

**Tenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Wednesday 24 August 2022 (15:30-17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Acting Principal Teacher and EIS Chair Anti-Racist Sub Committee
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead), General
Teaching Council Scotland

Louise Barrett, SCDE

Selma Augestad, National Officer, Equality, EIS

[REDACTED] Education Scotland

Andrea Reid, Glasgow City Council and ADES

Zemeta Chefeke, SAMEE

[REDACTED] Head of Professional Learning and Leadership, Education Scotland

[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

[REDACTED], Early Years Workforce Team, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed everyone to the meeting and noted apologies.

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

Nuzhat advised that there had been no comments to the minute of the June meeting. No comments were raised at the meeting and the minute was agreed.

Action update:

- **Actions 1 – 3 were taken together:** (1) [REDACTED] to circulate information relating to 'Developing the Young Workforce' (2) [REDACTED] to add Developing the Young Workforce session to the August agenda. (3) [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. – All closed, covered under agenda item 5.
- **Actions 4-7 were taken together:** (4) DITPEW members to look into discussion with legal/HR reps around the legalities and practicalities of positive actions. (5) Asif to link in with Simon Cameron and ADES ahead of the August meeting to discuss what is required to deliver a session on the practicalities and legalities of positive action. (6) [REDACTED] to schedule meeting of mini working group (including Asif, Simon and Andrea) to organise HR/Legal session on positive actions. (7) [REDACTED] to add HR/Legal session on positive actions to the August agenda after Nuzhat's item on GCC's actions. – All closed, covered under agenda item 9.
- **Actions 8 – 13 were taken together:** (8) [REDACTED] to draft reference to the whole school approach document and employers guidance to the DITPEW action grid. (9) [REDACTED] to update action grid to reflect the change in terminology from 'good practice' to 'emerging practice'. (10) [REDACTED] to pick up, as secretariat, with Selma, Nuzhat and Asif to consider the best chairing arrangement and to discuss practicalities. (11) [REDACTED] to update ToR and circulate to members for comment.

(12) [REDACTED] to put next 6 months' worth of meetings into calendars. (13) [REDACTED] to invite SG data colleagues to future DITPEW meeting. – all closed.

- Action 14 - Selma to update members at June meeting as to the progress of EIS posters/infographic related to underrepresentation. – remains open.
- Action 16 - Nuzhat to share paper that she has compiled for Glasgow City Council on behalf of EIS' Glasgow BAME network – Closed, covered under agenda item 8.
- Action 17 - [REDACTED] to ask SG data colleagues whether we have ethnicity data for the teaching assistant population. – Closed, at present this information is not collected.
- Action 18 - [REDACTED] to gather and collate DITPEW members' comments on the RRI whole school approach document and to take back to the RRI subgroup. – Remains open.

3. TERMS OF REFERENCE AND ACTION GRID

Nuzhat flagged the changes to the terms of reference and action grid that [REDACTED] has made since the June meeting. Members did not raise any concerns.

Asif suggested that the action drivers under action 2(c) should be changed to ITE providers and SCDE.

Action – [REDACTED] to update action grid to amend drivers for action 2(c)

4. UPDATE ON ENGAGEMENT WITH CHILDREN AND YOUNG PEOPLE

Nuzhat invited [REDACTED] to update on the REAREP's engagement with children and young people.

[REDACTED] explained that that Scottish Government had provided funding to Show Racism the Red Card (SRtRC) to manage a contract for engaging with children and young people on behalf of the REAREP. Unfortunately SRtRC were unable to deliver the work as stipulated in the contract and as such it was brought to an end. [REDACTED] advised that the intellectual property and data from that contract remains the property of the REAREP and that we can continue to utilise it.

Action – [REDACTED] to send members final minutes from contract with CRtRC and their engagement with children and young people.

Members asked what the timeline is for future engagement with children and young people.

[REDACTED] advised that the timeline is as soon as possible. Currently consideration is being given to what engagement is already ongoing with children and young people and whether there is scope for the REAREP to piggy back on this, given that we know that consultation fatigue amongst children and young people is a real issue.

5. UPDATE ON DEVELOPING THE YOUNG WORKFORCE (DYW) EVENTS

Nuzhat invited [REDACTED] to update on the work that she and [REDACTED] have been doing with regards to a potential DYW event(s).

[REDACTED] and [REDACTED] met with the team that lead on the DYW and had a discussion around the mechanics of running a session on their platform. There seems to be lots of flexibility, there are no hard deadlines to submit an application. [REDACTED] team are looking into running

a series of events focussing on early learning and childcare that will be aimed at a range of different ages, the focus being on career pathways into the profession. [REDACTED] suggested that the DITPEW group might consider doing something similar.

[REDACTED] explained that the platform used is e-Sgoil. It was originally developed to address teacher shortage in the Western Isles but has since been used nation-wide. We, as session organisers, would engage directly with teachers who would then deliver the session to learners. The group would need to do communication around the session with local authorities and schools to encourage engagement with the session.

[REDACTED] gave an example of sessions that are run in the side-chat of the meeting:

<https://www.e-sgoil.com/dyw/>

Nuzhat reflected that 1 session could be considered tokenistic and not overly useful, would be better to consider a series of sessions.

Asif suggested that the group needs to consider which parts of the system are responsible for encouraging young people into the profession. Operationally it's quite complex, with there being a role for a number of bodies including but not limited to Scottish Government, GTCS and ITE providers.

[REDACTED] advised that there is no cost associated with running a session(s).

Nuzhat advised that we need to think carefully about the content of any session to ensure that it addresses the issue of underrepresentation. Need to look at the benefits of a diverse workforce.

Action – [REDACTED] to set up a meeting with [REDACTED] , Nuzhat and Asif to discuss further.

6. SCOTTISH LEARNING FESTIVAL SESSION UPDATE

Nuzhat invited [REDACTED] to update the group on progress with regards to the session being run as part of the Scottish Learning Festival, entitled "You Can't Be What You Can't See: Improving the Experience of Early Career Minority Ethnic Educators".

[REDACTED] advised that several speakers have been agreed for the session, which will take place virtually on Wednesday 21 September at 14:00.

The agreed purpose of the session is to act as a call for action. Asif and Nuzhat will co-chair the session. Khadija Mohamed will speak to her understanding of the applications process and the barriers that minority ethnic individuals face, as well as to her ITE framework. Asif will then speak about better support for probationers. Nuzhat will share information and examples of the positive action work in Glasgow City Council. The session will end with Asif and Nuzhat summarising the call to action and signposting support mechanisms.

To date it has not been possible to find a probationer that is able and willing to speak to their experiences. Nuzhat suggested that she may have an individual within her own school that she can approach.

Action – Nuzhat to engage with probationer teacher around the Scottish Learning Festival session.

Khadija had been trying to identify an individual through SAMEE but there has been no update on this so far.

Andrea suggested it might be worth linking in with the Early Careers Lead too, her name is Jill Haywood.

7. EIS RECRUITMENT AND SELECTION SURVEY

Nuzhat invited Selma Augestad to deliver a presentation on a recent EIS survey of local authorities' recruitment practices pertaining to Black and minority ethnic teachers. Overall 26 local authorities responded.

Selma outlined that the survey asked local authorities 5 key questions:

1. Has an equality impact assessment of recruitment practices been carried out?
2. What is the local authority's process for appointing a recruitment panel and is any anti-racism or equality training required?
3. What is the local authority's process for selection and appointment?
4. What is the local authority's process for offering feedback to unsuccessful candidates?
5. Does the local authority have any plans to address underrepresentation of Black and minority ethnic teachers, including within promoted posts?

Selma summarised the high level findings. She has shared in greater detail the feedback from local authorities who appear to have emerging practice in this area, with Asif as part of his role, in order for him to follow up directly. .

13 local authorities responded that they are currently undergoing a review of, or have recently reviewed their recruitment practices. Eight suggested that they had done so specifically to seek to address the underrepresentation of Black and minority ethnic individuals or pertaining to the protected characteristic of 'race'. Five were in the process of/had recently conducted a survey of Black and minority ethnic applicants or employees. Whilst seven had specific plans in place to address the barriers to recruitment for Black and minority ethnic people (most of these not specific to teaching but council-wide), 19 had no specific plans in place.

There is some indication that local authorities are considering the underrepresentation of Black and minority ethnic teachers under their wider equality commitment, this caused some concerns with members. It seems that disaggregated demographic data from the Teacher Census is not regularly used within improvement planning.

It was considered positive that some local authorities appear to be engaging in emerging practice in this area, for example in collecting surveys of their Black and minority ethnic staff. Members are clear that a greater awareness of the benefits of diversity and the responsibility of all in achieving this would help.

Selma advised that EIS are working on guidance for EIS Local Association Secretaries on how to follow up on this work and around what the role of EIS is with regards to encouraging emerging practice and how to use the available data to push for additional action and commitment (e.g. highlighting the benefits of a diverse workforce and raising awareness of lived experiences within the workplace and Scottish Government targets).

Asif reflected that this feedback from the EIS survey was very rich and informative data and he thanks EIS for carrying out this work.

8. UPDATE ON THE POSITIVE ACTION MEASURES TAKEN BY GLASGOW CITY COUNCIL

Nuzhat spoke to the paper circulated ahead of the meeting relating to the positive action measures being taken by Glasgow City Council (GCC).

EIS Glasgow BAME Network carried out a short survey on behalf of GCC to assess the effectiveness of the positive action measures that were put in place in session 2021-22. In total 26 responses were received.

General messages were as below:

- There was a lack of effective communication with regards to the measures, with many members being unaware of the initiative.
- There was insufficient groundwork around raising awareness of the need for positive action, this led to colleagues avoiding applying due to potential criticism from white colleagues who don't fully understand the provisions in the Equality Act.
- There is considered to be a lack of progression in terms of moving from a Principal Teacher role towards Deputy Head/Headship roles.

Nuzhat spoke to this last point. At present GCC only has one deputy head teacher who identifies as Black or minority ethnic. There is a real sense from Black and minority ethnic teachers that there is no route for progression after these posts.

Nuzhat has recently met with Douglas Hutchison to discuss the initiative. He was very engaged and supportive of the positive action measures and seems to understand well the need for greater diversity within the workforce. He is keen that a communications strategy be developed to mitigate the risk of individuals being unaware of the scheme or the reason for the initiative.

During the 2021-22 session, SAMEE had offered a workshop on interview techniques, Nuzhat was encouraged that a similar session was this time organised by Glasgow City Council's HR dept for session 2022-23.

Some consideration is being given to 'what next' – mooted that there may be scope of a similar scheme within deputy headship roles. If not then there may be merit in a mentoring/sponsorship type scheme.

[REDACTED] asked whether it would be possible to share this information with other local authorities to provide some stimulus for them to consider their approaches? Andrea Reid suggested that conversations are taking place and that the key here will be to engage ADES as that will open up the conversation.

Asif suggested that the work he is doing around a sponsorship offer would dovetail with all of this. He is considering the actions of GCC and ad hoc conversations are taking place but there is a need for a consistent position with regards to the advice that is being given out around positive action.

[REDACTED] suggested that Edinburgh University are currently looking at the teacher leadership programme, it would be good to join up the approaches and learn from one another. Need to consider if there are ways to address multiple barriers.

9. UPDATE ON PRACTICALITIES AND LEGALITIES OF POSITIVE ACTIONS WORKSHOP

Nuzhat invited Asif to update the group on progress with regards to a workshop on the legalities and practicalities of positive actions.

There has been an initial meeting to discuss this session. The target audience is likely to include education senior officials with a remit for teacher recruitment, local authority lawyers, solicitors, ADES, SPDS and perhaps professional associations and unions.

The speakers identified include – Andrea and/or Douglas from GCC to speak to what's happening in Glasgow, an employment lawyer specialising in the Equality Act provisions. Asif suggested that feelers have been put out but that a legal expert has not yet been identified. Asif suggested perhaps approaching GTCS or EIS lawyers to see if they know of any suitable individuals/bodies.

There is no date in mind at this stage, it is important to identify speakers first.

Simon Cameron wasn't at the meeting but Asif suggested that he may be able to update as he was planning to informally approach local authorities who were reticent of taking action similar to that of GCC to find out what their specific concerns are around positive actions.

[REDACTED] suggested that, whilst the event could be badged as a DITPEW event, it might be worth linking in with the other workstreams particularly those with strong leadership themes.

10. ANY OTHER BUSINESS

1. Asif update on his role

Asif has been working on a detailed workplan, in line with the group's action grid. He has badged his activity under three headings:

Becoming

This work will be informed by Khadija's ITE framework and engaging with ITE institutions. He is also looking at self-evaluation and accreditation.

He is doing work around the last set of data that came out, particularly looking at the key drop off point following probation.

Being

This bit of work is largely around raising awareness of the 4% by 2030 target and the actions that will be needed to meet this.

Growing

This focusses on positive action. He is currently developing a sponsorship approach, using the Glasgow model to inform this. Important to recognise however that this approach won't work for everyone. He is clear that messaging around sponsorship needs to be clear. This is not a deficit model. It is not about upskilling minority ethnic teachers but rather about breaking down institutional barriers and creating opportunities.

Andrea suggested that Asif get in touch with Alison Mitchell at Glasgow University. She may be able to offer some guidance around mentoring.

[REDACTED] raised that in order to address the drop off after probation we need to be looking at workforce wellbeing. Lots of good work being done in this space by SAMEE.

[REDACTED] suggested that looking at Stepping Stones within the Supporting the Workforce Wellbeing Package.

2. Nuzhat raised the recent TES article on teacher recruitment

<https://www.tes.com/magazine/news/general/teacher-recruitment-primary-teachers-jobs-work-schools-scotland>

The basic message is that only 50% of newly qualified teachers have a job at the end of their probation. The group should be considering what this means for Black and minority ethnic teachers and probationers.

Action – [REDACTED] to pick up with Education Workforce to see if we know the impact of these figures on BAME teachers/probationers.

**Eleventh meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Thursday 22 September 2022 (15:30-17:00)
VIRTUAL MEETING**

Present

Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead), General Teaching Council Scotland
Louise Barrett, SCDE
Selma Augestad, National Officer, Equality, EIS
[REDACTED], Education Scotland
Andrea Reid, Glasgow City Council and ADES
Zemeta Chefeke, SAMEE
Judith Mohamed, Head teacher
Navan Govender, Anti-Racist Educator
Simon Cameron, COSLA
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Statistician, Scottish Government
[REDACTED], Statistician, Scottish Government
[REDACTED], Assistant Statistician, Scottish Government
[REDACTED], Workforce Planning, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

Apologies

Nuzhat Uthmani (Chair), Principal Teacher
[REDACTED], Early Learning and Childcare, Scottish Government

1. WELCOME AND APOLOGIES

Asif welcomed members to the meeting, including new member [REDACTED], who will be representing Scottish Government's Workforce Planning team going forward.

Asif introduced Scottish Government statisticians.

Apologies had been given in advance for Nuzhat Uthmani and [REDACTED].

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

The minutes from the August meeting of the subgroup were agreed. Asif commented that the subgroup minute had been accompanied by the final minutes from the children and young people's groups run by Show Racism the Red Card. He reflected that the minutes provide very useful and constructive feedback from children and young people on REAREP draft proposals as well as their experiences of education more generally. He was clear that they made for important, and at times challenging, reading and that if members have not done so already that they may wish to read them. Other members agreed.

Actions Update:

- **Action 1 - [REDACTED], to set up a meeting with the DITPEW chairs to discuss the next steps for the Developing the Young Workforce session. [REDACTED], has scheduled a meeting for week commencing 26 September 2022 with the subgroup co-chairs and [REDACTED]. Remains open, [REDACTED], will feedback at the next subgroup meeting.**

- **Action 2- [REDACTED], to gather and collate DITPEW members' comments on the RRI whole school approach document and to take back to the RRI subgroup.** Action closed. [REDACTED], has fed back comments to the RRI subgroup but no further action has been taken at this stage. The RRI subgroup is scheduled to meet for the first time since the summer in October, after which [REDACTED], will feed back to this group.
- **Action 3 - [REDACTED], to update the action grid to amend the action drivers for 2(c).** Action closed, [REDACTED], has updated the action grid. This is reflected in the papers for this meeting.
- **Action 4 - [REDACTED], to send the final minutes relating to the contract with Show Racism the Red Card and their engagement with children and young people.** Action closed, these were attached to the August subgroup meeting minute.
- **Action 5 - Nuzhat Uthmani to engage a probationer teacher regarding the Scottish Learning Festival session.** Action closed.
- **Action 6 - [REDACTED], to pick up with Education Workforce to see if we know the impact of the figures featured in a recent TES article on BAME teachers/probationers.** Action closed, to be discussed under agenda item 4.

The agenda was slightly reordered, this is reflected in the below minute.

3. PRESENTATION FROM SCOTTISH GOVERNMENT ANALYTICAL SERVICES

Asif invited Scottish Government analysts to deliver a presentation on the data relating to the diversity of the teaching population in Scotland. He highlighted that the next Annual Data Report is scheduled for publication on 20 April 2023.

Analysts outlined what data is collected, analysed and included within the Scottish Government's Annual Data Report on the Diversity of the Teaching Profession in Scotland. This includes:

- Ethnicity data for all teachers, including probationers, within the Teacher Census.
- University data relating to Initial Teacher Education (ITE), sourced from data from the Higher Education Statistics Agency (HESA).

One key concern raised by subgroup members was in relation to the number of teachers for whom their ethnicity is 'unknown'. Analysts explained that this could be for a number of reasons including:

- Teachers having pro-actively declined to disclose their ethnicity when asked;
- Teachers not being pro-actively asked to disclose their ethnicity;
- Teachers not identifying with any of the ethnicity options reflected and so choosing 'unknown';
- Teachers having missed the question on ethnicity out entirely.

Analysts highlighted that the percentage of teachers with an unknown ethnicity varies between local authorities and that this is likely due to a difference in approaches to collecting ethnicity data.

Scottish Government analysts advised that, whilst some minimal progress has been made, the data continues to indicate that minority ethnic teachers are chronically underrepresented at all stages in the career journey.

In relation to university applicant data, it suggests that minority ethnic applicants are less likely to be offered a place on an ITE programme when compared with the general applicant population (33% against 50%). Analysts acknowledged that there could be reasons for this, other than discrimination, but that it was a clear trend.

Of those completing ITE, the data indicates that minority ethnic individuals are less likely to successfully complete their course.

Analysts advised that they have been able to look at the situation 3 years after the probationary period ends in order to get a sense of how many of those who start probation have gone on to secure permanent and temporary employment within the Scottish education system. For the most recent cohort (2017) 84% of probationers are in employment but that this figure is only 70% within the minority ethnic cohort.

Members suggested that for more recent figures there is likely to be some impact from the Covid-19 pandemic. For example student retention rates for some institutions during the latter year of the pandemic was particularly low, with more students seeking voluntary suspension, requiring retrieval placements and withdrawing from programmes altogether.

Members reflected that 'natural wastage' within the primary sector seems to have been particularly high within the past couple of years.

Analysts advised that caution is needed when trying to interpret UCAS data. It must be remembered that each individual applicant can make five applications to five different institutions and just because they do not show up in the data as a student of ITE does not mean that they have not been successful in securing a place on a different course.

Analysts outlined that the HESA data collected relates to new entrants, enrolments (all years of study), post-graduates and qualifiers. They reflected that HESA offers a very rich data source.

There was a question raised by members as to whether the low numbers of post-probationary teachers gaining permanent employment, recently reported in TES magazine, had disproportionately impacted upon minority ethnic practitioners. Analysts confirmed that the data shows that a lower percentage of post-probation teachers from a minority ethnic background found employment within education. As with other data caveats must be applied. For example there are a range of reasons why an individual may not move from probation to full time permanent employment.

Members asked whether the HESA data includes any information on 'applicants' who have been unsuccessful due to visa requirements not being met and/or foreign equivalent qualifications not being accepted by institutions. Analysts clarified that the data we have is for UK-domiciled applicants only. It was accepted that there may be potential students who have lived in the UK for some time but do not have the right to go to university and/or are ineligible for funding. Some members reflected that there is positive action in the form of financial support being offered by some institutions – for example Edinburgh University's Saroj Lal bursary.

4. ACTION GRID DISCUSSION

Asif introduced the discussion regarding the group's action plan. He suggested that members should consider where work should be focussed, acknowledging that some actions are more developed than others. Following this discussion the chairs and secretariat will meet to discuss a further work plan ahead of the October meeting.

ACTION – Chairs and secretariat to meet and discuss forward plan of work and to report back to October meeting of the DITPEW subgroup.

Members reflected that action themes two, three and four have made some progress and that, in comparison action theme one is less developed. Thoughts on theme one included:

- There is a need to consider what is meant by 'sponsorship' and who will be tasked with taking this action forward;
- There will be clear links to be made with other subgroups to take some of this work forward;

- It feels as if the group are in a position to start taking forward action relating to 1(D) within the action grid. A question was raised around whether there is an available register of resources that can be used;

Members also felt that further thinking was needed around activity in the run up to and following the publication of the next Annual Data Report, for example regarding engagement with local authorities and higher education institutions. There is also a sense that work can be done fairly swiftly to address the issues discussed above around non-disclosure of ethnicity data.

Members also expressed interest in receiving an update on the work that Khadija Mohammed is doing in developing an anti-racist framework for ITE, on behalf of SCDE.

More generally, there was a sense that a mapping exercise, to understand better at a strategic level who is responsible for recruitment within the teaching profession, would be helpful as the education landscape in Scotland is complex.

5. INITIAL REFLECTIONS FROM THE SCOTTISH LEARNING FESTIVAL

The Scottish Learning Festival event entitled 'You can't be what you can't see' took place on the 21 September 2022. There were some minor last minute logistical hiccups but generally the session went well.

[REDACTED], reflected that it was disappointing that attendance was fairly low, however this seems to be largely a result of the time-slot allocated. The session is recorded however and members felt it might be helpful if the recording was circulated more widely to REAREP members, with an ask that they disseminate further.

ACTION - [REDACTED], to send SLF session recording to REAREP members and ask that they distribute further as they deem appropriate.

Members said that it was useful to hear from Edinburgh University regarding their reflections of the actions that they have taken to date, including those actions they deemed to be less successful.

6. ANY OTHER BUSINESS

- Asif offered brief feedback from the recent launch event for Edinburgh University's Race and Inclusivity Global Network. The work of this network is more closely linked with decolonisation of the curriculum however those present expressed an interest in working with the group in the future.
- Selma updated the group that EIS are thinking around how they bring recruitment processes into negotiations, including the potential use of positive action.

**Twelfth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Monday 31 October 2022 (15:30-17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
[REDACTED], Education Scotland
Zemeta Chefeke, SAMEE
Simon Cameron, COSLA
Sara Medel Jiménez, NASUWT
[REDACTED] Education Scotland
[REDACTED], Workforce Planning, Scottish Government
[REDACTED] Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Probationary Teacher

Apologies

Louise Barrett, SCDE
Selma Augestad, National Officer, Equality, EIS
Judith Mohamed, Head teacher
Navan Govender, Anti-Racist Educator
Andrea Reid, Glasgow City Council and ADES
[REDACTED], Early Learning and Childcare, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed members to the meeting. She introduced [REDACTED] who had agreed to come and speak to the group about her experiences as a minority ethnic probationary teacher.

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

The minutes from the September meeting of this subgroup were agreed.

Actions update:

- 1. [REDACTED] to set up a meeting with the DITPEW chairs to discuss the next steps for the Developing the Young Workforce session.** This was covered under Any Other Business at the end of the meeting.
- 2. Chairs and secretariat to meet and discuss forward plan of work and to report back to October meeting of the DITPEW subgroup.** Action closed, this was covered under agenda item 4.
- 3. [REDACTED] to send SLF session recording to REAREP members and ask that they distribute further as they deem appropriate.** Action closed. [REDACTED] has spoken to SLF organisers and there is a not a recording of the session that can be circulated however it can still be accessed on the SLF platform.

3. UPDATE FROM PROBATIONARY TEACHER

Nuzhat welcomed **[REDACTED]** and invited her to speak to the group about her experiences of being a minority ethnic probationary teacher in Scotland.

[REDACTED]

[REDACTED] reflected that she is not new to being the only person of colour in a room, both professionally and personally. She said that she was surprised by the lack of ethnic diversity on her PDGE course and, whilst she found Khadija Mohammed's sessions very helpful, she was disappointed that anti-racism was treated as a token gesture and that there was simply a one-off fleeting reference. It would be better if it was carried throughout the course.

Only 15 out of 400 ITE students attended the Inter-Disciplinary Learning (IDL) workshop. By not integrating it throughout the course material it meant that many people missed out on learning about how IDL includes learners and teachers.

[REDACTED] said that her current role is the first one where she has been part of a diverse staff community. She reflected that she has, in her career, dealt with a lot of racism from both staff and students and that there has been a lack of support generally from school management. There is no framework currently in place to support student teachers.

[REDACTED] had three key things that she has learned:

- That there is a major challenge in choosing resources for the classroom. It is very difficult to find anything that is inclusive enough. She is spending a great deal of time creating resources from scratch.
- There is a need for greater minority ethnic teachers in Scotland and this needs to be integrated across the whole school. **[REDACTED]** experienced the greatest amount of racism in the school with the lowest ethnic diversity. There was a real sense here that people didn't know how to discuss issues of race so they simply ignored it.
- It's vital that educators are aware of the language that they use and attitudes that they bring to the classroom and the impact of that when working with a diverse group of pupils. It is key to ensure that their entire practice is anti-racist by being critical of their own assumptions.

Members suggested that **[REDACTED]** has clearly done a lot of thinking about her racial identity and how that relates to her teacher identity. They reflected that this isn't the case for all minority ethnic teachers and that it should be explored in greater detail during ITE. There is also a sense that some teachers may wish to actively separate their racial and teacher identities. They asked **[REDACTED]** for her thoughts on the best way forward, eg should it be part of ITE?

[REDACTED] response was that she can understand that there is a desire to separate racial and teacher identities but personally she found this impossible and can't imagine doing so. She raised this during Khadija's session during the second half of her ITE journey. She felt as though this should have happened at the start of

a journey. This is even more vital for those who have had negative experiences due to issues relating to race.

4. ACTION GRID UPDATE AND 6 MONTH PRIORITISATION

Members reflected that there are still a number of actions that require further work from others before they are able to be progressed (for example the actions around the ITE framework).

The EIS report, spoken about previously, has not yet been published. It is hoped that Selma will be able to speak to this at the November meeting of the subgroup.

Asif is currently taking forward work on sponsorship models, this work is currently at an early stage.

Members also reflected that increasing ethnicity disclosure should be a key area of focus over the next few months.

Following the publication of the data report in May this year the subgroup wrote to all Local Authorities with a number of self-reflection questions. Members are keen to reflect on what can be done as a follow-up to this, given that little feedback was received to those letters. May be because of a similar letter being issued by EIS around the same time.

ACTION: Simon Cameron to pick up on feedback from Local Authorities to the data report at regular meeting with HR reps.

It was agreed that the best way to progress is to wait until the EIS report is published and pick up directly with Local Authorities on the back of their responses. This could also be linked into what the data in the next report tells us.

It was agreed that a similar exercise with ITE institutions will be needed once Khadija/SCDE's framework is published. Asif reflected that he has been working with Louise Barrett in SCDE on possibly taking forward an action planning process following the publication of the framework. Asif intends to reach out to ITE institutions to promote the framework and to offer support. General sense is that it will be best to frame it as "what are your development/support needs?"

Members reflected that increasing ethnicity disclosure is another priority for the group.

ACTION: [REDACTED] to speak with the Scottish Government team that coordinated the general census to see if there has been any learning on how to increase disclosure.

ACTION: Asif Chishti to feed back to subgroup on research that he has been doing regarding why people may choose not to disclose their ethnicity. [REDACTED] to add to Nov agenda of this meeting.

Members reflected that it may be worth liaising with the EIS BAME network to see if they have any thoughts on why some people are choosing not to disclose ethnicity.

ACTION: Nuzhat to pick up with Selma as to whether the EIS BAME network have any indication, or are able to find out, why individuals choose not to disclose their ethnicity when asked.

5. DISCUSSION ON THE NATIONAL CONVERSATION AND HAYWARD REVIEW

There has been engagement between the Curriculum Reform Subgroup and Professor Louise Hayward. The main message that has been conveyed is in relation to the importance that anti-racism and equality come out tangibly and visibly in her report. Indications from discussion at the Programme Board on this is that whilst Professor Hayward is happy to discuss it is up to us to make sure that we remain engaged with the consultation process. The Curriculum Reform subgroup members largely discussed issues relating to assessment and the desire for a model more centred on continuous assessment rather than on exams. Agreed that there would need to be thought given to how to minimise bias and prejudice that would act as a barrier to attainment.

The question posed to members was how they wish to engage with the consultations for both Prof. Hayward and Prof. Harris. Members agreed it may be best to reply to the consultations as a group and also to feed in to a wider REAREP return.

Hayward Review

One issue flagged for consideration in relation to the Hayward Review is around qualifications for those wanting to pursue teaching as a career. In particular those who apply to get into teaching but may not have the required qualifications or their qualifications may not be recognised in Scotland.

ACTION: Chairs and Secretariat to meet and discuss a return to the Hayward Review with a view to bringing a draft to the November meeting of the subgroup.

National Conversation

Members were clear that a return is also needed for this consultation. Sense that the focus should be on enriching the entire school system, making it more supportive, with increased diversity in role models and enrichment of knowledge and skills across the teaching profession.

ACTION: Chairs and Secretariat to meet and discuss a return to the National Conversation consultation with a view to bringing a draft to the November meeting of the subgroup.

ACTION: Chairs and Secretariat to liaise with REAREP members more broadly and to consider meeting with Prof. Haywards and/or Prof. Harris.

ACTION: Secretariat to circulate facilitation packs for the National Conversation to members.

6. ANY OTHER BUSINESS

Developing the Young Workforce sessions

[REDACTED] outlined the work that has been done around brainstorming for a session to be run on this platform in early 2023.

ACTION: Secretariat to organise a small group to take forward organisation of the DYW session.

Saroj Lal Awards

This year's winners have been announced and are Katie D'Souza and Carrie McWilliams. Unfortunately there has been further online abuse following these announcements. Asif will be meeting with both winners to get an overview of their work. There is a real sense that winners are taking on an increasingly ambassadorial role.

Feedback on Evaluation Framework Session

Members reflected their disappointment at the choice of wording around a lack of evidence to back up the actions of the REAREP. There was a discussion in that session around what is considered to be valid evidence for this exercise and whether it excludes by its nature a good deal of anecdotal evidence and lived experience. Some reflection that in previous meetings it had been pointed out that the DITPEW subgroup have a stronger body of 'data' to back up their actions than perhaps there is for other groups.

**Thirteenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Tuesday 22 November 2022 (15:30-17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead), General Teaching Council Scotland
[REDACTED] Education Scotland
Simon Cameron, COSLA
Selma Augestad, National Officer, Equality, EIS
Judith Mohamed, Head teacher
Navan Govender, Anti-Racist Educator
Kevin Brack, Lecturer in Educational Leadership, Moray House School of Education and Sport
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Workforce Planning, Scottish Government
Khadija Mohammed, Senior Lecturer, University of the West of Scotland
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

Apologies

Zemeta Chefeke, SAMEE
Andrea Reid, Glasgow City Council and ADES
Louise Barrett, SCDE
[REDACTED], Early Learning and Childcare, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed members to the meeting. She introduced Kevin Brack as a new member of the subgroup, he will represent Moray House School of Education and Sport going forward.

Nuzhat advised that the agenda would be reordered slightly to allow for Khadija Mohammed to present her work to the group later in the agenda than anticipated.

There were several apologies for the meeting.

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

There were no comments to the minutes from the twelfth meeting of the subgroup and as such those minutes were agreed as final.

Actions Update:

- 1. Simon Cameron to pick up on feedback from Local Authorities to the data report at regular meeting with HR reps.** Action closed. Simon updated that several of his contacts had not had sight of the letter issued following the publication of the last Diversity in the Teaching Profession Annual Data Report.

ACTION: [REDACTED] to send Simon Cameron letters issued following publication of the Diversity in the Teaching Profession Annual Data Report.

2. **[REDACTED] to speak with the Scottish Government team that coordinated the general census to see if there has been any learning on how to increase disclosure.** Action remains open, **[REDACTED]** is awaiting feedback.
3. **Asif Chishti to feed back to subgroup on research that he has been doing regarding why people may choose not to disclose their ethnicity. [REDACTED] to add to Nov agenda of this meeting.** Action closed.
4. **Nuzhat to pick up with Selma as to whether the EIS BAME network have any indication, or are able to find out, why individuals choose not to disclose their ethnicity when asked.** Action closed. Selma updated the group that there was nothing specifically within the recent survey around ethnicity disclosure. She suggested that there may be scope for further action in the future.
5. **Chairs and Secretariat to meet and discuss a return to the Hayward Review with a view to bringing a draft to the November meeting of the subgroup.** Action closed.
6. **Chairs and Secretariat to meet and discuss a return to the National Conversation consultation with a view to bringing a draft to the November meeting of the subgroup.** Action closed.
7. **Chairs and Secretariat to liaise with REAREP members more broadly and to consider meeting with Prof. Haywards and/or Prof. Harris.** Action closed.
8. **Secretariat to circulate facilitation packs for the National Conversation to members.** Action closed.
9. **Secretariat to organise a small group to take forward organisation of the DYW session.** Action remains open, still looking for volunteers.

ACTION: [REDACTED] to pick up with Nuzhat around a call to action for the DYW session and to consider options out with the DITPEW membership for taking forward work on the session.

3. NATIONAL DISCUSSION AND HAYWARD REVIEW

Nuzhat shared the group's draft response to both the Hayward Review and National Discussion. She explained that this had been co-drafted by the subgroup's chairs and the secretariat and contains quotes from the children and young people that worked with Show Racism the Red Card on behalf of the programme. She invited members' comments.

Members reflected that it may be helpful to break the contribution down to reflect the questions asked as part of the commissions. Feedback from the Scottish Government teams leading on these commissions was that this would be the best approach to take.

It was decided that it would be helpful to include more around the experiences of learners within the response to the National Discussion and that the ELPL workstream's response would support this.

In relation to the Hayward Review response members felt it might be helpful to strengthen the language slightly, for example by saying "*diversity of perspective is likely to reduce bias in assessment questions and marking*".

Next steps are that this will be discussed at the REAREP Programme Board.

ACTION: Secretariat to circulate draft responses to Hayward Review and National Discussion for comment alongside minutes.

4. WELSH GOVERNMENT BAME RECRUITMENT PLAN AND ANTI-RACIST WALES ACTION PLAN

Nuzhat shared a summary of the Welsh Government (WG) documents and invited comments from members.

Members reflected the interesting similarities between the WG BAME Recruitment Plan and the actions of this subgroup. The Betty Campbell Award referenced is similar to the Soraj Lal award in Scotland.

There was discussion around the financial incentive referenced in the recruitment plan. Members felt that something similar, if budgets allowed, would be a quick win. It was however raised that since this document was published in 2021 there appears to have been no further progress on the incentive.

Members felt that the WG target of getting a 5% BME intake into ITE doesn't feel as holistic as the 4% target that the Scottish Government are working towards as it addresses intake but not reasons for poor retention.

Some members considered elements of the recruitment plan to be potentially difficult to achieve, for example *"ITE Partnerships should also give due consideration to the selection of appropriate placement schools for ethnic minority students to ensure that these students are fully supported during school experience placements."* This would be difficult due to limited school placement options.

There was also a sense that some commitments felt lacking in detail, for example the plan talks about *"supporting student teachers"* without elaborating on what that support would or should look like.

Members reflected that it's helpful that the plan recognises the lack of diversity within the university workforce.

Another area flagged as important was the commitment to supporting students before entry, for example by offering in-depth feedback on unsuccessful interviews. Members reflected that this is an important action to take in order to encourage those unsuccessful applicants to re-apply.

It was flagged as interesting that Wales have a much smaller population than Scotland and are already at 3% of the workforce being BME.

5. FEEDBACK ON RESEARCH AROUND LACK OF ETHNICITY DATA DISCLOSURE

Asif shared a PowerPoint presentation with members relating to research that he has undertaken on the reasons for non-disclosure of ethnicity data. The presentation has been circulated alongside this minute.

Asif invited comments from members.

Members asked whether there has been anything in the research that indicates whether ethnicity options/categories in surveys are an issue as, anecdotally, there has been concern around individuals boycotting ethnicity questions on the basis that the categories or options do

not reflect their identity. Asif advised this has not thus far come up in his reading. Members reflected that an option for self-identifying is vital.

Members considered the key overarching theme of all this research to be the issue of trust, or lack of. It is clear that communication around why ethnicity data is collected, what is done with it and why disclosure is beneficial is essential.

There was a suggestion that individual universities typically have an ethics committee that consider and approve data collection processes. It might be worth getting in touch with these to see if there is anything that we can learn.

ACTION: Asif to follow up with university ethnics committees around ethical data collection processes.

The British Educational Research Association also have guidance available relating to ethnical data collection. It can be found here - [Ethical Guidelines for Educational Research, fourth edition \(2018\) | BERA](#)

6. ITE FRAMEWORK UPDATE AND DISCUSSION

Nuzhat invited Khadija to share information relating to the Anti-Racism framework that she is developing on behalf of the Scottish Council of Deans of Education (SCDE).

Khadija thanked those members that have acted as critical friends throughout the development process. She is conscious that there are elements of this framework that will lead to institutions needing help in implementation and there is likely to be a role for members of this subgroup in this. There may be a need for a further working group to consider implementation and collective action.

In terms of next steps Khadija is meeting with developers next week for further discussions relating to formatting and layout.

Khadija invited comments from members.

Members reflected that this is an excellent and considered piece of work. It is clear that this is a document that will need to be worked through in detail.

There were suggestions that consideration is needed with regards to whether anti-racism within the ITE curriculum can be made a mandatory element of the programme, this is reflected within the framework.

Members suggested that it may be helpful to have a digitised version of the framework to enhance engagement with it.

There were questions raised around the role of SCDE in taking this work forward following launch. Members were clear that the launch will be key in raising awareness and visibility, particularly with those HEIs who were less engaged with the original Teaching in a Diverse Scotland report.

7. AOB

No AOB was raised. The next meeting of this forum is scheduled for the 20 December 2022 at 16:00.

**Fourteenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Tuesday 20 December 2022 (16:00-17:30)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
[REDACTED] Education Scotland
Simon Cameron, COSLA
Selma Augestad, National Officer, Equality, EIS
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
Zemeta Chefeke, SAMEE
Louise Barrett, SCDE
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

Apologies

Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport
Judith Mohamed, Head Teacher
[REDACTED], Early Learning and Childcare, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed members to the meeting. She thanked members for all of their hard work over the past year and commented that the group had made good progress in a number of areas.

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

There were no comments to the minutes from the thirteenth meeting of the subgroup and as such those minutes were agreed as final.

Actions Update:

- 1. [REDACTED] to send Simon Cameron letters issued following publication of the Diversity in the Teaching Profession Annual Data Report.** Closed. Simon advised that he has sent the letter on to heads of HR and will follow up with them on their response.
- 2. Secretariat to organise a small group to take forward organisation of the DYW session.** [REDACTED] advised members that she has been approached by [REDACTED], Andrea Reid and Katie D'Souza to be involved. [REDACTED] is also likely to be involved. [REDACTED] will set up an initial meeting of the small group for the new year.
- 3. Secretariat to circulate draft responses to Hayward Review and National Discussion for comment alongside minutes.** Closed. National Discussion

response has now been submitted. Hayward Review response will be recirculated for comment ahead of being submitted for the 13 Jan 2023 deadline.

4. Asif to follow up with university ethnics committees around ethical data collection processes. Remains open, Asif to pick up with Navan.

3. UPDATE FROM ASIF CHISHTI

Welsh Government Incentive Scheme

Following up from the discussion at the last meeting of the subgroup, Asif undertook to find out whether the Welsh Government incentive to encourage BME applicants into teacher training has been implemented. The feedback that he received is that the incentive hasn't yet been implemented and was delayed following some concerns being raised relating to potential abuse of an incentive based on self-identification. Asif understands these concerns may now have been addressed and next steps are to understand what remedy has been implemented to avoid such abuse as this is a similar concern to that often raised in relation to the use of positive action.

There were reflections that it is likely that Glasgow City Council and Edinburgh University will have considered similar concerns in regards to their positive action initiatives.

Sponsorship

Asif updated the group on progress on his work on sponsorship. He reiterated the importance of getting the operational definition of sponsorship right and advised that work around this is ongoing. Development of the models is reliant on a mutual understanding of what sponsorship is.

Asif advised that the definition of sponsorship that he is using is that which is defined in Prof. Arshad's Teaching in a Diverse Scotland (2021) report. One thing that has been raised is the comparison in that report with mentoring. Asif was clear that the intention is not to detract from mentoring, which is still important but, for these purposes, would be insufficient by itself, sponsorship is needed too.

Some important principles that Asif is working on:

- There can't be a one size fits all model – there needs to be multiple options that can be used and adapted in order to work.
- Employers and Local Authorities are vital in taking this work forward.
- Potential collaboration with RICS will be important

Asif advised that he is at the stage now of doing scoping work. Part of the process of scoping is looking at how that matching process (e.g. between the sponsor and sponsored (sponsee?)) is being done at the moment in mentoring and coaching in terms of logistics.

Update on Diversity in the Early Teaching Career Group

Asif advised that this is a piece of work that was a relatively small strand of his workplan previously but is now more prominent due to the higher drop off that the group has been discussing following probation within the BME cohort as compared to the general teaching population. In considering the 2030 target, recruitment is currently a big pressure point, so there should be even more focus on retention. If it's

a struggle to recruit teachers it's even more important to support those already in the system.

Within GTCS networks there has been convened a working group called Diversity in Early Career Teaching (DECT) – people on this group are people already part of the networks such as probationer manager network. Despite their titles this group is looking at both probation and earlier stages. They're looking at a range of issues to enhance experience of early career teachers. These include:

- How do we initiate the conversation?
- Data coming up as a recurring theme – discussion around what can be gathered and how it can be used.
- Policies on racist incidents in schools – guidance on what trainee teachers should do if experiencing racism in schools
- Looking at mentor/mentee relationships
- Learning from lived experience
- Opportunity for affinity groups

In the new year the group will be putting together a plan that will be on the GTCS website that early career and probationer teacher managers will have access to.

Reflecting on what Asif said, members were clear that there needs to be a real focus on early career teachers. It seems that this is the cohort most likely to be victims of discrimination and least likely to be equipped to deal with it. There needs to also be a recognition of how busy and overwhelmed probationers and newly qualified teachers are and how little additional capacity they have. Members felt that this should also extend to student teachers on placement. There needs to be action around equipping schools/employers to properly support student teachers/probationers and newly qualified teachers from a range of backgrounds.

There was reflection that universities should take responsibility within their partnerships for supporting school mentors to be able to support ME student teachers should issues arise. It would be useful to discuss an approach across the ITE institutions and it was suggested that a potential network be created to support the implementation of the Anti-racism Framework. Louise Barrett advised that she had initially suggested such a network to a couple of colleagues at other universities with a similar role in ITE and they agreed this would be helpful. A consistent approach across universities would be helpful, due to placing many students out with local authority partners.

Asif advised that he will write to the Deans of education for nominated links in their institution for the anti-racist work.

4. DISCUSSION ON DATA

Nuzhat invited **[REDACTED]** to speak to the recently released ethnicity data, contained within the Summary Statistics for Schools in Scotland 2022 publication. The data shows a very small increase in the total percentage of teachers identifying as minority ethnic, from 1.76% to 1.83%. There has also been a reduction in the percentage of cases where ethnicity is 'not known' from 4% in 2021 to 2.7% in 2022. Scottish Government analytical services have advised that this may be down to some work around data disclosure by a number of local authorities including Glasgow City and Moray. Asif suggested that he will pick up with these local authorities to understand better what they have been doing differently.

Asif shared with the group a video produced by Edinburgh City Council relating to the importance of data disclosure. It can be found here - [Equalities data - be counted - YouTube](#)). Edinburgh City Council have seen a 20% decrease in the use of 'do not disclose' when asked about ethnicity data across the council workforce. Members reflected that the video made clear that the data disclosed is confidential and treated as such, they suggested that this is a really important point. Some members said that they felt a question that really needs to be addressed in order to encourage disclosure is that of "what's in it for me". Simon Cameron said that he will pick up with the Scottish Council of Equality leads when they meet and will actively speak about this issue with them.

Some members questioned why there is the option of "white – other" in questionnaires about ethnicity but not the option of "minority ethnic – other".

ACTION – [REDACTED] to speak to data colleagues about why there isn't an "other" category in census for minority ethnic other.

5. ANY OTHER BUSINESS

Theory of Change Model

[REDACTED] outlined that Joe Griffin, Scottish Government Director General for Education and Justice, has taken an interest in the work of the subgroup and particularly in progress made towards the 4% by 2030 target. He has asked that a Theory of Change Model be developed to outline how this target will be met.

[REDACTED] advised that this will be developed by Scottish Government analytical colleagues but in collaboration with the subgroup. Further information will come in January 2023.

Hayward Review and National Discussion

[REDACTED] updated members regarding the National Discussion and the Hayward Review. She advised members that the DITPEW response to the National Discussion was submitted alongside those from the ELPL and Curriculum Reform subgroups. She advised members that there was no overarching AREP return submitted.

[REDACTED] updated the subgroup on discussions with the team leading on the National Discussion within Scottish Government. 5741 responses were received for the National Discussion, including over 200 group discussions. Responses were received in a range of formats including written text, mind maps, drawings and videos. Analysis of the consultation responses is currently underway and a "call to action" will be published in the Spring. This will be accompanied by a vision statement and short, medium and long term aims.

The Hayward Review consultation closes on the 13th January 2023. The DITPEW response has already been drafted and will be recirculated following this meeting ahead of being submitted by the AREP secretariat.

ACTION – [REDACTED] to recirculate Hayward Review response for comment.

**Fifteen meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Monday 23 January 2023 (15:30 – 17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
[REDACTED] Education Scotland
Selma Augestad, National Officer, Equality, EIS
Louise Barrett, SCDE
Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport
Judith Mohamed, Head Teacher
Navan Govender, Anti-Racist Educator
Andrea Reid, Glasgow City Council and ADES
Sara Medel Jiménez, NASUWT
[REDACTED], Workforce Planning, Scottish Government
[REDACTED], Fair Work, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

Apologies

Simon Cameron, COSLA
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
Zemeta Chefeke, SAMEE
[REDACTED], Early Learning and Childcare, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed everyone to the first meeting of 2023 and commented upon the good work done by the group in 2022. She introduced [REDACTED], from the Scottish Government's Fair Work team, who attended the meeting to speak to the newly published Anti-Racist Employment Strategy (a copy of which has been issued alongside this minute).

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

There were no comments to the minutes from the fourteenth meeting of the subgroup and as such those minutes were agreed as final.

Actions update:

- 1. Secretariat to organise a small group to take forward organisation of the DYW session.** [REDACTED] spoke to this action. A small working group, made up of members of this subgroup as well as a range of educators, will be meeting on the 26 January 2023 and [REDACTED] will bring a further update to the group at the February meeting.
- 2. Asif to follow up with university ethics committees around ethical data collection processes. – Asif to pick up with Navan.** Remains open, Asif to update further at the February meeting.

3. **[REDACTED] to speak to data colleagues about why there isn't an "other" category in census for minority ethnic other.** Remains open, **[REDACTED]** awaiting feedback and will update at February meeting.
4. **[REDACTED] to recirculate Hayward Review response for comment.** Closed, action complete. Responses to the Hayward review were submitted formally by the Anti-Racism in Education Programme (AREP) secretariat by the deadline of 13 January 2023.

ACTION: Secretariat to circulate AREP response to Hayward Review to DiTPEW members for information.

3. PRESENTATION ON THE SCOTTISH GOVERNMENT'S ANTI-RACIST EMPLOYMENT STRATEGY

Nuzhat invited **[REDACTED]** to speak to the group about the Scottish Government's new Anti-Racist Employment Strategy.

ACTION: Secretariat to circulate [REDACTED] slide and accompanying documents with the January minute.

The Anti-Racist Employment Strategy was published alongside a refreshed version of the Fair Work Action Plan. At the heart of the document is the issue of recognising the existence and scale of institutional racism. When referring to an anti-racist employment strategy this means proactively changing policies that embed institutional racism. The approach taken within the strategy focusses on four key themes:

- Data collection processes;
- Bias within recruitment practices;
- Lack of understanding of systemic issues related to race and racism;
- Existing equality policy falling short of addressing specific issues related to racial inequality.

There is a measurements framework due to be published later this year and this will include a variety of indicators, including some that already exist and others that need to be developed, pay-gap data and employment gap data. There will be a need to commission new surveys.

Questions/comments:

- Members raised the strategy's commitment to developing guidance for employers on using positive actions. They commented that this guidance is desperately needed and that the group are keen to be involved in developing it. . At present there is a range of guidance and legal advice available to different Local Authorities and it causes significant confusion. **[REDACTED]** suggested that discussions relating to positive actions at present focus upon the tie-breaker situation, whereby if an employer is presented with two candidates of identical quality then the role should be given to the person with the protected characteristic. Members flagged that this so rarely occurs that it's actually a bit of a red-herring and that the guidance needs to cover more 'every-day' questions and situations that employers will find themselves in.

- Members asked if there will be anything within the guidance that reflects the impact of trauma and the link between inequality and mental health and wellbeing. [REDACTED] advised that they have been in touch with colleagues who lead on trauma informed policy. One of the actions stemming from the Fair Work Action Plan is the creation of a centralised resource hub. The details are still to be agreed however there will be a link to racism and the impact on mental health.
- Members were encouraged that the onus within the strategy is placed on employers and not upon employees and that it is not using a deficit model. They reflected that even following the recommendations made in Professor Arshad's 'Teaching in a Diverse Scotland' reports there has been a reluctance by employers to take action. They wondered how messaging will be addressed in the strategy. [REDACTED] reiterated that there will be an accompanying measurements framework and that this should ensure that employer progress is more transparent and establishes a baseline. The team will be making clear progress updates and there will be an expectation that outcomes be reported. There will be a requirement for explicit references of meaningful action to be made when applying for funding.
- Members reflected that a key issue for this group's work is the lack of ethnicity data disclosure. They asked whether there will be any advice offered to employers on how to ensure increased disclosure, accuracy and quality of data. [REDACTED] advised that there will be technical guidance issued. Stakeholders who informed development of the strategy are working with CEMVO on the issue of data capture.

ACTION: [REDACTED] to pick up with [REDACTED] and identify where there are links between her work and that of the DITPEW.

4. ANTI-RACISM IN EDUCATION SUMMIT – MARCH 2023

Nuzhat invited [REDACTED] to outline to the group progress towards organising an anti-racism in education summit for March 2023.

[REDACTED] advised the group that Joe Griffin, Scottish Government's Director General for Education and Justice, has taken a keen interest in this work. The summit is planned for 21 March which is the UN Annual Day for Ending Racial Discrimination. Some early thinking has been done with the Chair of the AREP, Khadija Mohammed, Prof Rowena Arshad, GTCS and Glasgow City Council. The summit could be used as a platform for key education stakeholders to sign up to a commitment that their organisation will become anti-racist by a certain, potentially 12 months after the summit when there would be a follow-up event. .

[REDACTED] said that it would be helpful to talk about whether a universal commitment is the best way forward or whether we should consider having slightly different commitments for different bodies. One suggestion that has been made is that each of the 4 subgroups identify a commitment that aligns with their work – for this group perhaps something around recommitting to the 2030 target?

[REDACTED] said that it would also be useful to discuss what type of support should be developed to help organisations to meet their commitment(s).

Comments/Questions

- Members reflected positively, saying that the idea of a summit and of key people coming together and making a commitment is really important. Regarding the 2030 target, there was a suggestion that we ask organisations to have a plan in place to meet that target, Asif suggested that it would fall within his remit to offer support in achieving this.
- Members were keen to emphasise that being an 'anti-racist organisation' is not a binary thing and is something to aim for, not something that can be 'switched-on' in 12 months. They suggested that the first 12 months could be focussed on embedding key anti-racist points into their principles, with 2030 being the ultimate target end date. Some members felt that if this is a one year commitment it risks encouraging complaints of being dismissed on the basis that an organisation has been designated as being anti-racist. . It was suggested that it might be more appropriate to ask organisations to make anti-racism a baseline value within their organisation by X date. There was broad support for this.
- Some members raised concerns around asking organisations to self-identify as anti-racist. Would it be more appropriate to ask that they have specific targets/plans and that these be published in order to encourage community engagement? This reflects the need for the entire education population to be brought along on the anti-racist journey.
- Members flagged the importance of culturally inclusive pedagogy and that this needs to go broader than just decolonising the curriculum. This is likely to be a multi-year piece of work. One suggestion was that there may be an argument for embedding action into School Improvement Plans (SIPs) but that most of these will already be in place for the coming 12 months. Some members felt that if change is prescribed there may be an increased risk of push-back.
- Members reiterated the importance of not just engaging leaders but also children and young people and educators on the ground.
- Members flagged that the underlying issue remains a lack of racial literacy within the workforce. Buy-in to a commitment can only happen and be fruitful when everyone understands the importance of anti-racist action.
- Members suggested that any commitment needs to take into account the work already underway under the AREP and build upon/support this.
- Measurability will be complex. Organisations within the education sector will need to explore very different metrics in order to demonstrate progress.

[REDACTED] advised the group that the AREP Programme Board will discuss this further at its meeting on Wednesday 25 January.

5. DATA DISCLOSURE DISCUSSION

Asif introduced this item. It followed from the discussion that was had at the December meeting of the subgroup. The purpose was to agree on next steps in progressing work in this area. Asif proposed that the group may wish to write out to Local Authorities, either now or as part of the follow up to the upcoming data report.

ACTION: Asif to pick up with Simon Cameron to discuss how best to contact Local Authorities relating to the issue of enhancing data disclosure.

Members raised concerns that the response rate has previously been very poor and that it would be good to consider how this can be improved.

6. ESOL HIGHERS – UPDATE

The current position within Scotland is that for entry into ITE an individual is required to have English at SCQF Level 6. For secondary teaching ESOL (English for Speakers of Other Languages) is treated as equivalent to Higher English but for Primary teaching it is not. Members raised concerns around the lack of equivalence.

Asif advised members that this is something that is contained within the memorandum of understanding (MOU) between GTC Scotland and ITE providers. This agreement relates to entry requirements for ITE in Scotland and is reviewed roughly every five years, with the next review expected around 2024. There have been discussions around bringing rules relating to ESOL/higher equivalency for Primary teaching in line with that for Secondary teaching. As such GTC Scotland are undertaking ground work to establish the merits of such a change ahead of the next MOU review.

Asif asked that members write to him outlining the reasons for changing the rules to make ESOL equivalent to Higher English with regards to entry into Primary teaching.

ACTION – Chairs and Secretariat to draft response to GTC Scotland, on behalf of the DITPEW subgroup, regarding the merit of equivalence between ESOL and English Higher for primary teaching. This should be circulated to members for comment.

7. ANY OTHER BUSINESS

There were two items of AOB.

ITE Framework Update

Louise updated the group saying that Khadija sent the final version of the framework to SCDE's comms team just after Christmas. This version took onboard feedback following her meeting with SCDE. The final version should be ready at some point this week, at which point Louise will liaise with the chair of SCDE who will soft-launch the framework on Twitter and the SCDE website. A formal launch of the framework will take place on 08 June 2023 as part of the ITE self-evaluation day.

UN Working Group of Experts on People of African Descent

A UN Working Group of Experts on People of African Descent conducted a visit to the UK between the 18 and 20 January 2023. This was a fact-finding country visit at the invitation of the UK Government. The group were collecting information relating to racism, racial discrimination, xenophobia, Afrophobia and related intolerance faced by people of African descent. As part of their engagement they met with government policy officials from across the four UK administrations. One of their sessions focussed on Education. More information about the working group and their visit can be found here - [OHCHR | Working Group of Experts on People of African Descent](#).

The Scottish Government was only made aware at the last minute about this visit and as such were unable to influence any change to the Working Group's itinerary which only included visits to cities in England, only engaged English civil society bodies.

The session focussed on education went well. Sam Anson, Deputy Director for Workforce, Infrastructure and Digital led for Scottish Government and spoke about the work of the AREP and the individual subgroups. He acknowledged the amount of work that still needs to be undertaken to embed anti-racism in education.

The expert group will deliver a press-statement and initial findings on Friday 27 January and a final report will be submitted to the UN towards the Autumn of 2023.

**Sixteenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Tuesday 21 February 2023 (15:30 – 17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
[REDACTED] Education Scotland
Louise Barrett, SCDE
Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport
Andrea Reid, Glasgow City Council and ADES
Simon Cameron, COSLA
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Workforce Planning, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Analysts
[REDACTED], Analysts

Apologies

Zemeta Chefeke, SAMEE
Navan Govender, Anti-Racist Educator
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Early Learning and Childcare, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed everyone to the meeting and noted apologies.

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

There were no comments on the minutes from the fifteenth meeting of this subgroup and these were agreed.

Actions update:

1. **Asif to follow up with university ethics committees around ethical data collection processes.** CARRIED FORWARDS – Asif asked for some further time to discuss with Navan. Update to be provided at next meeting.
2. **[REDACTED] to speak to data colleagues about why there isn't an "other" category in census for minority ethnic other.** CLOSED – information received from data colleagues on this topic (see **Annex A**). Comments from members welcomed in advance of next meeting.

ACTION: Members to submit comments around disclosure categories for the census in advance of next meeting.

3. **Secretariat to circulate AREP response to Hayward Review to DITPEW members for information.** CLOSED
4. **Secretariat to circulate [REDACTED] slide and accompanying documents with the January minute.** – CLOSED

5. **[REDACTED] to pick up with [REDACTED] and identify where there are links between her work and that of the DITPEW.** CARRIED FORWARDS - **[REDACTED]** has ongoing engagement with **[REDACTED]** and her team.
6. **Asif to pick up with Simon Cameron to discuss how best to contact Local Authorities relating to the issue of enhancing data disclosure.** ONGOING – Will meet on 27 Feb, and provide an update at the next meeting.
7. **Chairs and Secretariat to draft response to GTC Scotland, on behalf of the group, regarding the merit of equivalence between ESOL and English Higher for primary teaching. This should be circulated to members for comment.** REMAINS OPEN - **[REDACTED]** and chairs engaging and next steps to be shared shortly.

Further discussion was held around the final action point.

- Professor John McKendrick in his new role as commissioner for widening access to Scotland's universities will attend the next DITPEW meeting to discuss how the group's work might intersect with his.
- The group agreed to discuss how to contribute to GTCS' consultation on the *Memorandum for Understanding on Entry into Initial Teacher Education*, , specifically on the admissibility of ESOL as an equivalent of SCQF Level 6 English for primary courses.

ACTIONS::

- **Asif:** clarify whether GTCS can meet with groups, such as this one to discuss the MoU or whether they only accept written submissions.
- **Secretariat:** Include topic of MoU consultation on next DITPEW agenda for discussion after which an initial draft response will be pulled together, including real life examples which members should send to the Secretariat.

ACTION: Kevin Brack and Louise Barratt to feedback on discussions relating to available data.

3. DEVELOPING THE YOUNG WORKFORCE SESSION - UPDATE

A second meeting of the working group was held on 17 February. Further details were discussed and agreed, and names were attributed to some sections of the proposed first session. Actions agreed at the meeting are underway, and a further meeting has been set for 13 March.

The panel of teachers for the session currently includes Nuzhat Uthmani, Asif Chishti, **[REDACTED]**, **[REDACTED]**, and **[REDACTED]**. In addition, one of the teachers on the working group is liaising with a probationer colleague who may also wish to be involved. The group agree it would be useful to have the perspective of someone new to the profession.

It is currently intended for the sessions to be held at the end of April/beginning of May.

4. ANNUAL DATA REPORT

[REDACTED] introduced [REDACTED] and [REDACTED] from the Scottish Government's Education Analytical Services to introduce the emerging data on Black and minority ethnic teacher numbers for academic year 2021-22.

Members were reminded that the data being discussed is restricted prior to publication and should not be shared more widely.

[REDACTED] presented findings on entrants and qualifiers into ITE, both under and post graduate. The numbers are broadly comparable to last year and the number of entrants and qualifiers from minority ethnic backgrounds have not changed significantly.

Overall, the number of entrants from white backgrounds has fallen slightly. This means the proportion of minority ethnic applicants has marginally increased as a result.

Of the 165 UK domiciled entrants to ITE programs at Scottish universities, 5 had an EU nationality and 25 had a non-EU nationality (with 135 having a UK nationality). This only covers UK domiciled entrants (i.e. those living in the UK prior to entering), as the data is not collected for non-UK domiciled entrants.

The data can be broken down by a number of protected characteristics, such as sex and age, if required. It can also be disaggregated by nationality, but not by language spoken, and so cannot help to address the issues with ESOL discussed earlier. The tendency to perceive EAL as a deficit was noted, with the point being made that in Glasgow City Council, there is evidence to suggest that bilingual pupils, despite automatically being designated as requiring additional support due to English not be their first language, tend to be higher achievers. It was suggested that it would be helpful to gather destination data where children have EAL to establish to what extent that is the case.

ACTION: [REDACTED] will speak to Support and Wellbeing colleagues who lead on EAL and establish whether there is an activity/data on positive destinations for EAL pupils.

Members expressed that it would be useful to see the data split by nationality.

ACTION: [REDACTED] to ask UCAS whether their data can be split by ethnicity (it is unlikely that this will be provided for publication purposes, but can perhaps be obtained for this group's information), and whether a representative could attend a future DITPEW meeting to discuss their data in more detail.

[REDACTED] introduced the summary data on the number of teachers from a minority ethnic background which shows very little change since the previous year (there has been a slight increase from 1.76% to 1.83%). This differed across the sectors, where there was a decrease in primary, but an increase in secondary and special schools.

There has been a decrease in the percentage where ethnicity was recorded as 'not known', from 4% to 2.7%. Authorities have been working hard to ensure this data is available (work is known to have taken place in Glasgow City Council and Moray Council areas, but others may have taken action).

Minimal change was reported in the numbers of promoted posts, either at primary or secondary, with only a small decrease in numbers for primary, and a small increase for secondary (only 0.1% change).

There have not been the same trends across all local authorities, some have seen an increase in teacher numbers in primary, whereas others have seen an increase in secondary.

However, this situation is reversed for induction scheme teachers, in that there has been an increase in minority ethnic probationers in the primary sector, both in numbers and percentage, and a decrease in the secondary sector.

There has been a drop in the number of probationers employed during the year following their probation, in both primary and secondary. This is notably greater for minority ethnic teachers, in both primary and secondary.

Members considered the causes for the difference between entrants and probationers, and a point was raised around minority ethnic probationers not obtaining jobs and sitting on supply teacher registers..

Members agreed that it would be useful to see the data on promoted posts broken down in to principal teacher, deputy and head teacher categories. It is possible to split the data in this way, but the numbers are likely to be very small, and disclosure needs to be considered. It is important, however, to see that version of data, as currently there are proportionately more minority ethnic teachers at principal teacher level, compared to the proportion of minority ethnic teachers in depute or head positions. Breaking the figures down to a greater degree to reveal this would be helpful. It would also be useful to look at the trends over time, and to be able to see the local authority areas of these teachers in order to create partnerships.

ACTION: [REDACTED] will provide breakdown of promoted posts across Scotland as a whole, with further detail around local authority level to be carried out in future.

5. ANTI-RACISM IN EDUCATION SUMMIT

Thanks were expressed to [REDACTED] for the great work she has done in developing a draft pledge for the summit. Its purpose is to enable organisations to commit to embedding anti-racism, whether that is becoming an anti-racist organisation, or having anti-racism as a baseline value.

Discussion ensued around the following aspects of the pledge:

- 3. Anti-Racist Culture - Where openness and honesty is referred to, it was suggested that the word 'candour' be used, to set the tone for unambiguous discussions.
- 6. Diversifying the Workforce – Instead of 'support' members would prefer 'take action' to suggest a more proactive approach. This section should also mention the concept of sponsorship.
- The final statement in the pledge is a reminder that even though the commitment lasts for a year, that is not long enough to become an anti-racist organisation. It should be clear that the progress report in 2024 will identify progress and barriers, resulting in more accountability.

- Comms around the pledge may need to be adjusted around prioritisation. It is important for the group not to suggest that the actions be prioritised. They are not listed in the order in which they should be progressed or completed, nor in order of importance. Organisations should be encouraged to engage without being too prescriptive. Many schools and organisations will already have measures in place for doing this work.
- A balance must be struck to ensure that, while autonomy is granted to allow organisations to determine their own priorities, the pledge doesn't allow organisations to just respond to the 'easy' bits. All steps must be taken, and organisations must consider and report on the impact of their anti-racist work.
- A short paragraph should be included at each pledge item to exemplify each aspect, ensuring understanding across all levels, regardless of experience or knowledge of race equality work.
- 2. Reflection – this should be amended to be more explicit about action as well as reflection. It should be worded in a way to ensure that organisations are committing to obtaining further information around the topic of anti-racism. An audit could be carried out, incorporating links to places of support and professional learning. Progress would be tracked throughout the year prior to an update being provided in March 2024. This would be particularly useful where the demographic of an area is not diverse, information can be provided about where support and information can be obtained.
- Meaningful engagement must be done with Black and minority ethnic students and learners.
- Longer term, a Grand Challenge could be posed to organisations, requiring significant action through co-ordinated and collaborative efforts, and making clear the expected impact from publicly making a pledge.

A summit delegate pack is being created , which will be shared with members prior to finalisation. It is likely to contain:

- An overarching fact sheet
- The pledge
- The Anti-Racist Principles for the Curriculum Reform subgroup
- An expertise fact file – a paper including a short outline of all the people involved and invited to the session. This will be a starting point to sign posting people about this work

It was confirmed that some form of virtual provision will be available for delegates who wish to attend online.

ACTION: Members were reminded of the target audience for the summit, and encouraged to suggest the names of other attendees as soon as possible.

6. ANY OTHER BUSINESS

- **Hayward Review** – Phase 2 of the consultation closed on the 13th January, to which the DITPEW responded. Responses are currently being analysed and in the coming weeks it is intended that consultation responses will be published if permission has been granted, alongside an analysis of the consultation as a whole. Professor Hayward has been clear that the input of the AREP members has been extremely valuable and will help in the development of a model for the preferred future of qualifications and

assessments in Scotland. Professor Hayward has indicated that she would be keen to meet with the AREP and proposed dates will follow shortly.

- **Anti-racism framework for ITE at Leeds Beckett University** - this might be interesting to attend if anyone is able to do so. [Anti-Racism Framework for ITE-T Conference | Events | Leeds Beckett University](#)

Ethnicity categories

[Data collection and publication - ethnic group: guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot)

HESA DATA options –**Code Label**

- 10 White
- 13 White – Scottish
- 14 Irish Traveller
- 15 Gypsy or Traveller
- 16 White - Other British
- 19 Other White background
- 21 Black or Black British – Caribbean
- 22 Black or Black British – African
- 29 Other Black background
- 31 Asian or Asian British – Indian
- 32 Asian or Asian British – Pakistani
- 33 Asian or Asian British – Bangladeshi
- 34 Chinese
- 39 Other Asian background
- 41 Mixed - White and Black Caribbean
- 42 Mixed - White and Black African
- 43 Mixed - White and Asian
- 49 Other mixed background
- 50 Arab
- 80 Other ethnic background
- 90 Not known
- 98 Information refused

◆ Choose **ONE** section from A to F, then tick **ONE** box which **best describes** your ethnic group or background

☐ Scottish

☐ Other British

☐ Irish

☐ Polish

☐ Gypsy / Traveller

☐ Roma

☐ Showman / Showwoman

☐ Other white ethnic group, please write in:



☐ Any mixed or multiple ethnic groups, please write in:

A horizontal number line with major tick marks every 10 units, labeled 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100. The region between 0 and 25 is shaded in light blue. There are also minor tick marks between the major ones, representing increments of 5 units.

☐ Pakistani, Scottish Pakistani or British Pakistani

☐ Indian, Scottish Indian or British Indian

☐ Bangladeshi, Scottish Bangladeshi or British Bangladeshi

☐ Chinese, Scottish Chinese or British Chinese

☐ Other, please write in:

[illegible]

☐ Please write in (for example, NIGERIAN, SOMALI):

[illegible]

☐ Please write in (for example, SCOTTISH CARIBBEAN, BLACK SCOTTISH):

[illegible]

☐ Arab, Scottish Arab or British Arab

☐ Other, please write in (for example, SIKH, JEWISH):

[illegible]

15 What is your ethnic group?

♦ Choose **ONE** section from A to F, then tick **ONE** box which **best describes** your ethnic group or background.

A White

☐ Scottish

☐ Other British

☐ Irish

☐ Gypsy / Traveller

☐ Polish

☐ Other white ethnic group, please write in

B Mixed or multiple ethnic groups

☐ Any mixed or multiple ethnic groups, please write in

C Asian, Asian Scottish or Asian British

☐ Pakistani, Pakistani Scottish or Pakistani British

☐ Indian, Indian Scottish or Indian British

☐ Bangladeshi, Bangladeshi Scottish or Bangladeshi British

☐ Chinese, Chinese Scottish or Chinese British

☐ Other, please write in

D African

☐ African, African Scottish or African British

☐ Other, please write in

E Caribbean or Black

☐ Caribbean, Caribbean Scottish or Caribbean British

☐ Black, Black Scottish or Black British

☐ Other, please write in

F Other ethnic group

☐ Arab, Arab Scottish or Arab British

☐ Other, please write in



TEACHER CENSUS OPTIONS – CURRENTLY AVAILABLE CATEGORIES

African – African / Scottish / British

African – Other

Asian – Indian/British/Scottish

Asian – Pakistani / British / Scottish

Asian – Bangladeshi / British / Scottish

Asian – Chinese / British / Scottish

Asian – Other

Caribbean or Black – Caribbean / British / Scottish

Caribbean or Black – Other

Other – Arab

Other – Other

White – Scottish

White – Other British

White – Irish

White – Polish

White – Gypsy/Traveller

White – Other

Mixed or multiple ethnic groups

Not Disclosed

Not Known

**Seventeenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Wednesday 22 March 2023 (15:30 – 17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
[REDACTED] Education Scotland
Louise Barrett, SCDE
Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport
Simon Cameron, COSLA
Navan Govender, Anti-Racist Educator
[REDACTED], SQA
Selma Augestad, National Officer (Equality), EIS
Sara Medel Jiménez, NASUWT
Professor John McKendrick, Commissioner for Fair Access to Higher Education in
Scotland
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

Apologies

[REDACTED], Head of Professional Learning and Leadership, Education Scotland?
[REDACTED], Workforce Planning, Scottish Government
[REDACTED], Early Learning and Childcare, Scottish Government

1. WELCOME AND APOLOGIES

Nuzhat welcomed members to the group. She introduced [REDACTED] as a new member to the DITPEW subgroup. She has recently taken up the role of [REDACTED] within the SQA. Nuzhat also advised that Professor John McKendrick, the new Commissioner for Fair Access to Higher Education in Scotland would be joining today's meeting for agenda item 6, to outline the link between his role and this group's work.

Nuzhat advised that Zem has chosen to step back from the group and that a new SAMEE representative will be appointed in due course.

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

There were no comments to the minutes from the sixteenth meeting of the subgroup and as such those minutes were agreed as final.

Actions update:

1. **Asif to follow up with university ethics committees around ethical data collection processes.** Action closed. Asif and Navan have now spoken. It is clear, when we talk about encouraging ethnicity data disclosure that we are mindful of the line between informed consent and coercion. It is important that

we are clear that employers should be collecting the data to inform change and not simply for performative reasons.

2. **Members to submit comments around disclosure categories for the census in advance of next meeting.** Action closed. No comments were received.
3. **[REDACTED] to pick up with [REDACTED] and identify where there are links between her work and that of the DITPEW.** Carried forward – **[REDACTED] to pick up with [REDACTED] now that she is back from leave.**
4. **Asif to pick up with Simon Cameron to discuss how best to contact Local Authorities relating to the issue of enhancing data disclosure.** Action closed – this was covered under agenda item 3.
5. **Chairs and Secretariat to draft response to GTC Scotland, on behalf of the group, regarding the merit of equivalence between ESOL and English Higher for primary teaching. This should be circulated to members for comment.** Action carried forward.
6. **Asif to clarify whether GTCS can meet with groups, such as this one to discuss the GTC Scotland MoU on Entry into ITE or whether they only accept written submissions.** – Action closed – this was discussed under agenda item 5.
7. **Secretariat to include topic of MoU consultation on next DITPEW agenda for discussion after which an initial draft response will be pulled together, including real life examples which members should send to the Secretariat.** Action closed.
8. **Kevin Brack and Louise Barratt to feedback on discussions relating to available data.** Action carried forward. This action relates to whether the data gathered at UCAS application stage related to protected characteristics is passed on and utilised by ITE schools.
9. **[REDACTED] will speak to Support and Wellbeing colleagues who lead on EAL and establish whether there is an activity/data on positive destinations for EAL pupils.** Action closed – Data received shows that amongst 2021/22 school leavers, 96.6% of those with English as an additional language were in a positive destination. 47.8% were in HE, 33.3% in FE and 12.6% in Employment.

Action: [REDACTED] to share report from which the data relating to the destinations for students with EAL comes from. [REDACTED] also to confirm whether the data can be broken down by other protected characteristics. Also to confirm whether the data is broken down by individual local authority.

10. **[REDACTED] to ask UCAS whether their data can be split by ethnicity (it is unlikely that this will be provided for publication purposes, but can perhaps be obtained for this group's information), and whether a**

representative could attend a future DITPEW meeting to discuss their data in more detail. Carried forward.

11. [REDACTED] will provide breakdown of promoted posts across Scotland as a whole, with further detail around local authority level to be carried out in future. Action closed.

3. GUIDANCE FOR EMPLOYERS ON DATA GATHERING

Following a discussion with Simon Cameron and [REDACTED], Asif has produced an initial draft of a document aimed at guiding local authorities, employers and ITE institutions in enhancing their rate of ethnicity data disclosure within their workforce/student body. The expectation is that this document will be issued alongside the letters to local authorities and ITE institutions following the publication of this year's annual Diversity in the Teaching Profession Data Report.

The purpose of this discussion is to allow members to reflect on the tone, structure and content of the document. Asif shared the draft on his screen.

Action: Once ready Asif to circulate draft data gathering guidance document for comment.

Reflections from members included:

- Should we consider moving away from the word 'disclosure' which can carry negative connotations and towards terminology such as 'declaration' instead? Members felt that this was a good idea and that it was more affirmative than 'disclosure' which is considered formal and regulatory.
- Amongst other things the document should link to the Teaching in a Diverse Scotland reports and the Scottish Government's Anti-Racist Employment Strategy, as well as to the annual data reports.
- Including case studies may offer value. For example case studies in relation to how the data is used in an organisation to advance equality or eliminate discrimination such as the published workforce equality monitoring report (actions to address concerns would be included in the PSED and Mainstreaming Report) also Equal Pay Review, evidence to support Equality Impact Assessments.
- It might be helpful to structure the guidance under the following headings:
 - Purpose and use of data and data collection
 - Ensuring confidentiality and anonymity
 - Voluntary and informed consent
 - Safety and trust:
 - Contexts/conditions for safe declaration
 - Communication processes
- There needs to be consideration given to how data can be gathered for staff that don't have regular access to IT.

4. UPDATE ON ANNUAL DATA REPORT

[REDACTED] updated the group on the publication of the third annual Diversity in the Teaching Profession Data Report. Publication had been scheduled for 28 March

2023 however, due to the appointment of the new First Minister, potential Cabinet reshuffle and imminent parliamentary recess, it has been agreed to postpone publication until 18 April 2023.

Action: [REDACTED] to share embargoed version of the data report with the DITPEW chairs once it is available.

5. GENERAL TEACHING COUNCIL FOR SCOTLAND MEMORANDUM OF UNDERSTANDING ON ENTRY INTO ITE – REVIEW

Asif advised that the review of the MoU is not imminent. The five year anniversary of the current MoU will take place in Autumn 2024 and a full consultation is expected around that time. Submission at this stage however are appreciated in order to identify key areas for review. At this stage there is no formal decision on engagement with groups in relation to the MoU review. For this group the key issue is the fact that, at present, those with an ESOL qualification are not treated the same in relation to applying to do primary and secondary teaching. Asif was clear that, due to a conflict of interest, it will not be possible for him to be involved in drafting a return to this consultation.

The group decided that they wish to submit a response to the consultation that outlines the case for ESOL qualifications to be treated the same for both primary and secondary teaching. Nuzhat opened to the group for suggestions to include in the submission:

- The lack of equivalence creates unnecessary barriers to potential teachers entering the workforce.
- The barrier itself is discriminatory.
- There doesn't seem to be a clear reason for the current position, other than it's the way it's always been.
- Equivalence would really help to widen access to teaching as a career for minority ethnic people.
- It acts as a barrier to achieving the ambition of diversifying the workforce.
- In the wider context equivalence would align with the drive under education reform to move away from Highers being viewed by schools/universities/society as the gold standard.
- The policy feels dated and does not take into account the needs of the education system, learners and educators.
- There should be equal, equitable, and appropriate entry requirements across related fields/programmes.
- Equivalence would lead to alignment across entry requirements to (inter)related programmes of study.
- The current policy maintains problematic norms related to linguistic diversity and linguistic prejudice (particularly as it relates to race/ethnicity, nationality, etc.)

6. COMMISSIONER FOR WIDENING ACCESS TO SCOTLAND'S UNIVERSITIES

Nuzhat welcomed Professor John McKendrick, Scotland's new Commissioner for Widening Access to Scotland's Universities, to the group. The purpose of this discussion is to hear from him about his role and how it overlaps with the interests of the subgroup.

Professor McKendrick is a Professor in Social Justice at Glasgow Caledonian University. In his role as Commissioner he has inherited 34 recommendations, stemming from 2016. His initial reflections, after digesting material relating to the work of the DITPEW, is that it is vitally important that intersecting protected characteristics should be a focus of the higher education agenda. To date the focus, as relates to protected characteristics, has been on age, gender and disability.

The group reflected that they are keen to engage closely with Professor McKendrick as he takes his role forward. Members made him aware of the SCDE Anti-Racism in ITE framework that is due for soft-launch imminently. This framework will be used as a tool for ITE to increase applicants, entrants and qualifiers.

Asif and Louise are seeking to build a network of appropriate individuals who will work to take forward actions from the framework. A set of sessions will run with a focus on the below headings:

- Marketing and Recruitment
- Selection and Admission Processes
- ITE Programmes: Identity and Positionality
- Anti-Racist Pedagogy and Curriculum
- Placement
- Probationary Period
- Racial Literacy of Teacher Educators

Louise advised that ITE institutions have been tasked with creating their action plans ahead of the formal launch of the framework in June.

Professor McKendrick expressed an interest in data relating to the difference in attainment of minority ethnic students between school and higher education, as outlined in the "Do Black Lives Still Matter" report. Members reflected that the underperformance of minority ethnic people within higher education continues into employment, whereby they struggle to secure promoted posts.

Professor McKendrick advised that there is a target that by 2030 20% of students entering university from Scotland will be from a deprived background. He was clear that he understands the intersectional nature of deprivation and various protected characteristics. It is his view that institutions need to change in order to address the needs of their cohorts but that this does not lowering standards. His remit is about both getting people into university but also ensuring that they thrive there.

Members reflected that Wales have a target to increase BME intake to 5% but that Scotland's target is considered to be more holistic as it addresses both intake and retention.

7. ANY OTHER BUSINESS

Hayward Review – As reflected on Professor Haywards meeting with the Anti-Racism in Education Programme Board. The review is now moving into phase 3, this means going out with a model for comments. The model is based on a national diploma of education with three branches. More information can be found here - [Independent Review of Qualifications and Assessment in Scotland: interim report - gov.scot \(www.gov.scot\)](http://www.gov.scot/Independent_Review_of_Qualifications_and_Assessment_in_Scotland_interim_report.pdf)

Theory of Change – A first workshop, aimed at developing a theory of change model for the work of the DITPEW, took place earlier this month. A draft model has been circulated for comment. A follow-up workshop is scheduled for 4th April, members are encouraged to attend.

GTCS – Asif highlighted the Speaking Up Guide for Teaching Professionals published by GTC Scotland [ethics-in-teaching-speaking-up-guide.pdf \(gtcs.org.uk\)](http://gtcs.org.uk/ethics-in-teaching-speaking-up-guide.pdf)

**Eighteenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Tuesday 25 April 2023 (15:30 – 17:00)
VIRTUAL MEETING**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
[REDACTED] Education Scotland
Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport
Navan Govender, Anti-Racist Educator
[REDACTED], SQA
Selma Augestad, National Officer (Equality), EIS
Jehan Al-Azzawi, SAMEE
Andrea Reid, ADES
[REDACTED], Education Analytical Services, Scottish Government
[REDACTED], Education Analytical Services, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government
[REDACTED], Equality in Education Team, Scottish Government

Apologies

Louise Barrett, SCDE
Simon Cameron, COSLA
Sara Medel Jiménez, NASUWT
Judith Mohamed, Head Teacher
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Workforce Planning, Scottish Government
[REDACTED], Early Learning and Childcare, Scottish Government

AGENDA ITEM 1 – WELCOME AND APOLOGIES

Nuzhat welcomed members to the eighteenth meeting of the DiTPEW subgroup. She introduced Jehan Al-Azzawi as a new member. Jehan will represent SAMEE going forward. Nuzhat also welcomed Scottish Government Education Analytical Services colleagues to the meeting.

AGENDA ITEM 2 – MINUTES AND ACTIONS UPDATE

There were no comments to the minutes from the seventeenth meeting of the subgroup and as such those minutes were agreed as final.

1. [REDACTED] to pick up with [REDACTED] and identify where there are links between her work and that of the DiTPEW. Action closed. [REDACTED] meets with colleagues in the Fair Work division regularly and will continue to engage closely with [REDACTED].
2. Chairs and Secretariat to draft response to GTC Scotland, on behalf of the group, regarding the merit of equivalence between ESOL and English Higher for primary teaching. This should be circulated to members for comment. Remains open.

- 3. Kevin Brack and Louise Barratt to feedback on discussions relating to available data.** Action Closed. This action has been superseded by a request that we invite UCAS to come to a meeting of the subgroup. Kevin updated that he and Louise have started a short life working group to look at developing a professional learning programme for academic staff; developing a tool for student teachers for recording of racist incidents and have circulated the guidance document to Directors of Education.

ACTION: [REDACTED] to liaise with Education Analysts to ask UCAS along to a future meeting.

Members raised that there have been questions around whether data can be obtained which relates to applications from UCAS. The purpose being to better understand at what stage minority ethnic applicants are rejected, the reason being that there is evidence that they are overrepresented at application stage but not at subsequent stages. Asif shared a recent English report - [Racial Equality in the Teacher Workforce- An Analysis of Representation and Progression Opportunities from Initial Teacher Training to Headship - Full Report \(nfer.ac.uk\)](https://nfer.ac.uk/publications/2019/01/Racial_Equality_in_the_Teacher_Workforce_-_An_Analysis_of_Representation_and_Progression_Opportunities_from_Initial_Teacher_Training_to_Headship_Full_Report.pdf) which contains interesting data showing ME applicants over represented, but then a big drop off, with no explanation why. He asked if there was the ability to get similar data for Scotland.

- 4. [REDACTED] to share report from which the data relating to the destinations for students with EAL comes from. [REDACTED] also to confirm whether the data can be broken down by other protected characteristics. Also to confirm whether the data is broken down by individual local authority.** Action Closed. [REDACTED] confirmed that the information can be broken down by Local Authority and agreed to circulate a relevant document. She also confirmed that the data can be further disaggregated by other protected characteristics but that the numbers would be incredibly small and significant data suppression would be needed.

ACTION: Andrea confirmed that stats relating to English as an additional language were taken to committee last week and she agreed to circulate the paper following this meeting.

- 5. Once ready Asif to circulate draft data gathering guidance document for comment.** Action closed – this was circulated following publication of the report and sent to Directors of Education.
- 6. [REDACTED] to share embargoed version of the data report with the DITPEW chairs once it is available.** Action closed. Report was successfully published on 18 April.

AGENDA ITEM 3 – HAYWARD REVIEW UPDATE

Nuzhat introduced this item. The DiTPEW group contributed a response to the initial consultation process run as part of the Hayward review of qualifications and assessments. For reference this contribution was attached to the agenda for this meeting. Following the consultation closing, Professor Louise Hayward met with the Anti-Racism in Education Programme Board (AREP) where she spoke through her emerging thinking. AREP members and subgroups were asked to consider the

proposed model in terms of opportunities that it presents as well as risks and what would be needed for a model like this to work. The deadline for any further submission from this group is the 30th April 2023.

Nuzhat asked Asif for his initial reflections as co-chair. He shared [Supporting documents - Qualifications and Assessment Review: consultation analysis - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/supporting-documents-qualifications-and-assessment-review-consultation-analysis/pages/11.aspx) He suggested that themes are coming through that in his view have stemmed from consultation submissions from both the AREP and the Coalition for Racial Equality and Rights. He acknowledged that the scope of the review only overlaps minimally with the work of the DiTPEW. In the group's previous response the case for a diverse workforce was made. Members were asked whether they wanted a follow up submission to make new points or to reiterate the points made previously.

Members reflected:

- Is there scope for something to be said related to the anti-racist pledge planned for the summit in June?
- Should the ITE anti-racism framework, Building Racial Literacy Programme etc. be mentioned?
- There is a need to ensure that those who design qualifications and the curriculum are racially literate.
- It may be helpful to include more concrete suggestions than previously. For example members could suggest that quality assurance procedures and moderation are needed to identify where there has been racial bias.

Action: Asif and Nuzhat to draft a second submission to the Hayward Review and circulate for comment ahead of 30 April deadline

AGENDA ITEM 4 – ANTI-RACISM IN EDUCATION SUMMIT UPDATE

[REDACTED] advised that a new date has been identified for an anti-racism in education summit and that it would form the second half of a full day event held jointly with Scottish Government strategic race equality colleagues. The event is scheduled for 07 June 2023 and it is hoped that the First Minister will give a key-note speech. [REDACTED] suggested that the pledge, as previously developed, will be continue to be the key focus of the even as well as it being used to publicly recommit to the 2030 4% target.

AGENDA ITEM 5 – UPDATE ON ASIF'S ROLE

Nuzhat invited Asif to update the group regarding the work that he has been doing. He updated on a number of work strands that he has been taking forward:

- Developing the data support document, that sat alongside the letter to Directors of Education has been a big focus recently.
- Supporting ITE and increasing BME intake – He has been briefing internal GTC Scotland colleagues about SCDE framework. In particular how it interplays with accreditation and re-accreditation. He suggested that it will be interesting at reaccreditation time to see what impact of the framework has been.
- He was part of the first Anti-Racism in ITE (ARITE) workshop, the purpose of which is to drive and support engagement with the framework. At this workshop every ITE institution was represented and the discussion was very

positive. They spoke about the new framework including opportunities, challenges and solutions. It was agreed that there is a need for open and honest dialogue that allows for free and frank discussion. Asif reflected that Louise Barrett chaired the meeting really well. Louise and Asif co-designed a survey for those who attended the meeting to identify priority areas for action as a group. Racial literacy of teacher educators was identified as a priority area. The framework will have a formal launch on 8th June as part of the SCDE's self-evaluation day. It is expected that ITE institutions will develop draft action plans ahead of that meeting that they can share for collaboration.

- Sponsorship – Asif has started work on models and approaches for sponsorship. He had previously been keen to use the summit to say that change is on its way. He has met with the ADES personnel network, in part to discuss sponsorship. He and ADES are working with individual local authorities on an ongoing basis trying to identify ways to do collaborative work. They have had some good discussions on this so far.
- When asked what help he currently needed from the DiTPEW group Asif advised that he is putting together a positive action “scrap book” which will contain different examples of positive action measures being taken forward by employers across different sectors and in professional learning etc. He asked that members share any examples that they have with him.
- Asif shared - <https://readymag.com/gtcsotland/TeachingScotlandIssue96/12/>
- He advised that there is work underway within the GTC Scotland around how to gather protected characteristic data of registrants, initially the focus for this bit of work will be on probationers.
- He shared that the Soraj Lal Award nominations are coming up. Compared with last year the only difference is related to the nomination process, it will now be a self-nomination process, and there will be no facility to nominate others.

AGENDA ITEM 6 – DATA REPORT FOLLOW-UP

Nuzhat invited Scottish Government analytical colleagues to the meeting.

Members asked whether it would be possible to arrange for UCAS to come and speak with the group about applications data. [REDACTED] advised that he has touched base already with UCAS and will take forward. He suggested that there is a need to be mindful that applications data doesn't necessarily give the full picture. For example just because someone was rejected from one ITE provider does not mean that they didn't enter the system via another. It is likely that we will be able to access that data, at a cost, but that we need to think carefully what insight we want to gain from it.

Members reflected that application data is high up the 'want' list of data. Once again members pointed to the NFER Data (see link above) which outlines applications and acceptances into Initial Teacher Training in England. It would be good to get similar data for Scotland, even with the above caveats.

Members reflected that it might be helpful if we could get the 'acceptance/hold/rejection' data for applicants. They asked if this information is held by the individual universities? There are questions around how consistent is this data gathering, how long do they hold it for etc.

As regards Teacher Census data, members asked if it is possible to break down promoted posts more granularly. Analysts advised that this is possible but that numbers may be too small to be meaningful.

ACTION: [REDACTED] to check if granular information related to promoted posts can be shared with the group.

AGENDA ITEM 7 – ANY OTHER BUSINESS

- Nuzhat told members about a new course being delivered in partnership between Glasgow University and Glasgow City Council
- The course will run in session 2023-2024 called the Enhanced Political Awareness course aimed at school leaders and has been extended to BAME PTs also, in a form of positive action to allow aspiring BAME leaders to gain more professional development and experience in this area.
- Theory of Change work is progressing apace. Timeline for next steps is as below:

Action	Date
Scottish Government Analytical Services Analysts developing draft ToC Narrative	Concludes by 28 April
Circulate draft ToC to Workstream members	WC 8 May
Workstream members review and input on draft	Concludes by 19 May
Final meeting to discuss and agree ToC	Wc 22 May (meeting date tbc)

**Nineteenth meeting of:
Diversity in the Teaching Profession and Education Workforce Subgroup
Tuesday 23 May 2023 (15:30 – 17:00)
Virtual Meeting**

Present

Nuzhat Uthmani (Chair), Principal Teacher
Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland
Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport
[REDACTED] SQA
Selma Augestad, National Officer (Equality), EIS
Jehan Al-Azzawi, SAMEE
Andrea Reid, ADES
Louise Barrett, SCDE
Sara Medel Jiménez, NASUWT
Judith Mohamed, Head Teacher
[REDACTED], Head of Professional Learning and Leadership, Education Scotland
[REDACTED], Workforce Planning, Scottish Government

In attendance

Khadija Mohammed, UWS
[REDACTED], Scottish Government Analytical Services
[REDACTED], Scottish Government Analytical Services

[REDACTED], (Secretariat) Scottish Government Equalities in Education Team
[REDACTED], Scottish Government Equalities in Education Team
[REDACTED], Scottish Government Equalities in Education Team

Apologies

[REDACTED]), Education Scotland

AGENDA ITEM 1 – WELCOME AND APOLOGIES

Nuzhat welcomed members to the nineteenth meeting of the DiTPEW subgroup.

Khadija Mohammed joined the meeting as a guest to speak to the work being done alongside the Scottish Council of Deans of Education (SCDE) on the implementation of the Initial Teacher Education (ITE) anti-racism framework. Scottish Government Analytical Services colleagues also joined the meeting to speak to agenda item 5, on the work to develop a Theory of Change.

Apologies had been received in advance of the meeting from [REDACTED]

AGENDA ITEM 2 – MINUTES AND ACTIONS UPDATE

There were no comments to the minutes from the eighteenth meeting of the subgroup and as such those minutes were agreed as final.

Actions update:

- 1. Chairs and Secretariat to draft response to GTC Scotland, on behalf of the group, regarding the merit of equivalence between ESOL and English Higher for primary teaching. This should be circulated to members for comment.** Closed/Superseded. Nuzhat suggested that a small working group should be convened to assist the chair with drafting a response to this consultation. It was once again noted that it would not be appropriate for Asif to be part of this group due to his role within GTCS and a conflict of interest.

ACTION: Chair and Secretariat to organise a small working group to develop a response to the GTCS consultation as it relates to the equivalence between ESOL and English Higher.

- 2. [REDACTED] to liaise with Education Analysts to ask UCAS along to a future meeting.** Remains open. [REDACTED] has been engaging with [REDACTED] from Scottish Government's Analytical Services regarding this. UCAS have asked what the group wish to cover during any session, to ensure that they field the right individual. Members suggested:
 - Are they able to help the DiTPEW to piece together information relating to the number of applicants to ITE including potentially any split between successful/unsuccessful;
 - Interested to hear how UCAS are involved in the NFER data contained within the [NFER Report](#) and whether they can provide the same for Scotland. There was a recognition that there may be a cost attached to this.
 - Is it possible to break the above down by individual institution? Would be helpful if there was data covering a few years to allow for a direct comparison of progress.
- 3. Andrea confirmed that stats relating to English as an additional language were taken to committee last week and she agreed to circulate the paper following this meeting.** Closed, paper was circulated after last meeting.
- 4. Asif and Nuzhat to draft a second submission to the Hayward Review and circulate for comment ahead of 30 April deadline.** Closed, this was circulated to the membership and was submitted by the deadline.
- 5. [REDACTED] to check if granular information related to promoted posts can be shared with the group.** Remains open, this information was shared with Chairs and can now be circulated to members more widely.

Action: Add item to June agenda to discuss data related to promoted posts, as shared by [REDACTED] from Scottish Government analytical services.

AGENDA ITEM 3 – DiTPEW CHAIRING ARRANGEMENT AND TERMS OF REFERENCE REVIEW

Nuzhat introduced the item by outlining the requirement, under the Terms of Reference, that the chairing arrangement be reviewed annually. She suggested that herself and Asif were content to continue their co-chairing arrangement but invited members to put themselves forward should they wish to chair. No other members

submitted their names and it was confirmed that Nuzhat and Asif will continue as co-chairs for the following 12 months.

Nuzhat asked members to submit their suggested amendments to the Terms of Reference by the end of next week so that these could be updated. Asif suggested that we may wish, as a group, to review our actions grid on a six-monthly basis. This was agreed.

ACTION: Secretariat to ensure that review of actions is scheduled for 6 months time.

AGENDA ITEM 4 – ANTI-RACISM IN ITE FRAMEWORK UPDATE

Nuzhat invited Khadija Mohammed and Louise Barrett to speak to the newly published ITE framework and progress towards the formal launch and implementation.

Khadija said that the majority of the feedback that had been received has been really positive and that certain institutions, for example Aberdeen, have been doing some excellent work on developing their own racial literacy and in proactively sharing emerging practice across schools. There has also been some less positive feedback including a reflection that the framework focuses too much on race. Khadija suggested that it's important we're mindful of the intersection with other protected characteristics.

Louise fed back on the first meetings of the Anti-Racism in ITE (ARITE) group, which has been established to drive forward engagement with the framework. This group includes representatives from all of the ITE providers and they have so far had two meetings with full attendance. The first meeting was intended to work as an introduction to the framework and allowed representatives to consider the work that they need to take forward and the challenges that may be faced. Members of that group reflected that, whilst all parts of the framework are important, priority should be given to enhancing the racial literacy of teacher educators and other ITE colleagues, in order to better equip them to deliver the rest of the framework.

There is an intention to ask outside speakers to come to the meetings to discuss the topics on the agenda. **[REDACTED]** has already agreed to attend the next meeting and speak to the building racial literacy programme. Whilst many members of the ARITE have completed the BRL Programme, they are keen to understand better how they can be sharing their learning.

The next step for ITE institutions is to draft individual anti-racism action plans that can eventually be published on the SCDE's webpage. Small working groups will also be formed to take forward different aspects of the framework.

The framework will be formally launched on the 8th June 2023, at SCDE's Annual Self Reflection Day. This event will include a key note speech from Khadija.

Members reflected that it's clear there is lots of good work going on and thought needs to be given about how it can all be harnessed and brought together.

Members wished it to be recorded in the minute the fact that Khadija has worked incredibly hard and produced an outstanding framework.

AGENDA ITEM 5 – THEORY OF CHANGE UPDATE

[REDACTED] and [REDACTED], from the Scottish Government's Analytical Services team outlined the work that has been done to date on developing a Theory of Change model for the DiTPEW, including reflecting on the engagement that has been had with members. They spoke through their emerging thinking and an outline of what the document will include.

[REDACTED] outlined how the model will be used for different things at different times, including for planning, monitoring, evaluation and sharing of success and learning.

[REDACTED] explained that the next steps will be for a draft of the model to be circulated to members week commencing 28 May. Members will be asked to review the document by 16 June.

ACTION: Invite [REDACTED] and [REDACTED] to June meeting to discuss ToC Model.

AGENDA ITEM 6 – ANY OTHER BUSINESS

Members agreed that the group will meet in June and then take a hiatus over the summer, reconvening in August.

There was a discussion related to the ongoing racist abuse being targeted at members of the group following the advertisement of this year's Principal Teacher roles by Glasgow City Council.

Members reflected how disappointing it was that this had happened again and suggested that it was particularly concerning that the abuse had stemmed from other educators.

The group suggested that there is an increasing need for clarity around the legality of various positive actions and that Local Authorities need to be more proactive in defending actions that they have taken. There is a real risk that situations like this lead to Local Authorities being less willing to use positive action measures and BME educators less likely to engage with posts such as these, which would be very disappointing. Members felt that there is a need for the AREP to be more widely visible.

ACTION: [REDACTED] to draft an FAQ document to sit on the DiTPEW/AREP webpage

Andrea updated the group that, by August, there will be seven new minority ethnic Principal Teachers and that the posts have been extended from 12 months to 23. It was noted that there is a BME educator represented on the current cohort of the Into

Headship Programme. Given the lack of diversity amongst participants on the programme in previous cohorts, this is positive.

**Twentieth meeting of the
Diversity in the Teaching Profession and Education Workforce Subgroup
Monday 26 June 2023 (15:30 – 17:00)
Virtual Meeting**

Present

Asif Chishti (Co-Chair), Senior Education Officer (National Race Diversity Lead),
General Teaching Council Scotland

[REDACTED] SQA

Selma Augestad, National Officer (Equality), EIS

Andrea Reid, ADES

Louise Barrett, SCDE

Sara Medel Jiménez, NASUWT

Lesley Whelan, Head of Professional Learning and Leadership, Education Scotland

[REDACTED] Education Scotland

[REDACTED], Workforce Planning, Scottish Government

[REDACTED], (Secretariat) Scottish Government Equalities in Education Team

[REDACTED], Scottish Government Equalities in Education Team

[REDACTED], Scottish Government Equalities in Education Team

In attendance

[REDACTED] Scottish Government Analytical Services

[REDACTED], Scottish Government Analytical Services

Apologies

Nuzhat Uthmani (Chair), Principal Teacher

Kevin Brack, Lecturer in Educational Leadership, Moray House School of
Education and Sport

Jehan Al-Azzawi, SAMEE

Judith Mohamed, Head Teacher

Navan Govender, Anti-Racist Educator

AGENDA ITEM 1 – WELCOME AND APOLOGIES

Asif chaired the meeting in Nuzhat's absence. He welcomed members to the twentieth meeting of the subgroup and noted apologies as above.

AGENDA ITEM 2 – MINUTES AND ACTIONS UPDATE

There were no comments on the minute of the May meeting of the subgroup and as such these were agreed as final.

Actions Update:

1. **Chair and Secretariat to organise a small working group to develop a response to the GTCS consultation as it relates to the equivalence between ESOL and English Higher.** – Remains open. A small group has been constituted, this includes Nuzhat, Andrea (and colleague **[REDACTED]**) and Louise. They will meet shortly to discuss next steps and to formulate a draft response ahead of the August meeting of the subgroup.
2. **[REDACTED] to liaise with Education Analysts to ask UCAS along to a future meeting.** – Remains open. **[REDACTED]** is engaging closely

with [REDACTED] to organise for UCAS to attend a meeting of the subgroup.

3. **[REDACTED] to check if granular information related to promoted posts can be shared with the group.** Action closed. This information was circulated with the papers and will be discussed under agenda item 4.
4. **Add item to June agenda to discuss data related to promoted posts, as shared by [REDACTED] from Scottish Government analytical services.** Action Closed. As above.
5. **Secretariat to ensure that review of actions is scheduled for 6 months' time.** Action remains open.
6. **Invite [REDACTED] and [REDACTED] to June meeting to discuss ToC Model.** Action Closed. To be discussed under agenda item 7.
7. **[REDACTED] to draft an FAQ document to sit on the DiTPEW/AREP webpage.** Action Closed. To be discussed under agenda item 3.

AGENDA ITEM 3 – FAQ DOCUMENT

Asif thanked those that had been involved in developing an initial draft of an FAQ document relating to the work of the Anti-Racism in Education Programme (AREP). This document, once complete, will sit on the AREP website as a resource that members can direct people towards.

Member's comments and reflections were as below:

- With regards to the issue of whether the AREP's scope includes both visible and non-visible minorities, members reflected that its not always clear within the Annual Data Report what is included within the scope of 'minority ethnic' and thus the group's 4% target.
- Under the section related to whether the AREP benefits individuals of all ethnic identities, members felt it might be helpful to reference the UN Convention on the Rights of the Child, particularly with reference to promoting rights for all.
- Members felt that the glossary was unnecessary, particularly given the ever evolving nature of terminology related to anti-racism work.
- Members felt that some parts of the document were quite lengthy and suggested that more concise text might make it more accessible.
- Members reflected upon requests for consistent terminology throughout, there was a consensus that consistency would be ideal but that it does not reflect the reality of the work. As such the most suitable terminology for each situation should be used.

ACTION: Secretariat to redraft the FAQ to reflect members comments from June meeting of DiTPEW and circulate for comment.

AGENDA ITEM 4 - DISCUSSION ON CIRCULATED DATA RELATED TO PROMOTED POSTS

Asif advised members that, following the last meeting, the secretariat circulated data related to the ethnicity of teachers within promoted posts.

Members reflected that it's helpful to know where these teachers are employed in order to understand what different Local Authorities are doing, along with the impact of their actions. However, members were clear that any engagement with individuals needs to be considered and not tokenistic. There may also be reasons that they have chosen to remain 'under the radar'.

ACTION: Secretariat to circulate data on promoted posts as disaggregated by Local Authority.

AGENDA ITEM 5 – UPDATE FROM ASIF CHISHTI, GTCS

Asif updated members about changes that have been approved for the flexible route into teaching. He explained that the flexible route offers an alternative for provisionally registered (aka probationary teachers) to the Teacher Induction Scheme (TIS). Up until now the minimum number of days required for registration have been more for the flexible route than for TIS. Changes take effect as of 1st August 2023 to bring the two into alignment. Asif suggested that there may be interest for the DiTPEW in understanding the differences for minority ethnic educators in terms of support between going through the TIS and the flexible route.

Secondly Asif updated members about work underway within the GTCS to extend the range of equality data that is gathered for registrants. The work will start with a 'pilot' type exercise aimed at provisionally registered teachers. Within this these individuals will be asked to voluntarily provide their ethnicity data via an anonymous survey. This exercise is planned for Autumn 2024 after which the data will be processed and may be useful to the DiTPEW.

Asif was clear that the GTCS will only collect data that they can use but that this should include a range of intersectional data. After the process is complete, the success of the pilot will be evaluated. If it is deemed to be successful it may be rolled out to other groups of registrants.

AGENDA ITEM 6 – UPDATE FROM ANDREA REID, ADES/GLASGOW CITY COUNCIL

Andrea updated members about a recent session with Directorate and Senior Leaders in Glasgow City Council (GCC), and [REDACTED] on race conscious leadership. This session was attended by just under 40 senior Education leaders including the Directorate, Quality Improvement Officers, Head Teacher leadership workstream leads and HR officers. GCC's anti racism charter was discussed and will be launched in August 23 across the Estate. It is closely aligned to the curriculum principles. There was a focus on racial literacy, with material from the Building Racial Literacy Programme being used for the session. [REDACTED] reflected that there was some really positive work being done.

Secondly, Andrea updated members about a new Head Teacher mentoring programme underway, which Dr. Khadija Mohammed has fed in to. It is being researched by University of Glasgow and is part of ongoing work to ensure race conscious leadership is a key professional learning element of each leadershi

programme in the city.

Finally Andrea advised that recent interviews for the 23 month Principal Teacher posts have been successful, moving from 5 to 7 posts. Each PT will be sponsored by a member of the Directorate.

One incumbent has left the programme after successfully securing a departmental head role. Members reflected that this was really positive. Andrea also reflected that they are seeing individuals that have completed the programme coming through a range of leadership workstream programmes.

Positive action has been taken on Into Headship recruitment this session.

AGENDA ITEM 7 – THEORY OF CHANGE

[REDACTED] and **[REDACTED]** spoke to the most recent version of the Theory of Change document. They advised that they are happy to take forward further changes but are also keen that the group take ownership of the document.

Members offered some verbal feedback, with suggestions that individuals would follow up in writing. Those comments included:

- Under the 'Training and Leadership' section it would be good to see more references to collaboration.
- Could the 'Training and Leadership' section be set out in a way that maps the journey from ITE to permanent employment?
- The 'Training and Leadership' section has a strong focus on ITE, which is right given that there is the Anti-Racism Framework now in place however it would be good to include other things such as the 'Into Headship' scheme.
- The 'Practice/Data and Research' section focusses heavily on employment, could there be more in there about ITE and student teachers?

ACTION: Members to send comments in writing on the Theory of Change.

AGENDA ITEM 8 – ANY OTHER BUSINESS

National Discussion: Asif noted that the National Discussion has now concluded and that the final report ([HERE](#)) contains strong themes of diversity and equality. It is clear where the AREP and DiTPEW contributions have influenced this report.

ITE Framework and SCDE Self-Reflection Day: Khadija's key note went well. Development of action plans is underway. It is planned that the Sept SCDE meeting will contain an agenda item on taking this work forward.

Monitoring Equality in ITE Report: There have been concerns raised about the recent MQuite report and the lack of representation from minority ethnic educators. The Secretariat advised that they have flagged this up with Workforce colleagues who sponsor the report and will meet with those who produced it ahead of the August DiTPEW meeting to find out if there is any additional data that wasn't used in the report but that could be helpful for the DiTPEW to see.

[REDACTED] update: [REDACTED] post has now been filled following her moving on. The successful candidate should be in post by Aug/Sept. Applications for the next BRL cohort will open in August, at present there are far more people on the waiting list than there will be spaces for, so thinking is underway about how to prioritise.

[REDACTED] also updated members that the Curriculum Reform subgroup's Anti-Racist Curriculum Principles will be soft launched on 27 June 2023 on Education Scotland's website. She will share these with members.

Anti-Racist employment progress survey: Members were updated about a progress survey for public sector employers that will be issued shortly. The data collected from this will likely be useful to the work of the DiTPEW.

Soraj Lal Award: Nominations are open until 01 September 2023. Note that there is a self-nomination process this time.

Race Equality and Anti-Racism in Education Programme
Stakeholder Network Group

Racism, racist incidents and bullying workstream

Meeting 1: 10 August 2021, 14:30–16:00

Note of Meeting

Attendees

- Support and Wellbeing Unit, Scottish Government (Chair)
- COSLA
- General Teaching Council Scotland
- EIS
- Education Scotland
- Respectme
- ADES
- Support and Wellbeing Unit, Scottish Government (member and secretariat)
- NASUWT
- Intercultural Youth Scotland

Apologies

- CRER

1. Welcome and apologies

- 1.1. The Chair welcomed attendees and noted apologies.
- 1.2. All members of the group introduced themselves and outlined their organisations' links to the focus of this workstream.

2. Paper 1 – Distillation Paper

- 2.1. The Chair advised that the distillation paper provides an overview of the feedback received from the Race Equality and Anti-Racism in Education Programme Stakeholder Network Group (hereafter SNG) at the June meeting.
- 2.2. Due to the summer break, it was decided to share this paper with the SNG by correspondence to request any additional comments. No further comments were received from the SNG.
- 2.3. The workstream members noted the importance of considering the sequencing of outputs, in order not to overload schools.
- 2.4. Paragraph 13 of the paper states that existing information and evidence should be used where this exists. The importance of this was emphasised by

members in order to prevent the retraumatisation of those who are asked to share and repeat their experiences several times. It was suggested that instead the workstream could take the approach of inviting feedback from children and young people on proposed approaches and actions..

2.5. It was agreed that the workstream should look to make links with the Scottish Council of Independent Schools (SCIS). Scottish Government Support and Wellbeing Unit will make links with the Grant-Aided Schools sector on behalf of the workstream. Ensuring that schools in all sectors are engaged.

Action 1: Scottish Government to engage with SCIS and Grant-Aided Schools about workstream.

2.6. Actions should be considered to respond to concerns that parent, carers, and families may want to report racism, racist incidents and bullying as result of racial prejudice in schools but struggle to know how to do this.

Action 2: Scottish Government to add consideration of parents and carers to the action plan.

2.7. It was suggested that Outputs from the workstream should differentiate between racism, racist incidents and bullying. It was suggested that currently incidents of racism can go unrecorded or not categorised as they do not fall under 'bullying'. This could include casual use of racist language in school environments, or racist micro-aggressions.

2.8. Schools should be empowered to identify and deal with racism or racist incidents separately to bullying, and be empowered to understand structural racism as a mechanism that fosters inequality and injustice in the classroom, school and wider society. While bullying behaviour is a serious problem that needs to be tackled, it doesn't adequately address or name racism and all forms in which it manifests. Discriminatory behaviour that is motivated by someone's race or ethnicity can be easily misidentified as bullying and not linked to the structural framework the behaviour plays into and is part of.

Action 3: Scottish Government to include differentiation between racism and racist incidents throughout workstream actions. Information on how to identify these incidents should be included in guidance to schools.

2.9. It was suggested that the forthcoming update of SEEMiS there may be an opportunity to look at the current recording process and to feed into the system inclusion of appropriate language, to enable the system to be as effective as possible when recording incidents of racism.

2.10. Bullying as a result of racial prejudice can currently be recorded on the bullying module of SEEMiS. However, more work is needed to ensure that schools take a consistent approach to identifying and recording all racist incidents, and that school staff are confident both in dealing with incidents when they arise and in using

the SEEMiS modules to their full functionality. The working group may wish to encourage education professionals to work with children and young people to identify how racism should be best captured and addressed.

Action 4: Scottish Government to engage with SEEMiS to confirm current capability and potential future capability arising from the move to Next Generation and functions around recording incidents of racism.

2.11. Workstream members agreed that the overarching theme of actions should be to equip schools with knowledge and strategies to tackle racism, racist incidents and bullying. This includes empowering schools to identify different kinds of racism and how this can manifest in order for racism not to go unaddressed when it occurs, even in subtle forms. Examples discussed included micro aggressions and institutional racism.

3. Paper 2 – Timeline of Actions

3.1. The timeline of actions set out the suggested range of actions which the workstream may like to take forward.

3.2. Overall, workstream members felt that the actions in the paper are good, but it would be helpful to consider the outcomes sought and work backwards from this. This would enable more strategic planning around timings and interdependencies, and show how the impact can be measured.

Action 5: Scottish Government to consider the outcomes sought and organise the actions accordingly, to bring back to the workstream for agreement.

Action List

3.3. The group discussed the actions on guidance to schools. It was noted that there were two short-term actions on guidance, and a need to clarify the distinct purpose of each.

3.4. The group discussed combining both actions, rather than overcomplicating or confusing the messaging. It was agreed that existing guidance should be highlighted in the short term, and new or updated guidance provided in due course.

3.5. It was suggested that the clear guide for schools on reporting racism should be part of the whole school approach work.

3.6. The planned refresh of Respect for All which promotes a whole-school approach to anti-bullying (in 2022) provides a good opportunity at national level to further embed and promote this work, incorporate our learning, and amplify children and young peoples' voices.

Connections to other work

3.7. It was noted that this work has many connections to other SNG workstreams, and the importance of communication and links between the workstreams was emphasised.

3.8. The Education Scotland representative sits on the other workstreams and will provide a point of contact across the groups. The Chair also provides feedback to the REAREP Programme Board, and will hear from the other workstream leads, this will also enable co-ordination and engagement between workstreams.

Reporting

3.9. Members noted that work should consider what is meant by racism, racist incidents, and micro aggression and ensure that schools are empowered to identify when these happen and act accordingly. Members also noted that school staff can experience racism, racist incidents and bullying.

Action 6: Secretariat to link with Diversity in the Teaching Profession and Education Workforce (DITPEW) Workstream on racism experienced by school staff.

3.10. The workstream may wish to explore if there is a way to record that isn't solely reliant on formal reporting to schools and school staff.

3.11. Education Scotland (ES) set out some of the reporting options currently used within the UK. Different models were discussed. They are:

- [Kids of colour](#), a platform for young people of colour to explore race, identity and culture and challenge the everyday, institutionalised racism that shapes their lives.
- [I Am Me \(Scotland\)](#) – an app created by a community charity working in partnership with Police Scotland & COPFS to tackle disability hate crime.

3.12. Both of these options enable children to report incidents on the app, which automatically informs the school. This means that children do not have to rely on formal reporting to schools and school staff at all times. The workstream may want to explore how to facilitate children and young people to contribute to the creation of appropriate reporting tools.

3.13. The Respectme member advised that she sits on board of I AM Me, and offered to provide a more detailed overview to the group at a future meeting.

Action 7: Secretariat to engage with Respectme member to arrange overview of I AM Me project for future workstream meeting.

3.14. Intercultural Youth Scotland are leading consultation with young people to create visions and ideas for meaningful reporting racism mechanisms in schools.

Children and young people

3.15. The group agreed on the need to ensure that outputs of the workstream meet the need of children and young people. Being encouraged to report incidents is good, but children and young people may experience more racism than is recorded in the reporting system itself. Young people may experience further barriers at the point at which they attempt to report, for example if the incident is inaccurately recorded.

3.16. It was noted that it is important to facilitate young people to be involved in change, and to empower children to promote inclusion in schools. It was noted that the anti-racist clubs discussed at Agenda Item 4 may address this.

Evaluation

3.17. The workstream discussed the importance of self-evaluation in responding to racism, as a possible gap in current approaches. There is currently a focus on preventing and responding.

3.18. Therefore, outputs of the workstream should empower schools to evaluate their own approaches to responding to racism. [How Good Is Our School 4 \(HGIOS\)](#) provides the framework for self-evaluation and improvement planning. Something aligned could be designed for strategies to tackle racism.

3.19. Respectme noted that they have been developing a toolkit on self-evaluation which is currently being piloted. Aligned to HGIOS, the toolkit utilises the views of young people and staff as part of self-evaluation. There may be scope to incorporate the work of this workstream. Respectme offered to share a report of the work in future.

Action 8: Scottish Government to liaise with Respectme on the reporting toolkit and share with the wider group.

4. Education Scotland – Anti-Racist Clubs

4.1. Education Scotland gave the group an overview of current work on providing resources for anti-racist clubs. An anti-racist club can be an important tool for supporting people who experience racism, empowering allies, building racial literacy and stimulating local anti-racist change. The Anti-Racist Club Guide provides information for schools on how to set up and run an anti-racist club in their own school.

4.2. It was agreed that this work can be incorporated into the actions of the workstream.

4.3. Education Scotland also have plans to start a Scottish Anti-Racist Clubs Network which would meet regularly and drive some responsive and flexible anti-racist Professional Learning.

4.4. Workstream members welcomed the resources and felt that it would be very well-received by schools.

Action 9: Education Scotland to share the draft resource with workstream members for feedback and suggestions by the end of August..

5. AOB

5.1. The Chair closed the meeting and advised members they would send a note of the meeting in due course.

5.2. A doodle poll will be circulated to select a date for the next meeting.

Racism and racist incidents workstream

Meeting 2 – 12 October 2021, 13:30-15:00

Minutes

Attendees

- Scottish Government Health and Wellbeing Unit (Chair)
- Scottish Anti-Racism Education (SARE)
- Intercultural Youth Scotland (IYS)
- General Teaching Council for Scotland (GTCS)
- Scottish Council of Independent Schools (SCIS)
- COSLA
- Coalition For Racial Equality And Rights (CRER)
- *respectme*
- Educational Institute for Scotland (EIS)
- NASUWT
- Education Scotland
- Scottish Government Health and Wellbeing Unit (secretariat)

Apologies

- Association of Directors of Education Scotland (ADES)

1. Welcome and apologies

1.1 The Chair welcomed attendees to the second meeting of the workstream and noted apologies from ADES.

1.2 SARE requested that future meetings label papers clearly and links provided to the papers in the MS Teams chat box, to improve accessibility.

2. Note of minute from August meeting and actions

2.1. The Chair updated on the actions from the first meeting. All actions were complete except for Action 4: Scottish Government to engage with SEEMiS to confirm current capability and potential future capability arising from the move to Next Generation and functions around recording incidents of racism. This action is in progress and SG officials have arranged to meet with SEEMiS.

2.2. SARE indicated that they had further feedback on the minutes of the August meeting and offered to share these comments via email. This included comments on the definition of racism which is included under Item 3, and comments on the use of SEEMiS.

2.3. SG confirmed the minutes of the previous meeting are a record of the discussion had at the meeting and it was agreed that additional comments on the Terms of Reference or Action List would be discussed later in the meeting.

Action: SG will invite further comments on August minute via correspondence.

3. Paper 1: Draft Terms of Reference

3.1. CRER noted that their full title was incorrect in the draft Terms of Reference and it should be 'Coalition for Racial Equality and Rights'.

3.2. The chair opened discussion on Paper 1 by asking the group for feedback on the term 'racism, racist incidents and bullying', which is also the name of the workstream. The chair advised that the term 'racism, racist incidents and bullying' was used in response to feedback received from members.

3.3. SARE advised their view that feedback received from members wasn't representative.

3.4. The workstream members discussed the meaning of racism and if the definition should be included in the Terms of Reference and in workstream outputs. Clearly defining racism, racist incidents and bullying will assist school staff to deal appropriately with incidents when they arise.

3.5. SARE advised that racism is not just between children, its systemic so can be with teachers, staff, parents, policies and practices. SARE advised that parents are a third of a school community. Parental involvement and family based learning needs to be included.

3.6. SARE and IYS members expressed concern that the term 'racist bullying' can dilute the seriousness of the incident, as cases can be treated as bullying and the racist element can be of less importance. Teachers and school staff can have the choice of how to record incidents, which can lead to racism being erased and incidents recorded as 'bullying'.

3.7. SARE advised on their the concerns around using the terms "racist bullying" and "prejudice-based bullying", and how these terms do not examine systemic racism and racist structures. School staff may lack training to distinguish between racism and bullying.

3.8. CRER noted that they have recently produced a report following a Freedom of Information request to local authorities in Spring 2021. The FOI related to the collation of bullying and racist incidents data by Local Authorities for academic year 2019/20. Following CRER's analysis of FOI responses, the CRER report stated that there was a low rate of use of the SEEMiS Bullying and Equalities module by schools. CRER noted their view that the recording of all racist incidents should be mandatory.

3.9. COSLA referred to the [initial workstream paper](#) which was brought REAREP SNG in June 2021. SG and COSLA had carried out a survey with local authorities to ask how incidents are monitored using SEEMiS. Some of the issues that came through

were confusion around appropriate recording and confidence in correctly identifying incidents. There is an opportunity for this workstream to be very clear about what is required from schools and Local Authorities to address this issue.

3.10. The racial literacy resource being developed by the School Leadership and Professional Learning sub group, will help address some of these issues. The work of this workstream should be underpinned by school leadership and school staff professional learning in order to be effective.

3.11. SARE advised the importance of parental and carer engagement.

3.12. It was noted that many independent schools do not use SEEMiS and have their own solutions for recording and monitoring.

3.13. SARE raised the lack of representation of the diversity of the population of Scotland within the workstream, including gypsy traveller community, African, Caribbean, and East South East Asian communities.

3.14. The group discussed lived experience of racism. The draft Terms of Reference include the lines:

To ensure these principles are embedded, the workstream will acknowledge and value the fact that each member will bring their own knowledge and understanding of education, learning, and race equality, together with experiences in improving provision. All of these perspectives will be respected and treated equally. The group will also acknowledge and value that some members have lived experience of racism and some do not, resulting in discussions having differential impacts.

3.15. SARE noted their view that equal weight cannot be placed on perspectives considering the experiences of racism and knowledge of minority ethnic communities, and that voices of minority ethnic communities should be privileged in this work. SARE advised their view that this should be reflected in the TOR.

3.16. It was emphasised that some members of the workstream have lived experiences of racism, and some members of the workstream have no lived experience of racism.

3.17. It was suggested that throughout the document, children and young people of colour's voices should not be down the list. This should be moved to higher up the document to reflect importance and centred in the work of the group. Involvement of CYP should be meaningful in planning, design and delivery.

3.18. The Scottish Government spoke about how helpful it is to hear the comments been made. Creating the Terms of Reference is to try to set out the purpose and function of the group. The aim of the workstream is to work in partnership.

3.19. Scottish Government noted that from a policy perspective, it is important that the workstream addresses racism, racist incidents and bullying. The work of the group should be to set out clearly for schools staff, children and parents what they mean, and advise on expectations and support for schools regarding follow up actions.

Scottish Government want to work in partnership with members in this workstream to bring together the tools and support the schools need to make this better.

3.20. SARE noted that Early Years should not be excluded from this work and provision for early years needs to be clarified.

3.21. The representative from Respectme noted that it is very important how we are framing this work. There are strong arguments on how the term 'racist bullying' dilutes the racism, and we need to address this through the work of the workstream. The workstream also need to consider any unintended consequences of entirely removing the word 'bullying' and consider how to link to and improve guidance that supports anti-bullying Scotland.

3.22. SARE noted their view that racism and bullying are separate categories and areas of work, and anti-bullying policies do not encapsulate racism.

3.23. Education Scotland noted that when looking at prevention, recording is also important. There is a need to tackle both at the same time and work with practitioners on terminology. If this workstream only focuses on children and young people, there is a need to link with the Diversity in the Teaching Profession (DiTPEW) and Education Workforce workstream on racism experienced by school staff, both in terms of inter-staff experiences of racism and staff experiencing racism from students.

3.24. SARE noted that racism is also interpersonally interpreted between pupils to staff and staff to pupils.

3.25. The chair confirmed that they have engaged with the DiTPEW workstream to have this discussion. The intention is if DiTPEW is not working in that space, we can include within our scope or agree with DiTPEW to work together.

3.26. The group discussed the Scottish Parliament review of the operation of the Public Sector Equality Duty in Scotland which is currently underway, and how this applies to schools and the work of this workstream.

Action: SG Health and Wellbeing Unit to engage with SG Equalities Unit on PSED review.

3.27. CRER noted that Welsh schools are required to write an improvement plan. The representative from EIS Antiracist Sub Committee & BAME Network offered to share the template currently in use in Glasgow for schools to write an equalities policy, which is mandatory from this year.

Action: EIS member to send template to Secretariat for sharing with the workstream.

Action: Secretariat will request any outstanding comments from workstream members on the draft Terms of Reference by correspondence.

4. Paper 2: Revised Action List

4.1. The group discussed the importance of hearing the voices of children and young people of colour who are currently experiencing these issues, and in seeking views as early as possible to inform the work of the group.

4.2. SARE and IYS noted that CYPoC should be leading this work.

4.3. The group discussed the limitations of relying on producing new guidance, and relying on new guidance being enacted by individuals within schools. There needs to be consideration of what happens if any newly-developed guidance is not engaged with.

4.4. It was suggested that a targeted piece of communications with Moray House would be effective. It was noted that the Diversity in the Teaching Profession workstream will look at linkage with Initial Teacher Education (ITE) programmes. Linkage with ITE programmes has been mentioned in the overall REAREP SNG discussions and strengthens links with children's rights and UNCRC.

4.5. SARE raised the need for this work to include consideration of early years provision, with respect to children and young people's rights and anti-racism.

4.6. It was suggested that children and young people of colour in Scotland need more support, such as services like [Tell Mama](#) (a UK-wide service which supports victims of anti-Muslim hate and monitors anti-Muslim incidents). Children and young people of colour also need to be able to approach people who look like them and understand what they are experiencing, to access support.

4.7. At the previous workstream meeting, the workstream had requested that the Secretariat reach out to I Am Me to hear about their approach to disability hate crime. It was requested that the Secretariat also reach out to an organisation with anti-racism experience such as Kids of Colour, or a Scottish organisation who do similar work

4.8. SARE specifically requested reaching out to Kids Of Colour as it is important to look at best practices across the UK and experiences of racism by communities of colour.

4.9. SARE noted that some workstream members are providing their input on a voluntary and unfunded basis and this should be remembered when planning work. SARE advised their view of the emotional and academic capital involved from people of colour which has not been recognised.

Action: Actions list to be reviewed and voice of children and young people made more central.

5. AOB

5.1. The chair thanked attendees for their input.

5.2. A doodle poll will be circulated to decide the date and time of the next meeting.

*Support and Wellbeing Unit
Learning Directorate
October 2021*

Race Equality and Anti-Racism in Education Programme Stakeholder Network Group

Racism and racist incidents workstream

Meeting 3 - Note

Tuesday 30 November 2021

Attendees

- Support and Wellbeing Unit, Scottish Government (Chair)
- Intercultural Youth Scotland (IYS)
- Scottish Anti-Racism Education (SARE)
- Cemvo Scotland
- COSLA
- Education Scotland
- *respectme*
- NASUWT
- Early Learning and Childcare Division, Scottish Government
- Support and Wellbeing Unit, Scottish Government (member and secretariat)

Apologies

- Coalition For Racial Equality And Rights (CRER)
- General Teaching Council for Scotland (GTCS)
- Association of Directors of Education Scotland (ADES)
- Educational Institute for Scotland (EIS)

1. Welcome, introductions and apologies

1.1. The chair welcomed attendees and introductions were made.

1.2. Papers were shared via email with all members before the meeting. The chair noted that the function to share the papers within the Teams meeting was not working due to an IT issue. The chair apologised for the negative impact on accessibility and agreed to take action to address this ahead of the next meeting to improve accessibility for all members.

2. Paper 1 – Revised action plan

2.1. The chair outlined the revised action plan and invited comments from members on the suggested outcomes and actions.

2.2. The chair noted that the Race Equality and Anti-Racism in Education Programme Stakeholder Network Group (SNG) have requested that all workstreams provide feedback about intended action plans ahead of the SNG meeting in January 2022.

2.3. Some members highlighted a lack of accessibility around papers which resulted in things being unclear to members who are neurodivergent. This prompted a discussion around intersectionality and needs.

2.4. Some members noted the trauma of feeling there was a lack of acknowledgement and understanding around racial trauma and at bullying being included as a term in this workstream title.

Actions under Outcome 4

2.5. Wording of Outcome 4: 'Families are confident in their school's approach to tackling racism, racist incidents and bullying, and can raise any concerns with confidence'.

2.6. In relation to Outcome 4, SARE raised questions around how are families meant to be confident? How are we addressing the barriers to tackling and acknowledging the existence and impact of racism via this document?

2.7. SARE advised that families are equal stakeholders and should be involved in decisions/concerns around racism or racist incidents, rather than just having confidence in the school.

Action: SARE to suggest an updated form of words for outcome 4.

Actions under Outcome 1

2.8. COSLA noted support for the action plan being arranged under specific outcomes and for the broader links to other workstreams being highlighted. Outcome 1 could be rephrased to make it clearer.

2.9. It was agreed that as actions 2 and 3 are closely linked, the two should be merged.

2.10. Outcome 1, action 1: it is important that gathering the voices of children and young people is not just consulting. The aim is to engage with children and young people (CYP), and ask them how they want to engage and participate, and how they would like their views represented.

2.11. Outcome 2 Action 5 - Workstream link states 'To inform development of whole-school approach content on recording of incidents in schools' SARE asked what about outside schools when children are part of the school community. SARE advised their view that bullying should not be included in these categories.

2.12. Outcome 2 action 7 - Workstream link states that 'The WSA must address the responsibilities of schools (leadership, operational and in partnership) for preventing and addressing racism, racist incidents and bullying in schools.' SARE asked what the ideas are in this workstream around prevention and how does the workstream intend to look at prevention of racism without disrupting, dismantling and rebuilding systems.

2.13. IYS suggested that there should be advocacy support or ongoing support for CYP who have experienced racism at school.

Action: IYS to submit ideas on further support for CYP.

2.14. It was noted that the project specification should ensure that the engagement provides ethnic minority children and young people a safe space to share their experiences.

2.15. Chair noted that the SG Equalities Unit will engage on the procurement process.

2.16. Members agreed to Outcome 1 and the actions under this outcome.

Action: Update wording under Action 1

- “consultation” to be updated to “involvement and engagement”
- “CYP voice to be heard” updated to “CYP voiced actioned.”

Action: Scottish Government to reword Outcome 1 to improve clarity.

Action: Actions 2 and 3 under Outcome 1 to be merged.

Action: Scottish Government to begin progressing initial work on actions outlined under Outcome 1. This will be brought to a future workstream meeting.

Other comments on the action plan

2.17. SARE and IYS strongly felt that the term ‘bullying’ should not be used in relation to the work of this group and it should be referred to as racism.

2.18. SARE noted that the group should be clear on what is meant by bullying and racism and what is the difference. Prejudice-based bullying is mentioned in Respect for All, but racism is not. SARE noted that terminology should be addressed before moving onto outcomes and actions and should be part of Terms of Reference.

2.19. Members agreed that a separate meeting would be arranged to have a focused discussion on this terminology with workstream members who wish to be involved.

Action: SG to arrange focused discussion on terminology around bullying.

2.20. It was noted that Education Scotland are working on racial literacy for school staff, which is an important link into this work.

2.21. SARE advised that the voices of BPoC members need to matter in terms of decision making in this work, and in the wider SNG, and the views of BPoC members should be taken on board.

2.22. Scottish Government noted that a discussion was held with some members to acknowledge and address previous points raised. As the working group were concerned during the last meeting about how this work would be taken forward and

the actions, the focus of this meeting is on the action plan and gathering feedback on proposed actions.

2.23. Scottish Government noted that a whole school approach, as proposed in the action plan, is needed to enhance understanding and guidance to schools. This would include key topics which the group have noted in previous meetings. There are approaches in place for schools to respond to bereavement and trauma, which can also be tied into a whole school approach. The whole school approach should also align to school inspections and quality assurance processes.

2.24. Currently the group have identified the following topics for inclusion in the WSA:

- An articulation of what racism is
- What racist incidents are and the appropriate response
- Information for parents and carers on what they can expect

Action: The majority of the workstream agreed on whole school approach document. Scottish Government will bring a skeleton outline of a whole school approach to the next workstream meeting for feedback.

2.25. What the WSA constitutes, engagement with wider communities, importance of community engagement, parents/ carers engagement and involvement, were raised as points for consideration.

2.26. SARE noted that many communities are not represented on this workstream who are working on grassroots anti-racism. SARE also queried whether membership of SNG includes Critical Race Theory academics or experts. CEMVO noted that representation or views from organisations such as National Parent Forum and GTCS are key to moving work forward.

2.27. SARE noted the importance of representing the voices of parents/carers of colour.

2.28. It was noted that while lived experience is vital, it is also important to bring in the views of advocacy support organisations who work with multiple cases and families and have a wider picture.

2.29. SARE advised that lived experiences of people did not refer to just single cases but rather informal advocacy and support groups that exist within various communities, example within the Pakistani-Scottish Muslim communities.

2.30. SARE noted that HGIOS4 (under Outcome 2) has one mention of racism in it and advised that the Terms of Reference should say how the group plans to address racism and should be clear on the needs of group with respect to neurodivergent members.

Action: Group agreed to discuss TOR at the next meeting.

2.31. SARE noted that they had feedback on the content of the Education Scotland GLOW website, including on engagement with minority ethnic communities. SARE asked for this to be shared with the main REAREP SNG

Action: Education Scotland to liaise with SARE on feedback on GLOW.

Action: CEMVO member to share research with group

3. AOB

3.1. The group agreed to set aside time at the end of each meeting to summarise what has been agreed, and to follow the agenda.

3.2. A doodle poll will be circulated to find time for the next meeting.

*Support and Wellbeing Unit
Learning Directorate
December 2021*

Racism and racist incidents workstream

Meeting 4 – 25 January 2022

Minutes

Attendees

- Support and Wellbeing Unit, Scottish Government (Chair)
- Intercultural Youth Scotland (IYS)
- Scottish Anti-Racism Education (SARE)
- CEMVO Scotland
- Coalition For Racial Equality And Rights (CRER)
- *respectme*
- COSLA
- Scottish Council of Independent Schools (SCIS)
- Education Scotland
- Support and Wellbeing Unit, Scottish Government (secretariat)
- Educational Institute for Scotland (EIS)

Apologies

- Association of Directors of Education Scotland (ADES)
- General Teaching Council for Scotland (GTCS)

1. Welcome from Chair

1.1. The Chair welcomed all members of the group to the fourth meeting of the workstream.

2. Minutes from October and November

1.2. The Chair noted that updated minutes from October and November had been circulated to members for final comments. Comments received had been incorporated in the versions shared ahead of this meeting.

1.3. SARE noted that they had further comments on both documents which they agreed to send by email to the whole group.

1.4. It was agreed that the October and November minutes would be agreed by correspondence.

Action: October and November minutes to be agreed by correspondence following consideration of SARE comments.

3. Update on focussed discussion meeting

3.1. SG provided an overview of the outcome of the focused discussion meeting which was held on 13 January with workstream members who elected to join. The workstream was informed that the purpose of the discussion had been to agree a proposed approach to the use of the term 'bullying' in workstream actions. The

discussion heard a range of perspectives and viewpoints, and the focused time was helpful to clarify points and perspectives.

3.2. SG will issue minutes from the focused discussion so all workstream members can see the views expressed and the conclusions reached.

3.3. The conclusion of the focussed discussion was that there is a need for the workstream to address terminology. It was clear from the discussion that there are challenges for school staff and others in understanding the difference between incidents of racism and incidents of bullying in schools. This leads to incidents of racism being mislabelled and diluted as incidents of bullying.

3.4. Therefore, it was agreed that the Whole School Approach on Racism and Racist Incidents (hereafter WSA) issued by this workstream will include a statement on the terminology and the differentiation of racism and bullying. The WSA will reflect the focus on racism as a separate and distinct issue.

3.5. It was agreed that the workstream should input into the upcoming refresh of Respect for All from an anti-racist perspective. SARE asked for clarification on what will be encompassed in this review. This will again help school staff understand the difference between racism and bullying. This work will be separate to the WSA.

3.6. There was agreement that the workstream would approach the Race Equality and Anti-Racism in Education Programme Stakeholder Network Group (hereafter SNG) to seek agreement to a proposal to remove the term bullying from the title of the workstream.

3.7. SARE advised that people of colour are clear as to why bullying shouldn't be in this workstream and that there is a need to ensure that racism and racist incidents are clearly understood to ensure that there is not conflation within anti-bullying policies.. SARE noted that they did not agree with the action to have a statement clarifying the difference between racism and bullying within the WSA, and instead wished all mentions of 'bullying' to be removed entirely from all work and all outputs of this workstream.

3.8. CEMVO noted that there had been agreement to the proposal to remove bullying from title, but that bullying would require to be mentioned in the WSA document to explain to teachers and educators to explain why it is different to racism.

3.9. *respectme* advised that if there was no mention of bullying, then there is a risk that schools might revert to utilising bullying guidance. There needs to be a statement to make it clear that racism is not bullying, why it is different, and why it should be treated differently. SG also advised that this was a risk.

3.10. It was further clarified that the balance of focus within the WSA produced within this workstream will focus on anti-racist approaches rather than on bullying. The purpose of including references to bullying within the WSA would be to explain the differences between incidents of racism and bullying. Not to focus on bullying as the primary issue.

Action: To propose the removal of the term bullying from the title of the workstream at SNG.

4. Terms of Reference

4.1. The Chair advised that the SNG had requested return of Terms of Reference for each workstream by March 2022. Previous comments from members have been incorporated in this version. Final comments were requested from members with view to agreement.

4.2. EIS member requested by correspondence that “anti-racism” should be added to the vision statement in place of “instead of developing positive cultures”.

Action: ‘anti-racism’ to be added to vision statement in TOR.

4.3. SARE advised that they had a large number of comments. SARE member provided an overview of their comments on the Terms of Reference, and agreed to share full comments via correspondence with all members.

Action: SARE to share comments on Terms of Reference via correspondence with all members.

4.4. SARE noted that their input to this workstream has been unpaid. SARE advised that they would like all members of the workstream to take on board what SARE have requested in previous meetings, and note the imbalance in the workstream between people of colour and white members. SARE further noted that children and young people of colour should be at the heart of the work.

4.5. CRER noted their support of the opportunity for members to bring written comments. The ability to see each other’s comments is helpful for transparency and having a record of what has been said, however, need to note that written comments are more labour intensive.

4.6. It was proposed that a shared workspace for the workstream could be established to allow workstream members to share information, to co-produce materials and comment collaboratively on documents. SG has used Objective Connect in this way with other groups successfully. It was noted that due to SG security arrangements there are specific platforms which can be used.

Action: SG to set up Objective Connect for workstream.

5. Skeleton Whole School Approach

5.1. The Chair introduced the Skeleton WSA, noting that the order and content of the WSA will be shaped and developed by workstream members.

5.2. EIS member requested by correspondence that “anti-racism” should be added to the terminology section of the WSA.

Action: 'anti-racism' to be added to terminology section of WSA.

5.3. CRER noted that this represented a good start to the WSA. However, highlighted there is not much about preventative approaches and there is a need to think about how we shape from early years onwards. Focus on creating an environment where racism isn't an issue.

Action: Add consideration of how to shape anti-racism from early years onwards to WSA.

5.4. SARE advised that we cannot prevent racism, due to racism being embedded within organisational structures. We can disrupt the systems and processes, including what happens in this workstream.

5.5. It was noted that the Building Racial Literacy Programme is seeking to support school staff to be racially literate and effective in dealing with racism and that this should be signposted to in the WSA.

Action: Signpost to the Building Racial Literacy Programme in the WSA.

5.6. IYS advised that it would be helpful for the WSA to have a focus on victims of racial incidents and how schools should support them, in particular around racial trauma and guidance on how to support victims.

Action: WSA to include a focus on victims, in particular around racial trauma and guidance on how schools can support victims.

5.7. Education Scotland noted that this was a useful skeleton. Education Scotland support linking the WSA to current structures, for example Curriculum for Excellence, ethos of school, and HGIOS 4. Need to consider how workstream can utilise what schools already have in place, and link this to the WSA so that schools can see what they should be doing.

Action: Group to consider how workstream can utilise what schools already have in place, and link this to the WSA so that schools can see what they should be doing.

5.8. CEMVO advised that the section on 'why use a WSA' should state who is part of a school community.

Action: WSA section on 'why use a WSA' should state who is part of a school community.

5.9. CEMVO noted that restorative practices are not the best way to deal with racism and are traumatising for victims. SARE also raised concerns that restorative approaches could result in victim blaming and may not be culturally responsive.

5.10. IYS advised of the importance of engaging with CYPoC throughout the development of the WSA. The Chair noted that this workstream's actions around producing accessible guidance for CYPoC include action to engage with CYPoC as

part of procurement project. Further, the SNG CYP group are also available should the workstream wish to engage with them at any point.

Action: Workstream to engage with CYPoC throughout the development of the WSA.

5.11. It was noted that accountability should be threaded throughout the document, to show who is legally responsible for upholding anti-racism and for educators to understand the duties on them.

Action: Subsection on legal framework/duties to be added to WSA.

5.12. SARE queried who would be evaluating the framework and how it is applied in schools. The WSA has no clear indication if parents and carers voices would be taken on board by schools.

Action: WSA must clearly state the actions to be taken following concerns about racism and racist incidents being raised by parents and carers.

5.13. Education Scotland provided an update on the Building Racial Literacy Programme, which is currently in early stages with the first cohort.

5.14. SARE noted their previous work including Tackling Bullying In Scottish Schools Campaign, which has informed their views due to their work with individual families and CYPoC.

5.15. IYS queried the timescales of the BLR programme and involvement of BPOC. ES confirmed that the BLR team are looking at how to do this in a rights-respecting way. The current deadlines were to allow the programme to commence this financial year.

5.16. The Chair invited members to indicate their interest in planning and writing the content for particular areas of the WSA so that work can start once the skeleton is agreed. Members noted their interest in working on the following areas:

- NASUWT – Role of school leadership and decolonising the curriculum
- IYS – Children and Young People, responding to and recording incidents and evaluation
- SARE – Parents and families
- *respectme* – Terminology and statement on bullying
- Scottish Government – Legal and policy

5.17. SARE asked if there is a budget for this work. Scottish Government confirmed that there is no budget for routine workstream work. Members are invited to contribute to drafting WSA and other outputs where possible, but if this is not possible then SG policy colleagues will draft documents and bring to the group for comment.

5.18. SARE indicated that they are contributing their time voluntarily and are not financially compensated.

5.17. SARE advised that the Macpherson Report should be reflected on in its entirety. It was agreed that careful consideration should be given to any reference to the Stephen Lawrence Inquiry within WSA outputs. There would need to be an assurance that if specific reference is made it is done so respectfully and appropriately. SARE indicated that if further clarification is required by the Lawrence family then SARE can facilitate this.

6. AOB

6.1. The Chair confirmed that a colleague from the Scottish Government Support and Wellbeing Unit will take over as Chair from the next meeting, due to the current Chair starting maternity leave.

*Support and Wellbeing Unit
Learning Directorate
February 2021*

Race Equality and Anti-Racism in Education Programme Curriculum Reform SubGroup

NOTE OF DISCUSSION AT MEETING ONE, 23 AUGUST 2021

Welcome and introductions

1. Jovan welcomed all to the first meeting of the Race Equality and Anti-Racism in Education Curriculum Reform SubGroup ('the Group'), introduced his role as Deputy Chair and invited members to introduce themselves. Participants are noted at Annex A.
2. Apologies were received from Khadija Mohammed, Lewis Hou, Fiona Nicholson, Jim Metcalfe, Danielle Faakor Dampsey and Danny Boyle. Nahid Aslam attended in place of Kal Hussain.
3. In welcoming Group members, Jovan recognised the responsibility, challenges and expectations ahead and highlighted the considerable expertise, passion and lived experience 'round the table'. It was noted that for those members that have been part of the Stakeholder Network and previous engagement sessions that valuable discussion had taken place so far and that there was an appetite to move to actions and recommendations to effect the change that we want to see.
4. The importance of taking time at the outset to find a shared way of working that exemplifies the values and principles of the Group was noted and that we should individually and collectively stay aware of the sort of the space that we want to create and how to ensure we maintain that. Clarity around purpose, language, principles, ways of working and what we aim to achieve over the coming months would be the focus of the discussions at the first meeting and something that would be referred back to often. The Terms of Reference paper would start that conversation and would be refined to reflect Group discussion. Lots of work to do but spending time getting the framework right and agreed should support discussions and considerations going forward.

Terms of Reference - Who we are, what we are doing and how we will do it

5. The Group had received a draft Terms of Reference paper and a further paper, tabled, on additional principles and how language can support and frame our work.
6. Jovan outlined the purpose of the documents, the importance of spending time on this and welcomed comments.
7. It was noted that the a commitment to representation should be demonstrated through ensuring that Black people were on the SubGroup, as well as other racialised identities.

8. It was suggested that those identified with lived experience to be involved should be extended include to parents and the wider community.

9. There was overall agreement on the content of the paper but written comments will be welcomed and consideration will be given to whether further discussion at the next meeting would be useful..

Action: Secretariat to update the Terms of Reference and circulate.

Action: Chairs and Secretariat to consider the point raised about representation and follow up and feedback.

Membership and meeting schedule

10. **[REDACTED]** (in place of the Chair) advised that discussion with Group members and the Secretariat over the summer had provided valuable opportunities to set out the genesis of the Group with new members and review the activity and process so far with members drawn from the Stakeholder Network. Overall members are committed to and are enthusiastic about where the discussions had reached and very keen to move to the action-orientated phase.

11. An outline of key points raised is in the Background, Priorities and Draft Workplan paper for awareness.

Membership

12. There will be opportunities to bring in individuals and organisation representatives for specific discussions that require expertise. At present keen to cap the numbers unless there is an obvious omission in skills and experience that needs addressed.

Meeting schedule

13. Meeting dates to June 2022 will be sent as diary requests and an outline of how priorities might be mapped to those meetings was discussed.

14. **[REDACTED]** posed questions regarding the proposed priorities and plans to address them, including a suggestion that smaller focused groups be required for the two main pieces of work on the curriculum framework and resources to support an anti-racism curriculum.

15. Members were supportive of the outline plans and made the following points in discussion:

- This is a massive and ambitious programme of work. Can we narrow down what we're trying to achieve? Even within the definition of the curriculum? Focus on the Experiences and Outcomes, Inter-Disciplinary Learning, and what does success look like?
- There is an opportunity to link with larger reform work underway in education, specifically the OECD review and reform of the SQA, Education Scotland etc

provides opportunity to join up and ensure that this is no longer a 'bolt on' but embedded in reform.

- There was support for suggestion of additional subgroups in relation to the main work to be undertaken.
- There is good work underway in some areas with Experiences and Outcomes being reviewed already in schools. Can we scope and review good practice?
- Importance of communicating with teaching progression and opportunity for engagement and two-way communication.
- The Broad General Education (s1-3) Experiences and Outcomes are very broad and specific mention of diverse content only appears in senior phase (s4-6).
- There is interesting work on curriculum design and content in England that would be good to know more about.
- Key issue - How does every school take this forward and how do we make sure it is happening?
- Importance of Community Learning and Development and youth work perspective. Where does learning take place? Not just timing of school day but where young people learn that aren't spending time in school for some reason.
- Importance of accessible language and challenges of complex discussion which is an issue for young people to engage with.
- How the role of educator + role of curriculum interact – create space to explore that, ideally with the Processional Learning SubGroup.
- Request for clarity around the curriculum framework.
- Role of curriculum mapping exercise being led by Education Scotland – in its early stages with Glasgow practitioners supporting development. A website will shortly be launched focused on the Education Scotland overview of race equality and anti-racism that is updated to reflect discussion and activity from the Group and include curriculum mapping output.
- Regarding the creation of Curriculum resources for learners and teachers – without support on how to use it, training etc, lack of confidence and understanding will undermine efforts. Vital to show staff what to do and how to do it.
- Importance of early years (including pre-birth/maternity services).
- Fear of talking about race and acknowledging racism within the teaching profession. Challenge of personal views required to create change.
- A sense that we all agree what we want. Hard bit is how to do it. We need change in every classroom – how? strategy? Can we narrow down what we're doing and what success looks, sounds and feels like?
- This programme of work is for all learners – must keep a focus on that.
- Young people's voices are paramount to system change – need to ensure meaningful involvement.
- Anti-racism should have the same profile within health and wellbeing as mental health.
- Change that has enough force and momentum to "sweep everyone along" is required, it can't be an option only for those that choose to.

Draft vision

16. Members agreed that the draft vision, with the addition of "past and present" captured the aims and ambitions for the SubGroup, covers the priorities and

establishes clear need for change. A further query over whether ‘practitioner’ captured the importance of the whole-school or early years community was raised with agreement from members that this should be considered and revised for comment.

Scotland’s schools and early learning environments will promote and embed racial equity, anti-racism and global citizenship through its systems, leadership and curriculum. All of our learners and practitioners will benefit from a curriculum, culture and ethos that reflects the diversity of the early years school community, Scotland and the wider world.

The role of Scotland and the UK in colonial history and the impact it has on the modern world will feature in teaching and learning to ensure our young people have an understanding and awareness of the British Empire and colonialism, including slavery and other human rights violations, past and present.

Action: Secretariat to revise the vision and circulate for comment/sign off.

Update from Scottish Government and Education Scotland

17. The following updates were provided:

- **[REDACTED]** provided information on Ministerial and media plans to launch the Education Scotland resource alongside valuable new anti-racism toolkits and guidance from CRER and ScotDec. The commitment to establish a young people shadow group remained and the processes to make that happen were underway – updates would follow.
- **[REDACTED]** outlined her role as member of all four programme SubGroups with the ability to bring together key themes and priorities and help facilitate good communication between the Groups.
- **[REDACTED]** provided an update from Education Scotland on the publication of their Overview of Race Equality and Anti-Racism document and the ongoing curriculum mapping and other activity to engage and support practitioners.

Planning for next meeting

18. There was agreement that the next meeting should begin to focus on the curriculum framework and where opportunities and challenges exist that require attention.

19. The meeting will also look again at the Terms of Reference (including vision) and Principles and Language paper to further refine and sign off if possible.

Any other business or reflections and close

20. Jovan welcomed comments from all members on points from the agenda or any points that ‘didn’t fit’ but were important to share.

21. Jovan elevated a couple of points – the importance of getting into action and the Group shifting to that mode and the need to keep reflecting and engaging with

the process itself to ensure that we live up to principles of including Black and People of Colour and especially young people. There was a commitment to reshape the space to ensure that we are living our principles throughout the activity of the Group.

22. Katie advised of statistics that would be published by the Historical Association and would contain some comparative figures on diversity of history teaching in schools in England and Scotland.

23. It was noted that it was great to be thinking positively and enthusiastically with such a focus on moving forward and effecting change. Members were thanked for their positive contributions and commitment.

The next meeting will be Thursday 7 October 3.45-5.30pm.

ANNEX A – PARTICIPANTS

Jovan Rao Rydder, Deputy Chair

Carol Young
Nuzhat Uthmani
Munibah Ghani
Titilayo Farukuoye
Crisantos Ike
Victory Ekpekurede
Hakim Din
Sadiah Hussain-Savuk
Asif Chishti
Sara Medel Jiménez

Katie Hunter

Pavithra Sarma

Matthew Sweeney
Peter McNaughton

Michael Roach
Frank Thomson

[REDACTED]
[REDACTED]
Nahid, Aslam

MSYP Support:
Chelsey Clay

Scottish Government Learning Directorate:

[REDACTED]
[REDACTED]
[REDACTED]

Education Scotland:
[REDACTED]

[REDACTED]

[REDACTED]

Intercultural Youth Scotland
Deputy Director, CRER
Primary Teacher, Glasgow City Council
Biology Teacher, Holyrood Secondary
Intercultural Youth Scotland
MSYP, Rutherglen
MSYP, East Kilbride
Education and race consultant
Biology Teacher, Dollar Academy
EIS
STUC Black Workers Committee + Spanish
Teacher
History Teacher, St Thomas of Aquin's High
School
Anti-racism consultant and Co-founder,
Scottish Anti-Racism Education
COSLA
Association of Directors of Education in
Scotland
Head of Education, Inverclyde Council
Community Learning and Development
Managers Scotland (CLDMS)
Scottish Qualifications Authority
Scottish Qualifications Authority
NASWUT

Scottish Youth Parliament

Curriculum Unit
Curriculum Unit – Lead Secretariat
Support and Wellbeing

Senior Education Officer, Inclusion,
Wellbeing and Equalities
Social Studies Curriculum Senior Education
Officer
Professional Learning and Leadership (+
Anti-Racist Educator)

**Race Equality and Anti-Racism in Education Programme
Curriculum Reform SubGroup**

NOTE OF DISCUSSION AT MEETING TWO, 7 OCTOBER 2021

Summary:

- **Agreement to the papers on the Terms of Reference and Language and Principles.**
- **This doesn't constitute full agreement on preferred terminology but a commitment to the proposal to allow the SubGroup to progress to action on key areas.**
- **Welcome options from Education Scotland on curriculum framework reform.**
- **Agreement to smaller review and design group to be created to progress curriculum reform options.**
- **Inclusion of the historical influence and contribution of People of Colour and people with a racialised identity beyond the transatlantic slave trade to be added to the Vision and curriculum framework options.**
- **Reflection that we want to know more about good practice in Scotland and the rest of the UK.**

Welcome and introductions

1. Khadija welcomed all to the second meeting of the Race Equality and Anti-Racism in Education Curriculum Reform SubGroup and, in particular, Theo Ogbhemhe who has recently been invited to join the Group.
2. Apologies were received from Frank Thompson, Lewis Hou, Daniella Faakor Dampety, Victory Ekpekurede, Fiona Nicholson, [REDACTED] and [REDACTED].
3. Khadija advised that the meeting would be in two distinct parts – firstly to follow up on the discussion at the last meeting to consolidate the process aspects of how we will work introduced in the first meeting in order to ensure that everyone on the group is comfortable with the way we are operating. The second half would focus on the first priority for the SubGroup – the Curriculum Framework, and how it can evolve and adapt to meet the needs of learners, educators and communities in ensuring that race equality, anti-racism and global citizenship are embedded and established in a progressive and responsive curriculum for a diverse and fairer Scotland.

Note of meeting, Terms of Reference, Vision, Principles and Language paper – updates and discussion

4. Jovan led the Group through the following papers:
 - Note of meeting one
 - Who are we, what we are doing and how will we do it/Terms of Reference
 - Framing our purpose through principles and language

Note of meeting one

5. The actions from the previous meeting were updated:

Action: Secretariat to update the Terms of Reference and circulate - done

Action: Secretariat to revise the vision and circulate for comment/sign off – done

Action: Chairs and Secretariat to consider the point raised about representation and follow up and feedback – the SubGroup is already large and includes considerable lived experience and expertise on race equality, anti-racism and education. It does not seek to be fully representative of all racialised groups but is committed to engaging widely to ensure that the output from the group includes meaningful community involvement. Networks already exist to support that and additional opportunities will be created. This is established as one of the principles of the SubGroup.

Who we are, what we are doing and how we will we do it/Terms of Reference

6. The paper had been updated with a focus on accessibility and clarity. In response to a suggestion from a SubGroup member, it included a suggested change to the Vision to recognise the impact of the SubGroup's work on people and communities beyond the learners and practitioners in the early years or school environment. It is suggested that 'those that support them' captures this given that the early years and school community is used later in the sentence.

7. Comments were raised about broadening the vision to include explicit reference in the curriculum to the historical influence on society and culture and the contribution of People of Colour and people with a racialised identity in a positive and empowered way in addition to content on enslavement and other human rights violations. The Vision will be updated to reflect this.

8. Issues and questions were raised about: accessibility for people with neurodiversity and who are differently-abled; the value in considering whether we are reflective of the change we want to see and embed in education; the privileges we all hold; recognising diversity within parents and the wider community, for example the Gaelic community and home educating groups; avoiding gendered and sexist language.

Action – update the Vision with further comments received

Framing our purpose through language and principles paper

9. This paper had been amended with the aim of accessibility. As outlined at the first meeting, clarity around purpose, language, principles, ways of working and what we aim to achieve over the coming months will be key and this discussion was intended to ensure that all members had an opportunity to reflect on these critical issues.

10. The key issue on language is the suggestion that where broad terms are required that instead of Minority Ethnic is used that we opt for People of Colour and

people with a racialised identity. The consensus was that whilst this wasn't the preferred terminology of all individuals and organisations represented on the SubGroup that there was agreement to the proposal with the aim of moving forward and not becoming 'bogged down' in terminology.

11. The key issue on principles is that all output will centre People of Colour and people with a racialised identity in its design and development, and that lived experience, the voice of young people and anti-racist expertise will be the driving force of the SubGroup. The importance of centring our approach in Critical Race Theory was raised.

Update from Scottish Government and Education Scotland

12. **[REDACTED]** and **[REDACTED]** provided brief updates as follows:

- The process of establishing the young people's group to inform the wider Race Equality and Antiracism in Education Programme had been met with delays but there is confidence that a group would be in place shortly. The use of the phrase 'shadow group' was highlighted as implying something of lesser importance. The secretariat will address this issue with colleagues and feedback.
- The Scottish Learning Festival (Education Scotland annual event for educators) included a session on the recently-published guidance on embedding anti-racism in education. The session went very well and is available to view online.
- Education Scotland are in discussion with the Scottish Council for Independent Schools to deliver input on embedding anti-racism in education for their network of independent schools.
- Education Scotland's website containing guidance, resources, links and the curriculum mapping will shortly be available and will be discussed at the next SubGroup meeting.

Action – feedback re comment on young people's group

Action – Scottish Learning Festival session recording link to be shared with members

Curriculum Framework Review and Reform

Papers relating to the discussion are the Curriculum Background paper and Embedding Antiracism in the Curriculum Framework a discussion paper

13. Khadija thanked **[REDACTED]** from Education Scotland for the Curriculum Background and Discussion Paper and invited her to present it to the Group.

14. Following the presentation was an opportunity for questions for **[REDACTED]** and a Group discussion on whether the options for reform met with individual and collective expectations, the SubGroup vision and what else the SubGroup might wish to add as an option. Khadija emphasised that this was the first discussion on the Curriculum Framework and that we'd need further consideration to move to a position where we want to make our recommendations to the Scottish Government.

15. [REDACTED] advised that Education Scotland would be happy to arrange small discussion groups to further explore the curriculum background issues for anyone that would find that helpful.

16. Group discussion (and follow up comment received) covered the following points:

- Welcome the options from Education Scotland and feel they attempt to address points raised in previous meetings and discussion sessions.
- The four options as a package seemed a good start but needed more work and discussion. A holistic and comprehensive approach was required.
- Query over 'compulsory' application of any change to the curriculum framework.
- It was noted that the guidance approach can feel optional and easily ignored where it doesn't 'fit agendas'.
- Local authorities are responsible for the provision of education in Scotland, which makes 'compulsory' an issue.
- Query over whether option 4 would work for all curriculum organisers in all subjects e.g. modern languages.
- Option 3 needs to be broader than the slave trade dimension of Black history with a range of content and positive contributions covered.
- Agreement that the inclusion of anti-racism and the positive impact/achievements of Black People and People of Colour should be highlighted across all curricular areas, not just in social studies – need to be interdisciplinary.
- Inclusion of Black People and People of Colour (eg, authors, historical figures, scientists, mathematicians, etc) should be normalised across the curriculum – there's no reference in any of the four options about this.
- There should be broader reference to contemporary issues, and not just the slave trade / colonialism – for example, 2020 has been such an important year in terms of Black Lives Matter and the impact of Covid on BIPOC people (both medially and in terms of intersectional inequalities / social mobility / economic impact etc).
- There was reference to existing teaching practice on African kingdoms histories and an IYS module delivered at S5 level which added external support and expertise to support school subject expertise on pre-colonial histories and enslavement with a focus on empowerment.
- Content for all curricular areas in terms of acknowledging contributions of other communities to the world should be available. For instance in science acknowledging developments made by non-white scientists or communities.
- Support for the idea of development of understanding in a Personal and Social Education unit so pupils understand things like microaggressions by the time they leave school.
- Interaction with the ongoing wider Reform work feels critical, and provides risks and opportunities. Suggestion that the work of the SubGroup in this area feeds into wider group led by Ken Muir.
- Khadija flagged her role on Ken Muir's group and assured that the issues were already part of these discussions.
- The secondary perspective of the Options paper was highlighted with a request that early years and primary have a similar focus. Additionally it seemed to focus on curriculum subject areas when this is about transcending the curriculum.

- Where are the opportunities for progressive learning? Where do we want to go and can we work backwards?
- What is the role of the SQA? And of other assessments?
- The early years was highlighted as a key influencer and a specific approach is required there.
- Curriculum mapping from the early years onwards setting out their contribution to anti-racism would be helpful.
- The critical interaction of curriculum content and pedagogy was emphasised.
- Input from young people in Inverclyde about being on the receiving end of teaching of Black history highlighted the repercussions and potential harm of not getting this right.
- Wider historical context and local connections important in curriculum design.
- Desire to know more about work in the rest of the UK and beyond.
- It was reiterated that the options were currently looking at content. Clear we need an 'across the curriculum approach'.
- Some schools are already doing this – how do we capture? What did and didn't work?
- Recommend an intermediary curriculum anti-racism audit - administered by councils, so that teachers can feel the movement emerging.
- Simply providing anti-racist education information doesn't work, and many common techniques have been shown to backfire. Needs to use behavioural psychology and social research findings on anti-prejudice work effectiveness.
- The implications on teacher workload and pressure from new Experiences and Outcomes were highlighted.
- Before something is fully implemented do we need a pilot approach and review?
- This feels like more than curriculum change. Is there a need for a theory of change? System change, how best to influence, what works best, what doesn't work?

Additional comments received on the options following the meeting:

Option 1:

- There is no specific reference to anti-racism.
- By focusing solely on 'equalities', is there potential here for teachers (etc) to miss the point? For example, might they choose to focus on other equalities such as gender or LGBT+?
- Is there a standard definition of 'equalities'?
- There is a very high risk that if there is not a specific requirement [in Es and Os, for example], teachers will avoid it / do the bare minimum, either because they don't have confidence, knowledge, or experience (for example).

Option 2:

- Support for this, but anti-racism also needs to be embedded across the curriculum.

Option 3:

- The focus of this is too narrow – while the role of Scotland in the slave trade and colonialism is important, there should be a broader focus on the experiences and influences of BIPOC individuals.
- In line with the [SYP motion on anti-racist education](#), this should be expanded to: *"more accurately reflect the experiences of [BIPOC] individuals; and to ensure*

their historical influence on Scottish society and culture, as well as Scotland's role in the slave trade and colonisation."

- It is important that education reflects Scotland's diverse population and the influence of that population. As part of learning about the slave trade, some young Black people and People of Colour have been made the subject of the same racist ideas and are often forced to represent or defend an entire culture (which may not necessarily be their own culture!).

Option 4:

- Of the four options, this feels like the most holistic (but again, it should be done in conjunction with cross-curricular / interdisciplinary anti-racist education).
- In the disadvantages section, it says teachers might not be happy about having more Es and Os. However explicit reference in the Es and Os to anti-racism and Black history would signal that something young people care about is being prioritised.

Review and Design Group on the Curriculum Framework

17. As previously discussed, Jovan identified the need for a smaller group to hone these issues and work through the practicalities of them to create draft recommendations for further consideration by the SubGroup. The Education Scotland paper and the points made by members in discussion would be a good starting point.

18. The suggestion that this smaller group be largely formed from teachers and young people on the Group (that wish to/are able to contribute) alongside some specific curriculum and anti-racism expertise was agreed. Experience of delivering and receiving the Curriculum Framework would be key and additional sources of curriculum and anti-racism expertise would be identified where required, for example academics that lead on race, anti-racism and literature. Discussion will be arranged with MSYPs and Intercultural Youth Scotland on how to make this an accessible and productive space for young people's contributions. How it works alongside the Children and Young People's Group will be discussed and agreed at the earliest opportunity.

Action - Secretariat to follow up.

Planning for next meeting

19. Meeting three will focus on the resources to support the meaningful inclusion of race equality and anti-racism in the curriculum. This will be the second major strand of work we plan to discuss as a Group. Key issues for discussion will be where resources exist, where there are gaps, what the priorities would be for new resources and how to quality assure resources.

20. A paper will be developed for discussion at the meeting that starts to scope out what we know, and all members will be invited to contribute their experience and expertise to this. The new Education Scotland website will have been launched and will be presented for discussion.

Any other business or reflections and close

21. Jovan briefly summarised the key areas of the meeting and noted the transition into action-orientated work through the Curriculum Framework developments and the positive response to the options paper.

22. It was reiterated that it rests with all SubGroup members to effect the change, language and principles that we wish to see going forward.

The next meeting is scheduled for 18 November 2021

Attendees

Khadija Mohammed, Chair	University West of Scotland
Jovan Rao Rydder, Deputy Chair	Intercultural Youth Scotland
Carol Young	Deputy Director, CRER
Nuzhat Uthmani	Primary Teacher, Glasgow City Council
Munibah Ghani	Biology Teacher, Holyrood Secondary
Titilayo Farukuoye	Intercultural Youth Scotland
Crisantos Ike	MSYP, Rutherglen
Hakim Din	Education and race consultant
Sadia Hussain-Savuk	Biology Teacher, Dollar Academy
Asif Chishti	EIS
Katie Hunter	History Teacher, St Thomas of Aquin's High
Pavithra Sarma	Anti-racism consultant and Co-founder, Scottish Anti-Racism Education
Theo Ogbhemhe	RME teacher, Kirkwall Grammar School
Matthew Sweeney	COSLA
Peter McNaughton	Association of Directors of Education
Michael Roach	Head of Education, Inverclyde Council
[REDACTED]	Scottish Qualifications Authority
[REDACTED]	Scottish Qualifications Authority

MSYP Support:

Rosy Burgess	Scottish Youth Parliament
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Scottish Government Learning Directorate:

[REDACTED]	Curriculum Unit
[REDACTED]	Curriculum Unit – Lead Secretariat
[REDACTED]	Support and Wellbeing

Education Scotland:

[REDACTED]	Social Studies Curriculum Senior Education Officer
[REDACTED]	Professional Learning and Leadership (+ Anti-Racist Educator)

**Race Equality and Anti-Racism in Education Programme
Curriculum Reform SubGroup**

NOTE OF DISCUSSION AT MEETING THREE

Summary points:

- **Creation of a stocktake/good practice report**
- **On curriculum resources:**
- **Clear gaps to be addressed**
- **Role of SG in providing a framework/criteria**
- **Importance of young people's involvement, an anti-racist focus and community engagement**
- **Emerging suggestions for funded activity to be developed into proposals for consideration**
- **SubGroup Twitter account proposal to be paused for engagement with the Children and Young People's Group**

Welcome and introductions

1. Khadija welcomed all to the third meeting of the Race Equality and Anti-Racism in Education Curriculum Reform SubGroup.
2. Apologies were received from Frank Thomson, Fiona Nicholson, Nuzhat Uthmani, Lewis Hou, Titi Farukuoye, Victory Ekpekurede, Daniella Faakor Dampsey, Matthew Sweeney and Jim Metcalfe.
3. Additional guests were Nahid Aslam from NASUWT, Barrie Sheppard from National Parent Forum Scotland and [REDACTED] from Education Scotland
4. This meeting was to focus on the second priority for the SubGroup – the Curriculum Resources that are required to underpin and support the vision. What exists already, where are the gaps, how can we ensure quality and authentic anti-racism in resources, and what are our priorities for creating new resources.

Minutes from last meeting and updates on actions

5. Jovan thanked the young people on the Group and the Scottish Youth Parliament for their assistance in focusing the papers and keeping them as accessible as possible. Members were encouraged to keep sending suggestions to enhance clarity and accessibility.

Note of meeting two – refer to Paper 3.1 and to page two of the Agenda

6. Previous actions and updates were set out:
 - Update the Vision with further comments received:

With thanks to Crisantos for his comments the Vision has been developed to properly capture that the school curriculum include the contributions and

influence of Black people and People with a racialised identity over time and in the present.

With thanks to Pavi we have amended the Vision to use 'enslavement' rather than 'slave trade'.

- Feedback re comment on Young People's Group:

With thanks to Crisantos for raising the potentially negative associations of the word 'shadow', the Group will be known as the Children and Young People's Group until they are established and can agree their own name.

The Scottish Government have received a number of applications for the role of establishing and supporting the Children and Young People Group. An update will be provided as soon as possible.

- The recording link for the Scottish Learning Festival session on Education Scotland's resource for educators was shared with members.
- Secretariat to follow up on Review and Design Group on the Curriculum Framework:

Jovan advised that this is in the process of being finalised and is taking longer than anticipated to ensure that the Group is small and focused enough and has the right mix of skills and experience. The Group will be updated by email on emerging plans with the intention that the Group should be established and ready to start work in January 2022.

7. An additional action point has been created in response to points raised at meetings one and two that the development of a Good (and other) Practice Paper identifying activity in Scotland (and the wider UK) would be a very useful resource for the SubGroup and of considerable interest to others. The Secretariat will be in touch to seek your assistance in shaping a scoping paper to set out what that should cover.

Action:

Follow up on the Children and Young People Group tender process

Follow up on the development of a Snapshot/Good Practice Paper on Race Equality and Anti-Racism in Scotland's schools

Update from [REDACTED]

8. [REDACTED] provided short updates on actions and activities emerging from the other three workstreams and provided a particular focus on the Building Racial Literacy pilot that had already been shared with members for awareness prior to the meeting.
9. A number of queries were raised and discussion was condensed due to time pressures. Further information will be provided to address the points raised.

Curriculum Resources

Papers relating to the discussion are 3.2 and 3.3.

10. Khadija set out the purpose of the discussion and the papers. Paper 3.2 outlined the background, why resources matter and what has been said by SubGroup members so far on the subject. It also highlights that resources alone will not drive change but they are a key factor within the wider ambition and can underpin and support leadership, professional learning, racial literacy and curriculum framework reform.
11. Paper 3.3 contains a series of resources that have been identified that seek to support learning and teaching on race equality and anti-racism in the curriculum. Thanks were noted to Education Scotland and to members that contributed resources to be added to the paper.
12. Short inputs were provided to members with insights on what we do know about school curriculum resources on race equality and anti-racism:
 - Carol Young from CRER provided an outline of a review of race equality and anti-racism resources on the Education Scotland National Improvement Hub in 2017 undertaken in partnership by CRER, BEMIS and Education Scotland.
 - Katie Hunter, a history teacher in Edinburgh, provided a summary on recent research from the Historical Association regarding Black history teaching in Scottish schools.
 - **[REDACTED]** from Education Scotland shared the recent launch of their [website](#) which aims to establish a one-stop-shop for practitioners that will support the Race Equality and Anti-Racism in Education Programme.
13. In discussion, the following points were made:
 - The importance of genuine and representative diversity in the workforce alongside curriculum reform, resources and professional learning. It was also noted that change needs to happen now and for all educators, we can't wait for workforce diversity.
 - Other key drivers of resources eg opportunities exist in the National 5 history course covering the Transatlantic Slave Trade to broaden out the content and the associated learning and teaching.

Breakout Group Discussions

14. In four breakout groups members considered the following questions:
 - Can we identify immediate gaps and priorities in available resources?
 - What should the role of the Group in relation to resource creation be?
 - What should the role of the Group in terms of making sure resources are of a high quality (quality assurance) be?
 - How can we use the funding and expertise that we have to address gaps and opportunities?

15. A full report on discussions is attached. Key issues and potential actions are as follows:

- Clear that there are gaps in resources that should be addressed
- While it's important that resources are curriculum-wide there are more developed opportunities for race equality and anti-racism learning and teaching in social studies and personal and social education and high quality and accessible resources should be available
- A role for the Subgroup in creating a framework or criteria in relation to quality assurance of resources (existing and new)
- The importance of ensuring that young people were part of the process was highlighted.
- A desire to know from local authorities what is being used in schools to currently support race equality and anti-racism curriculum design and delivery.
- Funding suggestions and support for external input and expertise in developing new material as well as a proposed structure for bringing together skills to create new resources.
- Engagement with communities and educators.
- Explore options such as podcasts and communities of practice as spaces to share and innovate.
- How we progress this needs to be underpinned by our principles of anti-racism as a driver, the centring of young People of Colour and meaningful community engagement.

Communications

16. This discussion related to paper 3.4 which proposes a social media (Twitter) account be established and managed by the SubGroup secretariat to promote the work of the SubGroup and create a platform for raising the profile, sharing practice and activity and advising of opportunities to engage.

17. Jovan advised members of plans to share for consideration and refinement with the Children and Young People Group once established and a hope that they will influence and lead the next steps in the future. It was commented that this would be a good way to communicate and could support the transparency of what's going on. The potential risks attached and the importance of a focus on security and safeguarding from abuse were highlighted.

Action – Secretariat to further develop with a view to submitting to the Children and Young People's Group for discussion and development.

Planning for next meeting

18. Jovan reminded SubGroup members that early planning had identified the next meeting - meeting four - as the forum to look at the senior phase, including SQA and careers advice. It was proposed that, assuming that the Children and Young People Group is in place for January 2022, that we refocus this meeting to how we should work together and hear from the Children and Young People Group what their emerging plans are. It was noted that in identifying our priorities for

working with the Group it would act as a useful stocktake and summary of emerging actions and priorities.

19. Members were content with this plan and that the senior phase discussion would be moved to the February meeting.

Any other business or reflections and close

20. Members were thanked for their contributions to the discussions.

21. The next meeting is scheduled for 13 January 2022 and Khadija advised that there would be issues to be progressed by email over the period regarding the Curriculum Framework Group and the creation of a Good Practice Report.

22. Members were informed that that it was **[REDACTED]** last SubGroup meeting (due to chance of post in Scottish Government) and asked to note that **[REDACTED]**, Head of the Curriculum Unit, will take on an increased role in this work over the coming months. **[REDACTED]** was thanked for her contribution to the work of the SubGroup.

Attendees

Khadija Mohammed, Chair	University West of Scotland
Jovan Rao Rydder, Deputy Chair	Intercultural Youth Scotland
Carol Young	Deputy Director, CRER
Munibah Ghani	Biology Teacher, Holyrood Secondary
Crisantos Ike	MSYP, Rutherglen
Hakim Din	Education and race consultant
Sadia Hussain-Savuk	Biology Teacher, Dollar Academy
Asif Chishti	EIS
Katie Hunter	History Teacher, St Thomas of Aquin's High
Pavithra Sarma	Anti-racism consultant and Co-founder, Scottish Anti-Racism Education
Theo Ogbhemhe	RME teacher, Kirkwall Grammar School
Peter McNaughton	Association of Directors of Education
Michael Roach	Head of Education, Inverclyde Council
[REDACTED]	Scottish Qualifications Authority
Nahid Aslam	NASUWT
Barrie Sheppard	NPFS
Sara Medel Jiménez	STUC Black Workers Committee + Spanish Teacher
[REDACTED]	Scottish Qualifications Authority

MSYP Support:

Rosy Burgess	Scottish Youth Parliament
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Scottish Government Learning Directorate:

[REDACTED]	Curriculum Unit
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[REDACTED]
[REDACTED]

Curriculum Unit – Lead Secretariat
Support and Wellbeing

Education Scotland:
[REDACTED]

Social Studies Curriculum Senior Education
Officer

[REDACTED]

Professional Learning and Leadership (+
Anti-Racist Educator)

[REDACTED]

Inclusion, Wellbeing and Equalities Senior
Education Officer

[REDACTED]

Improving Gender Balance and Equalities

Race Equality and Anti-Racism in Education Programme Curriculum Reform SubGroup

NOTE OF DISCUSSION AT MEETING FOUR, THURSDAY 13 JANUARY 2022

Summary

Focus of the meeting to create a first draft of SubGroup recommendations and actions.

Key progress in SubGroup priorities:

- Children and Young People Group to be led by Show Racism the Red Card and arrangements ongoing for a first meeting in February
- Plans for the creation of a good practice in anti-racist curriculums in schools in Scotland
- Curriculum Framework Review and Design Group established and will meet to develop recommendations

Welcome and introductions

1. Khadija welcomed all to the fourth meeting of the Race Equality and Anti-Racism in Education Curriculum Reform SubGroup.
2. Apologies were noted from Titi, Daniella, Victory, **[REDACTED]** and Frank. Munibah and Theo would be leaving sharp due to other commitments. **[REDACTED]** from the Scottish Government Early Years Policy Team was welcomed to the SubGroup.
3. Khadija advised that the focus of the meeting would be in articulating the discussions and key points covered so far as a SubGroup into recommendations and actions. The recommendations would form part of the wider approach to race equality and anti-racism in education programme of work, and set the agenda for our future meetings, priorities and funded pieces of work.
4. It was emphasised that this would not be the only opportunity to do this – rather the first one. The SubGroup will want to refine and adapt their recommendations over coming weeks and months to reflect decisions and priorities. The SubGroup would also want to ensure that the Children and Young People's Group is clearly influencing the direction, and that its outcomes are able to align with the wider Education Reform work led by Ken Muir.
5. Khadija reflected that the ongoing success of the SubGroup depended upon mutual trust and respect among members and may, at times, require a degree of sensitivity around discussions in seeking to arrive at a consensus and, ultimately, provide advice to Scottish Government Ministers. Members were asked to note that open and frank discussion would be encouraged but that discourse must remain respectful at all times of individuals and the organisations that they represent.

Minutes from last meeting and updates on actions

Refer to Paper 4.1 and to page two of the Agenda

6. Jovan introduced the opportunity to raise comments to be discussed or amended in the note of meeting three and invited contributions.
7. Actions from meeting three were outlined with updates as follows:

- Update the Vision with further comments received

With thanks to Pavi for raising this important issue, the Vision now explicitly mentions Critical Race Theory as the framework which underpins the SubGroup's work and ambition. The updated Vision is set out as part of the agenda paper to include this.

- Follow up on the Children and Young People Group tender process

This features in the updates section from the Scottish Government.

- Follow up on Review and Design Group on the Curriculum Framework

Refer to paper 4.2.

Members were advised of plans, as outlined in the email in December from [REDACTED], to address this key area of work identified to review and consider the current curriculum framework and where there were opportunities and cases for change.

A small group has been formed to lead this work. The remit and other details are set out in paper 4.2. The plan had been for the first meeting to take place on 12 January but this has had to be postponed till 19 January.

The Group remit has been developed in consultation with the Scottish Government, Education Scotland and the Chairs in line with agreement at meeting 2, excerpt from meeting notes:

As previously discussed, Jovan identified the need for a smaller group to hone these issues and work through the practicalities of them to create draft recommendations for further consideration by the SubGroup. The Education Scotland paper and the points made by members in discussion would be a good starting point.

The suggestion that this smaller group be largely formed from teachers and young people on the Group (that wish to/are able to contribute) alongside some specific curriculum and anti-racism expertise was agreed. Experience of delivering and receiving the Curriculum Framework would be key and additional sources of curriculum and anti-racism expertise would be identified where required, for example academics that lead on race, anti-racism and literature. Discussion will be arranged with MSYPs and Intercultural Youth Scotland on how

to make this an accessible and productive space for young people's contributions. How it works alongside the Children and Young People's Group will be discussed and agreed at the earliest opportunity.

Khadija and Jovan will attend selected meetings to ensure that the views and principles of the SubGroup remain central to the work.

The Group will be chaired by the Scottish Government [REDACTED], and Education Scotland Senior Education Officer [REDACTED]. This is to reflect the lead role that both organisations will have in taking SubGroup recommendations to senior education leaders and the Cabinet Secretary for Education and Skills for consideration.

Membership is drawn largely from the SubGroup and involves Titi, Carol, Lewis, Theo and Crisantos. Additional members will be Hashim Ul-Hassan, primary teacher and anti-racist educator, and Navan Govender from the University of Strathclyde bringing experience from the further education sector as well as literacy and anti-racist education expertise.

SubGroup members individually and collectively will be called upon as critical friends throughout the short-life working group. As soon as is possible, arrangements will be made to bring the Children and Young People Group into the programme of work. Draft recommendations will be brought back to the SubGroup for discussion and sign off before being shared widely with stakeholders, further refined, and submitted to the Scottish Government Curriculum and Assessment Board for review. We expect this will happen by Summer 2022.

- Follow up on the development of a Snapshot/Good Practice Paper on Race Equality and Anti-Racism in Scotland's schools

Paper 4.3 sets out a proposal for a short-term piece of work to capture existing good practice schools aimed at promoting and embedding an anti-racist curriculum. The paper has been developed by the SubGroup Secretariat with input from the Chairs, and SubGroup members Peter McNaughton and Hakim Din in recognition of their role with local authorities and in supporting curriculum redesign at local authority and school level. The intention is that Hakim will lead the work on behalf of the Scottish Government and the SubGroup.

Once further planning takes place, members will be invited to share contacts and case studies identifying good practice that they are aware of, or part of, to be included in the paper. The intention is that the work will begin shortly and conclude by the end of March 2022.

Action: members to be contacted to contribute to key contacts and connections to be included in the paper.

- Secretariat to further develop social media/comms plan with a view to submitting to the Children and Young People's Group for discussion and development.

Ongoing, updates will follow once there is progress to report.

8. The following points were raised in discussion:

- Pavi enquired about how home education and grassroots involvement would be factored into the curriculum framework review. Sara asked about schools in the independent sector. Peter and Michael expressed support for the outline of the Framework Group but queried the lack of LA involvement.
- Jovan advised that the criteria had to be quite tight to ensure a small and focused group and reassured that this was where the 'critical friends' expertise from SubGroup members would play in.
- Hakim welcomed the Curriculum Framework Group and stressed the importance of open-mindedness and ambition in the task and not to feel constrained or bound.
- Asif supported this and was pleased to start seeing progress. Highlighted the need to have courage in making decisions and not allow ourselves to feel paralysed by the fear of getting something wrong.

9. The notes of meeting three were signed off as drafted.

Update from Scottish Government and Education Scotland

10. **[REDACTED]** provided the following update on the Children and Young People's Group (note: this includes additional information to address queries made by SubGroup members about scope):

- Show Racism the Red Card have been awarded the contract to lead the Children and Young People's Group in late December 2021.
- Recruitment for the Group is underway with good engagement from council areas across Scotland, across all four age group areas covered (Early Years, Primary, Secondary, Young People). They are using an application process (involving parents for younger age groups), and anticipate a good number of applications.
- Workshops/meetings with young people will involve minority ethnic Show Racism the Red Card ambassadors with lived experience of racism and Islamophobia, supported by experienced youth workers in order to create fair, equitable spaces for sharing experiences. Topics to be discussed by the Group may result in conversations about the lived experiences of those on the Group. The focus of the discussions will not be about reliving experiences, the focus will be on the change that children and young people want to see. However, where children and young people do wish to explore their lived experience, support, dignity and empowerment for those taking part will be the integral to all engagements.
- The intention is to hold the first workshop in February, at which point an agreed list of actions across the programme should be in place from the SubGroups to set out initial priorities.

- **[REDACTED]** will make contact with the organisation soon to discuss working with the Curriculum Reform SubGroup and the young people that are already part of the work and is very happy to share information, expectations and ask questions on behalf of the SubGroup.
11. **[REDACTED]** advised of two areas of work where partner activity was producing resources for schools relevant to the SubGroup's remit:
- Glasgow University Humanities resource: This is part of a partnership which has been running for eight years which partners academics with teachers to produce resources based on current research in the humanities. This resource will be based on the work of Dr Christine Whyte and we currently have a primary teacher and history teacher partnered together to produce the classroom resources. Dr Whyte's research is based on the stories of children who were brought from Africa to Scotland by Scottish missionaries.
 - National Museum of Scotland are shortly to launch materials to support secondary history teachers in teaching the Transatlantic Slave Trade.
12. **[REDACTED]** advised that Education Scotland is now facilitating a collaborative working space for local authorities, beginning with practitioners from Glasgow City Council and City of Edinburgh Council. This work has two main aims: to make available nationally, high quality resources, created by practitioners for practitioners; and to begin to build a national network of practitioners to ensure sustainability of this work. Existing individual resources are identified and developed further in order to share nationally, modelling good practice. Support for implementation is also planned. The first will focus on an interdisciplinary learning project, followed by a project which could support primary – secondary transition.
13. **[REDACTED]** provided the following updates on the work of the other workstreams:

Racism, Racist Incident and Bullying – Second Meeting

The last meeting was in November. Quite some time spent on discussing terminology and further meeting is being organised to reconsider the use of the word "bullying" as part of this workstream. The draft action plan which came from Stakeholder Network Group discussions in 2021 was reviewed and the SubGroup came to the agreement that there should be a whole-school approach document for racism and racist incidents. The Scottish Government will bring a skeleton outline of a whole-school approach to the next workstream meeting for feedback.

School Leadership and Professional Learning Meeting

There was a meeting in early January 2022 – update on Building Racial Literacy programme which started this week with a first cohort of 80+ participants from across Scotland – still at a prototype stage. A lot of the School Leadership and Professional Learning action plan will depend on the other workstreams actions. The SubGroup identified other areas where Professional Learning is required – One area identified was employer responsibilities (managing racism/racist

incidents) for BME staff, but also for students on placement. Members also felt that it was essential to involve HR colleagues from the outset.

Diversity in the Teaching Profession and the Education Workforce

The SubGroup met in December to review the draft action plan and its key themes which are as follows:

- Supporting the Black and Minority Ethnic education workforce
- National Post: Diversity in teaching profession (GTCS post which is up the interview stage at the moment)
- Initial Teacher Education and Early Learning and Childcare training provision: National Framework for Racial Diversity
- Diversity data collection and publication
- Recruitment, retention and promotion practices

Curriculum Reform – Emerging recommendations and priorities

Paper 4.4. relates to the discussion.

14. Khadija advised that emerging recommendations and actions to reflect discussions to date have been requested from the four workstreams for discussion at the Stakeholder Network meeting on 27 January.
15. Through discussions over the previous three meetings, and the previous months of meetings and engagement a range of issues have emerged and this is a chance for SubGroup members to articulate what those should be. Small group discussion would focus on what recommendations and actions – so far – should be.
16. Members were asked to consider where actions or recommendations that require some funded activity could be built into plans.
17. Chairs and the Secretariat would collate comments into proposed recommendations and action for comment and sign off over the next fortnight. This will be fed into the wider programme report which we be shared and discussed at the next meeting.

Action: draft recommendations to be collating and shared with members for comment with a view to sharing at the Stakeholder Network meeting on 27 January.

Planning for next meeting

18. Meeting five, scheduled for 24 February, would focus on working with the Children and Young People Group and on the Curriculum Framework Review and Design Group discussions.
19. It will also be an opportunity to discuss the wider programme recommendations and activity as well as the SubGroup's agreed recommendations and how to structure the future programme of work to support that, and to plan for any funded activity to support that.

Any other business or reflections and close

20. Jovan thanked members for their valuable contributions and advised that follow up would take place on issues to be progressed by email regarding SubGroup recommendations and contacts for participation in the Good Practice Report.

Breakout Groups and Facilitators

Anti-Racist Educators (plus young people)

Jovan

Hakim

Carol

Crisantos (and Rosy)

Lewis

Educators 1

Khadija

Munibah

Theo

Sara

[REDACTED]

Educators 2

[REDACTED]

[REDACTED]

Sadia

Asif

Katie

Nuzhat

Central, local government

[REDACTED]

[REDACTED]

Peter

Michael

Matthew

[REDACTED]

Race Equality and Antiracism in Education Programme Curriculum Reform SubGroup

NOTE OF DISCUSSION AT MEETING FIVE, 15 MARCH 2022

Welcome and introductions

1. Jovan welcomed all to the fifth meeting of the Race Equality and Anti-Racism in Education Curriculum Reform SubGroup. It was noted that the previous meeting had been postponed as significant numbers of apologies were received from those with lived experience and antiracist education skills so it would not have been appropriate to go ahead.
2. Apologies were received from Lewis, [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. Jovan welcomed Maryam who joined us as an observer to support Pavi.
3. The focus of the meeting would be to:
 - revisit the recommendations discussion from the last meeting;
 - ensure that they fully capture discussions and ambitions so far; and,
 - discuss and add substance and ownership to the recommendations where possible.

There would also be a range of updates relating to the programme and to work attached to the SubGroup.

4. Jovan referenced the publication of the Professor Muir report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education* in early March. The REAREP work is referenced in the report and mentioned in the foreword - the centring of learners and children's rights provides a valuable platform for our work to be embedded in future plans.

Minutes from last meeting and updates on actions

Note of meeting four – refer to Paper 5.1 and to page two of the Agenda

5. Comments, clarifications and queries were invited from members. A written request had been received from Pavi to update the minutes to reflect that there was a barrier to her being able to re-join the meeting that resulted in her being excluded from the small group discussions. The note will be amended to reflect this with the wording agreed with Pavi.
6. There was only one specific action from the previous meeting - that draft recommendations be collating and shared with members for comment with a view to sharing at the Stakeholder Network meeting on 27 January. This has been done. The note (with Pavi's requested amendment added) was signed off.

Action: to update and finalise minutes of meeting 4 in consultation with Pavi

Update from Scottish Government, Education Scotland and SQA

Refer to paper 5.2

7. Jovan referred to the large amount of often complex information that is shared as part of these meetings and that the Secretariat and Chairs were keen to explore new ways to ensure communication, accessibility and inclusion balanced with a focus on protecting time and space for the substantive curriculum agenda items discussion.

8. The provision of an updates paper would be trialled, rather than verbal updates, with screen sharing at the meeting to cover the updates. Queries and comments would be welcomed and followed up as part of the notes of the discussion. Where issues raised were owned and led by other workstream areas they would be directed there for response.

9. Slides covering the following were presented:

- the Children and Young People's Group.
- The development of teacher resources on enslavement and children's voices.
- update on SQA work to review the content of their history qualifications
- brief updates on the work of the other workstreams
- follow up on the Good Practice Paper on developing Antiracist curricula in Scotland's schools
- the Curriculum Framework Review and Design Group

10. Members intimated support for the approach and questions and comments were raised in relation to:

- The importance of meaningful engagement with the Children and Young People's Groups and how to create opportunities to centre their views and position such as Chairing one of our future meetings.
- The Curriculum Framework activity engaging with local authorities at the earliest

11. Pavi has been invited to provide an outline of her comments and how she'd like them reflected in the minutes.

Action: to update and finalise minutes of meeting 5 in consultation with Pavi

Curriculum Reform – Emerging recommendations and priorities

Refer to Paper 5.3

12. Khadija introduced the recommendations and priorities session and advised that in-depth discussion would shortly take place in online break-out rooms.

13. Small group discussions were to focus on recommendations so far, ensuring that members are content with them and can add detail to how they want to progress, identifying priorities for action, the organisations to be involved, what needs further scoping and/or funding to deliver.

PAPER 6.1

14. Many thanks to Titi, Sadia, Theo and Nuzhat for taking on the facilitation role in the small group discussions. The notes from discussions provided by facilitators are noted in the document below:

15. Khadija thanked all for their contributions and advised that comments by email would continue to be welcomed. The next steps were for the Chairs and Secretariat to bring together comments and discussions with a focus on refining the key priorities for the coming months and the associated actions for the SubGroup and others. This would be shared at the next meeting for discussion.

Planning for next meeting

16. Jovan advised that meeting six would focus on:

- Developing recommendations and actions
- Working with the Children and Young People Group
- Curriculum Framework Review and Design Group

Any other business or reflections and close

17. There would be issues to be progressed by email over the period regarding the further development of our SubGroup recommendations. Members were asked to continue to send contacts for participation in the antiracism curriculum work that Hakim is leading.

Breakout Groups and Facilitators

Titi

Matthew
Carol
Katie
[REDACTED]

Theo

Crisantos
[REDACTED]
Peter

Nuzhat

Khadija
Asif
[REDACTED]
Michael
Mhairi

Sadia

Hakim
[REDACTED]
Pavi (and Maryam)
Jovan

Race Equality and Antiracism in Education Programme Curriculum Reform SubGroup

NOTE OF DISCUSSIONS AT MEETING SIX

Welcome and introductions

1. Khadija welcomed all to the sixth meeting of the Race Equality and Anti-Racism in Education Curriculum Reform SubGroup.
2. Apologies were received from Munibah, Crisantos and Rosy, Theo, Asif, Stuart, Michael, Sadia, Pavi, Lewis, Titi, Katie, [REDACTED], [REDACTED],, [REDACTED],.
3. Khadija advised that the focus of this meeting would be the revised recommendations with priorities and actions identified and opportunities for members to discuss and share their views. There would also be updates relating to the wider programme and to work attached to our Group – specifically the Curriculum Framework Review and Design Group.

Minutes from last meeting and updates on actions

Refer to Paper 6.1

4. Jovan welcomed any comments on the note of the previous meeting noting that agreeing wording with Pavi remains in progress.
5. No comments were received and comments by email were welcomed following the meeting.

Update from Scottish Government, Education Scotland and SQA - opportunity for questions and comments

Refer to paper 6.2

6. Slides covering the Children and Young People's Group and brief updates on the work of the other workstreams were shared.
7. In response to the updates Peter advised that the information in relation to the Diversity in the Education Profession report had been noted by ADES and an acknowledgement that a lot more had to be done to improve the position.
8. [REDACTED], provided a verbal update from SQA advising that they had appointed a consultant – [REDACTED], - to support their internal antiracism work and that Monica Medina had been appointed to the Race Equality and Antiracism Research and Policy post.

Curriculum Reform – Emerging recommendations and priorities

Refer to Paper 6.3

9. Jovan introduced this session which outlined the progress that had taken place in refining the SubGroup's recommendations.

10. SubGroup Chairs and Secretariat (Khadija, Jovan, [REDACTED],) met on 5 May to assess a range of information and views with the aim of identifying a smaller number of key priorities and associated lead organisations, action required, funding required and the role of the SubGroup. Discussions were informed by:

- Previous SubGroup discussions collectively and at small-group level;
- Members' feedback on priorities by email; and
- Members' input to open-space discussion forum on 4 May.

11. All those that had contributed and assisted with the process were thanked. Paper 6.3 set out the suggested priority recommendations, proposals for moving forward and overarching principles that should guide the design and implementation. Jovan and Khadija presented to the Group identifying where the recommendations had changed and why, and the associated role for the SubGroup against them.

12. It was highlighted that member views were vital and that small-group discussions would follow to consider this. **Notes from the discussions are noted in the Annex.**

13. Overall there was consensus that the right recommendations had been highlighted and the revised wording reflected a more purposeful approach. Links with the other workstreams were highlighted as critical. Work would progress to add substance and additional planning to the recommendations for discussion at the next meeting.

Curriculum Framework Review and Design Group

14. The following update was provided:

- Six meetings of the Review and Design Group had taken place so far.
- Initial discussions explored some of the detail in the curriculum framework documents that required attention eg the Refreshed Curriculum Narrative, the Building the Curriculum suite of documents, subject Experiences and Outcomes (Es and Os).
- Consensus that a step was missing to establish a framework to guide and focus considerations.
- The Group have created draft principles that seek to support and inform the design and delivery of an antiracist curriculum.
- These are currently being finalised and will be shared with 'critical friends' for initial views and will be further refined following discussion.
- The further version will be shared at the next meeting of the SubGroup on 30 June where we hope that members of the Review and Design Group will present and lead discussion.

Planning for next meeting

15. It was agreed that meeting seven, scheduled for 30 June, should focus on:

- outputs from Curriculum Framework Review and Design Group
- action and funding for progressing and implementing priority recommendations
- working with the Children and Young People Group
- an update from Hakim on his ongoing work on behalf of the SubGroup.

ANNEX

Breakout Groups and Facilitators

[REDACTED],
Nahid
Matthew
Nuzhat

[REDACTED],
[REDACTED],
Hakim
Carol

[REDACTED],
Frank
Sara
Peter
Sadia

The following points were made in discussion:

- Overall agreement that the key recommendations were the right ones; that they were reflective of discussions and, if genuinely implemented, would be impactful.
- Next steps would be to add substance to the plans identifying the roles of key players such as local authorities and to introduce timelines, milestones, funding etc.
- There was discussion on the different approaches and stages of local authorities and the need to articulate expectations and opportunities. Also a reflection that the Lead role would be able to add purpose and momentum to driving recommendations forward.
- The good practice emerging in some quarters was highlighted, and an anticipation of the work that Hakim was developing on behalf of the SubGroup to capture that.
- Welcome progress in SQA was noted as well as a hope that those schools and educators at the progressive end of designing antiracist curricula would be engaged with the assessment process to ensure alignment.
- Concern was expressed about the accreditation proposal and the potential for presentational achievements without the substance that underpinned it. There was reassurance that these reservations had been raised by many people and that alternative ways of raising the profile, harnessing excellence in schools, and supporting continuous improvement would be sought.
- Important to ensure that the Racism and Racist Incidents whole-school approach works well with the Curriculum Framework – avoid flooding the system with guidance and ensure key messages works.

- Need to ensure that the training and development for Inspectors matches the training and development offered to schools and practitioners. Need to think about proper sequencing.
- Inspections should give space for the learning journey – perhaps in conjunction with the accreditation process?
- Acknowledge that actions of this subgroup are co-dependent on other workstreams and different elements of the education system (workforce training, RICs, etc.)
- Agreement that the focus should be on every subject, not just social studies and PSE.
- Make sure that these priority areas don't remain the only ones. What will come after these?
- Re resources proposals – agree there needs a separate working group, made of teachers especially.
- Plea to be more active and creative with communications (e.g. Twitter) to get the message out.
- Importance of contextualising resources – ensuring they can be used across all settings including CLD, primary, secondary, early years.
- Regarding a lead national post - tension between a 'central-lead', top-down, approach and the responsibility of every educator in the system to take this forward.
- Resources developed nationally has strengths as an approach and will be valued by busy teachers but we also need to harness the good working going on already in settings
- Sense that there is scope to develop the ES website to meet the needs of wider audiences.
- Parent / carer section could include a reporting function – suggestion. Could also do user research with parents to capture the reasons people might go to this website and build content around that. Wondered whether a common reason for parents accessing this site is when they have a problem or if something has gone wrong. Consider this in resources we put on the parents' section.
- Consider that other self-evaluation frameworks are relevant too –e.g. HGIOCLD. Importance of family learning.
- Shouldn't need an inspection to ensure that everyone takes forward this work... but we understand the reasons for this and how it will help.
- Discussed whether this is about inspectors' own knowledge and understanding, the emphasis they put on Anti-Racist work during inspections in settings, or both?
- An example from practice led to a discussion about the role of inspection in supporting effective Child Protection approaches and the confidence and racial literacy educators need.

ANTI-RACISM IN EDUCATION PROGRAMME - CURRICULUM REFORM SUBGROUP

Meeting 8, 14 December 2022 – Note of discussion and actions

SUMMARY

- Welcome [REDACTED], in her new role as Co-Chair.
- Delighted that two MSYPs will join the Sub Group to support Crisantos.
- The wider programme has dropped the Race Equality from its title and will now be Anti-Racism in Education Programme (AREP)
- Agreement to the establishment of four small and short-life working groups to progress key recommendations in 2023 with fewer full Sub Group meetings.
- Funding committed from Scottish Government for the creation of new resources and a Small Grants Fund to support and encourage young people-led activity on anti-racism in education. Further funding developments to follow.
- Very welcome update from [REDACTED], demonstrating activity and progress in SQA already. Members look forward to further updates and to how the outcomes of the Hayward Review can support ambitions.
- Hakim provided an update of the learning and evidence gathered so far from schools, local authorities and third and community sector partners and a draft report will be shared with members soon. Aim to publish first phase of findings in early 2023.

Welcome and purpose of meeting

1. Jovan welcomed all in attendance and added an especially warm welcome to [REDACTED], in her new role as Co-Chair and the expertise, experience and passion that she brings. Additionally and with thanks to the Scottish Youth Parliament we have two new MSYP members of the SubGroup, Mark Chan and Urooj Chaudhary with Mark in attendance at the meeting. (See Annex for attendance).
2. Apologies were noted from Titi, Lewis and Sadia. Since the last meeting Munibah has been in touch to advise that she's unable to continue as a member of the Sub Group at this time.
3. The purpose of the meeting would be for updates and reflections, followed by an opportunity to discuss and agree the focus for the first half of next year as a SubGroup. Delighted to have Monica and Hakim on the agenda providing updates from their areas of work.

Minutes from the last meeting and updates on actions

4. The previous discussions noted: *There was agreement that the priorities going forward should be adding substance and movement to the recommendation and that smaller working groups with specific purposes would be good way to drive that forward.* The agenda will return to that proposal later in the meeting.

Updates – opportunity for questions and comments

5. The updates contained in Paper 8.2 were shared on screen and members were invited to comment or query on any matter.
6. Jovan provided an update on the wider Programme activity in **[REDACTED]**, absence. It was noted that discussion and action was underway to start a deeper conversation on meaningful participation and engagement with children and young people to ensure that the Programme was living up to the intent and commitment outlined at the outset.
7. **[REDACTED]**, provided an update on the ELPL workstream. The plan for the Anti-Racism in Education Summit was noted and the proposal to create a common anti-racist pledge to harness a collective position and take the focus away from individuals (and hopefully help diffuse online abuse away from individuals).
8. Updates on the other two workstreams will follow (see Annex).
9. **[REDACTED]**, from Education Scotland updated on the development of new resources by the University of Glasgow. These resources - on historic and modern enslavement; one for learners at level 2 and the other for those at level 3 - are now online and can be accessed [here](#).
10. **[REDACTED]**, advised the group of funding that was being allocated via the School Libraries Innovation Fund with a focus on anti-racism, equality and diversity. The update paper provides a summary of that with around £180k invested in a range of projects that are centring literacy, social studies and anti-racism in schools, many in partnership with local community organisations.

Education Reform and other consultation responses

11. Sub Group members have received information on the various Scottish Government consultations underway relating to education and many will have responded individually or as part of their organisations. The Chairs and other members of the Sub Group have been active in ensuring that the key features of the AREP are articulated at every opportunity. Meetings have been held with the lead professors of both the Hayward Review of Qualifications and Assessment and the National Discussion on Education. A range of sessions specifically designed for Black and People of Colour educators and parents and those with a racialised identity to ensure opportunities for focused engagement.
12. The Chairs submitted a response to the National Discussion and to the Consultation on Inspection of early learning and childcare and school age childcare services in Scotland on behalf of the Sub Group reflecting points made in discussions over the months (included with the papers issued).
13. The deadline for the Hayward Review has been extended into January 2023 and a response will be created on behalf of the Sub Group and shared with members.

14. The response to the National Discussion was regarded as a useful document and it was confirmed that this could be shared out with the Sub Group.

Sub Group Recommendations

15. The Sub Group recommendations were set out in the update paper with a short narrative to capture their status and Jovan advised that the meeting and the proposed plan for future meetings would be about developing and progressing some of those. Members also recognised those recommendations where action and progress is going to take longer and be more complicated.
16. Members were advised that the Cabinet Secretary for Education and Skills had approved funding to support the development of new resources and the establishment of a small grants fund for children and young people to raise the profile of and embed anti-racism in their schools and communities. These areas would be the subject of two of the working groups that will be set up with members.
17. A proposal for funding into 2023 on those areas and additional support for the anti-racism and schools approach will form part of the Scottish Government budget considerations over coming weeks. Members will be kept updated.
18. Funding of £40k has been identified to support the design, collaboration and delivery of two resources over coming months. To address the need to create new resources in the short term we have a proposal to ask the Development Education Centres, specifically West of Scotland and ScotDec, to lead the approach in the first instance. Both have experience of creating and delivering anti-racism professional learning and resources and, significantly, in doing so in a collaborative way. We will work in the initial period with the DEC's on a collaborative basis that centres the principles of the Sub Group. The working group that is established to support the process will consider the future options for the design and delivery of further resources.
19. Funding of £20k has been identified for the Small Grants Fund for 2023. The delivery plan for the small grants fund is for the Scottish Government to lead the pilot year and then seek an organisation that can deliver in future. The design and implementation will be shaped and supported by a working group that will seek input specifically from young people and the organisations that support and represent them to ensure that an accessible and innovative project is established.

Evidence and information gathering for 'good practice report'

20. Hakim was invited to present to members on the work so far to develop a report of good and emerging practice across Scotland as agreed at previous meetings.
21. Hakim advised that a draft of a report capturing the phase of work that he had led had been prepared and included some strong examples of activity and leadership in areas that Sub Group members would expect. As well as gathering material evidencing the beginning of anti-racist practice in the curriculum it had been a

valuable opportunity to hear from schools, local authorities and RICs on what type of support was needed, and what barriers to progress were.

22. Discussion with the sector captured much of what has been well rehearsed in the AREP already – the need for visible leadership and commitment to create space for anti-racism work to be meaningful, a hesitation and anxiety from educators about how and where to start, and the importance of advice and support from anti-racist expertise and lived experience in the community.
23. Developing and promoting the report will be the focus of a small working group to see the approach through to publication and consider what the next steps should be.

Update on SQA role

24. [REDACTED], provided an update on her role in the SQA in relation to racial literacy and anti-racism. This covered cross-organisational work and subject-specific work on qualifications.
25. Members welcomed the supportive and responsive actions underway led by [REDACTED], and were pleased to hear that the anti-racist education role has been made permanent and that the organisation has an anti-racist education plan and executive team sponsor. Areas where progressive activity was emerging were highlighted, in particular in music where Indian classical music was being reviewed for inclusion. There was discussion about Arabic being included as an assessed subject, how to enhance the availability of Urdu in schools, and how best to recognise and support multi-lingual learners.
26. It was agreed that the Hayward Review would hopefully introduce further opportunities for diversity and racial and cultural literacy to become embedded in the system. Further updates from [REDACTED], will be welcomed at future Sub Group meetings.

Principles for an Anti-Racist Curriculum

Refer to meeting paper 8.3

27. [REDACTED], reminded members that the previous version of the draft principles were discussed at the June meeting which provided valuable feedback and opportunities to reflect. At an all-day session in August the Design and Framework Group met to consider comments received and developed refined version which is what members now have.
28. Over recent weeks the draft principles have been shared on an informal basis using the Building Racial Literacy and other networks and contacts as trusted colleagues to provide reflections. We have also shared with a number of anti-racist and equalities groups of children and young people in schools.
29. There is confidence that the latest version is robust and captures what we want to cover. We are not going to keep finessing language but will add to and edit to

ensure clarity and inclusion of any issues not properly addressed. For example, Clare Harker, Head teacher of St Alberts Primary School, has recommended a further principle that makes languages and English as a second language a more visible factor.

30. We plan to engage with children and young people (cyp) to gain more insights on the current version and to consider whether a separate 'for cyp, by cyp' approach is required.
31. Comments on the current iteration from members covered the importance of valuing the role of educators and leaders as well as the expectations therein, and recognising the strength of the non-specific setting which allow for CLD to feel included and relevant. The next steps of the principles will form the focus of another short-life working group to support the refinement of the content, the content within which it is framed and the engagement with cyp.

Meeting schedule, format and priorities for 2023

Meeting paper 8.4 sets out proposals for January to June 2023.

32. Jovan advised that members expressed support at the last meeting for the establishment of some short-term smaller groups to drive forward focused work on key issues such as the model for creating resources.
33. New proposals to support this identify four short-life working groups to take forward priority tasks over the first half of next year:
- Design and delivery group for small grants fund
 - Design and support group for infrastructure around creation of new resources
 - Review and design group to progress draft principles
 - Review and complete group to finalise the report of emerging anti-racism in the curriculum
34. The paper provides some initial detail on the outline of the groups and there will be scope for the groups to develop the detail. The intention is for all groups to begin work in January 2023.
35. Members were positive about this approach and noted the success from the small working group that had developed the anti-racist curriculum principles as an indication of what could be achieved.
36. Members were asked to contact **[REDACTED]**, with the group or groups that they'd like to participate in. It was reiterated that Chairs will be required for groups and there will be an expectation that those involved will attend meetings and progress work in-between.
37. The suggested meeting outline envisages a full meeting of the Sub Group in March and dates will be circulated for that to share progress and other updates.

Reflections, agenda for next meeting and close

38. Jovan noted that a plan was agreed that will begin in January that will progress two areas of work that are already close to completion and support the start of two new areas of work with new funding.
39. Jovan closed the meeting with his good wishes for the holiday period and looking forward to working together in 2023.

ANNEX

In attendance

[REDACTED], Jovan, Asif, Monica, Hakim, Crisantos, Mark, Rosy, Michael, Peter, Nuzhat, Katie, Frank, Sara, [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED],

Update from other AREP workstreams

Diversity in the Teaching Profession

- The Group last met on the 20 December 2022.
- Dr Khadija Mohammed's framework for delivering anti-racism in ITE is now largely complete and is with SCDE for comment. The DITPEW subgroup are working closely with SCDE and Khadija around what the publication timeline looks like and how we can support its promotion and implementation.
- Work has started on the third iteration of the Annual Diversity in the Teaching Profession Data Report. As part of this the group are thinking about how to engage with Local Authorities and ITE providers following the publication and in order to drive forward actions to improve diversity. We are also working to reduce the percentage of teaching staff/student teachers that choose not to disclose their ethnicity.
- Work is underway to develop a session as part of the Developing the Young Workforce series. This work is being led by [REDACTED], and a small(er) working group.

The Racism and Racist Incidents workstream co-chairs met recently and are discussing plans to reconvene the group early in 2023.

[Teaching Scotland Issue 96 \(readymag.com\)](https://readymag.com) – GTC Scotland commissioned an internal project researching children and young people's views on race and anti-racism in Scottish education. The work was carried out by Children in Scotland and Intercultural Youth Scotland. This article outlines the important messages to be shared – members are encouraged to share with their networks.

ANTI-RACISM IN EDUCATION PROGRAMME - CURRICULUM REFORM SUBGROUP

Meeting nine, 19 April 2023 – note of discussions

Welcome and introductions

[REDACTED], welcomed all to the meeting. Apologies were noted from Nuzhat, Urooj, Michael [REDACTED],. Jovan had to send last-minute apologies and the meeting was chaired by [REDACTED],.

New member, [REDACTED], (which covers the social studies curriculum area) at SQA, was warmly welcomed to the Group. [REDACTED], will replace [REDACTED],

The purpose of the meeting would be to reflect on and recognise progress across the four working groups, followed by an opportunity to discuss and agree next steps. [REDACTED], would be providing an update on the questionnaire that members were invited to contribute to exploring opportunities for inclusion to be better reflected in the Higher History qualifications.

It was noted, with apologies, that there was no paper 9.2. with updates. Updates would be provided verbally and noted in these minutes.

Minutes from last meeting and updates on actions

Refer to Paper 9.1

The previous meeting focused on consolidating progress and moving to the four short-life working groups approach. There weren't any tangible actions beyond establishing those as the way to focus on progressing actions which would be the subject of the later agenda items.

Updates – opportunity for questions and comments

[REDACTED], invited [REDACTED], and [REDACTED], from the Curriculum Unit to provide updates on key areas of activity that affect the curriculum workstream.

Updates from the wider AREP Board:

- Anti-Racism in Education Summit – this was planned for 7 June, to be a joint all-day gathering with the [Interim Governance Group leading the Developing the National Anti-Racism Infrastructure](#) with the First Minister and other Cabinet

Secretaries – all Sub Group members would be invited to attend. Note: the Summit has since been postponed to September/October 2023.

- The Intercultural Youth Scotland proposal to lead engagement with young people supporting AREP and its workstreams was met with agreement from the Programme Board. The next phase would be to seek agreement from the Cabinet Secretary.

Scottish Government funding:

It was advised that clarity on funding for education (and other SG portfolios) was subject to delays while the new Cabinet developed a shared approach to plans and priorities. The funding for curriculum workstream was tied up in this and plans to progress with areas of work attached to the creation of new resources and other programmes of work could not proceed without explicit approval.

The frustration that accompanied this position was recognised and SG officials committed to updates as soon as possible.

Other workstreams:

- The second [annual report on diversity in the teaching profession](#) was published in May 2023
- The [National Anti-Racism Framework for Initial Teacher Education](#) was published by the Scottish Council of Deans of Education and would be formally launched in early June.
- In the Leadership, Professional Learning + Building Racial Literacy area of work it was advised that [REDACTED], had moved within Education Scotland to take on the role of [REDACTED]. The post leading the Building Racial Literacy programme and other aspects of anti-racism professional learning has been advertised and interviews will be held in June.
- In the Racism and Racist Incidents workstream the co-chairs and the Scottish Government policy team had met to begin planning to reconvene activity.

ADES Curriculum and Qualifications Group:

With thanks to Peter McNaughton for arranging, [REDACTED], Hakim and [REDACTED], will be attending the ADES Curriculum, Assessment and Qualifications Network meeting on Friday 28 April to discuss the anti-racism and curriculum principles, some of what has been gathered from the report of practice so far and how this can support activity at local authority level.

SQA approach to embedding inclusion in history qualifications

In January members were invited to contribute to the SQA questionnaire on opportunities for embedding inclusion in the Higher History qualification. [REDACTED], presented on the findings of the survey.

Summary of Higher History Survey for teachers/lecturers – December 2022

The purpose of the survey was to invite teachers and lecturers who deliver Higher History to provide their feedback on the key issues and description of content for the British, European and world, and Scottish sections of the Higher History Course Specification. This forms a part of regular maintenance of National Qualifications. We also took the opportunity to ask for views on how the course could be made more inclusive.

Key highlights:

155 responses to the survey

55 (36%) of the responses intimated that they would like to see changes made in terms of inclusion, anti-racism and equality

- 40 (73%) of these suggested that there needed to be changes based on anti-racism
- 11 (20%) intimating that they would like to see a greater focus on the history of civil rights in the UK
- 6 (11%) would like to see a de-colonisation of the curriculum both in terms of language used and of the way we teach about the British Empire and its impact

Next Steps

Focus over coming months will be the delivery of the 2023 examinations and awarding, thereafter:

- A review of language (Course Specifications, etc) across all NQ and HN social subjects at all levels
- Planning and proposed timelines of wider consultation and changes to courses in reference to all areas of Learning for Sustainability once the direction of the Hayward Review is known in terms of subject updates/reviews/reforms. Publication of changes to delivery or course content requires a one year publication lead time, so waiting for Hayward's direction ensures that work is not carried out ahead of time and abandoned to follow a different direction.

A range of comments and questions were posed on the importance of change in this area relating to colonised voices in the textbooks in the current Empire aspect of the course and the number of educators who continue to use textbooks previously endorsed. There was also queries about how children and young people will be engaged in the approach. The questionnaire and outcomes of the Historical Association data were highlighted as useful and that the focus for this year would be parents and young people. Katie to share details with **[REDACTED]**, - Action

[REDACTED], advised that she continued to support other areas of SQA such as modern languages and Urdu, classical Indian music and English and literature.

Working Group updates

Members that had participated in the working groups so far were thanked for their contributions and time. An update on each was provided as follows:

Design and delivery group for Children and Young People activity small grants fund

Paper 9.3 provides details of activity and progress. Over £16k has been allocated to young people-led activity in schools. The next area of work will be to scope and design a further phase aimed at a competitive bid fund for all schools and young people groups to access.

Those involved in the activity so far – Crisantos, Mark, Urooj, Jovan and [REDACTED], – will continue to lead. Carol very helpfully offered to support the aspect relating to criteria development. Hakim suggested that Show Racism the Red Card could provide insights into school-based funding activity that they had been involved in over a period of years to help identify a suite of options to inspire activity.

Design and support group for infrastructure around creation of new resources

This remains on hold while the funding position is clarified.

Review and design group to progress draft principles

Plan to publish the Principles over the next few weeks if possible to ensure alignment with the Summit and linking to education reform associated with learner-centred education. [REDACTED], currently working on Education Scotland website presentation and any members that wish to be involved in that will be very welcome. Members will be invited to be part of the testing of the website development - **Action**

Review and complete group to finalise the report of emerging anti-racism in the curriculum

Paper 9.4 provides a draft report of anti-racist practice that has been observed or submitted over recent months as part of the work that Hakim was commissioned to lead. The small working group (involving Hakim, Michael, Peter, [REDACTED], Theo, Asif, [REDACTED], and [REDACTED],) has met once so far to consider material gathered and next steps.

There was consensus that the report gathered a range of valuable examples and evidence but that publishing it as one long report would not be successful in engaging – something sharper that was aligned to wider activity was required with a focus on connecting with educators. The key question was how best to promote and share. It was agreed that using the Principles as key headings and using case studies to exemplify practice in the first instance would be of value. The working group would consider a proposal to publish sections of the report under key themes over 12 months in accessible documents with comms attached.

Meeting schedule, format and priorities for 2023

Paper 9.5 sets out proposals for January to June 2023.

There was agreement to commit to the proposals set out for the first half of this year to drive forward focused work. It was recognised that progress against each is mixed and the financial uncertainty that underpins key aspects, such as the model for creating resources, is of significant concern.

On that basis work against all themed groups would continue as planned and the full Group would reconvene again at the end of June to review before the summer break. Scottish Government will provide updates on the financial position as soon as possible - **Action**

Reflections, agenda for next meeting and close

[REDACTED], reflected on the positive developments and tangible progress in some areas but a consciousness that areas that have not progressed continue to require attention with ongoing uncertainty over funding is a significant concern.

Action: [REDACTED], will be in touch seeking availability for the meeting at the end of June, and for volunteers to be involved in the development of the Principles online format and supporting documents.

Present

[REDACTED],	Education Scotland – Equalities (Chair)
[REDACTED],	Scottish Qualifications Authority (SQA)
Asif Chishti	General Teaching Council for Scotland (GTCS)
Peter McNaughton	Association of Directors of Education in Scotland (ADES)
Carol Young	Coalition for Race Equality and Rights (CRER)
Crisantos Ike	Member of Scottish Youth Parliament (MSYP)
Mark Chan	Member of Scottish Youth Parliament (MSYP)
Rosy Burgess	Scottish Youth Parliament (SYP)
[REDACTED],	Scottish Qualifications Authority (SQA)
Katie Hunter	History Teacher, Edinburgh and member of Scottish Association of Teachers of History
Hakim Din	Education Consultant
Frank Thomson	Community Learning and Youth Work
Lewis Hou	Science Ceilidh
Sara Medel Jiménez	Spanish Teacher
Sadia Hussain-Şavuk	Biology teacher and Anti-Racist Education Consultant
Theo Ogbhemhe	RMPS teacher in Orkney
[REDACTED],	Education Scotland – Social Studies
[REDACTED],	Scottish Government – Curriculum Unit
[REDACTED],	Scottish Government – Curriculum Unit

Apologies

Jovan Rao Rydder	Curriculum Reform Subgroup
Urooj Chaudhary	Member of Scottish Youth Parliament (MSYP)
[REDACTED],	Education Scotland – Inclusion, Wellbeing and Equalities
Nuzhat Uthmani	Primary Principal Teacher, Glasgow
Michael Roach	Inverclyde Council

**Race Equality and Anti-Racism in Education Programme
Stakeholder Network Group**

Racism and racist incidents workstream

Meeting 5 – Tuesday 15 March 2022

Minutes

Attendees

- Support and Wellbeing Unit, Scottish Government (Chair)
- Intercultural Youth Scotland (IYS)
- Scottish Anti-Racism Education (SARE)
- CEMVO Scotland
- Coalition For Racial Equality And Rights (CRER)
- Educational Institute of Scotland (EIS)
- Association of Directors of Education Scotland (ADES)
- *respectme*
- COSLA
- NASUWT
- General Teaching Council for Scotland (GTCS)
- Scottish Council of Independent Schools (SCIS)
- Education Scotland
- Support and Wellbeing Unit, Scottish Government (secretariat)

Apologies

- Early Learning and Childcare Team, Scottish Government

1. Welcome from Chair

- 1.1 The chair welcomed colleagues to the meeting and apologies were noted.

2. Minutes from January meeting

- 2.1 The chair advised that the minutes from the meeting held on 25 January had previously been circulated and comments were invited from members.

- 2.2 The minutes were not agreed. SARE advised they had a number of comments on the minutes which they would circulate via email.

Action: SARE to share comments on the minutes of the January meeting via email.

- 2.3 SG agreed to consider SARE's comments. Updated minutes of the meeting will be circulated for clearance by correspondence.

Action: SG to circulate updated minutes from the January meeting to members to seek clearance via correspondence.

2.4 Following on from discussion of the minute of the January meeting, the group discussed the action to establish the Objective connect space. SARE advised that the comments on the Whole School Approach framework (WSA) were not showing in the Objective Connect version. SG agreed to look into this.

Action: SG to ensure that comments are showing in the Objective Connect versions of the documents.

2.5 The chair provided an update on the actions from the meeting held in January:

Action	Comment
Minutes of October and November meetings to be agreed via correspondence	Updated minutes were circulated for clearance. Comments due back Friday 18 th March. Nil returns considered agreement.
To propose removal of the term bullying from the workstream title at SNG	Covered under item 4 on agenda.
SARE to share comments on ToR via correspondence	Complete.
SG to set up Objective Connect space for members to share information and comment collaboratively on documents	Complete. Members should have received invite. Please contact the secretariat if not.
All other actions were suggested updates to the ToR and WSA which have been considered – WSA will be discussed under item 5 on the agenda	

3. Minutes from focused discussion

3.1 The chair advised that the minutes from the focussed discussion on bullying had previously been circulated and comments were invited from members.

3.2 The minutes were not agreed. SARE advised they had comments in relation to point 2.10 in the minutes that they would share with the group. SG agreed to consider the comments, then circulate the minutes to seek agreement via correspondence.

Action: SG to circulate updated minutes from the focussed discussion to seek agreement via correspondence.

3.3 The group discussed where concerns regarding racism towards school staff would be reflected in this work. The discussion began to focus on the action plan and the WSA and so was picked up again under agenda item 5.

4. Update from IYS and CEMVO on Stakeholder Network Group (SNG) March meeting

4.1 Following the focussed discussion on bullying, it was agreed that a proposal would be made at the Stakeholder Network Group (SNG) to remove the term bullying from the workstream title. IYS and CEMVO attended SNG to provide the update and proposal.

4.2 It was confirmed that there was agreement from the SNG to remove the term bullying from the workstream title and that focus of the whole school approach will be on anti-racist approaches. This means that the references to anti-bullying within the whole-school approach will be minimal, and limited to explaining the differences between racism and racist incidents and bullying. Consequently, there is agreement to update Respect for all, to ensure that the appropriate links are also made within that context. The agreement to the removal of the term bullying from references to this workstream includes all related paperwork, meeting requests and filing systems. There was also agreement from the SNG to remove the term bullying from all of the other workstreams.

5. Updated outline of Whole School Approach (WSA)

5.1 The chair advised that the skeleton outline of the WSA had been converted into a document to enable the process of drafting to begin. The original skeleton outline has been appended to the end of the document to enable workstream members to cross reference and reassure themselves that their contributions have been carried forward into the new document.

5.2 SARE advised they had a number of comments on the WSA which they would share with the group via email. SARE provided an overview of some of their comments which included:

- We need to shift the terminology around parental engagement from an authoritarian model to a collaborative model which is not currently clear in the WSA.
- There is support available for parents in certain areas (English as a second language, for example) but there should be support available specifically for parents dealing with racism in education settings.
- Parents, carers and families is a broad title and each grouping can have different needs.
- Work required around Additional Support Needs (ASN) and Complex needs as children and young people are being diagnosed with an additional support need because staff are not recognising the signs of racial trauma.
- We can't talk about racism in terms of a detached process.
- Racism is violence and that is not currently captured in the WSA.
- Early years has been missed from the WSA.
- This document should be acting as a benchmark and at the moment it is not.
- Bullying has been included at specific points in the WSA, more detail of which will be highlighted in SAREs written comments.

- Racism is a form of human rights abuse and that needs to be acknowledged before the term trauma informed can be used.

Action: SARE to share comments on WSA via email.

Action: SG advised they would discuss concerns around CYP being wrongly identified as having additional support needs as a result of racial trauma with Additional Support for Learning policy colleagues.

5.3 SG clarified that the legal definition of “school” includes children and young people aged 3-18 and so early years is included within that. SG advised that many of the matters raised will come to fruition as the WSA is developed.

5.4 CRER noted that the WSA is shaping up well but that the tone and how it is delivered will be key to ensuring it comes from an anti-racist standpoint. CRER suggested the critical race theory framework could be used as a way to shape this work’s shared thinking to ensure consistency across the workstreams.

5.5 CRER advised they had planned to develop support for parents dealing with racism in education settings but had to pause it due to funding issues. CRER intend to continue to explore alternative funding options to pick up this piece of work at a later date.

5.6 SARE requested that if the Macpherson report is used in this work that it is considered in its entirety and that all recommendations are implemented. The chair advised they are reading the Macpherson report and that careful consideration will be required around how the group may refer to and use the report within the WSA. SARE also advised there is learning that can be taken from other racist incidents.

5.7 EIS advised that there is a need to focus on racism towards staff in the terms of reference (ToR), action plan and WSA. EIS suggested there could be a sub group established to focus on this area. EIS agreed to add suggested changes and comments to the TOR and action plan and to highlight where this should be pulled through in the WSA.

Action: EIS to provide comments on the ToR, action plan and WSA to ensure racism towards staff is reflected appropriately in the work.

5.8 It was suggested that a separate section on teachers and education practitioners should be included in the WS. EIS and ES agreed to develop that section together and invited other members to support them if they are interested.

Action: EIS and ES to develop a section on teachers and education practitioners in the WSA.

5.9 It was highlighted that there should be acknowledgement that racism and structural racism exists in Scotland within the WSA. There was a suggestion to include a section on the impact of racism, possibly with case studies highlighting manifestations you might see in children and young people experiencing racism.

5.10 SG welcomed suggestions on how to alter the structure of the WSA and make it more robust from members. SG suggested that the impact of racism on young people and acknowledgement that racism exists in schools could be included in the Ministerial foreword of the WSA.

5.11 CEMVO highlighted the importance of making references to SHANARI and GIRFEC in the WSA as well as ensuring the UNCRC, wider Human rights statements (educators have rights in there) and Convention on the Elimination of Discrimination are included in the legal framework section and referenced throughout the document.

Action: SG to include references to SHANARI and GIRFEC, UNCRC, wider Human rights statements and Convention on the Elimination of Discrimination throughout the WSA.

5.12 SG confirmed the process for drafting the WSA. Members are invited to add comments and text to the WSA in Connect. Members can either draft sections directly or ask for things to be added and SG can draft suggested content. This allows members to see how the WSA is developing.

Action: Members to add comments to the WSA in Connect.

5.13 It was proposed that in terms of recording and monitoring, this work would link to the self-evaluation framework under HGIOS4 to ensure that there is a clear link between monitoring and reviewing racism.

5.14 Concerns were raised from SARE around HGIOS4 as it only mentions racism once. SARE suggested that a specific evaluation framework focussing on racism should be developed.

5.15 CRER suggested the existing system for recording and monitoring is not consistent with the focus of this group. CRER suggested that there should be a mandatory recording and monitoring system. Suggestions were raised around linking this with the Public Sector Equalities Duties.

5.16 SG confirmed that it is not within the scope of this group to make changes to the inspections framework. SG colleagues will liaise with the Education Scotland scrutiny team to consider how the WSA may reflect the self-evaluation framework.

6. Updated action plan

6.1 The chair advised the action plan had been updated following earlier feedback. The chair advised that going forward, changes would be made in tracked changes to allow members to see where their comments have been made.

6.2 An update is required to be provided to the SNG by 25 March around the plans and actions that will be taken forward in this workstream. Currently only outcomes 1 and 5 have been agreed. Members were invited to advise if they are content with the wider action plan.

6.3 EIS advised that an action on racism towards teachers should be added and offered to provide a first draft.

Action: EIS to provide suggested action on racism towards teachers to include in the action plan.

6.4 SARE advised they had a number of comments on the action plan that they would share with the group.

Action: SARE to share feedback on the action plan with the secretariat.

6.5 SG agreed to consider all comments, acknowledging that there will be boundaries of this work.

6.6 SG confirmed that actions 1 and 5 would put forward to the SNG and would be advised that the other actions require more discussion before agreement can be reached.

Action: SG to put forward actions 1 and 5 of the action plan to the SNG.

6.7 Some members raised concerns about members of the group who are not part of a funded organisation not being paid for their input to this work. It was agreed that a proposal, including costings would be provided to the SNG for consideration. This would be discussed at the next workstream meeting in April.

Action: A discussion around members not being paid for their input to this work to be added to the April meeting agenda.

7. AOB

7.1 It was agreed there should be an update from SNG as a standing item on agendas going forward.

Action: Secretariat to add 'Update from SNG' as a standing item on agendas going forward.

7.2 There have been discussions on people of colour co-chairing the various workstreams and it was agreed this would be discussed at the next meeting.

Action: Co-chairing to be discussed at the meeting in April.

*Support and Wellbeing Unit
Learning Directorate
March 2022*