RACE EQUALITY IN EDUCATION PROGRAMME BOARD

Leadership and Professional Learning workstream

Brief note of meeting

- Initial meeting of the sub-group took place on Monday 17 May with membership agreed as:

  ➢ Samir Sharma
  ➢ Khadija Mohammed
  ➢ Carol Young
  ➢ David Smith
  ➢ Pauline Stephen
  ➢ **[REDACTED]** (starting with ES on **[REDACTED]** and already part of the SNG)
  ➢ **[REDACTED]**

  Group members:

- agreed to meet monthly two weeks in advance of each SNG meeting
- agreed the focus for the next meeting would be to aim to develop a sense of short, medium and long term objectives linking in with existing objectives across SG
- would like to see a collation/diagram of work in this area already agreed that may inform actions of this group – keen to identify deliverables that edge us towards a change in culture
- would want to contribute to a logic model/outcomes for the whole Board/SNG to work towards and support a wider vision of the culture we want to see and then to identify specific actions. A vision describing what we are aiming to achieve in 5 years' time is important to ensure sustainability and coherence. Agreement on broad outcomes that can then be contextualised for local areas. Key aspects are coherence and sustainability.
- agreed that communication with RICs/LAs will be important – communication to inform that this work is underway and also to identify what is in place already across the system eg the work in Glasgow. This also links to issues of ownership and structure – this shouldn't be a top down model.
- are keen to make connections with ITE given the important role of providers and the programmes.
- are keen to look at work of key stakeholders and community partners including parent councils to consider accountability measures.
- Agreed that it will be important to make interconnections across all four areas of work.

RACE EQUALITY IN EDUCATION PROGRAMME BOARD

Leadership and Professional Learning workstream – meeting 7 June 2021

Brief note of meeting

- Second meeting of the sub-group took place on Monday 7 June with attendance and apologies as below:

➢ Samir Sharma
➢ Khadija Mohammed
➢ Murid Laly
➢ Amy Allard-Dunbar
➢ Carol Young
➢ David Smith
➢ **[REDACTED]**
➢ **[REDACTED]**

Apologies

➢ Pauline Stephen

The main areas discussed were related to culture and ethos in the school and wider community to aim to develop a better understanding of specific actions needed to make progress.

Group members agreed that one of the main outcomes required to underpin this work was to ensure teacher leaders are comfortable in their racial literacy. This then led to a discussion about what elements would be needed for that outcome to be realised.

Points discussed included

- Recognition of the importance of culture and ethos in the school and school community as well as a recognition that the school structure may need to change to reflect the changes needed. The group felt it was important that schools and school leaders are open to the learning that comes from cultural change with the community included in how decisions are made and in the overall life of the school.
- Develop a series of sessions to support leaders to trial and learn from actions/mistakes – this links back to cultural and ethos and role modelling.
- The group felt it was necessary to openly recognise the size and scale of the challenge and to map the changes that are currently underway/being seen and identify what has worked well. For example work currently underway in Glasgow – can more be learned and shared from current approaches?
- Positive action on recruitment – share strategies related to how to establish different recruitment approaches, deal with push back, ensure transparency of approach and to ensure roles are set in context and fully explained.

- Are there other approaches that may be helpful for us to learn from in taking this work forward. For example Rights Respecting Schools model – what do we understand about that model that is driving change? Would elements in that model support the work that we are now taking forward? Is there a need for more visible signs that this is an area of work for schools for example anti-racist charters/awards etc? However group members recognised that there is a need to move beyond a tokenistic or superficial model to a meaningful framework to benchmark areas for development and areas that are working well. Potential for some aspects to be pupil led.
- There is potential for the Lead Teacher role to support elements of professional learning support and development.
- Again group members emphasised the need for an overarching evaluation framework for all workstreams, that connections be made across all workstreams and that initial mapping of existing outcomes/targets etc is required as an initial start point. This work is likely to require funding. **[REDACTED]** committed to discussing this with the programme board.

RACE EQUALITY IN EDUCATION PROGRAMME BOARD

Leadership and Professional Learning workstream – meeting 20 August 2021

Brief note of meeting

1. Attendance

The third meeting of the sub-group took place on Friday 20 August with attendance and apologies as below:

- Samir Sharma
- Khadija Mohammed
- Carol Young
- **[REDACTED]**
- **[REDACTED]**

  Apologies

- Pauline Stephen
- Murid Laly
- Amy Allard-Dunbar
- David Smith

2. Note of the last meeting

The group agreed that this was an accurate note of the meeting.

3. Group membership

The group had a discussion on group membership and chairing/vice chairing of the group. It was agreed that an increase in membership of the group would be helpful and **[REDACTED]** and **[REDACTED]** undertook to contact relevant individuals and organisations to encourage membership. It was also agreed that we should emphasise that having substitutes attend in place of the main workstream member would be helpful.

The group agreed to leave the discussion on chairing until there was a larger group in place.

4. What does success look like

Members discussed the overarching draft outcomes and agreed they were generally happy to progress with these but would potentially need to be reshaped depending on discussions across the other workstreams. There is also a need to be mindful of the broader outcomes for the Board as a whole which may influence the work of this workstream.

The group agreed that it would also be helpful to consider mapping existing professional learning opportunities and how we can encourage broader engagement with these resources and to create greater momentum around this work.

5. Initial options for professional learning provision

The group agreed that a professional learning offer focused on Building Racial Literacy would be an important first step and this will be discussed in more detail at the next meeting.

6. Contributing to and linking with other workstreams

[REDACTED] has a key role in linking with and making connections across the three other workstreams. This will support the work and focus of the School Leadership and Professional Learning workstream ensuring that we can build on the discussions and developments across the full Board.

A summary of workstream actions will be shared at each meeting of this group.

7. AOB

There was no other business.

8. Future meetings

The group agreed to extend the meetings to 90 minutes and will meet again on:

7 September

5 October

2 November

RACE EQUALITY IN EDUCATION PROGRAMME BOARD

Leadership and Professional Learning Workstream – meeting 7 September 2021

Brief note of meeting

1. Welcome and Introductions

The fourth meeting of the sub-group took place on Tuesday 7 September with attendance and apologies as below:

- ➢ Samir Sharma
- ➢ Khadija Mohammed
- ➢ Carol Young
- ➢ **[REDACTED]**
- ➢ **[REDACTED]**
- ➢ Murid Laly

   New Members

- ➢ Mark Langdon
- ➢ Tara Lillis
- ➢ **[REDACTED]**
- ➢ **[REDACTED]**
- ➢ Charlotte Dwyer
- ➢ Victoria Smith representing Pauline Stephen
- ➢ Olwen Fraser
- ➢ **[REDACTED]**

   Apologies

- ➢ Amy Allard-Dunbar
- ➢ David Smith
- ➢ Rhona Jay

Congratulations to Mark Langdon on his new position in UWS as lecturing and Community Education taking up in October.

2. Note of the last meeting

The group agreed that this was an accurate note of the meeting.

Future meeting dates have been agreed and meeting invitations sent to group members. Meetings are now scheduled for 90 minutes.

3. Summary of activity across the REAREP workstreams

[REDACTED] gave brief overview of the REAREP workstreams.

- **The main Stakeholder Network group** (SNG) met on the 26th August and the discussions were mainly focused on evaluation. The SNG considered some key

questions including how do we evaluate this whole programme of work that is so sensitive and very ambitious; what is the purpose of evaluation, how do we do it and who we want to lead it. The possibility of using external evaluators was considered to support this work. The next meeting of the SNG is on 23rd September.

- **The curriculum reform group** had its first meeting on the 23rd August, looking at terms of reference and language in particular. Some members found it important to include for example white ethnic minorities and all learners in curriculum discussions since anti-racist curriculum will benefit all but most importantly thinking critically about the terminology used and focusing on black people especially people with lived experience of racism. Future meetings will look at narrowing down what is achievable, defining what is meant by the curriculum, focusing on experiences and outcomes, and also what success might look like. Focus more on the present and past impact of the Scottish colonial history and include early learning environments and as well as including community learning. Next meeting on 7th October.

- **Diversity in the Teaching and Education Workforce** had its first meeting on 1st July. Looked at terms of reference, new national post in the GTCS with a remit of improving diversity in the workforce. Members advised to look beyond the confines of the teaching profession and focus more on all education staff. Issues of governance were also considered. This will be explored further in the next meeting. The vision there focused on Scotland's Education Workforce at all levels reflecting and supporting the racial diversity of modern Scotland by enriching the education experience for the whole school population. Next meeting will be on 14th September.

- **The Racist Bullying and Incidents Sub-group** first met on the 10th August and looked at an extensive time line of actions. The group concluded that it was good to be ambitious with all the different actions but it was best to also slowdown to make sure we get things right so that we are not overloading schools and the system with lots of guidance coming out each month around how to report and monitor racist incidents. Also there was a need to build practitioners understanding on how to support what counts as a racist incident as this may be really challenging if educators don't have that confidence. This is where a focus on racial literacy Professional Learning is important. The group also considered the need to support wellbeing for those at the receiving end with different possible solutions. The vision of this sub-group is everyone in school communities is enabled to recognise and address racism including racist bullying and racist incidence and also provide effective support to all those affected. School communities should collaboratively develop positive cultures of respect in equalities supported by the provision of guidance and robust recording and monitoring. Next meeting of the group is yet to be determined.

Group members were keen to emphasise that racist bullying takes place between young people but there should also be acknowledgement that teachers can be

responsible for racist incidents involving young children and their fellow colleagues which needs to be addressed.

4. Building Racial Literacy programme – draft for discussion

[REDACTED] gave brief overview of the paper outlining a proposed approach to development and delivery of a programme to support building racial literacy.

- The two main outcomes aimed for through the programme are:
  1. developing tools to support educators to be able to understand racism, to be able to name it, identify it and also continue learning about it. This programme will be just the beginning with the hope that the input will lead to ongoing professional learning in the future.
  2. developing the skills, confidence and resilience to engage in racial dialogue. Building confidence to talk about racism to tackle racism in any context.
- Important to consider the current challenging context for educators so starting off with a shorter prototype programme that could then be further developed.
- The programme could also include self-directed learning activities online to support reflective reading, questioning and also collaborative learning.
- Building networks will be an integral element to ensure learning continues after the programme.
- Programme content could include consideration of positionality and racial identity development.
- Keen to ensure this is a collaborative development process with a range of partners which would offer a start point of professional learning in this area for many.

  The group provided detailed feedback which will be captured in a separate paper and shared with those taking forward the initial programme design.

Action Point:

- Members are asked to express their interest in co-designing the Building Racial Literacy programme at the meeting or afterwards by email. Khadija Mohammed and Carol Young expressed their interest at the meeting. A first design meeting will be arranged shortly.

5. Supporting educators to engage with new resources

There are three resources which have been publicised recently.

- ➢ Education Scotland Race Equality Resource
- ➢ CRER anti-racist curriculum resource and
- ➢ ScotDec anti-racist curriculum resource

- Education Scotland will host a session with colleagues from across the system at the Scottish Learning Festival on decolonising the curriculum highlighting the three different resources.

- ScotDec is working with the author of the tool kit to co-facilitate training around using and promoting the tool kit. Training will be available in November with the potential for additional development activity to support consideration of global issues through an anti-racist lens.
- Samir Sharma shared that Glasgow can support with communicating new resources within Glasgow City Council networks.
- Members were asked to think about different ways to building awareness and create further opportunities for engagement.

6. **Professional Learning Activities**

- To be discussed next meeting

7. **Communications and awareness raising**

- To be discussed next meeting

8. **Group membership and chairing**

- Members were asked to consider volunteering to chair and vice-chair the SLPL subgroup moving forwards. Member for Association of Directorate of Education Scotland (ADES) - Rhona Jay (Falkirk Council) has agreed to represent ADES on the group.

RACE EQUALITY IN EDUCATION PROGRAMME BOARD
Leadership and Professional Learning Workstream – Meeting 5 October 2021

Brief note of meeting

1. Welcome and Introductions

The fifth meeting of the sub-group took place on Tuesday 5 October with attendance and apologies as below:

- Carol Young
- **[REDACTED]**
- **[REDACTED]**
- Tara Lillis
- Charlotte Dwyer
- Pauline Stephen representing the GTCS **[REDACTED]**
- Olwen Fraser
- **[REDACTED]**
- Rhona Jay

   Apologies

- Khadija Mohammed
- Samir Sharma
- Mark Langdon
- David Smith

The subgroup extended a warm welcome to their new member, Rhona Jay, representing ADES.

2. Note of the last meeting

The group agreed that this was an accurate note of the meeting with one change to correctly record Pauline Stephen's attendance. It was also helpfully clarified that that any new post that would be based at GTCS to support the work of the REAREP would focus on Teaching Staff due to the remit of the GTCS.

3. Group membership and chairing

- Chair and Vice Chair was discussed and members proposed an appointed chair and vice chair will not be required. The group agreed that members would act as Chair on a rotational basis.

Action Point:

- One member of this workstream will be invited to update at the Stakeholder Network Group Meeting which is currently the last Thursday of every month. As not everyone is a member of the Stakeholder Network Group, it will be good to have members of the group other than ES colleagues give an update

from the Workstream. There is the potential for whoever is the Chair to provide the update.
- Draft Chair rota to be developed and shared with members in advance of the next meeting.

4. REAREP workstream updates

[REDACTED] gave brief overview of the Building Literacy Meetings.

Building Literacy Meetings – Three meetings held so far. More details will be provided later on. As for the context:
- Detailed discussion about who is to be involved in the development of this new Professional Learning Programme. The sub-group aim is to have different types of partners and different stages of engagement to allow focused engagements and best use of time especially for young people and people of colour.
- Remuneration for different partners is planned, although the budget has yet to be agreed by the Board.
- In terms of design partners, Intercultural Youth Scotland representatives were keen to have youth groups involved in the development of the programme and the group committed to inviting groups they suggested at different stages of the programme development for more focused engagement.
  The target audience of this Professional Learning Programme is adults and perhaps this is not the right place to be getting young people involved in the design.
- Other members suggested inviting Show Racism the Red Card since they have some influence in anti-racism in Scottish Education. They have successfully engaged with a lot of schools and they have the experience of evaluation which we could learn from. At the same time this collaborative design is an opportunity to influence such key stakeholders who already deliver anti-racist training by inviting them in as a learning opportunity not only for us but also for them.

Stakeholder Network Group (SNG)

[REDACTED] gave a brief overview of the SNG and REAREP workstreams. The SNG meets every month with the last meeting held on 23rd September.

- Discussion centred around Evaluations considering how do we evaluate this whole programme of work. Members agreed to commission an external partner to create a change evaluation model which will work closely with the group. It will be important to ensure the researcher has the anti-racist experience and knowledge required.
- The meeting also included a discussion on system reform with Prof. Ken Muir.
- The next meeting, will include members of the TIE campaign who will share their experience, their approach to implementing a programme for LGBT

inclusive for Education. It will be good to see what we can learn from them and also see where there are some differences.

Next Meeting of the SNG is on the 28th October 1500-1700.
Diversity in the Teaching Profession and the Education Workforce

The Diversity in the Teaching Profession and the Education Workforce last met on the 14th of September.

- There was an update on positive actions that have been taking place in Glasgow City Council. The one year placement for the five minority ethnic principal Teachers were successfully filled and one of the Teachers has now been successful in securing a full time permanent post as a Principal Teacher.
- EIS Union is undertaking research into recruitment practises and we will find out a bit more in the next meeting.
- There was a presentation on the recommendations of the Race Equality and Employment Skills Making Progress inquiry reports.
- The last part of the meeting focused on the GTCS National post remit hosted by the GTCS. Feedback was provided and the next meeting we will have an outline of this remit.

This week is the curriculum meeting and feedback will be provided next time.

5. Building Racial Literacy programme updates

Three meetings held so far and members have been identified to get involved in the design stage. A draft terms of reference was shared and agreed to clarify how the group would engage different groups and people at different stages.

- The group agreed the need for design partners, content creation partners, content review partners and delivery partners to help structure the process of developing this professional learning programme and also reviewing it to increase the sustainability by building capacity early on.
- The REAREP Board have positively responded to the project that was proposed and we are just waiting for further guidance on funding. Budget would need to be spent by the end of March so we are considering running the programme up to end of March.
- Currently planning on starting the programme in January with two full days with about 50 participants. One Induction day in January and a closing day in March with twilight sessions in between.
- The plan will be to include train the trainer sessions to really upskill those who are part of the initial cohort to potentially support future iterations of the programme but also support leading anti-racist professional learning for example in schools.
- Also looking at protecting spaces for Black Minority ethnic Teachers, ELC and CLD practitioners.

Action Point:

- The key hurdle that the group is working towards getting over is how we can make a programme like this work for everyone. Finding ways to create safe spaces but at the same time using that to deflect white fragility is a real challenge.
- Clear communications and targeting to make sure people are clear in what they are signing up to.
- Make provision for drop offs. Considering over-recruitment, having reserve lists as well as building in more participant support potentially with Local Authority officers signed up on the programme alongside participants.

6. Communications and awareness raising including supporting educators to engage with new resources

Comms and awareness raising was discussed, particularly around some of the resources that have been developed, highlighted and launched recently in the system.

- How can we use our networks to support broader engagement with those resources, awareness of those resources that are already available?
- Are there particular ways we can work with our various organisations or networks to promote the opportunities of those resources?
- It will be important to support people to feel more comfortable and confident to engage in and use the resources. For example, the Northern Alliance will be organising a session on the resources for a Deputy Head Network.
- More political presence, encouragement at Government Level in order to have more buy-in would be helpful. More central messaging and potentially making it mandatory and expected would make a difference, similar to LGBT Inclusive Education.

Discussion to continue next meeting.

7. Professional Learning Activities

- To be discussed next meeting.

RACE EQUALITY IN EDUCATION PROGRAMME BOARD
Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 2nd November 2021

In attendance: Apologies:
Carol Young (Chair)   Mark Langdon
[REDACTED]   David Smith
[REDACTED]
Tara Lillis
Charlotte Dwyer
Victoria Smith
Olwen Fraser
[REDACTED]
Rhona Jay
Khadija Mohammed
Samir Sharma

1. <u>Welcome</u>

The sixth meeting of the sub-group took place on Tuesday 2nd November, Carol Young (Chair) welcomed the group.

2. <u>Note of last meeting</u>

The group agreed that this was an accurate note of the meeting. Chair Rota agreed and confirmed from December 2021- February 2022.

3. <u>PLAs – overview and supporting engagement</u>

3.1   **[REDACTED]** gave brief overview of the Professional Learning Activities (PLAs) available on the Education Scotland Professional Learning website.

Step 1 (education.gov.scot)

From the Education Scotland Professional Learning and Leadership online resource , you log on and you have access to all different learning activities. There are three different anti-racist learning activities that can be completed.

- Becoming an anti-racist educator.
- Racial trauma.
- Consequences of racism on mental well-being and talking about racism steps to improve racial dialogue in Education.

To find them, the key words of anti-racist and racism can be used. Information on how to access them has been communicated in newsletters.

Click on the PLA, it will give the learning outcomes according to GTCS, CLD and Social Services Council standards. Every PLL activity is split into five different steps. This can be done as a learning group or by an individual practitioner.

Instructions with screenshots can be shared with members' networks:

Anti-racism PLAs
Instructions.docx

Action Points and Comments:

- SLPL members welcomed the PLAs as useful learning tools. Samir Sharma offered to raise awareness by sending the PLA instructions (attached above) across his Glasgow networks.
- We need to consider specific engagement with LAs that are not very diverse and may have the view that they do not need to 'do' this work. Having a clear understanding of the 'why' as well as the 'how' will help.
- We have shared information previously with CLPL leads but would be good to build on this engagement.
- We are considering the whole system approach and the whole system learning, we need to remember Independent schools in the offer too (not just LAs).
- Signposts and resource overload is an issue. People need agency within a connected system that helps them to manage what's out there and what best supports the work they need to do.
- For people to step up we need to provide the step and "walk throughs".

4. Brief overview of any key updates from the SNG/workstream meetings

[REDACTED] gave a brief overview:

4.1 Stakeholder Network Group (SNG)

- There was a meeting on the 20th October. The TIE campaign model for implementing LGBT inclusive education was looked at and members discussed which aspects of the model could be used and which aspects wouldn't work.

4.2 Racism, Racist Incident and Bullying – Second Meeting

- There was a meeting on the 12th October. New members joined this group so time was spent on the initial stages of discussing terminology and the terms of reference. There is overlap with the SLPL workstream - crucial to support educators in developing their ability to identify racism and support anti-racist

practice Including identifying what is a racist incident for example and also to lead anti-racist change that safe guards the well-being of people who experience racism.

4.3   Curriculum Reform Meeting

- There was a meeting on the 7th October. The Curriculum for Excellence framework was presented and different options were discussed which could follow as action points for the workstream.
- Overlap with the SLPL workstream – Professional Learning will be needed to empower educators to become more confident in designing an anti-racist curriculum.

4.4   Diversity in the Teaching Profession and the Education Workforce

- This workstream will have a new lead so no meeting yet.
- Overlap with the SLPL workstream – Professional Learning for school leaders to improve their recruitment practices.

Action Point:

- We've talked about the need for strategic communication and we now need to develop an approach to communication across the whole programme as well as for particular elements of the supports available including the PLAs and the new resources that were launched last month.

5. Update from BRL group

[REDACTED] shared the attached slides in respect to the update.

BRL Recruitr

Members noted that 3 to 4 weeks is sufficient time for the recruitment process.

6. Race Equality website and communications

- It would be helpful to promote other Professional Learning opportunities on the "professional learning" tab of the website
- The website will continue to evolve and respond to the REAREP progress.

- Signposts and resource overload is an issue. People need agency within connected system that helps them to manage what's out there and what best supports the work they need to do.
- The website is a space to share the outcomes of other workstreams (like the Racist Bullying workstream).
- Members noted that it is useful to have all these things pulled together in one space and include links to other resources.
- An induction pack could be made up for those who join schools/local authorities, particularly important for probationer teachers.

7. AOB

- Members noted the possibility of embedding anti-racism in the new Lead Teacher initiative.

Action Point:

- Funding for an anti-racist Lead Teacher role to be considered in the future as a group.

Future Meetings

December 6th 1100-1230

January 10th 1400-1530

February 9th 1000-1130

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
School Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 5th April 2022

In attendance:
Mark Langdon(chair)
Tara Lillis
Khadija Mohammed
[REDACTED]
Olwen Fraser
[REDACTED]
Samir Sharma
Carol Young
Rhona Jay

Apologies:
Charlotte Dwyer
David Smith
Pauline Stephen
Victoria Smith
Richard Bell

1. Welcome
Mark Langdon chaired the meeting and welcomed those in attendance with apologies noted.

2. Note of last meeting
The group agreed that this was an accurate note of the meeting.

3. Building Racial Literacy (BRL) update and brief review

[REDACTED] provided a brief update and review of the BRL programme which finished in March. A full update will be provided at the next meeting when more evaluation information will be available. **[REDACTED]** thanked everyone involved in the development and delivery of the programme with particular thanks to **[REDACTED]** for all her work.

The programme has been a very positive development in the system with 89 educators from 27 different Local Authorities involved. The two videos focusing on the Building Racial Literacy programme and the Seeds of Anti-Racism poem provide excellent resources and tell the story of learning from the programme.

Importantly the programme was designed, developed and delivered collaboratively with important learnings for the programme in future as well as for other learning opportunities. From the 89 participants who began the programme, 60 have submitted their anti-racism action plan. The delivery team are working with those who still wish to complete it. Feedback indicates that participants feel more confident talking about and identifying racism and are committed to anti-racist action and they felt supported by the programme.

There are plans in place now to open up applications in May for a further 2 cohorts of a similar size which will run in September and January. A submission covering the full REAREP programme is being prepared for the Cabinet Secretary which will include aspects related to future proposals and budget.

All members of the sub-group agreed that the programme has been excellent, really well designed and delivered and were appreciative of all **[REDACTED]** hard work. The engagement with

participants has been fantastic. Sub-group members were interested in exploring how best to sustain that support and ensure appropriate follow up and keep the connection with the participants who have engaged to date.

The current evaluation of the programme is an important aspect. Those engaged in the first cohort are the one who were most interested in the programme and this area of work however we will get to a point where we have teachers who are less engaged in this area so consideration needs to continue around how we broaden the suite of professional learning and leadership programmes to enhance the connections and value.

The content and pace was ok for this cohort but for future cohorts we may have to adjust the pace and level of learning curve.

Sub-group members felt that there was now a need to look more closely at education leadership in this area and how to ensure system level leadership. The Leading in Colour: Fierceness of Now report was mentioned and this is an area that it was felt needed to be pursued with colleagues across the system including ADES and COSLA to avoid operating in silos and make connections across broader public services.

4. Reviewing the Terms of Reference and SLPL Action Plan
Group members updated the Terms of Reference and SLPL action plan and this will be shared with SG colleagues.

5. Chair cover
Olwen Fraser has agreed to chair the next meeting

Future Meetings
17th May 2pm to 3.30pm – Chair Olwen Fraser
7th June 2pm to 3.30pm – Chair TBC

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
School Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 17ᵗʰ May 2022

In attendance:
Olwen Fraser(chair)
Mark Langdon
Tara Lillis
[REDACTED]
[REDACTED]
Samir Sharma
Carol Young
Louise Barrett

Apologies:
Charlotte Dwyer
David Smith
Victoria Smith
Richard Bell
Khadija Mohammed
Rhona Jay

1. Welcome

Olwen Fraser chaired the meeting and welcomed those in attendance with apologies noted.

2. Note of last meeting

The note of the last meeting was accepted as accurate. The group spoke about a few related aspects which including considering the links between the work of this group and the review of Learning for Sustainability and reference to the UNESCO Future of Education report. Group members were encouraged to consider the content of the report in advance of the next meeting.

3. Updates from workstreams

As most of the other workstreams haven't met recently **[REDACTED]** provided a brief update from Diversity in the Teaching Profession and Education Workforce workstream. The data report from the DITPEW workstream has just been published. Figures indicate that the position has not much improved since the last report was published and this will be discussed more fully at future meetings of the workstream.

Group members were keen to see more data around the CLD and ELC workforce and ensure that actions and outcomes were widened to ensure we are addressing needs right across the education workforce.

4. BRL evaluation and updates

[REDACTED] shared an overview of the BRL evaluation highlighting the main aspects. A longer term evaluation considering the impact of the learning across 3 cohorts will be put in place.

Group members were keen to pick up on collaboration with ADES and COSLA to make greater progress and to consider the impact on learners longer term. The group discussed the increase in confidence reported however would also like to explore more fully the impact on competence and understanding. Questions were asked around the links back to policy and ensuring an outward focus

and relating to current events in Scotland for example the Sheku Bayoh enquiry and implications for future work.

The data from the evaluation report indicated that participants felt they were becoming more racially literate with a better understanding of racial identity as a social construct. It appears that the Building Racial Literacy programme could have the potential to be a catalyst for change at different levels in the system and group members were keen to see how this could be built upon with further development focused on leadership of race equality.

Applications are now open for Cohorts 2 & 3 (from 16 May to 13 June) with capacity for 100 participant per cohort and will be formed with hopefully 60% educators and 40% systems leaders. Group members were keen to ensure attention was paid to the learning environment and ensuring maintenance of a safe space and avoid power imbalances. Retaining the groups should support this eg racial identity, role and regional groupings supported on Slack and Teams. The Compassion Captains will also still feature as a key part of the programme support.

Group members indicated it was important to retain the integrity of programme design and support those who have taken part in the programme to continue with their learning and take forward actions in their own context. Group members were keen to explore their role as vocal advocates and increase the energy and resources needed in this area.

[REDACTED] provided an overview of next steps with the programme including further support for those who have just completed if they wish to continue their learning and support future cohorts. Three webinars have now been organised in June for past participants to share some of their new practice. Alumni from cohort 1 have also been offered opportunities to continue their development in designing their own anti-racist training for their own colleagues out with the BRL programme. We have two dates in June and August. Recall events have also been organised for September and March to gather longer term impact data.

5. Leadership of race equality and system level support

Workstream members agreed there was a need to focus more on leadership and to identify other ways to take work forward in a systemic way including discussions with ADES and COSLA. The Staff College Leading in Colour report could present an opportunity to further advance leadership action and systemic change. There may also be further opportunities to link more with colleagues from Wales around their work on decolonising the curriculum.

There may also be opportunities to link with the Fair Work directorate in SG to support ministerial engagement.

6. Consideration of wider engagement opportunities
No discussion

7. AOB

Samir has agreed to chair the next meeting.
A Doodle poll will be circulated to identify a date for a 1 hr meeting in August.

Next Meeting
7th June 2pm to 3.30pm – Chair Samir Sharma

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
School Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 7th June 2022

In attendance: **Apologies:**
Samir Sharma (chair)   **[REDACTED]**
Olwen Fraser   Mark Langdon
Tara Lillis   Louise Barrett
[REDACTED]
[REDACTED]
Asif Chishti
Carol Young
Charlotte Dwyer
Khadija Mohammed
Rhona Jay

1. Welcome

Samir Sharma chaired the meeting and welcomed those in attendance with apologies noted. Asif Chishti was welcomed as a new member of the group representing the GTCS.

2. Note of last meeting

Carol suggested a minor change to the last note of meeting. At this point in time, it is not necessary to link in with the Fair Work which relates more directly to the workforce group. The point made was more about the need to get Local Authority Directors on board with a joint commitment from all public bodies committing to a range of actions, similar to the Fair Work approach which got a joint commitment from Ministers.

3. Updates from workstreams

[REDACTED] provided an update on the REAREP workstreams. At the Curriculum Reform meeting in May, the group agreed the a series of recommendations that just need to be refined. One recommendation worth noting relates to supporting the professional learning of the HM Inspectorate and Care Commission, which aligns with our current ELPL action. The Diversity in the Teaching Profession and Education Workforce group is due to meet next week where **[REDACTED]** will be providing an update on the Building Racial Literacy programme and on the Whole School Approach being developed by the Racism and Racist Incidents group.

Samir updated that Glasgow City Council are in their second cohort of their positive action initiative with acting principal teacher recruitment and are interviewing tomorrow and have a had a great response especially from secondary school applicants.

It was noted that the ITE Self-Evaluation Symposium included a presentation from MQUITE which offers more insights into the barriers for making a more diverse profession.

4. BRL update

[REDACTED] provided an update on the Building Racial Literacy applications for cohorts 2 and 3. The deadline for applications is 13th June with the possibility of extending if there are particular groups missing. So far 121 applications have been received for both cohort 2 and 3. Representations from Local Authorities is looking good although there are a few who are not represented so far: Western Isles, , East Renfrewshire, Shetland and East Renfrewshire. Letters have been sent to Directors of Education advising that the applications are open. We have couple applicants from ELC & CLD but might need to target those sectors again. There is a lot from Primary, Secondary and Independent sectors and some systems leaders. We are welcoming trade union officials to apply. We have 28 visible minority ethnic applicants (this does not include white ethnic minorities). As part of the ongoing alumni professional development and wider offer to the system, there are 3 BRL+ webinars coming up in June as cohort 1 have been invited to share their practice. Cohort 1 alumni have also been invited to apply to become facilitators for cohorts 2 and 3 (11 past participants have been selected) and to attend additional training to support them design their own anti-racist training outwith BRL. The BRL+ webinar on Anti-Racist Clubs featuring young people who are members of such clubs will provide further evidence of the impact of BRL on young people.

Queen Margaret University launched a report about children of colour's experience of the pandemic and it was noted that one of the quotes from the children was to do with the impact that having an anti-racist club had.

5. UNESCO Future of Education report

The discussion on UNESCO's report was postponed until the next meeting since Mark Langdon had sent his apologies and had requested this discussion.

6. Leadership of Professional Learning

There has been some feedback from the participants from the BRL programme around the expectations of them to lead it across the Local Authority by themselves or that nobody else is interested in committing to the work. How do we best support them and support a better understanding of what required around leadership of race equality? How do we link better with ADES and COSLA to support stronger leadership of this work? **[REDACTED]** met with ADES and their suggestion was to do a paper. It was agreed that **[REDACTED]**, **[REDACTED]**, Samir, Asif and Rhona would support the development of this short paper for ADES.

Carol mentioned that CRER led an investigation into what has been done since Black Lives Matter in various institutions following their statements of support. People who wished to remain anonymous reported that they had been asked to deliver this work without extra time or recompense as this was anonymous there is going to be a survey and will share it.

Asif shared that he met with the EWC in Wales which is the equivalent of GTCS. There is a development programme to increase diversity in the workplace and have arranged to meet them periodically and will keep **[REDACTED}** and the ELPL group in the loop as they are keen to have cross border connections.

When looking at anti-racist Leadership, it would be good to include both current leaders as well as aspiring leaders. For example, it was suggested that to access the Into Headship programme, the BRL programme should be a pre-requisite.

Carol to send notes of the presentation she did for ADES regarding joint commitment for a fair workforce.

7. AOB

SLF is taking place in September and the theme is "Being me Being us" ; members should let **[REDACTED]** or **[REDACTED]** know if anyone would like to make a submission by Friday 10th June.

Looking at Action 3 on the draft outcomes, Asifqueryied the role of the GTCS as it was difficult to see what kind of contribution the GTCS could make at this stage. **[REDACTED]** explained that the actions are still in a draft form and the group could work together to find more appropriate wording.
Asif reminded members that the GTCS Saroj Lal Award nominations were open until 1st September, requesting that members share with their networks the opportunity to nominate.

SAMEE has a Building Capacity conference on 15th June and Hakin Din is a keynote speaker along with a teacher from Glasgow City council.

Glasgow City Council is organising a race equality festival between 10th – 12th October and would be grateful for any ideas. Invitations will be sent out shortly. Any opportunities for freebies to be shared with kids are welcome.

Graham Campbell has been appointed as the first Black Convener of Education for Glasgow

Next meeting to be within the first two weeks of August and will do a Doodle poll with the next session of meeting starting in September

<u>Next Meeting</u>
TBC

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
Education Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 2nd August 2022

In attendance:	Apologies:
[REDACTED] (Chair)	Louise Barrett
Olwen Fraser	Tara Lillis
[REDACTED]	Charlotte Dwyer
Asif Chishti	Khadija Mohammed
Carol Young	Rhona Jay
[REDACTED]	Samir Sharma
Mark Langdon	
Claire McInnes	

1. Welcome

[REDACTED] chaired the meeting and welcomed those in attendance with apologies noted.

2. Note of last meeting

There are some typos in the AOB section of the last meeting which will be amended.

3. Update on BRL Cohorts

[REDACTED] shared an update on the current position for the next two cohorts of the BRL programme:

- 250 applied for cohorts 2 & 3
- We have 10 facilitators from past participants from cohort 1 and in the process of recruiting old and new facilitators
- Welcome letters sent out last week
- Plans are underway for Rowena Arshad to deliver webinar 1 and Geetha Marcus for webinar 2
- We will be using some recorded content from cohort 1 and creating some new content

There is low uptake of CLD practitioners, we are exploring how to get more onto the programme in the future. We have a CLD lead on the programme and hopefully that will help. We are in touch with Youthlink Scotland who enquired about anti-racist training for youth workers. They are providing training with Amina and hopefully they can now help with future opportunities to promote BRL.

It was noted that a more strategic approach is required to reach the CLD sector. The Adult Learning strategy has now been published and there could also be a Youth Work strategy soon, both of which could provide opportunities to promote BRL. There may also be opportunities to link with the current Learning for Sustainability review as BRL is central to learning for sustainability.

[REDACTED] presented a provocation to the group to consider how we can continue to learn from and further develop the BRL programme:

BRL Provocation: to quality assure future iterations of the BRL programme, how can we enquire into what's working well and what has made the programme successful so far?

Members discussed some options including:

A baseline survey would showing existing capacities and capabilities which can then be followed up to assess benefits from engaging in the programme. It may be difficult to work out which parts of the programme created the change. Asking participants about their lightbulb moments during the programme is one way to do this.

While we track individual changes, we also need to track the change in culture within settings and would want to have that as a part of the evaluation process. The challenge of enacting cultural shifts has been identified in participants' evaluation and the BRL evaluation report from May 2022.

The Kirkpatrick model can be useful to frame questions around different stages and allows for reflection across different aspects (https://www.kirkpatrickpartners.com/the-kirkpatrick-model/).

We need to further explore confidence and competence as well as the long term impact on learners. We have recall events with cohort 1 which will allow us to see the longer term impact. Perhaps an action enquiry model would support broader learning from the programme.

The GTC Scotland magazine will be featuring some content which mentions the BRL programme as part of their interviews in upcoming issues. The Teaching Scotland magazine goes out to every teacher in Scotland and the next issue will have an interview with Judith Mohammed on the REAREP overall and then the next issue will focus on BRL with an interview with one of the past participants.

4. PL and leadership development to support an anti-racist curriculum

[REDACTED] shared the draft antiracist curriculum principles that have been developed as part of the REAREP Curriculum Reform workstream. Colleagues were asked to read the principles and consider how the ELPL workstream could support the implementation of the principles and the Professional Learning and Leadership ambitions mentioned.

It was noted that climate justice, through the lens of colonialism, could be more explicit in the principles.

It was noted that the principles read more as high level & accessible ambitions, rather than principles. The principles are about the spirt and ethos of how we would like people to take forward the design of antiracist curriculum. Group members suggested the principles should be numbered so that when they are referred to, it's clear which aspect is being discussed. Bite sized learning opportunities could be provided to support engagement with the principles for example the sessions Glasgow City Council provides (45 min online spotlight sessions). Each principle has the potential to be unpacked with spotlight sessions which address more explicitly the intersectional issues of climate justice and LGBT inclusive education, for example.

5. UNESCO Futures of Education report

Mark Langdon led a discussion on the UNESCO Futures of Education report (https://en.unesco.org/futuresofeducation/). One consultation event has taken place in Scotland with

one of the Development Education Centres, but by far this report which is relevant to all the REAREP work has gone unnoticed.

In many Western countries and as a result of colonialism, the reform agenda tends to be driven by OECD and Pisa reports and we see that happening in Scotland too. Other forms of knowledge, such as the UNESCO report, often remain in the margin and this is our opportunity to draw more attention to it, especially during the National Conversation and consultations. For example, the chapter on pedagogy of cooperation and solidarity lends itself very well to the antiracist curriculum principles. The report resonates well with the work going on through REAREP. Interdisciplinary, collaborative problem-solving and perspective-taking helps those least able to engage with anti-racism.

Although long it's not a hard read and chimes with much we are talking about. The report is helpful in getting to the heart of what children learn and how aligned this is to the reality of their lives, experience and opportunities.

Not every REAREP workstream has seen the report and **[REDACTED]** offered to share it with other members. Consideration will be given as to how we can use the report to link in with the national conversation, and how we could engage Alma Harris and Carol Campbell in this work.

Members shared links to related content:
- New report on racism and climate injustice
  : https://www.runnymedetrust.org/publications/confronting-injustice-racism-and-the-environmental-emergency
- https://www.earth4all.life/
- Policy (in)coherence for sustainable development:
  https://www.intdevalliance.scot/application/files/3216/5876/3334/Summary_of_Recommendations_for_Policymakers.pdf

ACTION: **[REDACTED]** to share the UNESCO report with other workstreams.

6. Future agenda items

- REAREP engaging with the national conversation/Hayward review
- Leadership aspects we want to take forward, thinking of specific organisations/conferences/events to engage with.
- Exploring how undertaking the BRL programme could be made a prerequisite for getting on Into Headship/taking up a senior leadership position.

7. AOB

A REAREP evaluation ELPL meeting will be taking place with Hakim Dim. Hakim proposed the 22nd August but it might be possible to invite him and his colleagues to the next ELPL meeting in September instead. **[REDACTED]** and **[REDACTED]** will explore this and confirm arrangements with members.

A draft chair rota for future ELPL meetings will be circulated in advance of the September meeting.

Next Meeting
8th September 2022

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
Education Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 8ᵗʰ September 2022

In attendance:
Carol Young (Chair)
[REDACTED]
Asif Chishti
Mark Langdon
Louise Barrett
Tara Lillis
Khadija Mohammed
Rhona Jay
Samir Sharma
[REDACTED]

Apologies:
[REDACTED]
Charlotte Dwyer
Olwen Fraser
[REDACTED]

1. Welcome

Carol Young chaired the meeting and welcomed those in attendance with apologies noted.

2. Note of last meeting

No changes

3. Brief update on BRL Cohort 2 and discussions on plans for BRL Cohort 1 Recall Session

[REDACTED] shared an update on the current position for the next two cohorts of the BRL programme:

Cohort 2 started last week with over 100 attending and there are people from cohort 1 facilitating as one of the aims of the programme is to make sure we have the capacity to support this programme in a sustainable way. The group discussed the potential for training and development for those recruiting and interviewing educators as well as what support there may be for equalities groups.

Action 1: Asif to link in with **[REDACTED]** and **[REDACTED]** regarding training and development for recruiters.

Group members discussed the opportunity to develop relationships and practice between school settings and community settings due to the potential for more colleagues joining the programme from CLD. There are a number of CLD colleagues from Education Scotland on the programme who may be able to support and identify previous practice which could be further developed. Support for further work in CLD and ELC has previously been mentioned at the Programme Board as demand is increasing and further resource may need to be found to facilitate.

A recall event is planned for September for BRL Cohort 1 to support colleagues to reflect on what has happened after their engagement with the programme and consider impact from their anti-racist action plans. **[REDACTED]** would welcome feedback on the process, outline programme and potential guests as well as evidence which we might want to capture. Any comments need to be back by Tuesday next week.

4. Programme Board update – rationale, terms of reference and membership

[REDACTED] is waiting for the final terms for reference for the Programme Board and these will be sent on when received. The first meeting of the Board was held last week and meets once a month. Feedback from the Board was that it might be helpful to have the same person from the ELPL workstream attend the Board to ensure continuity. The group to advise if anyone is will to attend these. Education Scotland do not have a named position on the board. The group discussed if there needed to be an agreed set of anti-racist principles which could sit across the workstreams potentially building on and streamlining the principles developed by the curriculum reform sub group.

5. SrtRC feedback

Group members discussed the feedback and identified that many of the comments carried weight and members felt more time may be needed to fully hear the voices of young people and do more to include them. In scenarios where young people are talking about race we need to have well trained people working with them and being comfortable going to places the young people go. The group agreed that young people need to see and feel that action is being taken including feedback to the young people who took part.

6. Leadership actions and connections

Asif is going to be working with Education Scotland on Middle Leadership and Leadership programmes to further develop work in this area. Khadija is also working with the leadership programmes within Education Scotland and will work together with Asif to complement each other's sessions. Asif is going to focus on standards and professional values.

The aim is to have learning around anti-racist education and anti-racist leadership in the full suite of programmes as well as the online professional learning. The Middle Leader and Educator Leadership programmes are open to CLD and Early Learning colleagues. Including the GTCS standards are helpful but they would not apply to colleagues from other parts of the education system and therefore wider standards need to be included.

Action 2: **[REDACTED]** to set up meeting with Asif and ES colleagues

The group feels strongly that anti-racism should be the starting point on a leadership journey and should be considered as a core part of preparation for a leadership role.

Group members also consider that there should be discussions around learning for sustainability and policy coherence as part of the values in education.

Members were updated on plans to launch the national conversation at SLF and Professors Alma Harris and Carol Campbell will be leading it and there will be opportunities to get involved.

Members discussed where there are gaps currently in provision and engagement. Colleagues from ITE are involved in the BRL programme and there is an aim to have colleagues from institutions leading on CLD education involved. System leaders are also involved in the programme to support advances in actions and leadership practices.

There appears to be a gap in ELC provision in this area with greater capacity required. It might be helpful to consider what regional collaboratives have in place for those who have participated in the programme in order to support further learning and engagement in anti-racist practice. This can be followed up via CLPL leads. A further meeting with CLPL leads will be held in March/April which could offer a good opportunity to support work in Local Authorities and RIC's and could include a review of all cohorts in advance of recruiting for cohort 4.

Glasgow City Council is intending to bring all their participants from the BRL programme together to go through each of their individual plans. The pupil forum is also involved where feedback has been reviewed from last year with actions including a ' you said we did' and the biggest agenda was equality.

Considerations for the future include:

- Ongoing support/encouragement/connection and possibly reflective supervision for BRL participants, particularly Cohort 1
- How do we engage with BAME parents on this work?
- How do we involve PLL co-ordinators in schools as well as LAs/RICs.
- How to develop this work as a system priority, what opportunities can be identified to support this? Colleagues from ADES who were involved in the leading in colour report will host a session at the ADES conference.

7. Update from evaluation discussions

Nothing to report at present

8. Future agenda items

Professional learning for teacher educators over and above the BRL programme.

9. AOB

Edinburgh university are going to launch Rigen which is the successor to CERES. Asif will attend and report back anything of interest.

The recent Cricket Scotland report may also be of interest for colleagues to read. https://sportscotland.org.uk/media/7801/changing-the-boundaries-independent-review-into-racism-in-scottish-cricket-report.pdf

Next Meeting
13th October 2022

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
Education Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 13ᵗʰ October 2022

In attendance:	Apologies:
Mark Langdon (Chair)	Carol Young
[REDACTED]	Louise Barrett
[REDACTED]	Tara Lillis
Charlotte Dwyer	Khadija Mohammed
Olwen Fraser	
[REDACTED]	
Asif Chishti	
Rhona Jay	
Samir Sharma	
Mike Corbett	

1. Welcome

Mark Langdon chaired the meeting and welcomed those in attendance with apologies noted.

2. Note of last meeting

Asif has had a meeting with Middle Leader colleagues in the PLL team in ES regarding input into the Middle Leadership Programme re standards for equality and diversity and the role of Middle Leaders in increasing representation of BME educators.

3. Anti-racist system leadership

Following this year's SLF there was, again, targeting of a number of colleagues involved in delivering seminars focused on anti-racist practice at SLF. This included racist abuse and trolling across social media.

The group discussed what happened, the response from ES, SG, GTCS and a number of other national bodies and organisations. The group wish to ensure the education system can and focused on how to take a more pro-active anti-racist leadership stance at every level in the system.

A number of discussions have taken place with colleagues in Scottish Government in response to this including connecting with St Alberts Primary school as they were also subjected to racial abuse.

Ensuring the safety of colleagues working in this area as well as publicly taking an anti-racist stance were areas of importance to group members. The incidents have been reported to the police however due to legal restrictions there appears to be limited action which can be taken.

The group called for stronger collective endeavours and actions and for anti-racism to be a priority for every single leader and educator. There is a risk of more radicalisation and white supremacist ideologies being promoted.

GTCS indicated they have tried to respond in a strategic way, bringing forward things already in the pipeline with articles from Khadija Mohammed and one focused on building racial literacy which we

were got to publish one in November and January both now scheduled for the November issue of Teaching Scotland with the front cover about anti-racism in Scotland.   Colleagues in a number of roles across the system have agreed to be part of an article for TES. The DEC's have also been targeted with a   video posted about Wosdec and Scotdec on YouTube.

Group members called for a a co-ordinated response and action to counter this abuse and put anti-racism at the top of every agenda. Party 22 is a Glasgow initiative and the group discussed the need for a Party 23 Scotland i.e what are we all doing with a co-ordinated approach across the country.

The group are aware that this is not just an education issue and there has been discussion around hosting a symposium to have a high level focus on what's been going on.

The focus for this group is to ensure as many teachers/teaching staff, early learning and childcare and community learning colleagues as possible can engage in BRL however as discussed previously capacity is limited at this stage both in organisations and also with educators due to the reform developments underway. There was a meeting yesterday with a couple of members from the REAREP from curriculum reform workstream and the programme board with Louise Hayward and she reminded those present to make the most of the opportunity to respond to the consultation and the national discussion consultation and this could be something to consider through REAREP. This could be in the form of a statement across all workstreams to be included with responses.   A collective pledge that we could get leaders to sign up to would be good.

ACTION – Mark, **[REDACTED]** and Rhona to meet to discuss collective response and will share it at the next meeting.

4. BRL update

Cohort 2 has been running since August there are around 112 participant, since the inductions we have had 2 webinars. This year Rowena Arshad led the first session with with Dr Geetha Marcus leading the second webinar focused on intersectionality and looking at the experience of Gypsy/Traveller girls. There will also be a third webinar in November. The recall event for cohort 1 in September, aimed to get a sense of the impact of the programme, and 20 participants took part. There will also be a one year event in March 2023 for the first cohort. A third cohort will begin in December with around 130 participants but looking to see if we can increase capacity due to demand.

5. Brief update from across the workstreams

At the recent diversity and teaching profession workstream there was discussion on the data report that is coming out in April 23. The curriculum reform workstream will meet again in November and as Khadija Mohammed is now chairing the programme board **[REDACTED]** is the new co-chair on the curriculum reform group. The racist incidents workstream has not met yet this session. The group agreed to consider which member would represent ELPL workstream at the Programme board.

6. Programme Board membership

Samir Sharma was suggested to represent ELPL at the programme board. Samir advised he would be happy to represent the group at the Programme board but would need to discuss this with his director in the first instance. The group were keen to ensure serving teachers were on the programme board to give their perspective.

7. Further PL to support knowledge, understanding and build capacity

The group discussed what additional professional learning would be most helpful to consider in future. The BRL programme has proved to meet a need around racial literacy however there is limited capacity given the nature of the programme and the support infrastructure and to retain the quality of the learning experience. Members were keen to consider endorsement of other programmes and to support greater access to anti-racist professional learning. This included finding out more about Members expressed interest in knowing more about the anti-racist work going on in Wales and if there was any good practice which could be adopted Anti-Racist Wales (gov.wales). Also mentioned was a programme running in Tower Hamlets with Global Learning London which is very CYP focussed. Members have previously discussed expanding the group membership to include more voices and Mark has met with Jess from Children's Parliament who have released this report https://www.childrensparliament.org.uk/gender-equality/. The group agreed it would be good to invite someone from the Children's Parliament into this group. NASUWT have a lot of members in Wales and they would be happy to meet and give a perspective on work there.

8. Future agenda items

9. AOB

ACTION – Contact the programme board regarding a national event.

Next Meeting
10th November 2022 – Chair Asif Chishti

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME (REAREP)
Education Leadership and Professional Learning Workstream
Meeting Notes
Meeting of 10ᵗʰ November 2022

In attendance: **Apologies:**
 Asif Chishti (Chair)   Mark Langdon
[REDACTED]   Samir Sharma
[REDACTED]
Charlotte Dwyer
Olwen Fraser
[REDACTED]
Rhona Jay
Carol Young
Louise Barrett
Tara Lillis
Khadija Mohammed

1. Welcome

Asif Chishti chaired the meeting and welcomed those in attendance with apologies noted.

2. Note of last meeting and Action

No change to the note of last meeting

ACTION – Mark, **[REDACTED]** and Rhona to meet to discuss pledge to anti-racism and will share it at the next meeting – Still to action
ACTION – Contact the programme board regarding a national event – Scottish Government are planning to have an anti-racist summit in December for Scottish ministers

It was requested to keep as a standing item the issue of information sharing and collective, coordinated messaging and actions to build momentum in the system.

3. Consultation responses

Considering that the next ELPL meeting would be after some of the consultation deadlines, the group agreed that they would share their overall thoughts in relation to the Hayward Assessment Review and the National Discussion at this meeting. Workstream leads would then share a note of these contributions by email for review and this would either be submitted as part of the wider REAREP or as the ELPL workstream, depending on the Programme's Board preference.

Hayward Review

Main areas of discussion:

- Burden of assessments can get in the way of embedding anti-racist education
- Positive attainment outcomes do not equate to positive experiences of education. Too often, the attainment outcomes for Black and Minority Ethnic learners have often been used

to prove that racism isn't an issue. Qualifications and assessments are not a fair assessment of a learner's experience of education.

- If Scotland is to move forward with more formative assessment relying on coursework marked by teachers, how will we ensure that racial bias does not affect grades? Estimated grades for Black and Minority Ethnic learners are often lower than actual grades for blind-marked exams - See pages 54-55 of the 2020 SQA Equality Impact Assessment **https://www.sqa.org.uk/sqa/files_ccc/2020-sqa-alternative-certification-model-equality-impact-assessment.pdf**

- Higher levels of racial literacy in the education workforce will be essential to minimise the impact of implicit bias on grades. For that to happen, more time and resource is required for educators to engage in ongoing and high quality professional learning. Education leaders should also be supported to consider what measures can be used to minimise the impact of bias.
- Assessments need to be culturally responsive, but also more diverse and balanced for ALL learners. For that to happen, those who develop assessment materials should develop high levels of racial literacy. Greater resource, time and professional learning should be made available to ensure that the education system is more racially literate.
- Teachers should also have a voice in the process of changing assessments.

National Discussion

Main areas of discussion:

- More time is need for educators (including in the ELC sector) to engage with issues of race, racism and racial bias. High quality professional learning needs to be available and accessible for all.
- Learners also need to be given more time in the curriculum to engage with issues of race and racism. Parental Engagement – a need to create safe spaces for Black, Asian and Minority Ethnic parents
- Cohesion is required between General Teaching Council Scotland Standards, values of social justice, curriculum, assessment and professional learning. These should not be operated in siloes. If there is a cohesive narrative about the purposes of education and the curriculum, then other aspects should follow on from that.
- The culture of education needs to be an anti-racist culture. That means, a culture without race evasiveness, a culture where challenge (e.g. being challenged about the racist impact of some practices) is embraced by educators and where learners have a voice. Educators should be given the space to engage in practitioner enquiries to embrace those challenges and cooperative learning pedagogies should be used to empower learners. The principles outlined in UNESCO's Futures of Education report would promote this culture and could be adopted(see https://unesdoc.unesco.org/ark:/48223/pf0000379707).
- Young people voices need to be heard about what they would like in the curriculum i.e. climate change
- It is EVERY child's right to be racially literate (it is not a right reserved only for Black and Minority Ethnic children)

ACTION - Carol to share CRER document on children's rights from a race perspective.

4. BRL update

Cohort 2 are halfway through the programme and Cohort 3 will be starting on 13th December. All the ELPL workstream members were asked to save the date for Cohort 2's Sharing the Learning Summit: Tuesday 20th December (9am – 4pm online) as they will be invited as guests.

The summit is a good opportunity to share the learning from the programme and influence the system. The group was asked to consider who else could be invited to the summit and email them to **[REDACTED]** to coordinate. So far, the group suggested:

- Joe Griffin
- Cabinet Secretary
- SBTE members
- Professors Hayward, Campbell and Harris
- ITE providers
- CLD Standards Council

ELPL members would be welcome to extend the invitation to other colleagues, including colleagues from other nations.

Members enquired about the future of BRL – will there be a fourth cohort? There has been no clarification of future funding as this is currently agreed on an annual basis. ELPL workstream leads will be required to start building a funding proposal and part of that would include reference to evaluation materials as well as guidance from workstream members.

5. Evaluation meeting

As part of the REAREP evaluation, evaluation workshops have been organised and attended by various workstream members. Members were concerned that the actions outlined in workstream plans were not specific enough. Comments on the evaluation framework should focus on indicators and measures, rather than specific actions and outcomes as these continue to evolve. ELPL workstream members are welcome to send feedback about indicators and measures based on the meeting invitations that were sent out with relevant attachments.

Members expressed concern about the evaluation framework's downward facing model. In other words, if the actions don't lead to the expected outcomes in a few years' time, there is a risk that teachers and workstream leads will be the only ones held accountable, when there needs to be more upward accountability for long term manageability.

Members suggested the Board meets with the Cabinet Secretary to request stronger commitment, similar to the narrative around The Promise (Care Review) which led to a firm national commitment to provide levels of accountability similar to action underway in Wales.

Action: The ELPL representative on the Programme Board to share members' concerns about the Evaluation Framework with the Programme Board.

6. Update from the Programme Board

The programme board discussed how we can make submissions for the Hayward Review and the Nation Discussion. The Terms of Reference were approved at the Programme Board but there were further comments on the anti-racist principles. There will be an update from the 4 subgroups at the next programme board.

7. AOB

The discussion around the pledge will take place at the next meeting.

Members will also consider membership of the group. Members should consider whose voices are missing. The group agreed that a Member of the Children's Parliament could be invited to join the group.

Khadija will be requesting the Programme Board to drop the "race equality" from the REAREP title and to emphasise the anti-racist nature of the work and members supported this.

Members asked who is responsible for equality data collection. With the Public Sector Equality Duty (PSED) Review, there seems to be missing overarching responsibility for joining the REAREP and PSED review. PSE data is separate from the data that Scottish Government collates.
ACTION - Raise equality data with **[REDACTED]** and **[REDACTED]** at the Programme Board.

Next Meeting
8th December 2022

Anti-Racism in Education Programme (AREP)
Education Leadership and Professional Learning (ELPL) Workstream
Meeting Notes – 9th March 2023

In attendance	**Apologies**
[REDACTED] (chair)	Samir Sharma
Carol Young	Khadija Mohammed
Louise Barrett	Charlotte Dwyer
Asif Chishti	
[REDACTED]	
Tara Lillis	
Audrey Farley	
Mark Langdon	
[REDACTED]	

1. **Welcome**

[REDACTED] welcome colleagues both in person and online for the first ELPL hybrid meeting. Apologies were noted.

2. **Note of last meeting**

The group agreed that this was an accurate note of the meeting. Updates were provided on a couple of actions:

- The Anti-Racism in Education Summit is not going ahead as it is hoped this will become part of the work of the new First Minister. The work on the anti-racism pledge/challenge could still be used.
- Equality data (it doesn't look like there is a centralised team within the Scottish Government to gather Equality data) needs to be raised at the AREP Board.
- The Learning for Sustainability Review could be more joined up.

3. **Action Plan Update from 2022 to 2023**

Members reviewed the ELPL action plan from 2022. Members were asked to reflect on the existing actions/outcomes and consider:

1. What progress on existing outcomes across the system can be captured
2. What additions/changes may be necessary at this stage
3. What barriers there may be to progress and how these might be addressed
4. Who are the action owners? Who else may need to be involved
5. What are the priorities for this year that need to be considered more fully.

Members suggested combining actions 3 and 4 as these require flexibility to respond to emerging needs and developments from the Curriculum Reform workstream and the Racism & Racist Incidents workstreams. Member's comments and suggestions were captured on the following action grid, to be further refined and agreed by the group:

6. AOB and next steps

There was no AOB. Members were asked to review the ELPL action grid comments and share by correspondence any further suggestions.

The next meeting is scheduled for Thursday 13th April, 2 – 3:30pm.

Anti-Racism in Education Programme (AREP)
Education Leadership and Professional Learning (ELPL) Workstream
Meeting Notes – 13th April 2023

In attendance
[REDACTED] (chair) **[REDACTED]**
Louise Barrett (LB)
Tara Lillis (TL)
Audrey Farley (AF)
Mark Langdon (ML)
Samir Sharma (SS)
Charlotte Dwyer (CD)
Rhona Jay (RJ)
Carol Young (CY)

Apologies
Khadija Mohammed (KM)
[REDACTED]
Asif Chishti (AC)
[REDACTED]

1. **Welcome**

[REDACTED] chaired the meeting and welcomed colleagues. Apologies were noted.

2. **Note of last meeting**

No change to the note of the last meeting.

3. **Group membership**

[REDACTED] proposed inviting an inspector who has completed the BRL programme to the group and asked members for their thoughts. TL was in support but highlighted concerns around the group membership being too overly slanted to Education Scotland staff.

ML suggested inviting Jacqueline Churchine from the EIS for a Learning for Sustainability perspective and **[REDACTED]** from a CLD perspective. **[REDACTED]** noted that **[REDACTED]** works for Education Scotland and, having completed the BRL programme, is working internally with Education Scotland's CLD team to advance anti-racism. To avoid having too many Education Scotland members, and considering the ELPL actions, it felt more pertinent to have an HMI on the subgroup.

After discussion members agreed to the inspector joining the group.

4. **Building Racial Literacy (BRL) Programme Options for 2023 – 2024**

[REDACTED] then went on to discuss the paper regarding BRL Programme Options for 2023-2024. **[REDACTED]** highlighted that a new BRL cohort won't be able to run until the new lead specialist has been recruited and settled in, currently the position looks likely to be filled by August 2023. It is recommended this year that only one cohort runs and that this cohort starts in November 2023, potentially ending in February or March 2024, this is to allow procurement and the school holidays in October. **[REDACTED]** highlighted that the maximum for the BRL programme in its current delivery model would be 150 participants for this cohort. As there are 140 email addresses on the waiting list, **[REDACTED]** asked members to discuss which

criteria and target audiences they would like to see to help select the 150 participants for Cohort 4.

TL thought priority should be given to Headteachers, in particular secondary headteachers, this would allow the programme to tap into system leadership. TL also highlighted Initial Teacher Education as another area to focus on.

AF requested if there was a breakdown of groups on the waiting list, **[REDACTED]** confirmed this waiting list is just emails so doesn't have details of people's job roles. AF noted that middle leaders should be prioritised as this group has pushed forward change in the RICs.

CD highlighted that prioritisation would be important and it would be useful to prioritise groups that could work together to stop isolation. LB also had similar concerns regarding isolation and suggested the programme could have more impact if it's linked to networks. LB highlighted the ITE network as an example of network that could be used.

ML noted that the CLD Guidance for 2024/2027 will start being drafted towards the end of this year and this could be an opportunity to include the anti-racist in education programme in this.

CY thought those not involved in delivery could offer recommendations, but the judgement of those involved in delivery should ultimately be trusted. CY suggested asking LAs to put someone forward, as this could result in a mix of different people. CY also noted not picking from the waiting list could lead to a reputational damage risk. **[REDACTED]** clarified it's not a waiting list for a guaranteed place on the programme but a waiting list of people who will be informed when applications are opened. The form can be found here:
https://forms.office.com/Pages/ResponsePage.aspx?id=R3T3DoMQ7E24nyfHZQdo QLoVabi1IlIIsrFKfvNLSNFUMklYNDZGVUlBS0RKVkFCNEc2WVRRWkZUUy4u

SS agreed that middle and senior leaders should be targeted. SS also highlighted the issue of capacity building, it was noted it could be a good idea for previous BRL alumni to meet and previous participants could be asked for their opinion on who best to target. **[REDACTED]** agreed that supporting past participants to deliver anti-racist training could help with building capacity.

TL highlighted that there will be an upcoming shift in the education policy landscape and it might be useful to see the lay of the land first before prioritising groups.

Discussion then moved onto alternative delivery models for BRL. **[REDACTED]** highlighted the organisational approach model to delivering BRL to an Education Scotland / SG Learning Directorate cohort. Using past BRL recordings and existing expertise, this model has informally been piloted in the Professional Learning and Leadership (PLL) team over two days within two months which was well received.

[REDACTED] also noted an in-person approach, that this could work particularly well for secondary headteachers which the BRL programme has not reached yet. Currently, the PLL team runs residential sessions for headteachers for Excellence in

Headship and Excellence in Headship Stretch and there may be opportunities to try out a one- or two-day BRL residential for headteachers.

CD highlighted that the BRL programme is a big commitment, an alternative approach would be the develop a light touch course that could reach a bigger number of participants.

TL thought a broader approach was needed, to look at what is already on offer and see if BRL could be delivered through these alternative pathways. RJ noted that ES should make BRL a core part of the curriculum design and the Curriculum Innovation team should be receiving this training. **[REDACTED]** noted that two members of the Curriculum Innovation team have completed BRL and one of them is using the learning for a project on co-designing a Curriculum for Social Justice, Rights and Equalities.

The discussion then moved onto the possibility of procuring an external evaluation provider to evaluate BRL. There was discussion on the pros and cons of evaluating the programme. Members agreed to the procurement of an external evaluation provider, although the communication around this would need to be sensitively handled (being clear it is an external evaluation and not self-congratulatory). An external evaluation would help make a stronger case for BRL to be made more widely accessible in the future.

AF noted that a regional approach could be a way to take forward the BRL delivery, **[REDACTED]** and AF to catch up regarding this.

5. AOB and next steps
There was no AOB. Members were asked to review the ELPL action grid comments and share by correspondence any further suggestions. These will likely be reviewed again at the next meeting.

The next meeting is scheduled for Thursday 11th May, 2 – 3:30pm.

Anti-Racism in Education Programme (AREP)
Education Leadership and Professional Learning (ELPL) Workstream
Meeting Notes – 8th June 2023

In attendance
Samir Sharma (chair) (SS)
[REDACTED]
Charlotte Dwyer (CD)
Asif Chishti (AC)
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Apologies
Khadija Mohammed (KM)
Louise Barrett (LB)
Tara Lillis (TL)
Audrey Farley (AF)
Mark Langdon (ML)
Rhona Jay (RJ)
Carol Young (CY)

1. **Welcome**

SS chaired the meeting and welcomed colleagues. Apologies were noted.

2. **Note of last meeting**

No change to the note of the last meeting.

3. **BRL & AREP updates**

[REDACTED] gave an update on AREP, noting that the anti-racism summit has been postponed to Autumn. The Racism and Racist Incident working group will be starting again after the summer following a meeting with the chairs in June.
[REDACTED] highlighted that the anti-racism curriculum principles have been approved by the new cabinet secretary with a soft launch planned for June. They can now be found here: https://education.gov.scot/resources/breaking-the-mould-principles-for-an-anti-racist-curriculum

SS highlighted the Glasgow City Council positive action recruitment of principal teacher posts noting that for the next cohort the post length has been extended to 23 months and will include 7 posts. SS also noted the ignorance that has surrounded this recruitment process after it was posted on social media.

[REDACTED] then gave an update on the Building Racial Literacy (BRL) programme highlighting that the fourth cohort is going ahead and there is funding available for an element of this to be in person for key priority groups. Funding has also been confirmed for an external evaluation of the programme to take place.
[REDACTED] updated the group on recruitment for the new lead specialist, noting that interviews had been taking place that week and that the new lead specialist should be in place for August/September.

[REDACTED] advised that the current timeline for the next cohort of BRL is that applications will open in August and close in September with the new cohort to begin in November. Prioritisation onto the course will be given to headteachers. ITE/CLD training providers, middle leaders, ELC practitioners, local authorities that have low representation. **[REDACTED]** highlighted the one day BRL session that had taken place recently with the ES Leadership Team, showed other ways of engaging

system leaders. There is also two day sessions taking place in June and August to offer BRL past participants support to design and deliver their own training.

4. **Anti-Racist Leadership: taking stock of progress, sharing examples of practice and opportunities emerging.**

[REDACTED] gave an update on the recent successful session that took place with the ADES Curriculum, Assessment and Qualifications network to introduce the anti-racist principles. **[REDACTED]** noted that it would be useful to find out what is happening on a local level and to engage with senior leaders in LAs/ADES to find out this information.

CD noted that the Learning for Sustainability action plan that she has been involved in creating doesn't explicitly reference anti-racist education despite a massive overlap and highlighted this could be an opportunity to bring these agendas together.

DP highlighted from the inspection side that the current approach is not designed to gather data on anti-racism specifically. DP is currently working on a briefing note for inspections which will have a specific aspect on anti-racism that aims to be in place by next year. AC asked DP to report back the groups best wishes back in regards to this briefing note and highlighted that HGIOS 5 could be an opportunity to review the language in regards to anti-racism.

SS and **[REDACTED]** updated the group on a recent session with Glasgow City Council Strategic Leadership Team to format their anti-racism charter using elements from the BRL programme and the anti-racist curriculum principles. This charter will go out in August to schools and events will be taking place to ensure the charter is understood. **[REDACTED]** highlighted the work that SS had done to secure a full day with Strategic Directors of GCC, including Heads of HR.

Members discussed how to progress this within other LAs, SS highlighted that Douglas Hutchison (DH) could share this with other directors across Scotland and that members would be welcome to approach DH in regards to this charter. **[REDACTED]** noted that it could be useful to visit other LAs and share this charter.

Action: SS to have a conversation with DH regarding sharing the charter with other ADES members.

5. **ELPL action grid & ways of working (including future meetings after the summer)**

Members reviewed the ELPL action grid, it was noted that Outcome One could make more explicit reference to links with colleagues including ADES. Output 1.2 could more explicit in fostering stronger links with leadership – how to strengthen these links and specific reference to LA leaders and stakeholders.

AC agreed that Action 4 should remove the reference to curriculum as it could lead to misunderstandings.

6. AOB and next steps

Members agreed that the next meeting should take place at the start of next term, date of next meeting tbc.

RACE EQUALITY AND ANTI-RACISM IN EDUCATION PROGRAMME

DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP
Tuesday 1ST July 2021
VIRTUAL MEETING
1 30 p.m. till 2 45 p.m.

Present:
Selma Augestad, (Chair), National Officer, Equality, EIS
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Simon Cameron, Employers' Team, COSLA
Nuzhat Uthmani, Primary School Teacher
Dr Pauline Smith, Chief Executive, GTCS
Navan Govender, Anti-Racist Educator
Murid Laly, Intercultural Youth Scotland
Yasmeen Hussain, SAMEE
[REDACTED] Education Scotland
[REDACTED], Equalities in Education Team, Learning Directorate, SG
[REDACTED], (attended for part of the meeting) Education Workforce, Learning Directorate, SG
[REDACTED], (Secretariat) Equalities in Education Team, Learning Directorate, SG

Apologies:
Judith Mohamad, Headteacher, Old Machar, Aberdeen
Khaleda Noon, Chief Executive, Intercultural Youth Scotland
Victoria Smith, Director of Education, Registration and Professional Learning, GTCS
Maureen McKenna, ADES/Director of Education, Glasgow City Council

1. WELCOME AND INTRODUCTIONS

Selma welcomed everyone to the group and invited members to introduce themselves, provide some background and set out their interest in this area of work.

2. OVERVIEW/SCENE SETTING

Selma gave a recap of the work to date and some of the statistics relating to Diversity in the Teaching Profession, particularly for those not already on the larger Stakeholder Network Group.
- The report [Teaching in a Diverse Scotland - increasing and retaining minority ethnic teachers](), was published in November 2018, commissioned by the Strategic Board for Teacher Education.
- The working group that the report led to has influenced and put Race Equality in Education within Scotland firmly on the agenda.

- At the time of the publication of the report, 1.4% of teachers identified as being from Black and Minority Ethnic backgrounds, compared to 4%[1] of the Scottish population.
- The most recent data for 2020 shows only slight change to 1.7% and even starker figures for Black and minority ethnic representation in promoted posts.
- Approximately 200 additional minority ethnic teachers would need to be recruited into the workforce each year from August 2022 to 2030 inclusive, to reach a target of 4%, which illustrates the magnitude of the challenge.
- The 4% figure is based on the 2011 Census and may need to be adjusted once the Census 2022 details are published.
- The 2021 concluding report of the Diversity in the Teaching Profession Working Group saw a number of recommendations, which will be taken on by the Race Equality and Anti-racism in Education Stakeholder Group, advised by this subgroup in particular.

[REDACTED] then provided a brief overview of the wider Race Equality and Anti-Racism in Education Programme (REAREP), of which this subgroup is part and how we got to where we are now:

- As part of the Scottish Government's response to the correspondence received on the Black Lives Matter Movement, Learning Directorate, in conjunction with the Equality Unit and Education Scotland carried out a number of engagement sessions with race equality and education stakeholders, minority ethnic groups, individuals and young people.
- The Programme consists of a small internal Programme Board which oversees a larger Stakeholder Network Group, with representation from a broad range of race equality and education stakeholders.
- The Programme provides a strategic and coherent approach to the key /themes identified for reform by education and race equality stakeholders. These are:

  - **School Leadership and Professional Learning** – ensuring that Scotland's educators are confident and empowered to promote equality, foster good relations and identify, prevent and pro-actively deal with racism.
  - **Diversity in the Teaching Profession and Education Workforce** – ensuring we have a teaching and education workforce that reflects the diversity of Scotland's communities.
  - **Curriculum Reform** – creating a curriculum that is inclusive, that recognises Scotland's colonial past, respects the identities of young people and supports them to reach their potential.
  - **Racism and racist incidents** - embedding a culture of positive action to address incidents of racism and racist bullying in schools. This will include the provision of revised guidance, support for effective practice and an improved approach to recording and monitoring of incidents.

- The Stakeholder Network Group (SNG) has met 5 times so far to discuss, develop and agree the overarching aims and actions for each of the 4 themes outlined above. Subgroups are now being established, for the 4 workstreams (linked to the themes identified above) to drive forward the agreed actions.

- The intention is that the subgroups will report back to the main SNG monthly to take forward actions and demonstrate progress
- Working across all 4 subgroups will be key to ensuring coherence and avoiding duplication. **[REDACTED]** will sit on all 4 subgroups to provide that important read across.

3. TERMS OF REFERENCE

<u>Vision Statement/Purpose</u>

Discussion took placed around the overarching aim included in the distilled paper following the discussion by the Stakeholder Network Group in April. There was a general view that it still needs refining to fully capture all the aims of this subgroup, including:

- Be clearer about what we mean "at all levels", i.e. does that mean janitorial staff, clerical etc.,
- The phrase "the community it serves" could potentially be used as justification for not engaging with this agenda by local authorities with less diverse populations.
- It needs to capture more than just numbers of teachers in the profession, it needs to be clear that it's also about providing supporting to Black and minority ethnic teachers already in the profession.
- We need to reflect intersectionality and the diversity within different Black and minority ethnic groups.
- This work will contribute to altering attitudes and awareness of society.
- Instead of the term "education workforce" consider using an alternative collective such as "everyone working in the education sector" or "education community".

It was still felt overall that the vision needs to be short and focused, and that further detail can sit in accompanying statements.

Rowena suggested alternative wording for a vision for the group - ***"Scotland's education staff, at all levels, reflects and supports the racial diversity of contemporary Scotland, thereby enriching the education experience for the whole school population"***

Actions:
- **[REDACTED]** will re-work the vision and create some accompanying statements, based on these discussions and re-circulate for further comment.
- [**REDACTED**] will draft a Terms of Reference for agreement and sign-off at the next meeting

<u>Key Responsibilities</u>

Selma referred the group to the actions that were in the distilled paper, which were agreed following the wider stakeholder group discussions. She reminded members that these would be the central driver for the work of the group going forward. There were some general comments offered, particularly as some members were inputting

into these actions for the first time – comments relating to the actions were as follows:

- Murid raised the point that we need to link the work of this group to the racism and racist bullying group – if young people of colour don't have a good experience in school we are going to find it difficult to engage them with the idea of teaching as a career. Asking for additional data from ITE providers on dropout rates (at whatever stage) is unlikely to demonstrate that the underpinning reason for so many Black and minority ethnic people not pursuing a teaching career is their own experience as pupils in the classroom. **[REDACTED]** is happy to raise and take this forward in her cross sub-group role.

- Nuzhat suggested developing a pool of Black and minority ethnic teachers who could engage with potential students at S3 and above to build mentorship or just a sense of a positive role model for young people.

- An issue unlikely to emerge as part of data gathering in relation to ITE take-up/drop off among Black and minority ethnic groups, is the way in which ITE providers present and explain teacher recruitment processes to potential Black and minority ethnic students/candidates. Some approaches can create barriers and result in a lack of engagement with the prospect of teaching as a career – Yasmin suggested digging deeper into the issues e.g. funding of PGDEs or even 1st year Undergraduates, as financial pressures can often be a deterrent for someone giving up their job to go in to teaching. Data from ITE providers clearly demonstrating at what stage of the process drop out happens would provide a far greater understanding of where the barriers are.

- Selma shared that the EIS has decided to investigate the recruitment practices of local authorities as they pertain to Black and minority ethnic staff, and that findings will be shared with this group.

Subgroup Membership

The group were asked to consider the current subgroup membership and asked if there were any individuals or organisations who could support and drive our actions.

Simon suggested representatives from ADES HR and also the Society of Personnel and Development Scotland. **[REDACTED]** asked whether anyone from NASUWT had been invited to be part of the group. **[REDACTED]** explained that they hadn't specifically expressed an interest, but that they can still feed in and will be involved in discussions around progress via the larger SNG though happy to take nominations.

[REDACTED] confirmed that Maureen McKenna will provide ADES representation.

Actions:
- **[REDACTED]** to table an item on agenda for next meeting to conclude discussions and agree a finalised set of actions/outputs.

- **[REDACTED]** will follow-up with Simon and **[REDACTED]** on their other suggestions for the subgroup.
- Members of the Sub-Group can email further suggestions for organisations that should be represented, to **[REDACTED]** prior to the next meeting.
- **[REDACTED] a**will raise the link highlighted by Murid around young people's experience at the Racism and Racist Bullying subgroup, of which she is a member.

4.   DRAFT JOB REMIT FOR A NEW NATIONAL POST

Following the recommendation in the report [Teaching in a Diverse Scotland - increasing and retaining ethnic teachers in Scotland's schools - 3 years on](#) around the creation of a new national post, a draft job remit had been circulated in advance to help start discussion on what the post might look like.

There was a view that the first draft of the role specification was too broad and potentially exceeded what one individual could realistically achieve.   Pauline from GTCS suggested that the following points should be worked through in the first instance, order to obtain clarity:

- What does the post look like?
- Who is the post accountable to?
- What do we want the successful post holder to achieve?
- What do we want the post itself to achieve – what should its legacy be?
- Who do we want the successful post-holder to engage with, and how do we want them to build those relationships in order to achieve the post's overarching aims and ambitions?
- How will the post align to the subgroup's vision statement?

[REDACTED] committed to arranging an early meeting with the GTCS, after which a revised version of the job remit will then be shared for further comment.

It was noted that Diversity Officer role, funded through the West Partnership prior to the pandemic, might have some parallels that we can draw on.

Actions:
- **[REDACTED]** to arrange an early meeting with the GTCS around the governance arrangements surrounding the new national post. A revised version of the job remit will then be shared for further comment following this meeting.
- Nuzhat to try and obtain a copy of the job description for the West Partnership Diversity Officer

5. AOB AND CLOSE

Selma thanked everyone for the time and contribution. A date and time for the next meeting will be circulated in due course.

Summary of meeting actions**:**

1. **[REDACTED]** to revise the vision with accompanying statements and actions based on discussions and recirculate for further comment
2. **[REDACTED]**will draft a Terms of Reference for agreement and sign-off at the next meeting
3. **[REDACTED]**to table an item on the next meeting's agenda to conclude discussions and agree a finalised set of actions/outputs.
4. **[REDACTED]**to arrange an early meeting with the GTCS around the governance arrangements surrounding the new national post. A revised version of the job remit will then be shared for further comment following this meeting.
5. **[REDACTED]**to follow-up with Simon and **[REDACTED]**on their suggestions for other members for the group (**All members** of the subgroup can email further suggestions for organisations that should be represented, to **[REDACTED]** prior to the next meeting).
6. **[REDACTED]**will raise the link highlighted by Murid around young people's experience at the Racism and Racist Bullying subgroup, of which she is a member.
7. EIS is about to embark on research in to recruitment practices - **Selma will feed the outcome of this research back in to the group**. Simon asked if this will involve direct engagement with local authorities. **Selma agreed to speak to Simon separately around the process and method to be used.**
8. **Nuzhat** to try and obtain a copy of the job description for the West Partnership Diversity Officer.
9. **[REDACTED]**to send meeting request for next meeting in August

[1.] National Records of Scotland, Scotland Census 2011. In 2011 Census, 84% of Scotland's population reported their ethnicity as White - Scottish and a further 8% as White - Other British. Minority ethnic groups accounted for 4% of the population. The 4% population figure does not include White - Irish, White - Polish, White - Gypsy/Traveller and White - Other white.

DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP

Tuesday 14th September 2021
VIRTUAL MEETING
3:30 p.m. till 4:30 p.m.

Present:

Selma Augestad, (Chair), National Officer, Equality, EIS
Simon Cameron, Employers' Team, COSLA
Navan Govender, Anti-Racist Educator
Murid Laly, Intercultural Youth Scotland
Yasmeen Hussain, SAMEE
[REDACTED], Education Scotland
Judith Mohamed, Headteacher, Old Machar, Aberdeen
Victoria Smith, Director of Education, Registration and Professional Learning, GTC Scotland
Maureen McKenna, ADES/Director of Education, Glasgow City Council
[REDACTED], Education Workforce, Learning Directorate, SG
[REDACTED], Early Years and Childcare, Scottish Government (SG)
Sara Medel Jiménez, NASUWT

[REDACTED], Equalities in Education Team, Learning Directorate, SG
[REDACTED], (Secretariat) Equalities in Education Team, Learning Directorate, SG
[REDACTED], (Secretariat) Equalities in Education Team, Learning Directorate, SG

[REDACTED], Fair Work and Skills Division, Scottish Government
Jatin Haria, Coalition of Racial Equality and Rights

Apologies:

Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Nuzhat Uthmani, Primary School Teacher
Khaleda Noon, Chief Executive, Intercultural Youth Scotland

1. WELCOME AND INTRODUCTIONS

Selma welcomed everyone to the group, including new members Sara Medel Jiménez, who is representing NASUWT and **[REDACTED]** for Early Years and Childcare Workforce. **[REDACTED]** outlined some of the work he's involved in and the strong parallels and similar goals his work has with this group.

Selma also introduced **[REDACTED]** Fair Work and Skills Division and Jatin Haria, Coalition of Racial Equality and Rights joining us for agenda item 4.

2. UPDATE AND ACTIONS FROM PREVIOUS MEETING

- **[REDACTED]** to revise the vision with accompanying statements and actions based on discussions and recirculate for further comment

- **[REDACTED]** to revise Terms of Reference for agreement and sign-off at the next meeting

These actions were covered under the revised TOR that has been circulated as a meeting paper

- **[REDACTED]** to table an item on the next meeting's agenda to conclude discussions and agree a finalised set of actions/outputs.

This action was covered under item 3

- **[REDACTED]** to arrange an early meeting with the GTCS around the governance arrangements surrounding the new national post. A revised version of the job remit will then be shared for further comment following this meeting.

Meeting was held and the group would be informed on the outcome of these discussions under item 5

- **[REDACTED]**to follow-up with Simon and **[REDACTED]**on their suggestions for other members for the group (All members of the subgroup can email further suggestions for organisations that should be represented, to Siân prior to the next meeting).

Sara is now attending to represent NASWUT and [REDACTED] *to represent the issues relating to Early Years Workforce. Suggestion that we now close the group membership, to ensure group remains manageable and action focused, but with an option to call on expertise as and when required or if gaps remain.*

- **[REDACTED]** will raise the link highlighted by Murid around young people's experience at the Racism and Racist Bullying subgroup, of which she is a member.

[REDACTED] *will continue to highlight where cross over occurs between subgroups. Racism and racist bullying subgroup should focus on teachers as well as pupils.*

- EIS are embarking on research looking at recruitment practices - Selma will feed the outcome of this research back in to the group. Simon asked if this will involve direct engagement with local authorities. Selma agreed to speak to Simon separately around the process and method to be used.

AGM Motion to EIS from membership. Responses will be received shortly. [REDACTED] *asked if Selma could share communication with local authorities undertaken by EIS for similar work by ELC colleagues.*

Action: Selma to provide further update after responses have been received analysed and will share a copy of letter with [REDACTED].

- Nuzhat to try and obtain a copy of the job description for the West Partnership Diversity Officer.

It was subsequently agreed that it wouldn't be required as job remit has now sufficiently progressed following meeting between Scottish Government and GTC Scotland.

3. AGREE FINAL TERMS OF REFERENCE

A revised version of the vision and terms of reference had been circulated with the agenda and papers, theses revisions were based on discussions at the last meeting.

Some further feedback was offered on the vision – a request to reference ELC settings. There was also some discussion around the term school and instead use of education establishments, which is felt to be more inclusive. It was agreed that we use the addition of footnote to expand on the term school.

Our Vision

Scotland's education workforce, reflects and supports the racial diversity of modern Scotland, thereby enriching the education experience for the whole school community.

Discussion followed around the terms of reference and particularly the remit of the group. It was felt there needs to be clear agreement between what members agree the remit is, point 5 for example. Group must agree actions.

There needs to be clarity that many group members will not have the same influence as other group members do and we need specific wording to reflect that.

Action: Yasmin to offer alternative wording.

It was hoped that the TOR could be signed off at this meeting and Selma offered a further opportunity for group members to come back with any last thoughts so that we do not need to revisit at the next meeting.

Action: All group members to feedback comments or proposed changes by 28th September, appreciate coming back to [REDACTED] asap (within next 7 days), so the TOR does not need to be revisited.

4.   RACE EMPLOYMENT – POST SUMMIT ENGAGEMENT

A presentation was provided by **[REDACTED]** and Jatin Haria on the post summit engagement which Fairer Workplace colleagues are taking forward. Both said they appreciated the opportunity to engage with the group in order to align thinking on how to progress their aims.

A paper was shared which set out priority issues which have been identified across a number of sectors including education, following the Public Sector Leadership Summit in March. These are:

- Institutional racism
- Data gathering, analysis and application
- Recruitment, retention and progression
- Joint Commitment
- Positive Action
- ME staff networks

Mandy acknowledged that some of these issues would also have relevance for the other REAREP sub-groups.

The following questions were put to the group:

- In what way can the subgroup support/promote the recommendations of the Race Equality, Employment and Skills: Making Progress inquiry report?
- What are the key barriers to honouring the Joint Commitment and how can we work together to address them?
- Can the recommendations and Joint Commitment be used to strengthen our engagement with local authorities and universities?

The summit focused on leadership and responsibility of leaders to take action – question was posed, "will this group have a leadership role in that space"?

A lengthy discussion ensued, which led to the issue of the sphere of influence the sub group have and some specific comments around the actions and remit of the sub-group, summarised as follows:

- What influence do members have to support and drive action
- There is a need to be more explicit with our actions
- There is a need to identity small number of actions that the group can influence directly – the new post is big step forward, but there is a need to start small and think big.
- Need to be realistic and have tangible outputs.
- More quantitative data would be helpful

The last point raised a question around data and whether there are ways to distribute data collection across different institutions and sectors? For example, one member noted that their university actively collects recruitment and promotion data related to gender, but not in relation to race/ethnicity

Action: Agreement was made that group members should further consider Annex a (actions) and provide feedback prior to next meeting – <u>deadline date for further feedback/suggestions on current action plan by 28th September.</u>

5. DRAFT JOB REMIT FOR NEW NATIONAL POST

Further revisions have been made to the job remit since the first meeting of this group. The aim of the discussion in this meeting was to fine tune the four key areas of the job remit. These are:

− *supporting regional improvement collaboratives and local authorities to make progress in increasing diversity in the teacher profession*

− *leading action at a national and strategic level to increase diversity in the teacher profession*

− *developing and championing mentoring approaches for Black and minority ethic teachers including an emphasis on how these can support career progression*

− *Providing advice to universities offering Initial Teacher Education to help progress actions that will increase the number of Black and Minority ethnic applications, entrants and qualifiers*

Feedback and comments from the group both on the areas outlined above and more general comments around the remit:

- How do sub group actions link to the remit of the new job role?
- Would like to see more collaboration built in i.e. linking into networks and stakeholders such as EIS, SAMEE and other trade unions - one central point to prompt people, and ensure there's no duplication.
- More reflection of it being collaborative with stakeholders – needs to be clear and explicit in how it links with the work already being undertaken
- Offering "advice to universities" seems off kilter to the other 3 points.
- Promotions of career progressions – working across the education sector in different ways. Teaching fellowship, academic positions in universities.
- Important that post is not perceived as tokenistic – must have impact
- Looking at racial diversity as well as four points outlined.
- Mention of sponsorship would be welcomed, linking to the DITP final report - bringing focus from mentoring to sponsorship is important and looking at how Local Authorities should support that type of career progression.
- Is one person likely to have all skill sets required and requested?
- Wellbeing of teachers currently in the system must be a forefront, (if all ME teachers were having a positive experience, we wouldn't be having these conversations).

- What is process and support available to help ME teachers get into leadership positions and become teacher educators – it's not just about championing new measures, but tapping into existing processes.

Many of these points are covered in the wider text of the job remit.

Action : [REDACTED] will discuss with Victoria and consider how to incorporate points which have not already been covered elsewhere in the wider text.

Some clarification was also offered in response to questions:

- The role is for 23 months initially, with possible extension (although funding for any extension is not guaranteed).
- Post will be located with GTC Scotland but funded by the Scottish Government through the Race Equality and Anti-Racism in Education Programme Budget.
- The Cabinet Secretary for Education and Skills is aware and supportive of the post.

6. AOB

Group members were invited to raise any other business.

[REDACTED] updated the group on the Into Headship Programme. There are two sessions organised to think about how recruitment takes place, looking at recommendations of Professor Arshad's report – Diversity in the Teaching Profession. It will be useful in establishing the level of awareness of the programme.

[REDACTED] informed the group that she was moving to a new role, supporting Professor Muir in his role leading an independent review into education reform and so will be stepping back from her Equalities in Education role.   Reassurance was offered that **[REDACTED]** and **[REDACTED]** will provide support to the DITPEW subgroup until a replacement is found.   Selma expressed thanks to **[REDACTED]** on behalf of the group.

A date for the next meeting was tentatively discussed but given the spread of holiday over October, November was looking like the best option. A date and meeting time will be circulated in due course.

Third meeting of:
DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP
Wednesday 17 November 2021(15:30 – 17:00)
VIRTUAL MEETING

Present:
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Yasmeen Hussain, SAMEE
Judith Mohamed, Headteacher, Old Machar, Aberdeen
[REDACTED], Education Scotland
Victoria Smith, Director of Education, Registration and Professional Learning, GTC Scotland
Sara Medel Jiménez, NASUWT
Simon Cameron, Employer's team, COSLA
[REDACTED], Early Years and Childcare, Scottish Government
[REDACTED],, Education Analytical Services, Scottish Government
[REDACTED], Education Analytical Services, Scottish Government
[REDACTED], (temp Chair), Equalities in Education Team, Scottish Government
[REDACTED],, Equalities in Education Team, Scottish Government
[REDACTED],, Equalities in Education Team, Scottish Government

Apologies:
Selma Augestad, National Officer, Equality, EIS
Nuzhat Uthmani, Primary School Teacher
Maureen McKenna, ADES/Director of Education, Glasgow City Council
Navan Govender, Anti-Racist Educator
[REDACTED], Education Workforce, Learning Directorate, Scottish Government

1. WELCOME AND INTRODUCTIONS
[REDACTED], welcomed everyone to the group, including **[REDACTED]**, who is taking over from **[REDACTED]**,. In Selma's absence **[REDACTED]**, chaired this meeting.

2. UPDATE ON ACTIONS FROM PREVIOUS MEETING
[REDACTED], went through the actions from the last meeting and gave an update on progress:

- **Selma to provide further update after responses have been received and analysed and will share a copy of letter with [REDACTED],. –** *Completed.*

- **Yasmin to offer alternative wording. (in relation to influence of group members within TOR)**
- **All group members to feedback comments or proposed changes by 28th September, appreciate coming back to [REDACTED], asap (within next 7 days), so the TOR does not need to be revisited.** – *These actions were taken together.* **[REDACTED]**, *highlighted that this would be dealt with under Agenda Item 3 of this meeting. She flagged that helpful feedback had been*

received on the ToR from members and is reflected in the version attached to the agenda.

- **Agreement was made that group members should further consider Annex a (actions) and provide feedback prior to next meeting – deadline date for further feedback/suggestions on current action plan by 28th September. – [REDACTED],** *flagged that the Programme Board has requested that all sub-groups bring their finalised actions to the Stakeholder Network Meeting (SNG) on 27January and be prepared to present them. Deeper discussion to be had on actions at December meeting of DITPEW sub-group.*

- **[REDACTED], will discuss with Victoria and consider how to incorporate points which have not already been covered elsewhere in the wider text.** *– Completed, this was covered under Agenda Item 5.*

3. CONCLUDE DISCUSSION AND FINALISE TERMS OF REFERENCE AND FINALISE ACTIONS AND CONSIDER APPROACHES TO EVALUATION

Terms of Reference paper

[REDACTED], invited members to agree the Terms of Reference for the group, as per the paper. Two additional amendments were suggested, both of which were agreed. After these changes have been made the ToR will be considered to be agreed.

Action: **[REDACTED]**, *to suggest wording for the Terms of Reference to reflect the incorporation of early learning and childcare.*

Action: **[REDACTED]**, *to offer wording for principles section to reflect the crossover between the work of the DITPEW and RRIB subgroups.*

Actions paper

[REDACTED], highlighted that the actions table will be the subject of deeper consideration at the December meeting of this subgroup, with the aim of being in a position to present the finalised actions to the January meeting of the wider stakeholder network group.

Reflections from this meeting on the actions paper:

General
- Need to be mindful of the overlap with other subgroups. Consideration should be given around the possibility of a joint action with the RRIB subgroup relating to racist incidents involving teachers and staff (RRIB's focus is currently on pupils and young people).

- Need to reflect in actions that this workstream covers entire education workforce and not just teachers – need to include wording around early learning and childcare.

- Helpful to note that some issues have a tendency to re-occur, and may have already been considered as part of the deliberations of the Diversity in the

Teaching Profession working group, chaired by Prof Rowena Arshad. There will be some clear issues where it would be helpful to tackle them head on. Would be helpful to build an evidence base of things that are happening – possibly something for data colleagues to assist with?

Action: [REDACTED], and [REDACTED], to break actions down further, circulate to members and allow for feedback offline ahead of a detailed discussion at the December meeting of the subgroup.

Action 1: National Post
- This role carries a great deal of responsibility, need to be mindful that the individual taking on this role will have a lot placed on them. Should be a recognition that existing bodies (e.g. LAs and RICS) should already be taking ownership, it is not about waiting for the individual to take up the National Post and do the work for them. Reflection from members is that this individual should be seen more as an enabler and facilitator, who will take forward critical engagement which will result in actions being delivered by other organisations and individuals.

Action 2: Annual data publication
- Clear that there is a greater proportion of black and minority ethnic teacher on supply lists or temp contracts. Members think it would be helpful to see data around this included in the annual data publication in April. Must be mindful not to read too much into it – there are many reasons that an individual may choose supply/temp work.

- Might be helpful to include data around racist incidents amongst teachers (e.g. data related to grievances). This is already done, to a degree, for children and young people but would be useful for staff too.

Action 3: SCDE to oversee development of National Framework for ITE providers
- In relation to offering advice to ITE providers, this should include reviewing entry requirements to education programmes. Reflection from members that entry requirements alone can be daunting. Would be good as part of this to understand what the application rate is like for BME individuals and how that converts into uptake rates. Other members reflected that this is complex, might be more effective to consider the whole package, wider than qualifications alone (e.g. need to have spent X amount of time in a school.)

- **[REDACTED]**, asked if there was scope for Scottish Funding Council to be involved. Conscious that SCDE don't cover early learning and childcare

Action – [REDACTED], to meet with [REDACTED], and [REDACTED], to discuss further around Scottish Funding Council involvement.

Action 4: Gathering examples of best practice
- No direct feedback from members.

Action 5: Programme of engagement with ME young people and local communities to encourage individuals into teaching profession

- Need to consider how to engage career changers as well as young people. Members flagged that considerations for these individuals would be different to those of young people (e.g. financial stability.)

- Need to consider not just entry into the profession but also how to retain those already working within it.

- Members highlighted other bodies that could be engaged to help drive this work forward, including Skills Scotland and Developing Young Workforce.

Action 6: National offer of support with focus on sponsorship to support BME teachers

- "*Provide support with a focus on sponsorship*" – this needs to be more specific. There must be support systems in place for those in the profession and progressing into leadership positions.

Action 7: Leaders at all levels recognise racism in all forms and support teachers experiencing it

- Clear overlap here with other subgroups. Potential for joint action?

4. ANNUAL DATA REPORT

[REDACTED], and **[REDACTED]**, presented a slide deck outlining the data that is already collected and reflecting on where gaps could be. This was received well by members. There were reflections that, whilst members were not surprised by what the data was saying, it did not always completely tie up with what they were seeing on the ground (e.g. on the ground there is less of a discrepancy between PGDE and undergrad data.) Members asked whether SG data colleagues have had contact with university data teams who may be able to offer alternative insights.

Action: SG data colleagues to look into whether it is possible to engage directly with university data teams and what the next steps would be.

Other potential data issues suggested by members:
- Members flagged that it may be helpful to include the number of Black and minority ethnic individuals completing probation (including possibly breaking down why individuals choose to withdraw and at what stage).
- Question around whether possible to break down data by primary and secondary. SG data colleagues to take forward to data group.
- Is it possible to get ethnicity data from independent schools, maybe with the help of SCIS? Especially if the Public Sector Equality Duties applies to independent schools.
- Do we have data regarding Access to Teaching programmes? e.g. The proportion of BME students in Access programmes and the success of Access programmes.

Action: [REDACTED], to collate suggestions around additional data requirements and take to data group on 24 November.

5. DRAFT JOB REMIT FOR NEW NATIONAL POST

Victoria thanked members for their comments previously on the job remit and acknowledged that it is not possible to share the entire job description due to the requirement for fair and open competition. She assured members that their comments had been taken on board and reflected in full. Role to be advertised from end of next week with a closing date of 13 December. Careful consideration being given to panel composition for the recruitment – GTCS keen to ensure that the panel is appropriately representative. Members were clear that there is a need for the panel to be made up of knowledgeable individuals with lived experience. .

There were no objections to the post remit being agreed and recruitment proceeding as above.

6. ANY OTHER BUSINESS

Next meeting of this group will be on 13 December 2021, the agenda will focus on a detailed discussion around the actions with a view to achieving a final draft to be taken to the stakeholder network group in January.

Members were asked if they had any thoughts regarding a deputy chair being appointed.

Action: Members to let **[REDACTED]**, *know if they wish to be considered for the role of deputy chairperson.*

Action: **[REDACTED]**, *to send round calendar invites for next 6 months' worth of meetings. Members to let* **[REDACTED]**, *know if they have any requests regarding timing etc.*

Fourth meeting of:
DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP
Monday 13 December 2021 (15:30 – 17:00)
VIRTUAL MEETING

Present
Selma Augestad, Chair, National Officer, Equality, EIS
Nuzhat Uthmani, Primary School Teacher
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
[REDACTED], Education Scotland
Sara Medel Jiménez, NASUWT
[REDACTED], Early Years and Childcare, Scottish Government
Andrea Reid, Glasgow City Council (*attended part of the meeting*)
[REDACTED] Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Education Workforce, Learning Directorate, Scottish Government

Apologies
[REDACTED], Education Workforce, Learning Directorate, Scottish Government
Navan Govender, Anti-Racist Educator
Yasmeen Hussain, SAMEE
Judith Mohamed, Headteacher, Old Machar, Aberdeen
Victoria Smith, Director of Education, Registration and Professional Learning, GTC Scotland
Simon Cameron, Employer's team, COSLA

1. WELCOME AND INTRODUCTIONS
Selma welcomed everyone to the meeting, she introduced Andrea Reid, Senior Education Officer at Glasgow City Council who will replace Maureen McKenna in these meetings once she retires.

2. UPDATE ON ACTIONS FROM PREVIOUS MEETING
Selma went through the actions from the last meeting and gave an update on progress:

- **Yasmeen to offer alternative wording. (in relation to influence of group members within TOR)**
- **All group members to feedback comments or proposed changes by 28th September, appreciate coming back to [REDACTED] asap (within next 7 days), so the TOR does not need to be revisited.**
- **[REDACTED] to suggest wording for the Terms of Reference to reflect the incorporation of early learning and childcare.**
- **[REDACTED] to offer wording for principles section to reflect the crossover between the work of the DITPEW and RRIB subgroups. –** These actions were taken together, Selma advised that all comments were taken on board and had been incorporated in the final Terms of Reference.

- **Agreement was made that group members should further consider Annex a (actions) and provide feedback prior to next meeting – deadline date for further feedback/suggestions on current action plan by 28th September.**

- **[REDACTED] and [REDACTED] to break actions down further, circulate to members and allow for feedback offline ahead of a detailed discussion at the December meeting of the subgroup.** – These comments would be covered under agenda item 4 of this meeting.

- **[REDACTED]to meet with [REDACTED] and [REDACTED] to discuss further around Scottish Funding Council involvement. - [REDACTED]** and **[REDACTED]** have had the conversation about SFC needing to be brought in to any action which extends or replicates the framework to ELC staff. SFC's involvement will be built in to any ambitions which relate to ELC staff.

- **SG data colleagues to look into whether it is possible to engage directly with university data teams and what the next steps would be.**

- **[REDACTED] to collate suggestions around additional data requirements and take to data group on 24 November. –** To be covered under agenda item 2 of this meeting.

- **Members to let [REDACTED] know if they wish to be considered for the role of deputy chairperson.** – No one has so far volunteered, the situation can be kept under review.

- **[REDACTED] to send round calendar invites for next 6 months' worth of meetings. Members to let [REDACTED] know if they have any requests regarding timing etc.** – This has now been completed, members to contact **[REDACTED]** if they don't have the invites.

3. FEEDBACK ON DATA POINTS RAISED AT LAST MEETING

Selma fed back to the group that it would be possible to gather most of the additional data that members had suggested and that this work would need to be scheduled with Scottish Government analytical services colleagues.

Selma invited initial reflections on the paper from members.
- Members suggested that there were elements of the data that the group need to drill down into and understand the reasoning behind – e.g. the disproportionately high number of Black and minority ethnic individuals in supply posts and temporary contracts. They welcomed the addition of Andrea Reid to the group and flagged that working in partnership with ADES would be useful.

Selma suggested that it might be helpful to ask SG analytical services colleagues to come back to the group in New Year, ahead of the next data publication, with a draft of that document for the group to consider. This would allow the subgroup to consider where there are gaps and what level of narrative they would like to see around the data. Members agreed that this was a good idea, they flagged that any progress, no matter how small, needs to be highlighted in order to engender positivity and enthusiasm

The next data publication is provisionally scheduled for 07 April 2022.

ACTION: [REDACTED] *to invite SG analytical services colleagues to a meeting in Feb of the DITPEW subgroup to present a draft of the data publication.*

4. DISCUSSION ON SUB-GROUP ACTIONS

Selma introduced this item and then members were put into smaller breakout rooms to discuss the actions grid in some depth. Feedback from all groups is summarised below and incorporated into an update of the actions grid paper which will be distributed with this minute.

GENERAL FEEDBACK

- With some small amendments to wording, which have been incorporated into the updated paper, members were happy that the headline outcomes are now in a position to be shared with the Stakeholder Network Group meeting in January.

- Members acknowledged that several of the actions would require some level of funding behind them, they are keen that a lack of funding does not become a barrier to progress.

- Members are keen to see some reordering of the actions grid. This is reflected in the updated actions grid circulated with this minute.

- Some thought to be given to who we consider to be action owners. There is a keenness to avoid simply working with the "usual suspects" and to make sure that we are reaching other organisations/individuals.

- Consideration needs to be given to how the group's actions overlap with those of other subgroups. For example is there room for a joint action with RRIB subgroup?

- Need to consider what wording will be left in the comments section if and when this becomes a public document.

NATIONAL POST: DIVERSITY IN THE TEACHING PROFESSION

- Some concern raised by members around the volume of work that the successful candidate will be expected to carry out. Must be mindful we don't keep adding to their workload.

- The group was in broad agreement with the wording of outcome 1 and is happy to remove Maureen McKenna's comment ("*I would expect that the GTCS secondment would have a role in promoting the role of the teacher to young people at school, college and university so I don't think there is a need for a separate action on that.*") based on the fact that the GTCS role is already a significant one, and promoting teaching as a career to young people will not be sole responsibility of the successful candidate.

- The group agreed to remove this sub-action: "*Leading action, at a national and strategic level, to increase race diversity in the teaching profession*" as the sense is that this is a description of the role rather than a specific action.

- The group suggested that the sponsorship action should move up the list and that a note should be added with the definition of the term sponsorship as it is defined in Professor Arshad's DITP report.

- Mentors/sponsors need to be better trained in order that they are racially literate. There is no point in saying that we will provide sponsorship if those providing it don't understand the issues being faced by Black and minority ethnic teachers. Better, clearer guidelines required for mentors?

- Members felt that Skills Development Scotland (SDS) could have a role in working alongside the subgroup to support the post-holder.

ACTION – [REDACTED] to pick up with SDS about this as well as to find out what action was taken around posters that were previously developed.

ITE AND ELC TRAINING PROVISION: NATIONAL FRAMEWORK FOR RACIAL DIVERSITY
- In relation to the question around whether the framework should specifically mention race, members felt that it should, in order to be clear to where the focus is. Members expressed concern that SCDE need to take some ownership.

- Members felt that there was a need to make sure that these actions are relevant for all (i.e. some ITE providers will be at a different stage on the journey). There is a role for the subgroup here.

- Members felt that there was a need in this action to have explicit mention of career changers.

- Identified that there is a need within this action to identify the key intervention points (e.g. colleges.)

- On the issue of PGDE students who do not hold SCQF 6 level English and therefore have to undertake it at the same time as completing their PGDE, members asked whether there is a way of fast tracking English (and potentially maths) qualifications at e.g. Edinburgh College.

DIVERSITY DATA COLLECTION AND PUBLICATION
- Members felt that it would be helpful if the subgroup pulled out some headlines from the data (e.g. overrepresentation in supply and temp contracts) to drive forward on. Mindful that the data group have offered a great deal but in order to see change subgroup need to be focussing on a couple of key points to drive forward on.

- Questions were raised around how we gather more robust data. Can additional stakeholders bring better data to the group?

- Members felt that there is a need for another action around who is gathering what data. However, this needs to be done in a meaningful, sensitive way,

which does not see people re-telling their experiences. Perhaps work with trade unions, SAMEE etc to get case studies which can then be used.

- Reflection from group that the data may lead to more questions than answers and as a result may require more specific actions (e.g. what support needs to be put in place to resolve certain issues).

Action: Once we have draft data, group to consider where we see progress (no matter how small). Looking for 2 or 3 headline things that are good and can be drawn out (e.g. even a small rise in minority ethnic teachers).

ITE PROVISION: NATIONAL FRAMEWORK FOR RACIAL DIVERSITY

- The group felt that this action worked more effectively as an output of action 2 (ITE and ELC training provision: National Framework for Racial Diversity).

- It was agree that this action should include, and make reference to career changers. Members pointed out that work could be done with DWP to identify potential career changers. This had been done in other areas with a bonus scheme in place for those who moved to teaching as a career, members wondered if this could be an option for minority ethnic individuals. Acknowledged that incentives could be extended to cover other protected characteristics as well as diversity more widely (e.g. including getting women into sciences, men into primary teaching etc.)

- This needs to contain a reference to dismantling racism. No point in saying that we will make teaching more attractive to young minority ethnic people, without being explicit that doing so means dismantling racism. Need to make the explicit link between "making teaching more attractive and addressing the existing conditions."

SUPPORT THE BME EDUCATION WORKFORCE

- The group felt that this action should be moved to the top of the list, so that it is number one.

- Action around sponsorship is similar to the action under the National Post action, group suggested it should only be included here, with a reference to the GTCS post-holder as a driver.

- On sponsorship, members were clear that the action owners need to be those with power. minority ethnic networks certainly have a role to play but cannot be the sole drivers. Question around whether this would be for ADES to own?

- Second action, around ensuring that leaders are trained and equipped to recognise and address racism in all its forms, should have the SLPL workstream added as a driver.

- Need to decide who the group mean by 'leaders'.

- Group feel that there may be a need for an action which links to the RRIB workstream and which is explicit in referencing bullied teachers.

RECRUITMENT AND RETENTION PRACTICES

- Members keen that this focus as much on supporting existing staff as bringing in new ones.

- Consideration needs to be given here to what the output is – knowledge hub suggested. Must be mindful of what platform is used to ensure that it is user friendly.

- Need to think about how any resource is distributed. SG Fair Work colleagues may have done something like this before and have some idea.

ACTION: **[REDACTED]** _to pick up with Fair Work colleagues to understand what they have done previously and see what, if anything, can be learnt from their experiences._

ACTION: **[REDACTED]** _to contact Andrea Reid to understand what, if anything, is already in place._

- Some good work already being done. One member suggested work that Glasgow City Council are doing around having a pool of minority ethnic interviewers who can sit on interview panels. This has been positively received.

Action: Nuzhat to send examples of good practice to the group.

5. ANY OTHER BUSINESS

Selma invited any other business from the group. None was raised.

Selma advised that the next meeting of the DITPEW sub-group would be on Thursday 20 January 2022.

Fifth meeting of:
DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP
Thursday 20 January 2022 (15:30-17:00)
VIRTUAL MEETING

Present
Selma Augestad, Chair, National Officer, Equality, EIS
Nuzhat Uthmani, Primary School Teacher
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
[REDACTED] Education Scotland
Sara Medel Jiménez, NASUWT
[REDACTED], Early Years and Childcare, Scottish Government
Navan Govendar, Anti-Racist Educator
Yasmeen Hussain, SAMEE
Judith Mohamed, Headteacher, Old Machar, Aberdeen
Victoria Smith, Director of Education, Registration and Professional Learning, GTC Scotland
Simon Cameron, Employer's team, COSLA
Andrea Reid, Glasgow City Council
[REDACTED], Education Workforce, Learning Directorate, Scottish Government
[REDACTED] Head of Professional Learning and Leadership, Scottish Government
[REDACTED] Equalities in Education Team, Scottish Government
[REDACTED] Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Educational Analytical Services, Scottish Government
[REDACTED], Education Analytical Services, Scottish Government

Apologies
[REDACTED], Education Workforce, Learning Directorate, Scottish Government

1. WELCOME AND INTRODUCTIONS
Selma welcomed everyone to the meeting.

2. UPDATE ON ACTIONS FROM PREVIOUS MEETING
Selma went through the actions from the last meeting and gave an update on progress:

A. **[REDACTED] to invite SG analytical services colleagues to a meeting in Feb of the DITPEW subgroup to present a draft of the data publication.**

B. **Once we have draft data, group to consider where we see progress (no matter how small). Looking for 2 or 3 headline things that are good and can be drawn out (e.g. even a small rise in minority ethnic teachers). –** Actions A & B taken together as linked. Analytical services colleagues have agreed to attend the March meeting and to present what data is available at that point. This will offer the opportunity to discuss the level of narrative the group wish to have behind the data and to highlight both successes and areas for continued improvement. Some further work will be required offline ahead of this meeting.

C. **[REDACTED] to pick up with SDS to find out what action was taken around posters that were previously developed**. – No update.

D. **[REDACTED] to pick up with Fair Work colleagues to understand what they have done previously and see what, if anything, can be learnt from their experiences. –** Too much to update in this section, **[REDACTED]** to provide an update by email

E. **[REDACTED] to contact Andrea Reid to understand what measures, relating to the increasing numbers of Black and minority ethnic teachers, are in place in Glasgow City Council -** Action remains open.

F. **Nuzhat to send examples of good practice to the group. –** Action closed. Nuzhat sent comprehensive information on how Black and minority ethnic individuals are included on recruitment panels. *Selma asked* a question about what training those individuals on panels. How is it ensured that lived experience and anti-racism expertise are not conflated? **Response – Training was two-fold. 1)** Exposure to recruitment process for head teachers/deputy-head teachers who go on to be on panels. Looked at what was in place at that point Looked at documentation, scoring process, forms etc. **2)** HR wanted input to how this be updated to include an anti-racist element in the training. Has been asked to specifically include this in the training. Nuzhat produced some slides to be included in recruitment training sessions – these were considered by the pilot programme group. The new training will then be rolled out from Aug 21 including the anti-racist element.

3. DISCUSSION ON SUB-GROUP ACTIONS

Selma introduced this item and then members were put into three smaller breakout rooms to discuss the actions grid in some depth. General, high level feedback from all groups is summarised below and incorporated into an update of the actions grid paper, alongside more granular points, which will be distributed with this minute.

General Points
- All acronyms should be written in full to ensure accessibility.
- Not sure that all of the drivers are correct, some additional consideration needs to be given as to the best person/organisation to genuinely take forward the action.
- Language across the document needs to be consistent in terms of what the actions cover (e.g. is it just the teaching profession or does it also include the wider education workforce, including early learning and childcare?)
- There was a general sense that theme 5 (currently entitled "Recruitment, Retention and Promotion Practices") could be amalgamated into theme 1 ("Support the Black and minority ethnic education workforce").
- There could be scope for strengthening some of the language throughout the document, particularly around anti-racism.

4. UPDATE FROM DATA GROUP AND DISCUSSION ABOUT ANNUAL DATA PUBLICATION.

[REDACTED] and **[REDACTED]** offered a brief reflection of the data group meeting that took place on 19 January 2022.

[REDACTED] advised that we are likely to see the HESA data next week and that he will look at this new data and reflect on it.

Analysts reflected that they really need the subgroup to consider where their priorities are in terms of additional data that they want to see gathered.

Action – [REDACTED] to get in touch offline with subgroup members to get a list of priorities and send them to [REDACTED] and [REDACTED].

[REDACTED] reflected on some of the subgroup's previous requests:

- Looking at teacher census data there may be the ability, by considering the data around those completing probationers, to break down by sector what types of employment probationers go into if/when they leave teaching.
- Independent schools do not currently collect ethnicity data.
- How much of the data from the last meeting's presentation do the group want to see included in the April report (that isn't already).

Analysts need to understand what level and type of narrative the group want to see around the data in the April report. A further discussion around this will be needed.

Analysts will attend the March subgroup meeting. At that stage the April report will not be finalised but he group will be able to discuss narrative and how data should be framed.

Questions / points from group:

- **Can the data be broken down further (e.g. by different protected characteristics)? A deep dive into the data may help to inform what support is needed**. – Ethnicity and sex are the only protected characteristics collected in the teacher census. Other data can be broken down by protected characteristic   including by ethnicity, sex, age, disability and sexual orientation however need to be mindful that further breakdown is likely to result in suppression of data due to very small numbers .

- **Is there the ability to collect the number of applications and those accepted into institutions for ITE? –** HESA deals with students in University and UCAS deals with applications.

Action – [REDACTED] to look at whether additional analysis could provide a more robust picture.

- **What is the deadline for deciding definitely what additional data the group want to see collected/analysed?** Within the next 3-4 weeks ideally to allow analysts to establish a robust work plan.

- **There needs to be some clarity around the deliverables of the GTCS National Post role. The individual will be liaising with universities/institutions/colleges etc and may be able to provide much more detailed data.**

5. UPDATE ON GTCS NATIONAL POST

Victoria updated the group on the progress of recruitment for the new Senior Education Officer (National Race Diversity Lead). She advised that recruitment is in its final stages, that a successful candidate has been identified and that GTCS are currently finalising a start date and working through the administration.

The interview panel composition had been raised as an area of particular interest to the group. Victoria advised that the process was robust and that both Khadija Mohammed and Prof. Arshad sat on the panel.

6. AOB

Selma advised that Nuzhat had applied for the role of deputy chair of this group. There were no objections, she will take up this role from the next meeting.

There will be no Feb meeting, the next meeting is scheduled for the 10 March 2022.

At next week's meeting of the wider Stakeholder Network Meeting Victoria will report back on the subgroup's actions.

Selma suggested that future meetings should be framed around the themes in the action plan and that this should be pre-planned so far as possible to ensure that relevant speakers etc. can be scheduled. There was tacit agreement on this.

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Sixth meeting of:
DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP
Thursday 24 March 2022 (15:30-17:00)
VIRTUAL MEETING

</div>

Present
Selma Augestad, Chair, National Officer, Equality, EIS
Nuzhat Uthmani, Primary School Teacher
[REDACTED] Education Scotland
[REDACTED], Early Years and Childcare, Scottish Government
Yasmeen Hussain, SAMEE
Judith Mohamed, Head teacher
Andrea Reid, Glasgow City Council and ADES
Richard Bell, GTC Scotland
[REDACTED], Head of Professional Learning and Leadership,
[REDACTED], Education Workforce, Learning Directorate, Scottish Government
[REDACTED] Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Educational Analytical Services, Scottish Government

Apologies
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Victoria Smith, Director of Education, Registration and Professional Learning, GTC Scotland
Simon Cameron, Employer's team, COSLA

1. WELCOME AND INTRODUCTIONS
Selma welcomed everyone to the meeting. There were a number of apologies this month. Selma welcomed Richard Bell to the meeting who attended in place of Victoria Smith.

2. MINUTES AND UP-DATE ON ACTIONS FROM THE PREVIOUS MEETING
No comments received on the January minute, as such this was agreed to be finalised and signed off.

Selma gave an update on the following actions:

A. ***Action A and B taken together:* [REDACTED] to invite SG analytical services colleagues to a meeting in February of the DITPEW subgroup to present a draft of the data publication.** Action closed. **[REDACTED]** is attending this meeting and the data publication will be covered under agenda item 4.

B. **[REDACTED] to pick up with SDS to find out what action was taken around posters that were previously developed.** Action remains open. **[REDACTED]** has been in touch with SDS and hopes to have an update soon.

C. **[REDACTED] to pick up with Fair Work colleagues to understand what they have done previously and see what, if anything, can be learnt from their experiences.** Action closed. Email was circulated following the January meeting.

D. **[REDACTED] to contact Andrea Reid to understand what measures to increase numbers of Black and minority ethnic teachers, are in place in Glasgow City Council.** Action closed, Andrea helpfully supplied some resources that have been attached to the agenda for this meeting.

E. **[REDACTED] to get in touch offline with subgroup members to get a list of priorities and send them to [REDACTED] and [REDACTED].** Action closed. The suggestions, where possible, have been incorporated into the draft data report as attached to the agenda for this meeting.

F. **[REDACTED] to look at whether additional analysis could provide a more robust picture.** Action closed. As above, incorporated where possible into this year's report.

3. ACTION GRID AND MILESTONES

Selma thanked members for all of their work on the actions grid. She noted that the document remains live and is currently in a good place. Next steps are to consider potential milestones for each of the actions. There is recognition that some of the action owners do not sit on this group and that it would be inappropriate for the subgroup to set strict timelines for the work of other organisations. It is however important that the group set timescales around the actions specifically of the group.

The group considered each of the thematic areas in turn, reflections on the timelines around these are below:

Theme 1 – Supporting the BME workforce
- There are clear links here to the Building Racial Literacy (BRL) Programme, run by **[REDACTED]**. The group would find it helpful to have the opportunity to reflect on the outcomes of the BRL programme and what it means for our actions.

Action: [REDACTED] to arrange meeting in June to focus on Theme 1, including an agenda item relating to reflections on the BRL programme.

- Work needs to be done here around the interaction with the work of the Racism and Racist Incidents subgroup. **[REDACTED]** reflected that they are currently looking at the whole school approach.

Action: [REDACTED] to develop a paper that can be brought to the June meeting of this subgroup regarding the RRI subgroup's whole school approach.

Theme 2 – GTCS National Post
- Members would find it helpful, once known, to have a short bio of the person in the role and the work that they will be doing. GTCS confirmed that they are considering comms around the successful applicant taking up post.
- Milestone - Hope is that the person will be in post in time to attend the April meeting of this subgroup.

Action: GTCS to share professional bio/remit on post holder and their role ahead of the April meeting

Action: [REDACTED] to invite post-holder to the April meeting

Theme 3 – ITE framework

- Milestone – Khadija Mohammad doing much of the work in this area. Have agreed that she will attend the May meeting of this subgroup to update us on her work and how it interacts with our other 3 actions. She hopes to have something that can be shared ahead of that meeting with members for their consideration.

- Questions from members around whether this action relates specifically to ITE or whether it should be broader than that and include ELC, support workers etc. Members reflected that given Khadija's ELC expertise she would be well placed to advise on embedding the ambitions of the sector in this action.   Some reflection that the access routes to ELC are not as clear cut as into teaching so consideration needs to be given to that.

Action: [REDACTED] to consider whether there is scope for including ELC ambitions as part of this action.

Action: [REDACTED] to add agenda item to May meeting that relates to how ELC can be incorporated into this action.

Action: [REDACTED] to link up with Support Staff Working Group ahead of May meeting to see if there is anything that we can learn from them, whether there is scope for joint work.

Theme 4 - Data
- Milestone – next step is publication of the data report on 6th May 2022.

4. REFLECTION ON DRAFT ANNUAL DATA REPORT 2022

Selma welcomed reflections on the draft data paper, these will be captured and circulated in a further version after the meeting. Selma reminded members that this paper is confidential until after publication on the 6th May.

Initial reflections:
- Members asked what new data had been added since the last publication. **[REDACTED]** agreed to take the question away.
- Members asked if there is any data on part-time teachers. Could be included potentially from next year.
- Members reflected that the data related to the University of Aberdeen seemed to be incorrect.

Action: [REDACTED] to quality assess the data and correct any discrepancies.

Comments related to future iterations of the publication:
- Members would like to see the data sets widened to cover more than just teachers. **[REDACTED]** suggested that ELC data sets could be considered for next year's iteration.

Comments relating to communications around the data report:
- Need to consider how to raise awareness, and with whom, around just how underrepresented minority ethnic groups are in ITE and teaching. For example the data comes from universities but that doesn't mean that they wouldn't benefit from seeing it in this format, and seeing it compared against other institutions.

- Need to be considering how this information is utilised during early careers advice conversations with young people. Are teachers aware of the data? What about career counsellors etc?
- Members reflected that we must be mindful in any communications about the sensitive nature of the data.   We should think about how to offer support alongside raising awareness. Some potential to signpost towards support (e.g. SAMEE etc.) Should also highlight the work being done to correct the issue of underrepresentation eg the actions of this group creating the conditions to increase the numbers of minority ethnic teachers.

Action - members to comment on the draft data report within next week.

Action - members to scan report and identify comms requirements and where there is a need for support/what that signposting should look like.

5. UPDATE ON GTCS NATIONAL POST

Richard updated in Victoria's absence. Hopeful that the successful applicant will be in post from 18th April 2022. There are GTCS communications planned around them starting (including relating to who they are, the remit of the role etc.) Will liaise closely with this group regarding these.

6. AOB

No AOB was raised. Next meeting of this group is scheduled for 25 April 2022.

DIVERSITY IN THE TEACHING AND EDUCATION WORKFORCE SUB-GROUP
Monday 25 April 2022 (15:30-17:00)
VIRTUAL MEETING

Present
Selma Augestad, Chair, National Officer, Equality, EIS
Nuzhat Uthmani, Primary School Teacher
[REDACTED], Education Scotland
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Asif Chishti, Senior Education Officer (National Race Diversity Lead), General Teaching Council Scotland
Navan Govendar, Anti-Racist Educator
[REDACTED], Early Years Workforce Team, Scottish Government
[REDACTED] Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government

Apologies
Judith Mohamed, Head teacher
Andrea Reid, Glasgow City Council and ADES
[REDACTED], Head of Professional Learning and Leadership,

1. WELCOME AND INTRODUCTIONS
Selma welcomed everyone to the meeting and noted apologies. Yasmeen Hussain has given notice that she will be stepping away from the subgroup due to other commitments. **[REDACTED]**has spoken with Khadija from SAMEE and she has confirmed that she is working to identify an alternative SAMEE representative.

Selma welcomed Asif Chishti to the group. Asif has recently joined the General Teaching Council for Scotland as the new Senior Education Officer (National Race Diversity Lead). He will now sit on this subgroup as the GTCS representative.

Asif gave a short introduction. He has been a teacher for the past 18 years, initially in French and German in Fife Council. He then spent 3 years teaching in Malaysia. Asif was most recently Principal Teacher of modern languages at Dunfermline High School, with additional responsibility for supporting probationers. He was also a visiting specialist for Moray House, Edinburgh University, doing work with modern languages PGDE students.

2. MINUTES AND UP-DATE ON ACTIONS FROM THE PREVIOUS MEETING
There were no comments on the minutes from the March meeting of the subgroup, as such these are considered to be finalised.

Selma gave an update on the following actions:

A. **[REDACTED] to pick up with SDS to find out what action was taken around posters that were previously developed.** Action closed, **[REDACTED]** confirmed that the posters are now available to be used, though he is still seeking clarity around how they are being actively promoted. The posters can be found here - https://www.myworldofwork.co.uk/teaching-resources/dwy-job-posters

B. **[REDACTED] to add reflection on BRL programme to June DITPEW agenda.** Action remains open.

C. **[REDACTED] to develop paper related to whole school approach that can be brought to the June DITPEW meeting.** Remains open with amendment. **[REDACTED]** clarified that her paper relates to the Building Racial Literacy Programme, and that she will bring this to the June meeting. She suggested that it may be worth bringing the Racism and Racist Incident's subgroup's skeleton document on the whole school approach to the June meeting – **[REDACTED]** to pick up with the RRI Subgroup workstream lead.

D. **GTCS to share bio/remit in post-holder and their role ahead of April meeting.** Action closed.

E. **[REDACTED] to invite post-holder to April meeting.** Action closed.

F. **[REDACTED] to pick up with [REDACTED] about the potential for adding more around ELC to the group's ITE framework action theme.** Remains open.

G. **[REDACTED] to add ELC within framework action to agenda for May DITPEW meeting.** Remains open.

H. **DITPEW members to comment on data publication by Thurs 31 March 2022. AND Members to reflect on and identify comms requirements and need for support alongside publication. –** Actions closed.

3. ACTION GRID AND MILESTONES

Selma introduced this agenda item. She advised that the purpose of having this as a standing agenda item is to ensure that the document remains live and that members have the chance to continually reflect on the group's actions and progress. Since the last meeting the table has been further populated, particularly with milestones, and shared with the Cabinet Secretary. Selma reiterated that the subgroup are mindful not to set timescales for other organisations/action owners.

Members offered the below reflections:

Action Theme 3
- Is it possible to get an update from each ITE provider as to what action they are taking to addressing the issue of underrepresentation? Understand that Khadija is working on a framework but is there work that can be done before we get this?
    o What about asking ITE institutions to conduct an audit that spans module design, staff development etc?
    o Can we learn anything from the work that Education Scotland are doing in schools – there is a sense that the work in that area is progressing at pace but that not much is changing in the ITE sector.
    o One member noted that their sense is that this work is being led largely by individuals where there is already progress but that, at times, there is a risk that institutions misrepresent this progress as being institution wide.
    o Could there be a link here with the dissemination of the data report? In any communication with ITE institutions could the group ask what is being done to address the issues?
    o If data is being collected from IT institutions we need to think carefully about what info we are then asking for. In short we need to ensure that actions are attributed to the individuals undertaking them and are not inadvertently attributed to full institutions. Can we ask for evidence as part of that data collection - if institutions are claiming that goals are being met then what evidence is there for that (e.g. can we ask for the names of working groups etc.)

Action Theme 1
- The subgroup agreed that there is a need to think about how it can encourage good practice.
    - EIS are currently carrying out research that is essentially framed as asking Local Authorities "do you have any plans to address underrepresentation?" There has been a mixed response, from 26 Local Authorities, at this stage. Currently EIS are collating the feedback.
    - There may be scope for ITE leaders to attend the Building Racial Literacy. This idea was well-received by members of the subgroup.
    - **[REDACTED]** at Strathclyde named as a possibility of someone that could be contacted about the good work they are already doing.

Action: Subgroup members to identify individuals from an ITE setting that may wish to be engaged in cohort 2 or 3 of the Building Racial Literacy Programme.

- Members highlighted that the word 'bullying' should be removed from action 1(c) and that it should be made clear that this relates to student staff, not just the permanent workforce.

Action: [REDACTED]to update action grid to remove 'bullying' from action 1(c) and broaden language to students coming in.

4. ANNUAL DATA PUBLICATION – DISSEMINATION AND COMMUNICATIONS

Selma introduced this agenda item, the purpose of which was to discuss how the report can be communicated and used. This includes identifying who needs to see the report and how we should expect them to engage with its findings. A number of bodies were initially identified including the general education workforce, ITE institutions, Local Authorities/RICS and the other REAREP working groups, ADES, parent groups etc. – note that this list is not exhaustive.

Subgroup mindful that communication format will be different for each of these groups. Some suggestions given were; letters from the subgroup, posters/infographics, two-page summary etc. Members reiterated the need for a support document to sit alongside any communications.

There was a recognition that the data report could be inaccessible to some people that we feel need to be aware of the message. Could consideration be given towards a poster/infographic that could be circulated? Feedback from Scottish Government colleagues was that we would need to think carefully about what the group wanted to see. Whilst there may be funding available for something like this it would need authorised by the Programme Board and Scottish Government Ministers. Alternatively it may be possible that Scottish Government comms colleagues could put together a simple infographic without any messaging within it.

Action: [REDACTED] to speak to Scottish Government communications colleagues about the possibility of creating an accessible version of the headline data (e.g. infographic showing lifespan of a teacher and highlighting drop-off points/work to address these).

Subgroup members flagged the importance of the data reaching the workforce on the ground, given that there is a fundamental lack of understanding as to how significant the issue of underrepresentation is. There is a view that raising the profile of this data adds weight to the benefits of positive action to address lack of diversity. It was suggested that writing to all local authorities would achieve this.

Any communications should explain that the issue is not just a central-belt one and should highlight the benefits of a racially diverse workforce, not just directly on Black and minority ethnic staff and children but in the wider context.

Members suggested that there could be a link-up with the Moray House 'Teaching in a Diverse Scotland' speaker series.

Members suggested that may wish to look into ways to increase the profile of the subgroup's work, and the data within the report. Would there be the potential for engaging with a celebrity for example? Suggestions also included asking the young people s who spoke at the launch of Rowena's second report to speak, likewise some of the Show Racism the Red Card's captains.

Next steps – the data report will be published on the 6th May 2022. **[REDACTED]** has a meeting with Scottish Government communications colleagues tomorrow and will feedback to the group.

==**Action: [REDACTED] to meet with SG communications colleagues regarding comms for the data report. She will then feedback to the subgroup via email.**==

5. AOB

No AOB was raised. The next meeting of the subgroup will take place on the 17th May 2022 between 14:30 and 16:00. Khadija Mohammed will attend to speak to the work that she is doing for SCDE.

Selma gently reminded members to please let the secretariat know if they will be unable to attend a meeting, this is to allow time to rearrange if necessary.

Eighth Meeting of:
DIVERSITY IN THE TEACHING PROFESSION AND EDUCATION WORKFORCE SUB-GROUP
Tuesday 17 May 2022 (14:00 – 15:30)
VIRTUAL MEETING

Present
Selma Augestad, Chair, National Officer, Equality, EIS
Nuzhat Uthmani, Primary School Teacher
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Asif Chishti, Senior Education Officer (National Race Diversity Lead), General Teaching Council Scotland
Simon Cameron, Chief Officer – Employer's Team, COSLA
Judith Mohamed, Head teacher
Khadija Mohammed, Senior Lecturer in Education, School of Education and Social Services, University of West Scotland
[REDACTED], Education Workforce Team, Scottish Government
[REDACTED], Early Years Workforce Team, Scottish Government
[REDACTED]Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government

Apologies
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Professional Learning and Leadership (Race Equality), Education Scotland
Andrea Reid, Glasgow City Council and ADES
Navan Govendar, Anti-Racist Educator
Sara Medel Jiménez, NASUWT

1. WELCOME AND INTRODUCTIONS

Selma welcomed everyone to the meeting and noted apologies. She reminded members to give apologies in advance to allow for appropriate planning by the group's secretariat.

Selma welcomed Khadija Mohammed to the meeting to speak to the work that she is doing for the Scottish Council of Deans of Education (SCDE) in relation to developing a national diversity framework for ITE.

2. MINUTES AND UP-DATE ON ACTIONS FROM THE PREVIOUS MEETING

Selma advised that there had been one small amendment to the minute from the previous meeting, whereby Asif updated the introductory section about himself. Members acknowledged and the minute was agreed.

Actions update:
   A. **[REDACTED] to add reflection on BRL programme to June DITPEW agenda** – remains open
   B. **[REDACTED] to bring paper relating to reflections on BRL programme to June meeting.** – Action closed. Paper was circulated to members on 17 May 2022. **[REDACTED]** will speak to the paper at the June meeting.
   C. **[REDACTED] to speak to RRI subgroup's draft whole school approach at June meeting.** – remains open.
   D. **[REDACTED] to pick up with [REDACTED] about the potential for adding more around ELC to the group's ITE framework action theme.** – Closed. To be discussed under item 4.

3. NATIONAL ANTI-RACIST FRAMEWORK FOR ITE – PRESENTATION AND DISCUSSION

Selma invited Khadija Mohammed to speak to the work that she has been commissioned by SCDE to carry out in regards to developing a national anti-racist framework for ITE.

Khadija advised that members of this subgroup had been involved in the very early stages of discussion relating to the work as critical friends. Khadija spoke to five key areas:

Marketing/recruitment

There is a need to create a sense of belonging for potential minority ethnic students. Feedback continues to be "*I can't see myself being a teacher because none of them look like me*". There are a number of vehicles for this messaging, including videos/blogs etc. from existing minority ethnic ITE students and teachers.

It was suggested that there may be scope for undergraduate programmes to partner with schools and that there has been some successful work in this area in England that could be learnt from. Additionally, with regards to postgraduate recruitment, is there scope for linking up with other degree programmes that already have a strong pool of diverse candidates?

Khadija reflected on some of the ITE admissions processes that she has come across and the fact that these are likely to act as obstacles to minority ethnic applicants. These include problematic interview questions and lack of representation on panels. Khadija has asked institutions for a sample of the questions that are asked at admission but has received a very mixed response, with some reluctant to share.

Building racial literacy – Teacher Educators/students

Khadija noted that a key element of the framework would be to foster an overarching anti-racist culture. There was a recognition of the lack of individuals with sufficient anti-racist expertise who are able to input into things like anti-racism policies and practice. Khadija is keen that ITE institutions consider the practices within their institutions that act as barriers to students of colour and that they think about embedding systematic anti-racist practice.

Increasing diversity within the education workforce includes the ITE workforce – Khadija noted that there are very few minority ethnic individuals employed within ITE.

It is important that, throughout their ITE journey, institutions are building the racial literacy of their student teachers. They need to ensure that they are having conversations about race and that student teachers are then comfortable in discussing these issues with their own students in future. Khadija has undertaken some engagement with minority ethnic students about their racial identity and has found that often they do not feel as if there is room for such discussions within their institution.

As always it is important to be clear that just because you are a minority ethnic teacher, it doesn't automatically mean that you are an anti-racist one. .

ITE curriculum

There is a need to reframe how an anti-racist curriculum is considered and perceived. This includes how the curriculum is taught. Khadija's reflection is that there is a need for a very explicit reference around developing an anti-racist curriculum, and not simply small bits here and there across the curriculum.

There is a need to ensure that minority ethnic staff and students see themselves reflected within the curriculum and that there are safe spaces cultivated that enable people to feel safe in discussing issues of race.

School Placement
The framework needs to be clear and explicit in how closely institutions should work with schools in supporting minority ethnic students on placement. This includes a need for clear guidance in placement handbooks which outlines processes that students should follow in raising concerns about issues relating to race and equally where they can access support for their health and wellbeing.

Policies relating to the recording of and response to racism and racist incidents during placement must be included in the framework.

Probationary Period
Khadija raised the question of whether this should be included within the framework. The sense was that it should be. She offered anecdotal evidence of students who have successfully completed their placement but then go on to face significant challenges during and following their probationary period.

Selma then opened the discussion to questions, comments and discussion around Khadija's presentation, this is summarised below:

What format will the framework take and how will it be implemented? - Still in the early stages of development and Khadija had considered including a short paragraph on each of the above areas and then some reflective questions, however there was discussion around whether suggested 'actions to take' would be more effective.

In terms of how the framework will be enforced, this has not yet been considered in detail. Essentially this is likely to be a guide and it would be for SCDE, who have commissioned this work, to think about potential enforcement. Prof. Arshad agreed that it is right that we ask this question of SCDE. She also suggested that there is a need for GTCS to also be involved. They have recently communicated to her that this issue would be considered at every reaccreditation event.

Members were clear that strong buy-in from senior and middle management teamsis essential to ensuring success. If SMTs are lukewarm then this is likely to filter down throughout the workforce. This needs to be long-term buy-in too, this is not an issue that will only need to be addressed once.

Members suggested that, once the framework is launched, there could be scope for a recording to be made around how the framework can be utilised. Passion and clarity will win over some people.

Asif spoke to the point around the accreditation process. He advised that GTCS are currently evaluating that process and he agreed that this work needs to be linked in to that. He suggested perhaps there was scope for the annual data report to be used as a prompt for annual action planning – essentially developing an annual cycle.

Asif advised that in June he is meeting with colleagues from the Education Workforce Council in Wales around how they are looking at support for minority ethnic applicants, both before and after the application process (whether successful or unsuccessful).

==Action – Asif to feed back to the subgroup following his meeting with the Education Workforce Council.==

Simon suggested that he agreed with the need for support for those on placement. Consideration is needed around what needs to be built into the entire system in order to effect change not just now but also into the future.

Members reflected that support needed to be developed for in-school mentors. Nuzhat suggested that advice for mentors on how to handle racist incidents might be useful within the placement handbook. Suggestions included advice on sensitivities, taking account of identities and developing an anti-racist community environment).

Selma highlighted that, within the subgroup's action plan, there are actions out with the framework theme that relate to Khadija's work.

Is Khadija already gathering examples of 'good practice'? – She reflected that unfortunately what she had was plenty of examples of poor practice. Some concerns too around the use of the term 'good' practice. This work, in most areas, is only in its infancy and as such there is a reluctance to commit to it being good until it proves to be such. Would it be more appropriate to call it 'innovative' practice?

Action – Subgroup to consider whether to change terminology within action grid from 'good' practice to 'innovative' practice.

Selma then asked how the subgroup can support Khadija with this work going forward. Khadija suggested that once there is a draft ready she will share with the subgroup for comment.

4. EARLY LEARNING AND CHILDCARE

Khadija commented that she is pleased that the group are considering ELC as well, in terms of the framework as it is clear that there is overlap.

Selma invited **[REDACTED]** to speak to this item. He advised that, whilst there is overlap, routes into ELC are less linear than they are for teaching. Within Scottish Government, ELC colleagues are at the stage of considering a number of workshops as part of the work around the ELC Workforce Strategy. The suggestion is that these workshops would be the best place to speak with key ELC stakeholders about the ITE framework and whether it could be adjusted to work for ELC.

Nuzhat asked whether there had been any/many nursery establishments reaching out to seek anti-racism training for their staff. She said that sometimes it's necessary just to go ahead and get started. There are organisations that could be linked in with that are outwith education. Nuzhat reflected that she herself was delivery anti-racism training for Children in Scotland that she thinks would be interesting for ELC. https://www.eventbrite.com/e/creating-racially-diverse-inclusive-settings-for-children-young-people-tickets-274910112547?aff=ebdsoporgprofile

[REDACTED] advised that he has been approached regarding the ' Developing the Young Workforce Live' calendar. This is an opportunity to reach a substantial number of young people and to promote a career within our sector and there may be an opportunity here for the subgroup and our members.

Action – [REDACTED]to circulate information relating to 'Developing the Young Workforce'

In terms of the DITPEW subgroup and the support that it can offer the Workforce Planning Group, **[REDACTED]** suggested that steering group members have been identified and bilateral conversations have started. It is likely that there will be scope for members of the DITPEW group to be involved too.

5. ANNUAL DATA REPORT DISSEMINATION

Selma updated the group that letters highlighting the annual data report, its key findings and reflective questions to SCDE (who will disseminate to ITE institutions) and to Directors of Education within Local Authorities. Copies of these letters have been shared with all members by **[REDACTED]**.

Scottish Government communications colleagues have advised that they are not in a position currently to circulate an infographic. Selma suggested that this is something that she is looking into from an EIS perspective.

Action – Selma to update members as to progress with EIS posters/infographic related to underrepresentation.

Members once again reflected on the fact that so many individuals are listed as having an unknown or undisclosed ethnicity.

6. EIS – RECRUITMENT RESPONSES FROM LOCAL AUTHORITIES

Due to time constraints members agreed to touch on this item but to also return to it at the June meeting.

Selma advised that EIS have now concluded their information gathering exercise and have received responses from 26 Local Authorities. 13 of those who responded had recently reviewed their recruitment practices. 7 of those had plans in place to address underrepresentation.

Action – Selma to circulate paper related to EIS information gathering exercise on recruitment practices within Local Authorities.

Nuzhat touched on the positive action being taken by Glasgow City Council. The five acting Principle Teacher posts within Glasgow City Council have been launched again for this year (closing date for applications 27 May). Of the successful applicants last year, one went on to secure a permanent position. Nuzhat reflected that, following engagement with minority ethnic educators, it is clear that lack of communication about these positive actions is problematic.

By contrast, members reflected on the fact that **[REDACTED]** tried to carry out a similar **[REDACTED – exemption under S30(b)(i) of FOISA]**. There seems to be some disparity around how lawyers are interpreting the law in this area. Might it be worth the subgroup holding a Q&A session with a judge/lawyer to look at this? Simon suggested that the confidence within Local Authorities generally to take positive action was low, with many automatically assuming that it was positive discrimination. He agreed that a session with a legal representative would be useful and also suggested engaging with HR leads.

Action – DITPEW members to look into discussion with legal/HR reps around the legalities and practicalities of positive actions.

7. ANY OTHER BUSINESS

Selma advised that the Cabinet Secretary has now signed off the REAREP action grid in principle. Nuzhat suggested that she would like to share a report she compiled for Glasgow City Council on behalf of EIS' Glasgow BAME netowrk ahead of the June meeting.

Action – Nuzhat to share paper that she has compiled for Glasgow City Council on behalf of EIS' Glasgow BAME Network

Ninth Meeting of:
DIVERSITY IN THE TEACHING PROFESSION AND EDUCATION WORKFORCE SUBGROUP
Tuesday 14 June 2022 (15:00 – 17:00)
VIRTUAL MEETING

Present
Selma Augestad, Chair, National Officer, Equality, EIS
Asif Chishti, Senior Education Officer (National Race Diversity Lead), General Teaching Council Scotland
Simon Cameron, Chief Officer – Employer's Team, COSLA
[REDACTED] Education Scotland
Andrea Reid, Glasgow City Council and ADES
Navan Govendar, Anti-Racist Educator
Zemeta Chefeke, SAMEE
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Early Years Workforce Team, Scottish Government
[REDACTED] Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government
[REDACTED], Equalities in Education Team, Scottish Government

Apologies
Nuzhat Uthmani, Primary School Teacher
Professor Rowena Arshad, former Head of Moray House School of Education and Sport
Judith Mohamed, Head teacher
Louise Barrett, SCDE

1. WELCOME AND INTRODUCTIONS
Selma welcomed everyone to the meeting and noted apologies. She welcomed new members Zem Chefeke and Louise Barrett (in absence) to the group.

Selma advised subgroup members that Prof. Rowena Arshad has given notice that she will be stepping back from this group. The group put on record their thanks to Rowena for all of her work and wished her well for the future.

2. MINUTES AND UP-DATE ON ACTIONS FROM THE PREVIOUS MEETING
Selma advised that there had been no comments to the minutes from the May meeting. No comments were raised at the meeting and the minute was agreed.

Actions Update:
   A. **[REDACTED] to add reflection on BRL programme to June agenda.** – Closed

   B. **[REDACTED] to bring paper relating to BRL programme to June meeting** – Closed

   C. **[REDACTED] to speak to the RRI subgroup's Whole School Approach at June meeting** – Closed.

   D. **Asif to feedback to the subgroup following his scheduled meeting with the Education Workforce Council.** – Closed, update under agenda item 3.

   E. **Subgroup to consider whether to change terminology under action theme 3(b) from 'good practice' to 'innovative practice'.** – Closed. There was some discussion around terminology. It was agreed to change the term 'good practice' within the action grid to 'emerging practice'.

ACTION – [REDACTED] to update action grid to reflect the change in terminology from 'good practice' to 'emerging practice'.

F. **[REDACTED] to circulate information relating to 'Developing the Young Workforce'. –** [REDACTED] gave a brief update on the DYW opportunity. This offers the group the chance to potentially run sessions that reach children/young people and to engage with them about career opportunities within the education sector. Members felt this could be a good opportunity to encourage BME young people to consider a career in education. **[REDACTED]** suggested this might be good to discuss alongside the positive practice being done by Glasgow City Council (on August agenda). Selma asked that the group consider and this will be added as an agenda item to the August agenda.

ACTION – [REDACTED] to add Developing the Young Workforce sessions to August agenda.

ACTION – [REDACTED] to speak with SDS about the practicalities of running a DYW session ahead of the August meeting. [REDACTED] to link up with [REDACTED] and the DITPEW chair(s) ahead of the August meeting re the group's input.

G. **Selma to update members at June meeting as to the progress of EIS posters/infographic related to underrepresentation.** – remains open.

H. **Selma to circulate paper related to EIS information gathering practices within Local Authorities.** – remains open.

I. **DITPEW members to look into discussion with legal/HR reps around the legalities and practicalities of positive actions.** – Remains open. Members felt that this should be added to the August agenda and linked in with the discussion related to Glasgow City Council's positive actions. Asif suggested that we could also link in with the ADES Resource Group. Andrea suggested Asif also speak to Douglas Hutchison.

ACTION: Asif to link in with Simon Cameron and ADES ahead of the August meeting to discuss the practicalities of a session on the practicalities and legalities of positive action.

ACTION: [REDACTED] to schedule meeting of mini working group (including Asif, Simon and Andrea) to organise HR/Legal session on positive actions.

ACTION: [REDACTED] to add HR/Legal session on positive actions to the August agenda after Nuzhat's item on GCC's actions.

J. **Nuzhat to share paper that she has compiled for Glasgow City Council on behalf of EIS' Glasgow BAME network.** – remains open.

3. UPDATE ON ITE ACCREDITATION

Work is in train in this area within GTCS. The process for ITE accreditation considers equality broadly. It looks at the content of ITE courses as well as what ITE providers are doing to encourage a diverse range of entrants. It considers support for students both during their course and on placement.

It must be remembered that any changes to the accreditation process would need to go through the relevant governance processes and be agreed by GTCS members. It would then be subject to consultation.

Asif also gave an update on his meeting with the Education Workforce Council (Welsh equivalent to GTCS). During this meeting they discussed areas of similarity between Wales and Scotland but also areas of divergence. Key takeaways from that meeting:

- Wales don't have a target equivalent to Scotland's 4% by 2030 target. The focus within Wales is almost entirely towards ITE and takes little account of the employment sector – they have a loose aspiration of a 5% BAME intake into ITE.
- In 2019 there was a Welsh publication equivalent top Rowena's report. It highlighted the need for support for BAME candidates applying for ITE, including for those who are unsuccessful. There is some emerging practice in this area within Wales. Asif will meet again with his counterparts to look further at where action can be taken forward.
- The Education Workforce Council suggested that there is work underway in Cardiff, by Cardiff City Council to support minority ethnic teaching assistants into converting to become teachers. The reason for this is that it has been identified that the teaching assistant population is more diverse than the teaching cohort. Asif confirmed that he will be speaking to the Education Workforce Council again and will find out more around how minority ethnic teaching assistants are supported to gain the appropriate qualifications to convert to teaching.

ACTION: [REDACTED] to ask SG data colleagues whether we have ethnicity data for the teaching assistant population.

- Curriculum reform in Wales is something they are very proud of.
- There is an incentive (money) scheme being run by Welsh Government with the aim of attracting BAME teachers to the profession.

4. BUILDING RACIAL LITERACY – INTERIM EVALUATION

[REDACTED] presented to the group on the interim evaluation of the Building Racial Literacy (BRL) programme. She spoke to the slide-pack that has been circulated alongside this minute.

Applications for the next two cohorts closed on Monday 13 June however the deadline has been extended for a couple of target groups. There is capacity on the programme for 200 participants and they currently have 208 applications. **[REDACTED]** expressed her thanks to SCDE for ensuring applications from programme leads from each ITE provider. Currently all but two have applied.

Applications from people of colour make up 13% and 28% represent system leaders. Thanks to Asif there have been a number of applications from GTCS. In terms of Local Authority applications there are gaps across a few Local Authorities.

Roughly 10 individuals from cohort 1 have agreed to return as facilitators for cohorts 2 and 3. There is thinking ongoing, including with Asif and the new SQA rep, around increasing capacity and building sustainability into the programme.

In terms of evaluation, this is done throughout the programme including through pre and post-programme surveys. Further feedback sessions over the coming 12 months will be used to assess the longer term impact of participation. Feedback from cohort 1 participants has been overwhelmingly positive and there is plenty of work ongoing outside of the programme with the cohort 1 alumni.

Example of qualitative data was shared in the chat - [Decolonising the Curriculum: Exploring Positive Narratives that Challenge Assumptions, Empower Learners and Inspire Unity (education.gov.scot)](#)

Questions/Comments:
- Navan – this is really impressive and it will be interesting to see the longer term impacts. Really encouraging to hear about the networks established and sustained engagement with previous alumni. If there is a resource that comes out of the programme that can be shared that would be great.
- **[REDACTED]** – thinking about how to better communicate the benefits of the programme.
- **[REDACTED]** – Thinking must be done now around how we continue to support this programme. There have been discussions in the ELPL subgroup around building confidence and capability and the need for ongoing learning opportunities. One thought is around the possibility of further co-creating opportunities, with a view to keeping people engaged in the work.
- Navan – If more system leaders join the alumni then the network and influence is likely to grow to reflect that.
- **[REDACTED]** – Could future partnerships with ITE institutions mean additional possibilities for post-graduate study.

5. RACISM AND RACIST INCIDENTS (RRI) SUBGROUP – WHOLE SCHOOL APPROACH

Selma introduced this item, she advised that members of this subgroup have already been engaged with the RRI subgroup and have fed-in to the draft document attached to the agenda. The purpose of this item is to get an update on progress to date from and to allow DITPEW members a further chance to comment.

[REDACTED] presented the draft paper. She advised that the RRI subgroup are still in the early stages of developing this whole school approach document. It represents one of the few actions that the group have so far agreed to. Nuzhat and **[REDACTED]** have made clear to the RRI members that the document must adequately reflect the needs to BME staff as well as those of children and young people. As such Nuzhat and **[REDACTED]** added text related to the voices of adults and educators and on challenging children's racism towards staff. They reflected that clear guidance for employers would be helpful to have and that this may be a key area where the DITPEW subgroup could support.

There was also reflection around the need for reference to parents and carers.

ACTION: [REDACTED] to gather and collate DITPEW members' comments on the RRI whole school approach document and to take back to the RRI subgroup.

Selma suggested that this should be reflected within the subgroup's action grid.

ACTION: [REDACTED] to draft reference to the whole school approach document and employers guidance to the DITPEW action grid.

Asif reflected that he really welcomed the inclusion of racism and racist incidents towards staff within the whole school approach draft. He also suggested that the reference to a legal framework was vital in addressing what exactly a racist incident is and when it should be recorded as such.

Asif raised concerns around the definition associated with 'gaslighting' in the terminology section. He suggested that this needs to be revisited.

6. CHAIRING OF THE DITPEW SUBGROUP AND NEXT 6 MONTHS

This meeting marks a year of the subgroup existing. Selma took the opportunity to thank members for all of their collaborative working.

Selma asked for thoughts from the group on chairing arrangements for the next 12 months.

Members voiced their support of Nuzhat as chair and asked that a congratulations on her promotion be put on the formal record. Asif suggested that he would be keen to support Nuzhat in her role as chair, including attending pre-meetings if this would be helpful. Members raised the question of whether a co-chairing arrangement would be more appropriate.

ACTION: [REDACTED] to pick up, as secretariat, with Selma, Nuzhat and Asif to consider the best chairing arrangement and to discuss practicalities.

Selma explained that the ToR will require updating to reflect the up to date membership list and, once agreed, the new chairing arrangement. It was agreed that going forward the ToR would agree to the Chair being reconsidered after 12 months.

ACTION: [REDACTED] to update ToR and circulate to members for comment.

7. ANY OTHER BUSINESS

- No meeting in July. Next meeting will be in August, with the new chair.

ACTION: [REDACTED] to put next 6 months' worth of meetings into calendars.

- **Scottish Learning Festival – [REDACTED]** explained that this event is scheduled for the 21st and 22nd of September and that the theme this year is around centring the learners within education. Selma, **[REDACTED]** and **[REDACTED]** have discussed and think that this would be a good opportunity to run a session around the experiences of BME educators. It would provide the chance to highlight underrepresentation and the steps being taken to address it. **[REDACTED]** advised that she has submitted an application to run such a session and that we should know by the end of the month if this has been successful. Text of proposal (as posted in chat) below:

Title of the Seminar:
You Can't Be What You Can't See: Improving the experience of Minority Ethnic Educators in Initial Teacher Education
[The theme of the festival is "Being Me, Being Us," so that was my attempt at making that connection…]

Type of seminar: discussion panel

Description of the seminar:
With the under-representation of Minority Ethnic (ME) educators in Scotland, how can we recruit and retain a diverse education workforce for every learner to thrive? The 2022 Diversity in the Teaching Profession Annual Data report shows that 1.8% of teachers identify as being from a ME background, still far from the 4% target by 2030. Starting off from Initial Teacher Educator, this seminar will explore the barriers faced by ME adult learners, key drop-off points and ways in which these can be addressed according to the Scottish Government working group looking at Diversity in the Teaching Profession and Education Workforce.

- **Data –** Members agreed that a meeting in August/Sept with SG data colleagues to start looking ahead to the 2023 data publication would be helpful.

ACTION: [REDACTED] to invite SG data colleagues to future DITPEW meeting.

- **Saroj Lal Award -** Asif raised the Saroj Lal award. He reminded members to nominate individuals for the award should they wish to and asked that, if possible, they use their social media platforms to promote the award. Closing date for nominations is 01 Sept 2022.

- **Saroj Lal Scholarship –** Asif also drew attention to the Saroj Lal Scholarship. Further information - Saroj Lal Scholarship | The University of Edinburgh

- **Code of ethics –** Asif raised awareness of the ongoing discussion relating to the code of ethics. He suggested that the group, where possible, promote involvement and engagement in this from BME professionals. From meeting chat: Ethics and the Teaching Profession - The General Teaching Council for Scotland (gtcs.org.uk)