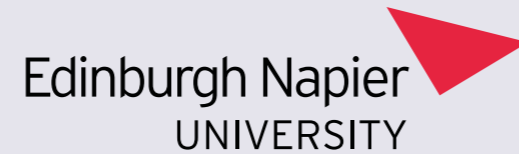


Scottish Council of Deans of Education

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# **THE NATIONAL ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION (ITE)**





Royal Conservatoire of Scotland

# RATIONALE - WHY IS THIS FRAMEWORK NEEDED?

## UNDERREPRESENTATION IN THE TEACHING PROFESSION

In 2021, the Scottish Government began releasing its annual Diversity in the Teaching Profession Data Report, mapping progress in pursuit of the aim of 4% Black and Minority Ethnic (BME) teachers by 2030, which would match the 2011 Census. Currently, the figure is 1.8%, with only 0.4% progress in the five years between 2018 and 2022. The data points to structural barriers at every step, with BME students less likely to qualify, and less likely to secure employment than their white peers. Initial Teacher Education (ITE) institutions can play a key role in addressing these alarming trends in recruitment and retention of BME students.

- Teaching in a Diverse Scotland**  
 The publication of 'Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools' (TiDS) at the end of 2018 was in response to a national commitment from Scottish Government to increase the number of BME teachers across Scotland's schools. The Strategic Board for Teacher Education (SBTE) commissioned the report in which Professor Rowena Arshad states clearly that racism and the lack of consideration of race within all parts of the Initial Teacher Education (ITE) curriculum are key factors in discouraging individuals from BME backgrounds from considering teaching as a career.
- Tackling Racial Harassment**  
 Towards the end of 2019, the Equality and Human Rights Commission (EHRC) published a report, 'Tackling racial harassment: universities challenged', which highlighted the widespread prevalence of racial harassment on campuses across the UK. One of the key recommendations in this report was that university leaders and governing bodies should demonstrate leadership and accountability for embedding an inclusive culture across their institutions. This paradigm shift requires leaders to understand the issues relating to racism, set expectations, provide oversight and scrutiny and embed a university culture that is free from harassment and supports good relations.

- Tackling Racism on Campus Project**  
 The response of Universities Scotland to the report led to the Advance HE 'Tackling Racism on Campus Project', which aimed to address the uncomfortable truth that racism is pervasive. Racism is in our society and in our education settings. The project pointed out that it is not enough to say that 'we are not racist', which is often the default statement – the goal, surely, is to become anti-racist. The programme was a response to the need to question the silence on race matters and interrogate the systemic racism in our institutions. From critical conversations to critical actions, this project received overwhelming support from Principals in the HE/FE sector who endorsed it and demonstrated their commitment by signing the declaration below:

“Racism exists on our campuses and in society. Call it what it is and reject it in all its forms. We stand united against racism.”

This was a landmark commitment from Scotland's universities and colleges and it is testament to the shared agency and leadership required across the sector. Endorsing the declaration is just the beginning and actions need to follow to support institutional leaders to 'enact' the declaration.

# AN ANTI-RACIST FRAMEWORK FOR ITE

Drawing on the recommendations of 'Teaching in a Diverse Scotland', and building on the work of the 'Tackling Racism on Campus Project', this framework aims to support ITE institutions (ITEIs) in their work to prepare race cognisant, anti-racist teachers. The pervasiveness of racism requires us to prioritise racial equity in preparing the next generation of teachers. Black and Minority Ethnic teachers, since they were students, have been navigating the way they are perceived because of the colour of their skin and continue to face racism in their professional lives as teachers (Kholi, 2019). In order to develop and sustain a diverse teaching force, initial teacher education programmes, local authorities and schools should acknowledge the many different ways that racism manifests in the day-to-day interactions in and around university campuses and school sites and move to proactively becoming anti-racist. This framework offers an opportunity to consider structural changes to teacher education, with clear, critical guidance leading to tangible outcomes. These changes aim to disrupt the centrality of whiteness and enable different ways of seeing, thinking and doing. ITE providers have already started to address some of the recommendations from the TiDS report on previous page (p.3), and so the framework is designed to support ITEIs to develop clear action plans to meet the required targets. It will also help ITEIs prepare for accreditations or reviews.

This framework is a resource for every ITE institution regardless of geographical location. There is often an assumption that where student teachers are unlikely to meet ethnic diversity in their university and/or school placements, there is 'no problem here' and, therefore, there is little need to critically reflect upon diversity, 'race' and racism. There is a plethora of research showing how majority white and BME student teachers have little appreciation of how their racialised identities may influence their interactions in classrooms (Picower, 2009; Lander, 2011; Bhopal and Rhamie, 2014; Pearce, 2014; Lewis, 2018). This research has shown that there is little focus on using the curriculum as a tool for delivering for race equity and anti-racist education. Moreover, it has shown that very few teachers recognise this as benefitting majority ethnic children. There is a need to move beyond a 'cultural' approach to a more critical understanding of systemic racism. It is important to support all student teachers to consider the significance of race in a historical and political context. This will help them to understand that racism is not individual prejudice but rather a hierarchical system based on race, created and maintained by the unequal distribution of power and resources. An anti-racist ITE should help all student teachers to understand the ordinariness of racism: racism is normal; racism is in the everyday. There is a need to move beyond the simplistic view, which focuses on individual racist incidents and far-right ideologies. It is essential that all student teachers understand the role of education in disrupting racist discourses.

## The framework has several objectives:

- to assist the embedding of anti-racist practice in ITE from marketing to learning and teaching and support for the probationary period
- to assist ITE staff to better support BME students
- to assist ITE staff to reflect on the importance of anti-racist practice with white students

# WHAT DOES AN ANTI-RACIST ITE LOOK LIKE?

## Developing Racial Literacy

France Winddance Twine (2004) defines this as:

- acknowledging racism as both a contemporary and historical problem
- understanding that racial identity is a social construct
- considering the ways in which race/racism intersect with other factors such as class, gender and sexuality
- understanding the impact of whiteness
- developing language to discuss race, racism and anti-racism
- acquiring knowledge and understanding of how racial microaggressions operate in the everyday school setting

## Anti-Racist Pedagogy and Curriculum

Teacher educators need to engage with issues of inclusion, representation and decolonisation. Anti-racist pedagogy is not about simply including racial content into programmes and curriculum. It is also about how one teaches and continues the process of applying an anti-racist consciousness into programmes, pedagogy and interactions with colleagues and students.

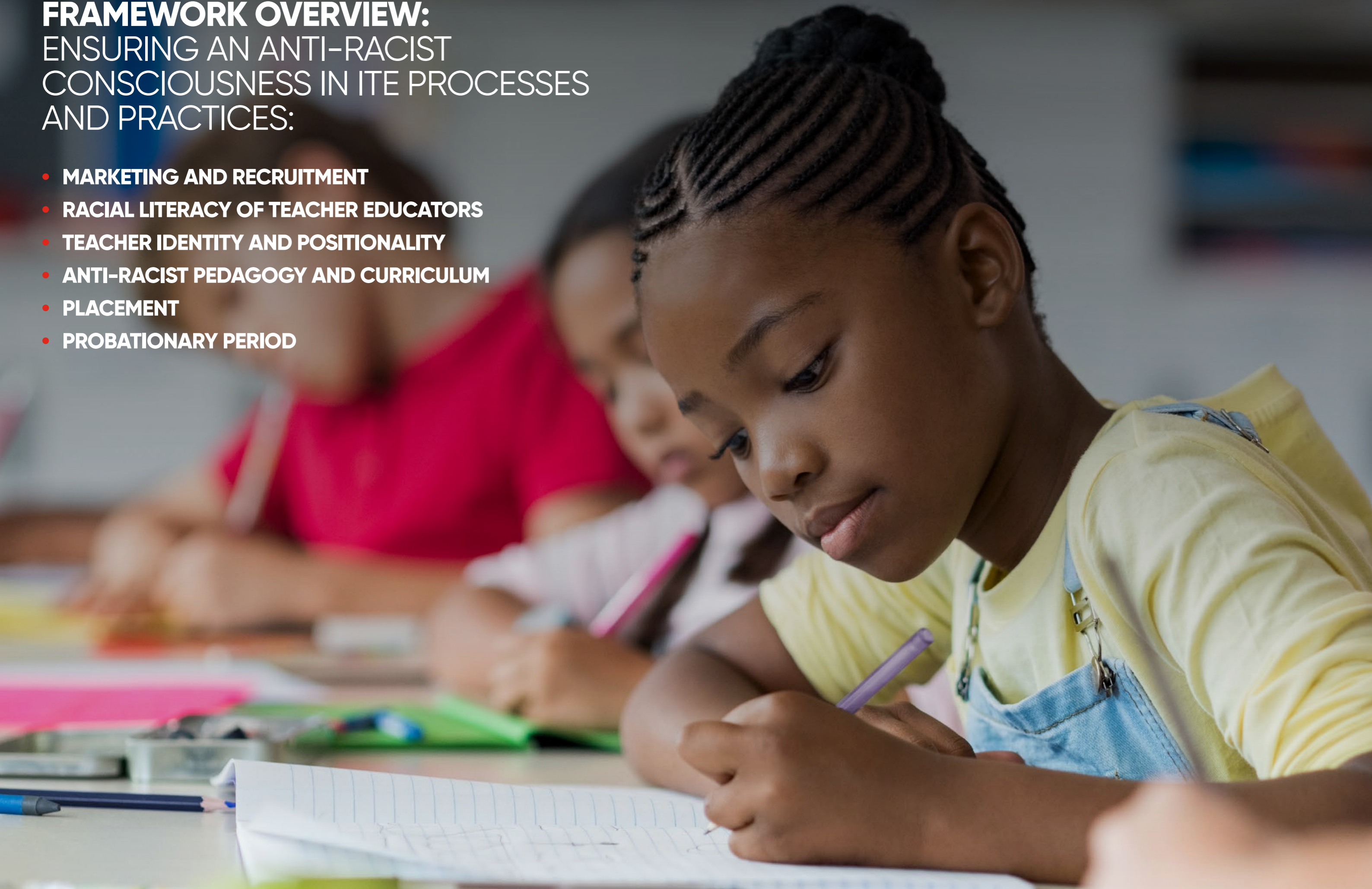
## Supporting BME Student Teachers

Teacher educators need to acknowledge the lived experiences of BME student teachers and recognise the cultural wealth they bring and to break away from portraying them as 'victims' but rather as empowered people with agency.



## **FRAMEWORK OVERVIEW: ENSURING AN ANTI-RACIST CONSCIOUSNESS IN ITE PROCESSES AND PRACTICES:**

- **MARKETING AND RECRUITMENT**
- **RACIAL LITERACY OF TEACHER EDUCATORS**
- **TEACHER IDENTITY AND POSITIONALITY**
- **ANTI-RACIST PEDAGOGY AND CURRICULUM**
- **PLACEMENT**
- **PROBATIONARY PERIOD**



## MARKETING AND RECRUITMENT

The attractiveness of Initial Teacher Education (ITE) to students from Black and Minority Ethnic backgrounds must be increased.

University staff should explore the extent to which current admissions processes are capturing a diverse range of applicants. Marketing material should not simply be reduced to the tokenistic inclusion of images of BME students. Universities should review their marketing and communications strategies to firmly embed anti-racism and avoid a 'saviourism' approach (Verma, 2022).

### Suggested action areas:

- State clearly in marketing materials that the university and ITE are active supporters of anti-racism.
- Ensure diversity is recognised and represented on open days (face-to-face and online).
- Develop outreach to BME communities in partnership with local authorities and other allies (e.g. third sector organisations working with BME communities, teaching unions, teacher education partnerships, careers services).
- Establish secondary school collaborations to encourage BME students to consider a career in teaching, similar to the approach used to attract students to consider STEM subjects.
- Explore access routes and collaboration with Further Education providers to increase intake from underrepresented groups.
- Develop Summer School programmes with young people and student unions, specifically targeting BME young people making career choices.
- Work closely with Skills Development Scotland, the General Teaching Council for Scotland (GTCS), Scottish Government and relevant third sector organisations who have experience in this area to take joint action.
- Nominate a staff member from each ITE provider to actively pursue diversifying their intake overall in terms of religion, disability, gender, class, race/ethnicity and linguistic background.
- Select BME student ambassadors to form a pool of BME students across all 11 Initial Teacher Education providers. Provide them with opportunities to speak honestly about their teacher education experience.
- Partner postgraduate and undergraduate recruits with other degree programmes where there may be a strong pool of diverse candidates.
- Utilise incentives, positive action and bursaries (e.g. the Saroj Lal bursary for BME primary teaching applicants offered by University of Edinburgh).
- Gather qualitative data about application, interview and conversion rates for BME students.

### Selection and Admission Processes:

Admissions processes should not present additional barriers to Black and Minority Ethnic candidates but rather ITE providers should consider how admission processes could enable entry into teaching.

### Suggested action areas:

- Enable applications from underrepresented groups to be put forward for interviews. If a key objective is to diversify the teaching profession, programme directors should work with admissions to support such applications. This would require not applying a blanket template to all applicants but reviewing applications from the range of underrepresented groups with positive adjustments in mind.
- Review practices that present barriers. For example, the traditional practice of having head teachers supporting interviews can be a barrier if they lack any contemporary understanding of social justice and present a discourse that almost all head teachers are white. Consider working with organisations like the Scottish Association of Minority Ethnic Educators (SAMEE) to identify BME teachers that could be asked to participate in selection panels.
- Investigate barriers to entry faced by UK based refugees, asylum seekers and international students (e.g. visa restrictions and prior experience or qualifications not being recognised).
- Use both quantitative data (e.g. annual data report) but also qualitative data – What do you know and what do you need to understand better about BME students?
- Set the scene before individual or group interviews that affirms your commitment to excellence through diversity. This will assist in creating an ethos that is more comfortable in a group made up of different backgrounds.
- Ensure your question frameworks value diversity e.g. tell us about your experiences of diversity either at school or through paid or volunteer work.
- Avoid group discussion questions that amplify power imbalances e.g. 'Today's topic is: Does racism exist in Scotland? Discuss'. Instead, provide discussion topics that assist you to meet your objective of selecting students with a commitment to racial justice e.g., 'What role can schools and the curriculum play in promoting racial equity?'
- Ensure to avoid 'stereotypes' of how a (student) teacher will act, look, talk, etc. In an interview situation, be conscious of how affinity bias, confirmation bias and first impressions can influence interviewer attitudes and assumptions about how cultural stereotypes dictate what is considered traditionally 'professional' ways to speak/dress etc. and how this can exclude.

“The Standard for Headship requires individuals to fully understand and demonstrate self-awareness and inspire and motivate others (2.2.2). This includes using cultural and emotional intelligence to explore bias and using insight and strategic leadership to mitigate the negative impact of bias.

## RACIAL LITERACY OF TEACHER EDUCATORS

Teacher educators should critically engage with how their own understandings and narratives of identity and diversity have developed in order to inform their pedagogic interactions with students. Teacher educators involved in designing teaching across ITE programmes and undertaking observations of student teachers need to be supported in developing a more sophisticated and nuanced understanding of how race impacts in school settings every day. Having an understanding of what it means to be anti-racist can provide a critical lens and confidence to act against racism and actively promote racial justice. A strong anti-racist consciousness can promote understanding of the differences between individual and systemic racism and guide

appropriate responses. It is important for student teachers to be surrounded by staff who commit to their continuous personal and professional learning to develop a high level of racial literacy. This is in line with the GTCs Professional Standards, which state 'The educational experiences of all learners are shaped by the values and dispositions of those who work to educate them.' While in ITE, student teachers are learners. The values and dispositions of the teacher educators working with them can shape their development in important ways. Racially literate teacher educators can play an important role in helping student teachers become race cognisant and committed to anti-racist practice.

### Suggested action areas:

- Foster an anti-racist culture of understanding where teacher educators have the language to name, frame and address race and racism in all its manifestations. Engage in necessary personal reflection about racial beliefs and practices and provide students with the knowledge and confidence to do the same.
- Reflect upon assumptions and biases, personal racial and social identities and those of others, and consider the impact these have on professional ethics and practice.
- Consider practices that may present barriers to the presence and wellbeing of BME student teachers.
- Confidently and competently teach an anti-racist curriculum and in turn support student teachers to be anti-racist in their practice and their curriculum design.
- Access high quality professional learning on anti-racism and provide staff with time to engage.



## TEACHER IDENTITY AND POSITIONALITY

BME students pursuing teaching often continue to experience racialised struggles throughout their teacher education programmes. ITE programmes should introduce student teachers to frameworks that investigate racial and ethnic identity development for all. Such frameworks are essential for white students to construct a positive white racial identity grounded in reality and allyship, as opposed to false notions of superiority or normativism. Such frameworks will also assist BME students to construct positive identities and coping strategies when experiencing racism (Tatum, 2019). To support the need for greater diversity and positional awareness in the teaching profession, the GTCs have included a statement under 'Professional Values' which states 'ITE providers should consider how they are enabling students to acknowledge and consider how their positionality and identity shapes their thinking and practice' (p.5). The inextricable link between personal and professional selves of teachers, particularly for BME teachers must be taken into account in understanding teacher identity (Slay and Smith, 2010; Gallchóir, O'Flaherty and Hinchion, 2018).

“*The professional standards state, values are complex: they are the ideals by which individuals shape their practice as professionals.*”

Racial identity is an important way for students to define themselves, connect with one another, and organise on behalf of shared interests. It helps to generate greater solidarity between different ethnic groups. The Four As Model (see p.16), endorsed by Education Scotland, provides a useful, asset-based structure for BME teachers' professional identity construction.

### Suggested action areas:

- Establish and monitor learning environments that address racism constructing systematic, anti-racist development practices.
- Proactively diversify the ITE staffing cohort by recruiting teams of teacher educators and school mentors who are racially, culturally and linguistically diverse.
- Support all student teachers to explore their autobiographies, and the influences, which shape their identity.
- Explore the relationship between identity and positionality and how social-cultural, historical and political contexts impact on positioning and identity formation.
- Build the racial literacy of student teachers, which includes racial identity development.
- Ensure institution-led reviews involve specific reference to and tracking to the target and involve reflection on the status quo.
- Discuss BME teachers' experiences of racism alongside other intersectional aspects of their identities – including but not limited to gender, religion, class, accent – to emphasise the different levels and forms of racism experienced as a result of these.
- Actively engage with placement providers to ensure policies, practices and expectations that directly address racial inequity within ITE courses, in school placements and between students and/or staff are communicated clearly to them.
- Act when BME students report racism on placement. It is important to understand that it does not matter who is perpetrating the racism. Do not sweep issues under the carpet. Believe the individual and encourage them to explain, without judgement. Report and record through an established process. Ensure all students are familiar with the process for reporting issues, before an issue occurs.
- Identify and provide information about BME student teacher networks of support and resources beyond their programme (e.g., Scottish Association of Minority Ethnic Educators (SAMEE), Intercultural Youth Scotland (IYS), Coalition for Racial Equality and Rights (CRER) and Teacher Unions).
- Create racial affinity spaces, which allow all students to collectively work out issues stemming from their racial identity.
- Create an action plan to meet the specific targets set by the TiDS Report (2018).

Below are some of the thoughts that were expressed by various stakeholders as part of this framework preparation.

“

*...on my first day of teacher training ... I was one of the few brown faces I could see, a tiny minority in a huge cohort of future teachers. I felt different from the outset, my perspectives were different, my ideas were different and the way I was perceived was different.*

“

*... being the only Muslim female was quite difficult because I didn't really have anyone else to share my experiences with and reflecting back, I would say that I lost quite a lot of my own personal, Islamic identity whilst being at university because it was very hard to assert that...it felt very much, that I had to adopt a whole new different sort of culture and I felt that teaching was a culture rather than a part of who I was. I don't think there was any one point, during school experiences, until the last placement, that I could assert my own identity... it was very hard. It felt like I was going against the tide.*

“

*For the first time, I felt 'seen'...it was great when my lecturer discussed things about different cultures/ perspectives that I would want my peers to know about but did not have the space nor the courage to share.*

“

*We actually break the mould... the children don't just see us as 'Black men' who are the security guards, the basketball players, the guys with the local corner shops or from the health services but as educators. They see us as teachers trying to guide and nurture them.*



## THE FOUR AS MODEL OF MINORITY ETHNIC TEACHERS' PROFESSIONAL IDENTITY CONSTRUCTION



- **Acknowledgement:** in safer affinity spaces, BME teachers' racialised experiences are validated, helping them to reflect on and navigate through the racial inequity they encounter working in schools.
  - **Affirmation:** by sharing experiences, histories and healing practices, the added value BME teachers bring to their work and wider professional community is recognised.
  - **Agency:** self-evaluation and critical reflection supports BME teachers to step outside systemic expectations and allow different practices to emerge, strengthening their professional identity.
  - **Activism:** building capacity and resilience to make a difference.
- (Mohammed, 2022)

**NOTE:** The four As model refers to teachers, but may be similarly applied to student teachers in the context of their experiences in University as students and on placement as student teachers.



*If students grow up and become teachers without a space to critically reflect on and heal from their experiences with internalised racism, they can also carry problematic beliefs into classrooms and replicate the cultural alienation students of colour experience in schools.*

(Kholi, 2014, p.371)

## ANTI-RACIST PEDAGOGY AND CURRICULUM

Across the Higher Education sector, there have been strong calls to decolonise the curriculum and this work could be further supported through the application of an anti-racist lens when reviewing the ITE curriculum. There is a need to develop critical pedagogies in order to disrupt, challenge

and make visible the invisible racism in existing scholarship, learning and teaching, and pedagogic practices which do not fully prepare ITE colleagues to consider anti-racist practices or the impact of teaching on Black and Minority Ethnic students.

“Anti-racist pedagogy is not about simply incorporating racial content into courses, curriculum, and discipline. It is also about how one teaches, even in courses where race is not the subject matter. It begins with the faculty’s awareness and self-reflection of their social position and leads to the application of this analysis not just in their teaching, but also in their discipline, research, and departmental, university, and community work.

(Kishimoto, 2018, p.540)

### Suggested action areas:

- Explore the origins of and usefulness of terminology and categories such as racialisation, macroaggressions, microaggressions, colour-blindness, fragility, privilege, whiteness, ethnocentric, assimilation, anti-Semitism, and Islamophobia. ([The Advance HE ‘Tackling Racism on Campus’ Project](#) and the [Anti-Racist Educator](#) include a race glossary.)
- Include historical perspectives, with references to colonialism, imperialism, slavery and modern slavery.
- Acknowledge and teach explicitly about racism and anti-racism, both past and present, within our curricula and within our institutions.
- Debunk the myth of objectivity in scholarship, and in pedagogical and academic work, and interrogate the pathways and privileges that lead to certain knowledge and narratives being amplified or silenced. Whose stories get told? Who gets to tell the stories? What counter-narratives exist?
- Use inclusive language, for example, ‘we’ rather than ‘them’.
- Diversify programme content, for example, reading lists should be representative of diverse perspectives and knowledge.
- Use case studies that offer counter-narratives, making sure that they are inclusive of all cultures and geographies.

- Ensure resources, such as images, videos, music, art, do not reinforce stereotypes; for example, avoid examples that could be off-putting for underrepresented groups on the programme.
- Ensure BME students see themselves reflected in the curriculum, not as an optional extra but as a central and valued part of it.
- Embed culturally responsive pedagogy (CRP), which includes supporting multilingual learners, as core part of programme content and not as elective.
- Embed anti-racism across the curriculum, for example, in English and Literacy, draw on texts to facilitate discussions about racism while in Science, create opportunities to discuss why black scientists are generally less well known, if at all.
- Prepare all student teachers to deal with racist incidents in school and to support all children to speak up against racism.

“The SPR requires individuals to engage learner participation (3.2.2) including demonstrating care and commitment to working with every learner, embracing diversity to ensure every learner feels welcome, included and ready to learn.

- Explore the way educational experiences and outcomes are shaped by the intersection of race and ethnicity with other characteristics such as gender, class, sexuality and faith.

Below are some of the thoughts that were expressed by various stakeholders as part of this framework preparation.

“On a personal level, I felt every emotion reliving my school years and the challenges I faced as a young African student. On a professional level, the lecture sparked one of the most amazing chats I have ever had with some of my peers about being culturally responsive and the nervousness they feel around the subject. I was able to offer them my experiences and how I would have loved to talk about my culture and background had someone asked or even considered...”

“I find this quite confusing at times...if I am not a racist, surely it means that I will be fine when I teach those who are not white.

“I worry about saying the wrong thing and insulting someone without intending to. This session on race and racism has made me stop and think about what it is to be white...”

“I am so glad that I was part of these conversations ...I still need to get my head round this and will find out more and talk to my friends. I will also note what I see happening in schools when I am on placement.

## PLACEMENT

Student teachers from Black and Minority Ethnic backgrounds often face difficult challenges in the early part of their placement, for example, receiving differential treatment in comparison to their white peers and dealing with racial microaggressions. Frequently, BME student teachers are reluctant to

share this with their tutor for fear of the implications to their progression. Levels and types of support provided often come down to the tutors and how they respond. Some tutors will 'get it' while others will ignore it and some just instruct the student to put up with it, as placements can be difficult to find.

### Suggested action areas:

- Provide professional development for mentor teachers around racial literacy.

“Registered teachers are required to engage critically with research to challenge and inform their professional practice and challenge educational assumptions, beliefs and values of self and system. (SFR 3.3.1)

- Support class teachers and leaders to recognise the assets and strengths that BME students can bring to their schools.

- Establish and maintain learning environments that nurture the wellbeing of BME student teachers. Local authority partners can help build positive relationships.
- Ensure student teachers are confident to address racist incidents and are familiar with the process.
- Ensure clear, transparent processes are in place to deal with complaints of racism.
- Provide support to ITE tutors, associate tutors and class teachers, making it clear who they should go to for advice.
- Signpost local authorities and schools that offer support and support networks (e.g. Black student groups within the university, counselling, anti-racist forums, grassroots organisations and teacher trade unions).

Below are some of the thoughts that were expressed by various stakeholders as part of this framework preparation.

Placement was really tough – I could do nothing right. I constantly sought feedback but it was not forthcoming. I couldn't quite put my finger on it... it was the 'look' and at times stereotypical comments about 'my culture'. My tutor observed my teaching and found it to be satisfactory but the class teacher marked me unsatisfactory in every category...I tried to challenge this at University, I even went to the Dean only to be told that their partnership with the school was important and that they could not support me any further.

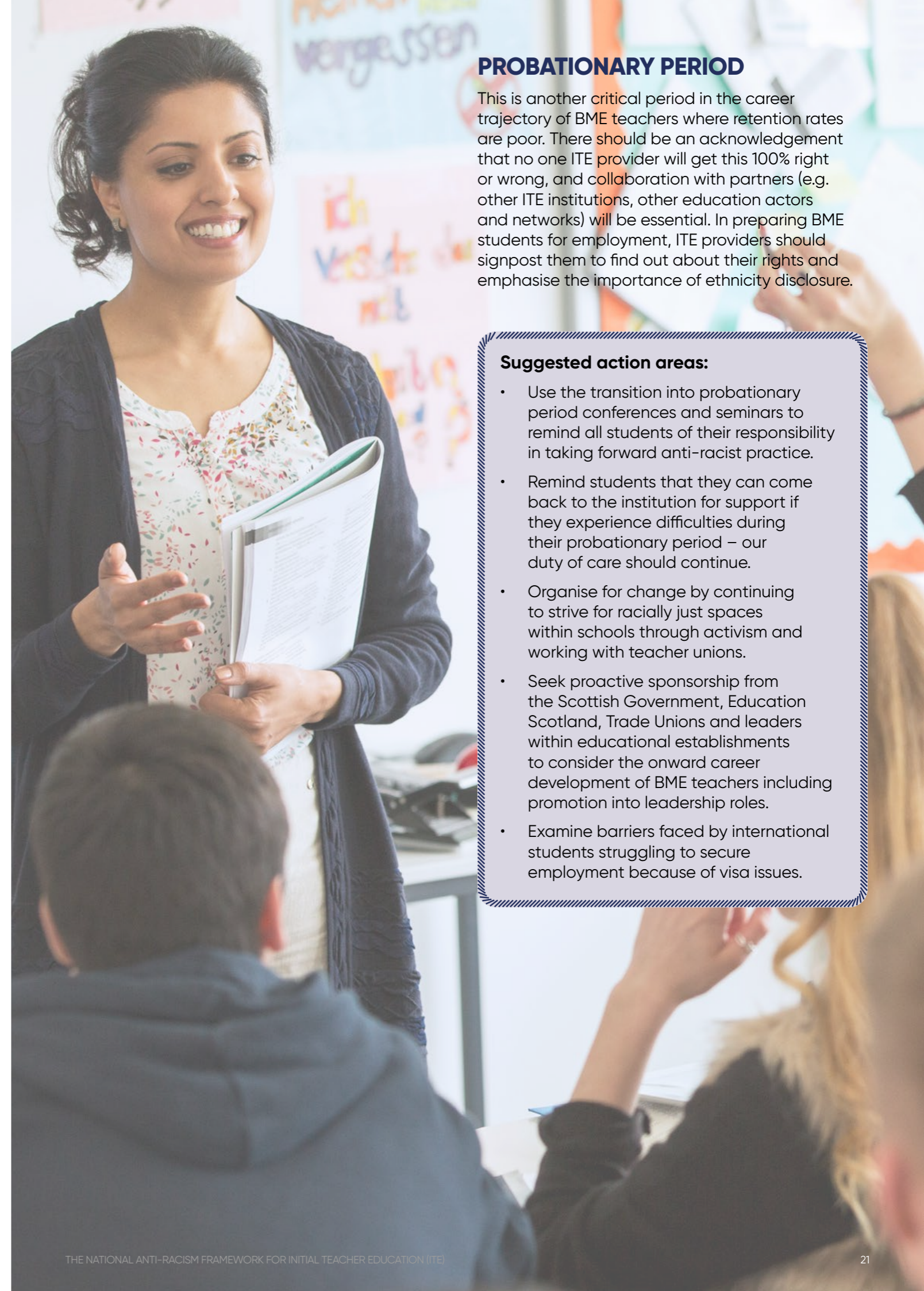


## PROBATIONARY PERIOD

This is another critical period in the career trajectory of BME teachers where retention rates are poor. There should be an acknowledgement that no one ITE provider will get this 100% right or wrong, and collaboration with partners (e.g. other ITE institutions, other education actors and networks) will be essential. In preparing BME students for employment, ITE providers should signpost them to find out about their rights and emphasise the importance of ethnicity disclosure.

### Suggested action areas:

- Use the transition into probationary period conferences and seminars to remind all students of their responsibility in taking forward anti-racist practice.
- Remind students that they can come back to the institution for support if they experience difficulties during their probationary period – our duty of care should continue.
- Organise for change by continuing to strive for racially just spaces within schools through activism and working with teacher unions.
- Seek proactive sponsorship from the Scottish Government, Education Scotland, Trade Unions and leaders within educational establishments to consider the onward career development of BME teachers including promotion into leadership roles.
- Examine barriers faced by international students struggling to secure employment because of visa issues.



## A CALL TO ACTION

We have a collective responsibility in ensuring our institutions are diverse, socially mobile and anti-racist. Vice-Chancellors, Vice-Principals, leaders and governing bodies need to demonstrate leadership and accountability for eliminating racism. They must consider how race is enacted in their institutions, and focus on addressing it as a strategic priority. This will include uncomfortable conversations and honest reflections.

Whilst the focus of this framework is Initial Teacher Education with an extended consideration to the student teacher and probationer teacher, strong parallels can be drawn for other discipline areas such as Early Years, Community Education, Social Work, Nursing, Midwifery, Medicine etc. There will also be real strength in drawing together some of the work across professional learning portfolios such as the Into Headship and Excellence in Headship programmes in this area.

Both individual and collective leadership across the education system is required to ensure anti-racist practices are adopted, improved and sustained.

Good governance will be required to keep anti-racism firmly on the agenda of all committees, for example, Learning and Teaching committees, Equality, Diversity and Inclusion committees, Reporting and Supporting mechanisms and Annual Quality Monitoring processes.

This framework is a call to all ITE providers for acknowledgement, affirmation, agency and activism. Lack of action is to short-change the next generation of teachers of their potential to be effective social justice educators.

“*Social justice, a shared professional value, means committing to fair, transparent, inclusive and sustainable policies and practices and valuing diversity, as well as understanding and challenging discrimination in all its forms.*”



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## RESOURCES TO SUPPORT YOUR ANTI-RACIST JOURNEY

The links below will provide some really helpful resources as you build and enhance your knowledge and understanding of anti-racist practice:

### Advance HE and Scottish Funding Council:

this project created resources for use in both colleges and universities to address systemic racism on campus. Tackling Racism on Campus Project - <https://www.advance-he.ac.uk/tackling-racism-campus>

**The Anti-Racist Educator:** is a collective of educational stakeholders (including students, teachers, parents, academics and activists) working toward building an education system that is equitable and free of racial injustice. It includes some podcasts, a race glossary and many other activities that promote anti-racist practice - [The Anti-Racist Educator - Anti-Racism with a Scottish Perspective \(theantiracisteducator.com\)](https://theantiracisteducator.com/)

**Education Scotland:** this overview of race equality and anti-racist education explores what is meant by race equality and anti-racist education, why they are important for all our learners and how they might be embedded in education settings. Promoting race equality and anti-racist education - <https://education.gov.scot/improvement/learning-resources/promoting-race-equality-and-anti-racist-education/>

### England's Anti-Racism Framework for ITE:

this was commissioned by the National Education Union and is a great resource which includes a global literature review, survey questions, practice notes and many other indicative resources. [NU Anti-racism Framework final-compressed.pdf \(ncl.ac.uk\)](https://www.ncl.ac.uk/anti-racism-framework-final-compressed.pdf)

**QAA:** to facilitate discussions about developing anti-racist curricula in particular discipline areas: Anti-Racism Curriculum Project - QAA - <https://www.enhancementthemes.ac.uk/resilient-learning-communities/equality-diversity-and-inclusion/anti-racist-curriculum-project>

**CRER:** this guide outlines why anti-racist approaches are important in curriculum development, and explores the barriers that have hampered race equality in education. Introduction to Anti-Racist Curriculum Development Coalition for Racial Equality and Rights 2021: A Guide for Teachers in Scotland: <https://static1.squarespace.com/static/615c1bee105b4f55a98326d0/t/6238a236ce95e36eb12002e9/1647878720961/CRER+Anti-Racist+Curriculum+Development+final.pdf>

**Scotdec:** this resource is for all educators who want to make a start at understanding what anti-racism is and how we as teachers and pupils, allies and individuals with lived experience of racism can start our anti-racist journey.

[Anti-racist toolkit for teachers \(PDF | 3.66 MB\) - Scotdec](#)

**GTC Scotland:** guide to provide support for teachers to reflect on their understanding of equality and diversity, and how it relates to their professional lives and actions: Equality and Diversity: A Guide for Teachers - <https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/equality-and-diversity/>

**EIS:** offer a suite of professional Leadership Learning to [Mobilise Anti-racist Activism in the Union and Education](#)

**NASUWT:** have produced a Framework to support action on [Anti-Racism and Decolonising the Curriculum](#)

### Some books you may find helpful – (this is not an exhaustive list)

- Why Are All the Black Kids Sitting Together in the Cafeteria? Beverly Daniel Tatum (2021)
- Wish We Knew What to Say. Pragma Agarwal (2020)
- Why I'm No Longer Talking to White People About Race. Reni Eddo-Lodge (2017)
- Superior: The Return of Race Science. Angela Saini (2019)
- Decolonising Educational Leadership: Exploring Alternative Approaches to Leading Schools. Ann E. Lopez (2020)
- Anti-Racism in Higher Education. An Action Guide for Change. Arun Verma (2022)

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