't seem to be a corporate priority and, for them, it feels like their top leaders are missing from the debate and its ensuing action.*

*This is work where leaders, particularly white leaders, can't be in the commentary box or on the side lines. You have to be on the pitch, staying out there and leading from the front, where you're likely to be leading without knowing the answers or even the questions to ask.”*

(p. 6 from [Leading in Colour – The Fierce Urgency of NOW](#), The Staff College)

## Case Study: Forth Valley and West Lothian Regional Improvement Collaborative

Individual schools and learning establishments, Scottish Local Authorities and Regional Improvement Collaboratives (RIC) are different types of organisations and collaborations that can further support the collective efficacy of Cohort 1 and future cohorts. They have the potential to unleash the collective power of educators. In the following case study, a RIC Lead who was not a participant on the programme writes about her experience of supporting participants in her region and she shares her observations on the risks to consider and the opportunities for RICs to enhance the impact of the Building Racial Literacy programme.

*Having attended the Building Racial Literacy information session, we were delighted that all of the Local Authorities within our Regional Improvement Collaborative (RIC) had colleagues participating in the first cohort of the Building Racial Literacy programme in early 2022. As a RIC we thought it was important that we contacted each of our participants and to see if there was anything else we could do to support.*

*We emailed our RIC cohort 1 participants and set up two initial meetings and this allowed participants to meet each other, establish what support from our RIC they would like and agree the protocols and expectations for our meetings to establish a safe, non-judgmental space.*

*Following on from participants' feedback and suggestions in these initial meetings, we set up a Microsoft Teams space which we have kept just to cohort 1 so that we have a safe space to meet, connect, share files or articles as none of our RIC participants had met previously and we also weren't sure if participants would have ongoing access to the BRL learning platform after the programme ended so our teams space helped us to address those issues. Prior to the BRL 'Sharing the learning' day, some used this Teams space to share plans to clarify their thinking and build confidence.*

*Establishing a safe, non-judgmental space was essential as I would say that the BRL programme continues to have a profound impact on our participants. Our varying lived experiences have been points of discussion as have the strong emotions triggered by things covered in the BRL programme which some felt made them question how they viewed themselves and unexpectedly challenged their professional integrity and unconscious bias. Our meet ups also helped participants share how they were feeling about the expectations on them for taking this professional learning forward.*

*Overwhelming, participants appeared to greatly value this professional learning opportunity and the professional and personal journey it takes them on. They have said that it has been helpful having others within our RIC to discuss this with, support each other and collaborate on how to co-create a RIC-wide strategic plan moving forward.*

*Some participants discussed how they were triggered by some of the experiences and learning shared as part of the BRL programme and some concerns were raised about that happening when the BRL learning is shared with other practitioners. On reflection, there were varying expectations on BRL participants, and some felt the weight of the expectations of others. These observations were shared with Melina [Programme Lead] so that we can clarify this going forward.*

*After discussions around where participants feel they are on their professional learning journey and the varying expectations, we proposed that we create a RIC-wide BRL working group to continue to share the learning, support each other and co-create a strategic plan for sharing BRL with colleagues. To inform this approach we are working with our UNCRC working group to learn from their existing approach and how we can build on this for BRL.*

*BRL provides exciting opportunities for RICs and Local Authorities to facilitate colleagues working collaboratively to support each other in their professional learning on this important issue. We found it helpful to be mindful of the weight of expectations and found that establishing a working group to co-create a way forward helped to share that responsibility. It is also worth considering that the BRL programme offered Compassion Captains and exploring how to ensure that staff wellbeing is considered, and supports are signposted.*

*We are very grateful for the BRL programme being created and we are looking forward to continuing to support our BRL participants and practitioners within our RIC in taking this learning forward in the future.*

**Audrey Farley, Forth Valley and West Lothian Regional Improvement Collaborative.**

## 6.3 From Race Evasive Cultures to Anti-Racist Cultures

As a first cohort on the Building Racial Literacy programme, there was a strong desire to shift the race evasive cultures educators indicated they are used to working in, where discussions about racism are avoided, towards an anti-racist culture where racism can be openly discussed, proactively addressed, and where there are safer, braver spaces to talk, heal and learn collaboratively. The following participant testimonials exemplify the different changes in practice which prioritise feelings of safety, belonging and wellbeing for all learners.

*"Giving pupils a safe space will be crucial in my practice."*

*"Just wanted to share the impact this programme is already having. Because of this programme I set up our Antiracism Society that is run by the young people. We organised a whole school anti-racism awareness week because it was International Anti-Racism Day on last Monday. Our last day of events was Friday, and some photos were shared on Twitter. [Another school] contacted us via Twitter and expressed an interest in learning from our work. I responded, and I'm hoping this starts a conversation. The first piece of advice I will give is to participate in the BRL programme because it provides a very strong starting point on this journey.*

*I am aware that this is a long journey with many ups and downs. But as a teacher, I felt huge warmth seeing the young people from our Antiracism Society so happy, it was a very positive and successful week. They had a small celebration at the end of the school day. Many of the young people in our club usually have their heads down and are invisible, however, their voices are now being heard. They want to feel safe and to see positive change through education. On Thursday, one young person said to me, "I now have a safe place to go, thank you."*

*"When considering learner participation/voice, embedding work around ensuring the conditions are created that mean each learner really does feel like they belong and are confidently able to share their opinions and views without worrying that some people may feel they don't have the right, or aren't 'Scottish enough' for their views to matter."*

*"[The programme] has already had an impact. We have our antiracism club, a safe place for young people, a place they can be heard and changes made. We have gone from the culture of being uncomfortable with the term Antiracism, to a deeper understanding of the meaning of actively making change. It is turning into a positive. This is only the start, there is so much more to do."*

*"I will be keen to start up and lead such activism in my school through setting up an anti-racist club, adapting teaching resources to include this social issue, and delivering training in this area to other staff."*

*"[I] aim to identify and challenge racist incidents in a confident and informed manner. Ensure supports are in place for both victims and perpetrators to help educate all about racism. Develop a resource bank to raise awareness across local authority."*



In some of the above testimonials, there are early signs of the fourth and the final stages of evaluation from [Guskey's levels of effective professional learning evaluation](#). The fourth stage requires evidence of participants using new knowledge and skills in their practice and, although evidence of impact would be strengthened if it was from medium- and long-term evaluations, the participants' anti-racist club initiatives hint at more sustainable change in practice and effective application of learning from the Building Racial Literacy programme. This change in practice is being supported and monitored through the Anti-Racist Clubs network formed by the Programme Lead with regular meetings for educators who run such clubs to connect, offer each other support and collaborate. For the fifth and final stage of evaluation in Guskey's evaluation model, student learning outcomes, the Building Racial Literacy programme appears to have had immediate positive impacts on the emotional wellbeing of the young people in the anti-racism society set up by one participant:

*"On Thursday, one young person said to me, "I now have a safe place to go, thank you.""*

Similarly, the programme itself had an immediate impact on the Black, Asian and Minority Ethnic educators who are under-represented in Scotland and risk leaving the profession without the right levels of support:

*"I no longer feel that I have no support, the community within this course has helped me get through some very challenging hurdles and I feel very emotional about the fact it has so quickly come to an end. I'm forever grateful for this opportunity, especially being so new to education and I know I have the tools I need to bring sunshine to the sky, when the clouds of discrimination appear."*

For many of the Black, Asian and Minority Ethnic educators, the Building Racial Literacy programme was fostered an anti-racist culture and a safer, braver space they had never experienced before and this occasionally allowed them to process and heal from the painful racialised experiences they shared. Having access to the programme's networks and being better connected to existing support networks, such as the programme's Design Partner, the Scottish Association for Minority Ethnic Educators (SAMEE), may help retain more Black, Asian and Minority Ethnic educators. In fact, for some participants of colour, the programme gave them the confidence to apply for promotion:

*"Building Racial Literacy has inspired me to pursue and follow my passion. I have recently been appointed as Education Development Officer: English as an Additional Language (EAL) and Diversity in Learning and Teaching. I believe the BRL training, messages, voices, support and knowledge pushed me towards applying for this job and resulted in a successful appointment. I believe I am the first person of colour in Primary Education to be in a promoted post in my local authority. This is something I am fiercely proud of. I feel I am doing something valuable for people who look like me!" (extract from Rukhsana Ali's [blog post](#))*

Such positive impact is an early sign of success for the Building Racial Literacy programme and it highlights the importance of shifting race evasive cultures to anti-racist cultures with the creation and sustenance of safer, braver spaces for anti-racism across Scotland.

## 6.4 Growing Capacity for Anti-Racist Learning across Scotland

There will be potential for systemic change when there is enough capacity for effective anti-racist professional learning for every educator in Scotland to experience. When the Building Racial Literacy programme prototype was first being developed, it was vital to all those involved that the anti-racist professional learning became sustainable and widely available for educators across Scotland. To that end, it remains a priority to increase the capacity and sustainability for the programme's delivery and to increase capacity for more anti-racist professional learning to take place more generally. For the participants on the programme, the networks they formed will enable their ongoing anti-racist professional learning to take place and many participants expressed their enthusiasm for staying connected both online and through TeachMeets organised in their regions by themselves. A number of participants on the programme also have formal responsibility for the professional development of others, such as Local Authority Officers, while others looked forward to sharing their learning with the people they work with more informally.

*"This programme has inspired me to create more professional learning opportunities in [my authority] in which practitioners can reflect on their practice in a safe environment, and then importantly turn their intentions around building racial literacy into actions through supported practitioner enquiries with collaborative elements embedded."*

*"I am more confident in leading others to become racially literate. More knowledgeable about where to get resources and information for myself and others to support anti-racist change. I feel more able to tackle courageous conversations with staff and parents."*

*"As a headteacher I do not have a lot of spare time to devote to a facilitator role, however, the BRL programme is the best CLPL I have ever done and I am excited as to where my school could take this. I would love to help support new recruits to gain as much as I did."*

*"I want to develop my role as a facilitator for others learning journeys. I want help young people feel as empowered as I do in their lived experience."*

*"I did my first training session on decolonising the curriculum with our student teachers, and it was very positively received. The structure and content of the training was based on the resources, the pupil voices and everything I have learnt from the programme so far."*

*"How I view racism . How I support those who experience racism and how I educate those who display it. I will run a series of CPD events for staff using the materials from BRL and I finally hope to meet up with some of the West Partnership cohort during exam leave."*

*"This work will permeate through all I do including creating and promoting opportunities for school/individual development and improvement through CLPL, asking CLPL colleagues to ensure their sessions reflect a diverse Scotland and in my everyday teaching should I go back into school. I will spend more time finding out about barriers families face and actively try to mitigate them."*

It is worth noting that not every participant will be ready to facilitate anti-racist professional learning by the end of three month of learning; that was not the intended outcome of the programme for participants. Anti-racist professional learning requires the right skills paired with careful planning, structures and support. One participant noted:

*"I'm so glad that we are being encouraged to learn and reflect, and to not jump directly into developing anti-racism programmes."*

If every participant rushed into creating and delivering their own anti-racist professional learning programmes, it would be difficult to quality assure the learning. Nevertheless, alumni training opportunities are being offered for those interested in developing the skills for facilitating and designing anti-racist professional learning and for those interested in supporting future cohorts of the Building Racial Literacy programme.

Thanks to the participation of Early Learning and Childcare practitioners, class teachers, as well as Community Learning and Development practitioners, the Building Racial Literacy programme increased capacity for anti-racist learning to be experienced by children, young people, adult learners, families,

carers and wider communities. Many educators on the programme identified the curriculum as an opportunity to decrease the formation of racial prejudice, to build the racial literacy of their learners and for anti-racist learning to take place in general. Before the programme, 65% of respondents felt confident in anti-racist curriculum development and this increased to 88% of respondents in the post-programme evaluation.

*“I also have a little bit of pride too! To watch my senior student present on the need to Decolonise the Curriculum was amazing. They said their research made them realise how many people out there feel the need for change, despite the lack of movement by curricular bodies. I also smiled as they used the iceberg of visibility to support their project (a graphic from the first Anti-racist training I took part in!).”*

*“In the past, I have not really ever questioned what I was teaching or what resources I was using to teach it. I just followed what my curriculum map told me to teach etc. However, I know now that this is not an inclusive way to teach. I will be seeking out more diverse resources and teaching subjects from a range of different voices and viewpoints. I will be challenging what I am being asked to teach and questioning its relevance and inclusiveness of it beforehand. I want to ensure that all my pupils feel represented and that everything being taught is valuable and relevant to them.”*

*“I work with learners (3-18) with additional support needs and the professional learning on BRL is relevant to my practice, not only with the learners but also with families and colleagues.”*

*“As an educator, understanding how the curriculum is planned and delivered without a diversity of cultures, voices and opinions allowed me to see racism in a new way.”*

*“I will be more mindful of prejudice and bias in the curriculum. I will think about my own influences and identities and how my positionality may influence others.”*

To illustrate how anti-racist learning became more widely available for families and carers, one participant set up a regular anti-racist newsletter in the form of a blog to share her learning with the families and carers in her school. In her blog, she shares her key learnings from the Building Racial Literacy programme and she provides [working definitions](#) to help communities increase their racial literacy. In one [blog post](#), she writes about her experience of the programme:

*“Having long been passionate about social justice in general, and anti-racism specifically, I have found a home for all my pent up emotions regarding this subject on the Building Racial Literacy programme. The course has been extremely well run with Critical Friends and Compassion Captains on hand to support and engage with. The material has been thought-provoking. The cohort have worked extremely hard to further the ambition of building racially literate education communities.”*

It is too early to evaluate the impact of this initiative but it will be interesting to see how families, carers and wider communities engage overtime.

The Scottish Development Education Centres involved in the Building Racial Literacy programme design and delivery, Scotdec and Wosdec, already facilitated anti-racist training for educators before the creation of the Building Racial Literacy programme and some of their events, such as the [Speak Up](#) series, complemented the programme content for those who attended both:

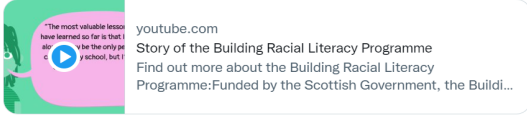
*“This has been an amazing 12 months of learning and I thank the BRL team as well as HOW and Scotdec. I can see the different bits of different courses all coming together.”*

Members from Wosdec and Scotdec developed their own skills and knowledge as they supported the Building Racial Literacy programme. Some of them described the experience of supporting the delivery of the programme as the best professional experience of their lives. Thanks to the wide network of educators on the programme, they were able to collaborate and design more anti-racist learning opportunities outwith Building Racial Literacy. For instance, [Scotdec](#) organised a [youth worker event](#) on contributing towards a socially just and ecologically sustainable world and [Wosdec](#) organised a trade union event where participants from the Building Racial Literacy programme shared their learning:



“the deepest and most critical conversations I had been involved with as a professional”

Brilliant to hear @CommunityUws sharing the value of the @EducationScot Building Racial Literacy pilot programme #EdScotBRL with our European #PULSE project partners.



3:31 PM · Apr 27, 2022 · Twitter Web App

... Definitely seconding your thanks @wosdec! The lived experience, deep reflection, expertise and action shared with us at this session really underlined the need for educators to keep talking, keep sharing and keep supporting each other to do better in our anti-racist practice.



These are just some examples of how the Building Racial Literacy programme can increase capacity for anti-racist learning and has the potential of becoming a catalyst for collective, systemic change.

## 7. Next Steps

Our intention is to build on the early positive feedback and experience of cohort 1 participants to both further develop the programme and support programme participants to continue developing their racial literacy and support for race equality in Scotland. The programme's strengths, such as its networking opportunities, the depth and quality of learning, and its support structures, offer promising learning experiences for future cohorts. One area for development identified was the use of inaccessible academic language in one webinar which left participants feeling overwhelmed and confused. Programme content will be reviewed with existing and new partnerships to continue the ongoing co-creation process. Another area for consideration will be the meaningful involvement of children and young people in the ongoing co-construction and review of the programme. The programme's Anti-Racist Clubs Network may offer some opportunities to engage a wide range of children and young people, with the support of the [programme video](#) which invites learners' contributions to the programme, as shown in the screenshot below.

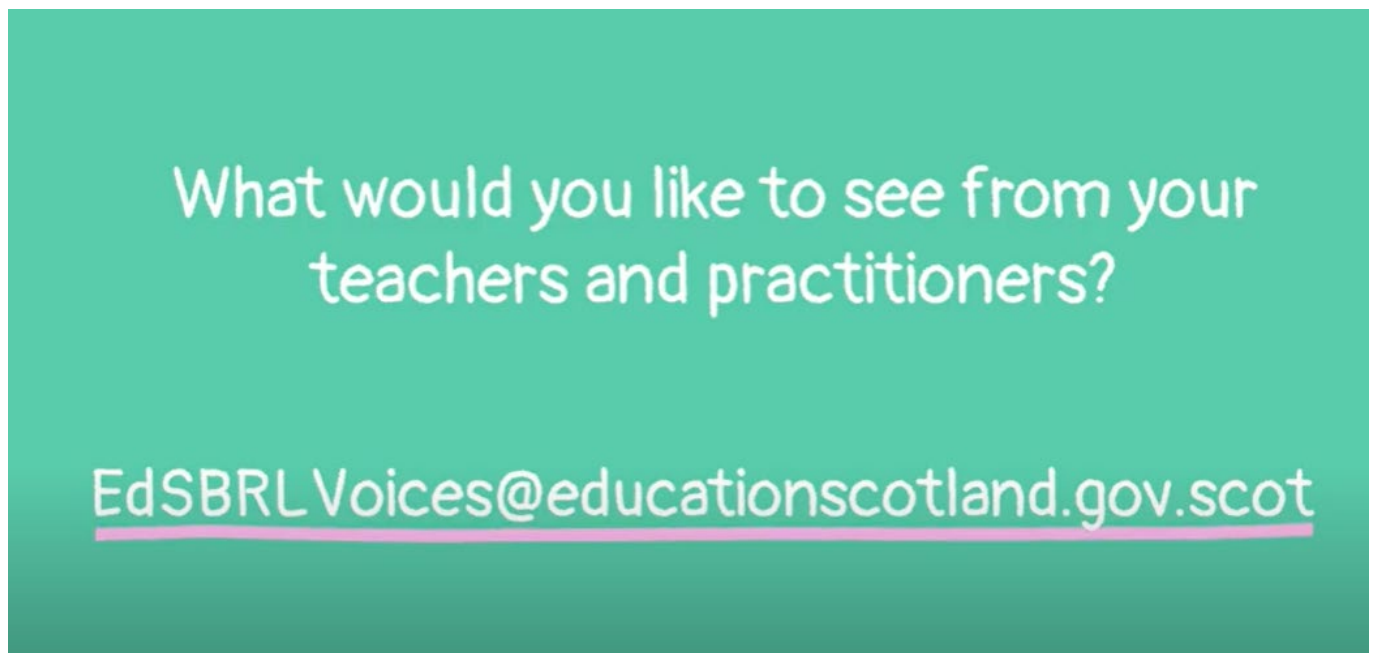


Figure 5 Extract from the Building Racial Literacy video

There are some practical aspects to consider including timing and cohort size to ensure educators across the country can benefit from engaging with the programme. As stated earlier, the long-term vision is that every educator in Scotland is racially literate and that learning from the programme supports an anti-racist culture in Scottish education. The programme team and partners are currently considering how to increase capacity across the system for high quality anti-racist professional learning to become more widely available across Scotland. The team have identified a number of possible options for programme 1 participants to increase capacity:

- apply to become a facilitator and anti-racist buddy for BRL Cohorts 2 and 3 (training included)
- apply to attend training to help plan and design effective anti-racist professional learning outwith the BRL programme (recommended for Education Officers and educators with CLPL responsibilities)
- apply to share good practice and collaborate on BRL+ webinar series (made available outwith the BRL programme)
- opportunities to contribute to projects from the Scottish Government's Race Equality and Anti-Racism in Education Programme (e.g. contributing to a national audit for antiracist curricular resources).

These opportunities are meant to enhance the collective power and collective efficacy unleashed by the Building Racial Literacy programme.

Plans are also underway for the delivery of another two cohorts:

- Cohort 2: end of August – December 2022
- Cohort 3: December 2022 – March 2023

The application process for the next BRL cohort open between May and June 2022, with protected spaces for Black, Asian and Minority Ethnic educators, Early Learning and Childcare practitioners and Community Learning and Development educators. System leaders and school leaders will also be encouraged to apply.

### **What next for Building Racial Literacy?**

We would welcome the support of partners and external stakeholders in considering how best to support Building Racial Literacy participants and alumni to build their capacity, without creating unrealistic expectations of a single person delivering a school-wide or local authority-wide improvement plan on their own. There are no quick fixes; anti-racist leadership, planning and implementation requires a collective, long-term commitment. Key questions for consideration include:

- 1. Over and above the plans outlined above, what more can we do to build on the initial success of the first iteration of BRL?**
- 2. How can we best support Local Authorities and Regional Improvement Collaboratives in prioritising anti-racism through BRL, especially for those who haven't been able to engage to date?**
- 3. What can be done to advance anti-racist systemic leadership across every Scottish local authority and encourage the longer-term commitment required for the impact of BRL to be felt across the system?**
- 4. What can we do to collectively advance anti-racism as a baseline professional value across Scottish education?**

# Appendix 1

The following 27 Local Authorities were represented as part of Cohort 1 (prior to withdrawals, deferrals and extensions in the context of ongoing pressures in education due to Covid-19):

## **The Northern Alliance**

- Aberdeen City Council (4)
- *Aberdeenshire Council* (0)
- Argyll & Bute Council (3)
- *Comhairle nan Eilean Siar* (0)
- Highland Council (3)
- Moray Council (2)
- Orkney Council (2)
- *Shetland Islands Council* (0)

## **The South East**

- City of Edinburgh Council (8)
- East Lothian Council (2)
- Fife Council (2)
- Midlothian Council (3)
- Scottish Borders Council (4)

## **Forth Valley and West Lothian**

- Clackmannanshire Council (4)
- Falkirk Council (3)
- Stirling Council (4)
- West Lothian Council (5)

## **The South West**

- East Ayrshire Council (2)
- South Ayrshire Council (3)
- *North Ayrshire Council* (0)
- Dumfries and Galloway Council (3)

## **Tayside**

- Angus Council (1)
- Dundee Council (5)
- *Perth and Kinross Council* (0)

## **The West Partnership**

- East Dunbartonshire Council (2)
- East Renfrewshire Council (4)
- Glasgow City Council (7)
- Inverclyde Council (2)
- North Lanarkshire Council (2)
- South Lanarkshire Council (2)
- Renfrewshire Council (4)
- West Dunbartonshire Council (2)

## Appendix 2

Below are tables displaying figures from evaluations that participants were asked to complete. Participants from Cohort 1 were asked to complete a pre-programme evaluation and a post-programme evaluation. Each table will indicate what evaluation it is drawing the data from.

**Table 1. Post-programme Evaluation**

	<b>Number of participants</b>	<b>Percentage of participants</b>
My confidence around the topic has increased	49/50	98%
I am more knowledgeable about the topic	49/50	98%
My skills relating to the topic have increased	49/50	98%
The professional learning was relevant to my practice	49/50	98%
The professional learning will help in improving my practice	49/50	98%
The professional learning motivated me	49/50	98%
I felt inspired by the professional learning	49/50	98%
Implement the learning in practice	49/50	98%
Share what you learned with colleagues	49/50	98%
Maintain and build on the relationships made through the professional learning	48/50	96%
To what extent do you agree that the professional learning met your expectations?	49/50	98%
Overall, how satisfied were you with the professional learning programme?	43/50	86%
Networking opportunities	50/50	100%
Quality of learning	50/50	100%

\*The questions highlighted in yellow are related to Key Performance Indicators for Professional Learning and Leadership.



**Table 2. Pre-programme and Post-programme Evaluations**

	Pre programme		Post programme	
I feel confident dealing with a racist incident in my workplace	45/67	67%	50/50	100%
I feel confident in anti-racist curriculum development	44/67	65%	44/50	88%
I identify with confidence aspects of my anti-racist practice that need to improve	55/67	82%	50/50	100%
I can confidently identify the impacts of race and racism in my context	44/67	65%	46/50	92%
I collaborate effectively with my colleagues to identify anti-racist practices and processes in our day-to-day job	31/67	46%	41/50	82%
I use research and policy to effectively inform my anti-racist practice	37/67	55%	46/50	92%
I gather evidence and evaluate the impact of anti-racist changes in my practice on the people in my care and/or the people I work with	17/67	25%	43/50	86%
I understand the cultural value of whiteness in my context	47/67	70%	50/50	100%
I understand that anti-racism is relevant to my practice	63/67	94%	48/50	96%
I can confidently identify the ways in which race and racism are influenced by other factors such as class and gender.	52/67	77%	47/50	94%

**Table 3. Pre-programme and Post-programme Evaluations**

	Responses type	Pre programme		Post programme	
		Out of 67		Out of 50	
Senior staff and supervisors seem confident in talking about race equality issues	Never	17	25%	9	18%
	Sometimes	33	49%	27	54%
	Regularly	14	20%	9	18%
	N/A	3	4%	5	10%
Staff at other levels seem confident in talking about race equality issues	Never	21	31%	9	18%
	Sometimes	40	59%	34	68%
	Regularly	5	7%	4	8%
	N/A	1	1%	3	6%
We are all encouraged to think about race equality in our day to day work	Never	22	32%	17	34%
	Sometimes	33	49%	24	48%
	Regularly	12	17%	8	16%
	N/A	0	0%	1	2%
We all actively think about race equality in our day to day work	Never	21	31%	12	24%
	Sometimes	33	49%	30	60%
	Regularly	13	19%	8	16%
	N/A	0	0%	0	0%
Our managers are comfortable and confident in talking about race equality issues	Never	16	23%	8	16%
	Sometimes	35	52%	29	58%
	Regularly	15	22%	10	20%
	N/A	1	1%	3	6%
Our managers are supportive to staff who need to raise an issue about race equality or racism at work	Never	5	7%	6	12%
	Sometimes	22	32%	19	38%
	Regularly	33	49%	18	36%
	N/A	7	10%	7	14%
The wider team is supportive when a colleague needs to raise an issue about race equality or racism at work	Never	7	10%	5	10%
	Sometimes	30	44%	20	40%
	Regularly	25	37%	15	30%
	N/A	5	7%	10	20%
The approaches taken when someone has raised an issue about race equality or racism at work seem to be effective	Never	9	13%	4	8%
	Sometimes	35	52%	27	54%
	Regularly	11	16%	5	10%
	N/A	12	17%	14	28%
I talk about the negative impacts of racism with my colleagues.	Daily	2	2%	6	12%
	Weekly	23	34%	27	54%
	Monthly	16	23%	12	24%
	Yearly	17	25%	3	6%
	Never	9	13%	2	4%
I talk about the negative impacts of racism with the children, young people and/or learners I work with.	Daily	4	5%	4	8%
	Weekly	14	20%	28	56%
	Monthly	22	32%	9	18%
	Yearly	16	23%	4	8%
	Never	11	16%	5	10%
My colleagues think about the negative impacts of racism in their work.	Daily	6	8%	2	4%
	Weekly	6	8%	9	18%
	Monthly	22	32%	17	34%
	Yearly	22	32%	11	22%
	Never	11	16%	11	22%

I think about the negative impacts of racism in my work.	Daily	18	26%	26	52%
	Weekly	26	38%	13	26%
	Monthly	7	10%	8	16%
	Yearly	12	17%	2	4%
	Never	4	5%	1	2%
I think about anti-racist solutions in my work.	Daily	13	19%	23	46%
	Weekly	21	31%	19	38%
	Monthly	16	23%	7	14%
	Yearly	12	17%	1	2%
	Never	5	7%	0	0%
I think about the positive impacts of anti-racism in my work.	Daily	13	19%	26	52%
	Weekly	21	31%	15	30%
	Monthly	18	26%	7	14%
	Yearly	8	11%	2	4%
	Never	7	10%	0	0%
The people I work with think about the positive impacts of anti-racism in their work.	Daily	2	2%	4	8%
	Weekly	12	17%	11	22%
	Monthly	17	25%	18	36%
	Yearly	22	32%	8	16%
	Never	14	20%	9	18%
I discuss anti-racist solutions with others.	Daily	4	5%	9	18%
	Weekly	18	26%	15	30%
	Monthly	16	23%	20	40%
	Yearly	18	26%	4	8%
	Never	11	16%	2	4%
I get together with colleagues, learners, families and/or wider communities to collaboratively find solutions to issues of racism.	Daily	2	2%	1	2%
	Weekly	5	7%	9	18%
	Monthly	18	26%	18	36%
	Yearly	13	19%	6	12%
	Never	29	43%	16	32%
I think about my racial identity and the influence it might have on my work and my interactions at work.	Daily	21	31%	24	48%
	Weekly	11	16%	13	26%
	Monthly	13	19%	9	18%
	Yearly	11	16%	2	4%
	Never	11	16%	2	4%

# Appendix 3

In order to successfully complete the Building Racial Literacy programme, participants from Cohort 1 were asked to submit personalised anti-racist action plans. For more examples of participants' personalised anti-racist action plans, please visit [Flicker](#).

## Anti-Racist Action Plan

**About me**  
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 Midlothian Council

**References**  
 Why I'm No Longer Talking to White People About Race - Reni Eddo-Lodge  
 Promoting race equality and anti-racist education NH - Ed Scot  
 The Anti-Racist Educator Site

BUILDING RACIAL LITERACY  
  
#EdScotBRL

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Ongoing professional learning</b></p> <p><b>Actions</b></p> <p>will establish a monthly Building Racial Literacy Professional Learning Spotlight Drop-in Session (Name TBC). Each month there will be a spotlight on a specific piece of professional learning that will help build racial literacy (I will utilise the required and optional reading list from the BRL programme), which will be shared through the Education Bulletin alongside reflective provocation questions. 3 weeks after sharing it in the bulletin, there will be a drop-in session scheduled for anyone to turn up to, to engage in discussions around the piece of professional learning.</p>	<p><b>Intended impact on practice</b></p> <p>I hope to see myself talk more regularly about racial inequality and how we can take an anti-racist approach within practice. I also hope to speak more to practitioners about how we can take forward an anti-racist approach in our practice together.</p> <p>I will measure my progress by keeping note of my attendance at the sessions as well as noting how many people within the month I talk to about the specific piece of PL that is spotlighted.</p>	<p><b>Intended impact on learners</b></p> <p>I hope to hear more conversations happening about the importance of engaging in professional learning to build racial literacy.</p> <p>I will measure the attendance numbers at the monthly drop-in session and keep track of how many people begin a conversation with me about the need to build racial literacy.</p> <p>An unintended consequence might be that I am seen as an expert in this area, which I am not.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Support others in building their racial literacy</b></p> <p><b>Actions</b></p> <p>I will be working with a PT of English in one of the secondary schools to help co-create and deliver professional learning to English department colleagues around building racial literacy. This piece of work will focus on providing PL that deepens knowledge around racial literacy; supporting individual colleagues to participate in small tests of change rooted in practitioner enquiry; and then facilitating collaborative group discussion to reflect on the small tests of change being conducted.</p>	<p><b>Intended impact on practice</b></p> <p>I'm hoping to see more discussion and reflection about the resources and texts used in English; more discussion about facilitation techniques to approach difficult and sensitive conversations; more 'giving it a go' attitudes around changing and adapting practice.</p> <p>I will measure these through taking holistic feedback through the collaborative group discussions.</p>	<p><b>Intended impact on learners</b></p> <p>I'm hoping the learners will have a better understanding of why the texts they are learning about are relevant and important to have on the curriculum; that learners will have a curriculum that reflects mirrors and windows (both seeing themselves in the curriculum as well as other ethnicities and cultures). I will measure this by asking the teachers to reflect on changes that they see within their classrooms.</p> <p>An unintended consequence could be that pupils challenge the need for an anti-racist approach and staff may not feel ready to confidently engage in those conversations.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Towards leading anti-racist change</b></p> <p><b>Actions</b></p> <p>It has been recognised that a number of schools still have house names connected to historic figures who were slave owners. The local authority will be developing a hints and tips guide to taking a rights-based approach to consultations with children and as part of the consultation work around house names, learning about where the current names have come from (whether it's historical figures or landmarks) would be built into the consultation. I will provide support to schools around creating or sign-posting to resources to help structure conversations during the consultation process around decolonising the curriculum and taking an anti-racist approach.</p>	<p><b>Intended impact on practice</b></p> <p>More reflection about what elements of our curriculum we need to de-colourise and how we can involve the children and young people in those conversations so that they are learning with us.</p> <p>I will measure this by consulting with teachers as to their experience of the house name consultation process.</p> <p>An unintended consequence might be that parents &amp; carers might challenge the need for a change in house name and may need more support in understanding how this ties into taking an anti-racist approach.</p>	<p><b>Intended impact on learners</b></p> <p>I hope the learners begin to question elements of the curriculum that need to be decolonised.</p> <p>I will measure this by engaging in professional dialogue with teachers working with the learners.</p>

Figure 6 Example of an anti-racist action plan.

