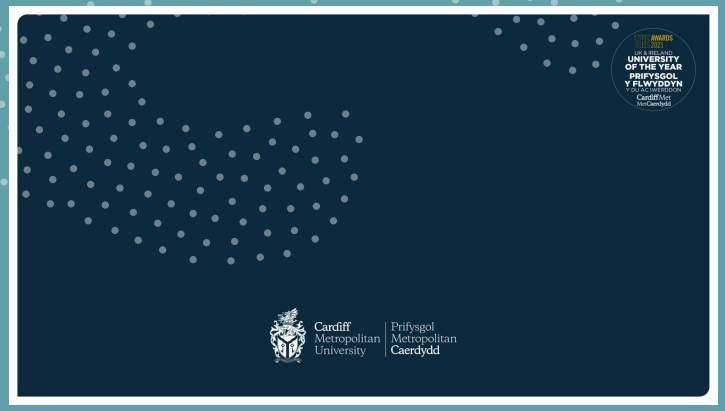
Chantelle Haughton and Dr Susan Davis
School of Education and Social Policy, Cardiff Metropolitan University.

DARPL

CIDEC – CLD co-sponsored seminar

Doing DARPL – DARPL vision and operation – doing the ‘Heart work’ / ‘Gwaith Calon’ in Wales. UK



DARPL

Black, Asian and Minority Ethnic Communities, Contributions and *Cynefin* in the New Curriculum

- Welsh Government: Prof Charlotte Williams' Report (March 2021)
- Ministerial Working Group
- 51 recommendations

Welsh Government

Welsh Government's Anti-Racist Wales Action Plan (ARWAP) expects an Anti-Racist Nation by 2030.

'DARPL is Essential to Realise the New Curriculum for Wales' (2022).

Guiding Principles of ARWAP

The rhetoric on racial equality should be translated into meaningful action

Organisations and institutions made accountable for turning this into reality as is common with other important policy areas.

The Plan identifies ‘goals’, ‘actions’ ‘timelines’, ‘outcomes’ and the role of the Accountability Group that will oversee the governance as critical to successful implementation.

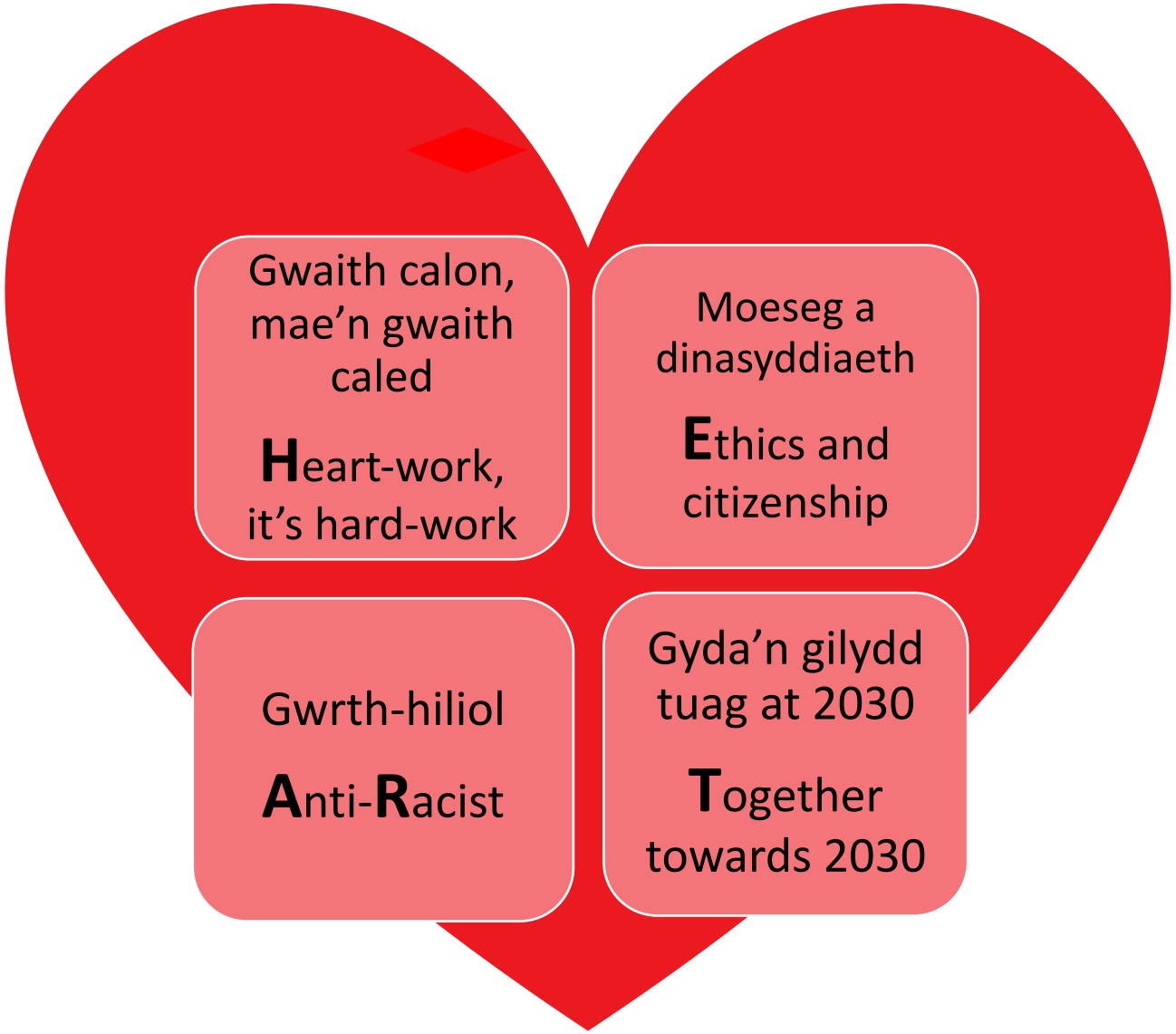
A fairer education and training system

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

DARPL

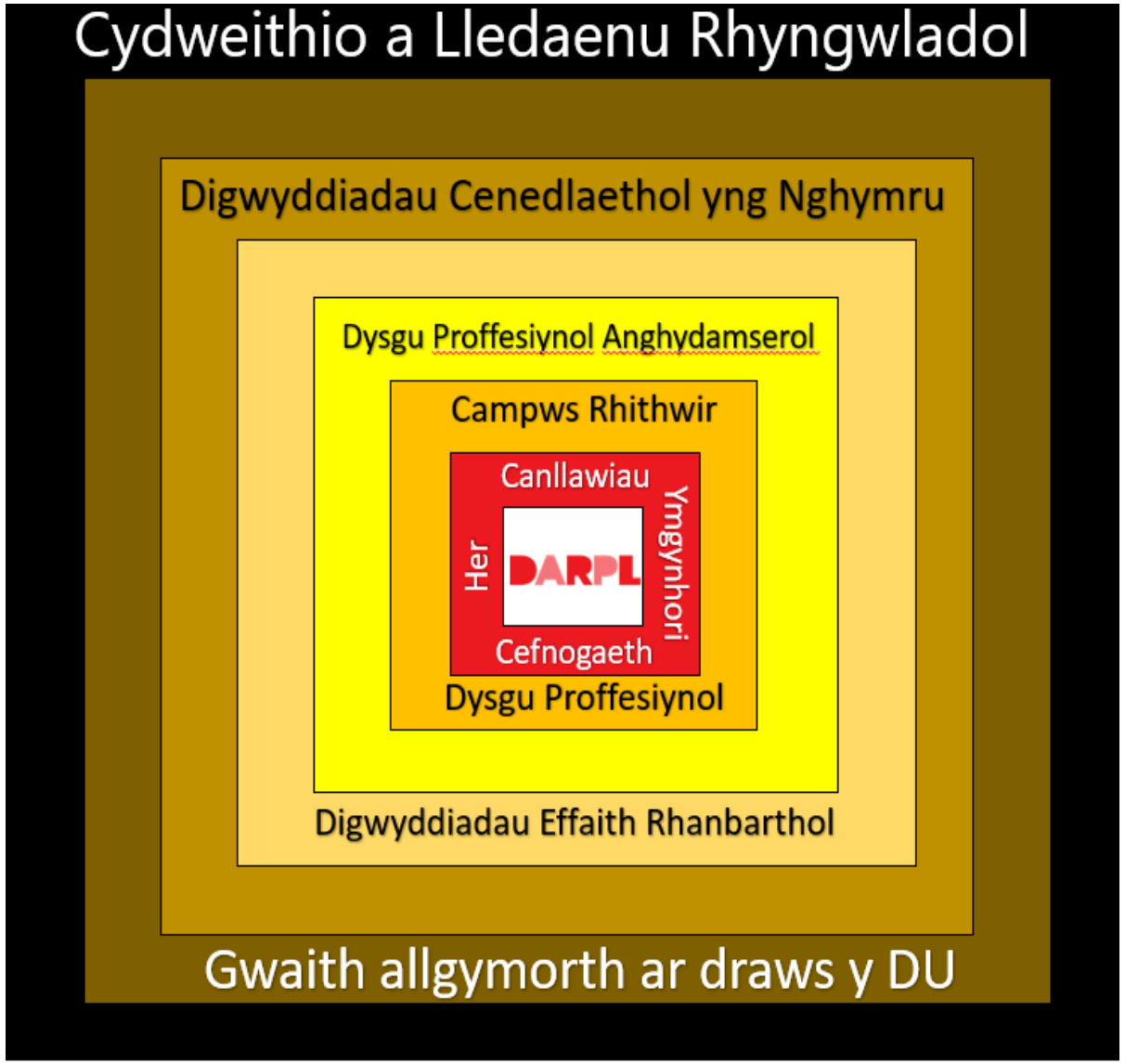
Llywodraeth Cymru
Welsh Government

Gwaith-Calon/Heart-Work

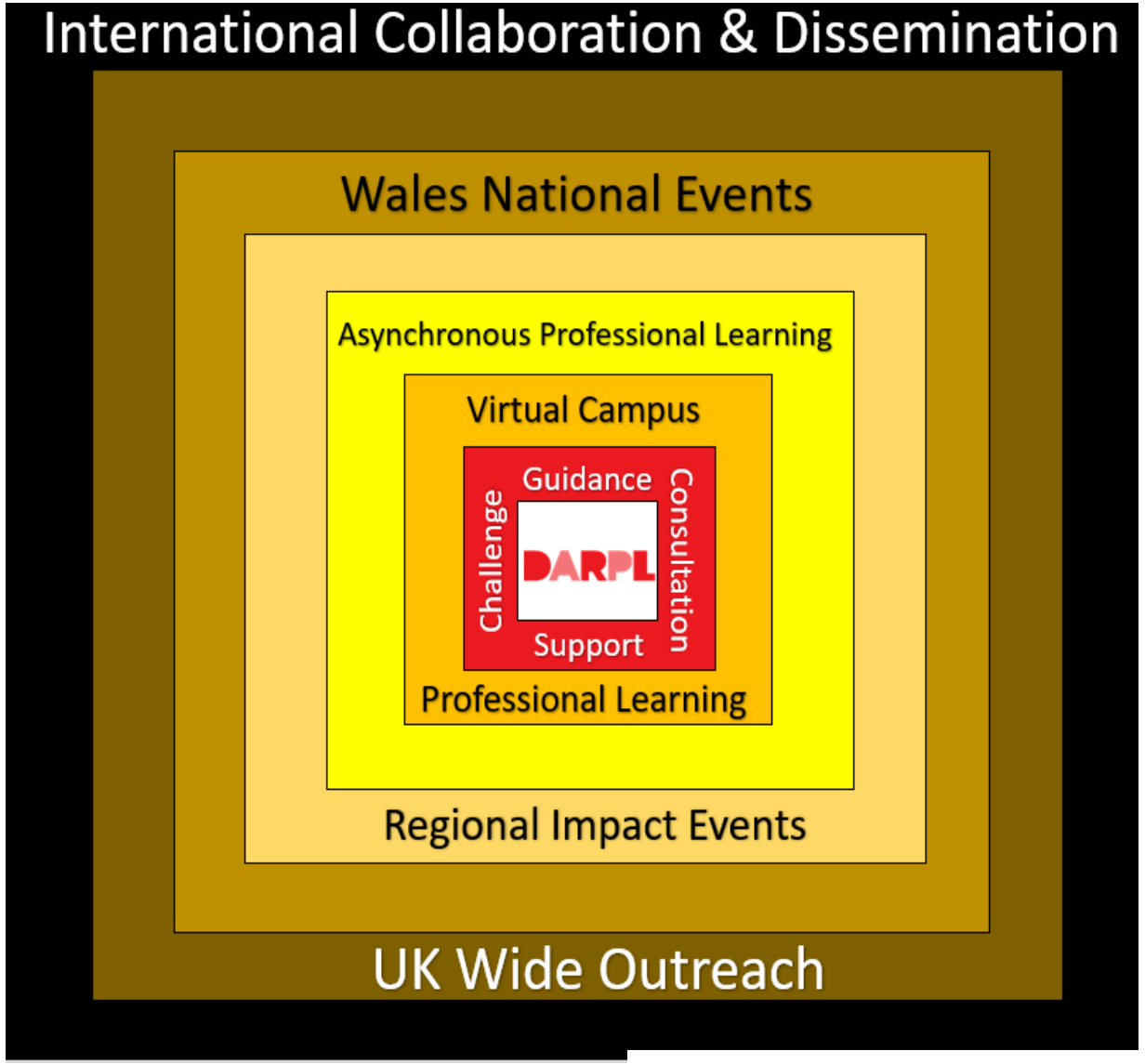


DARPL

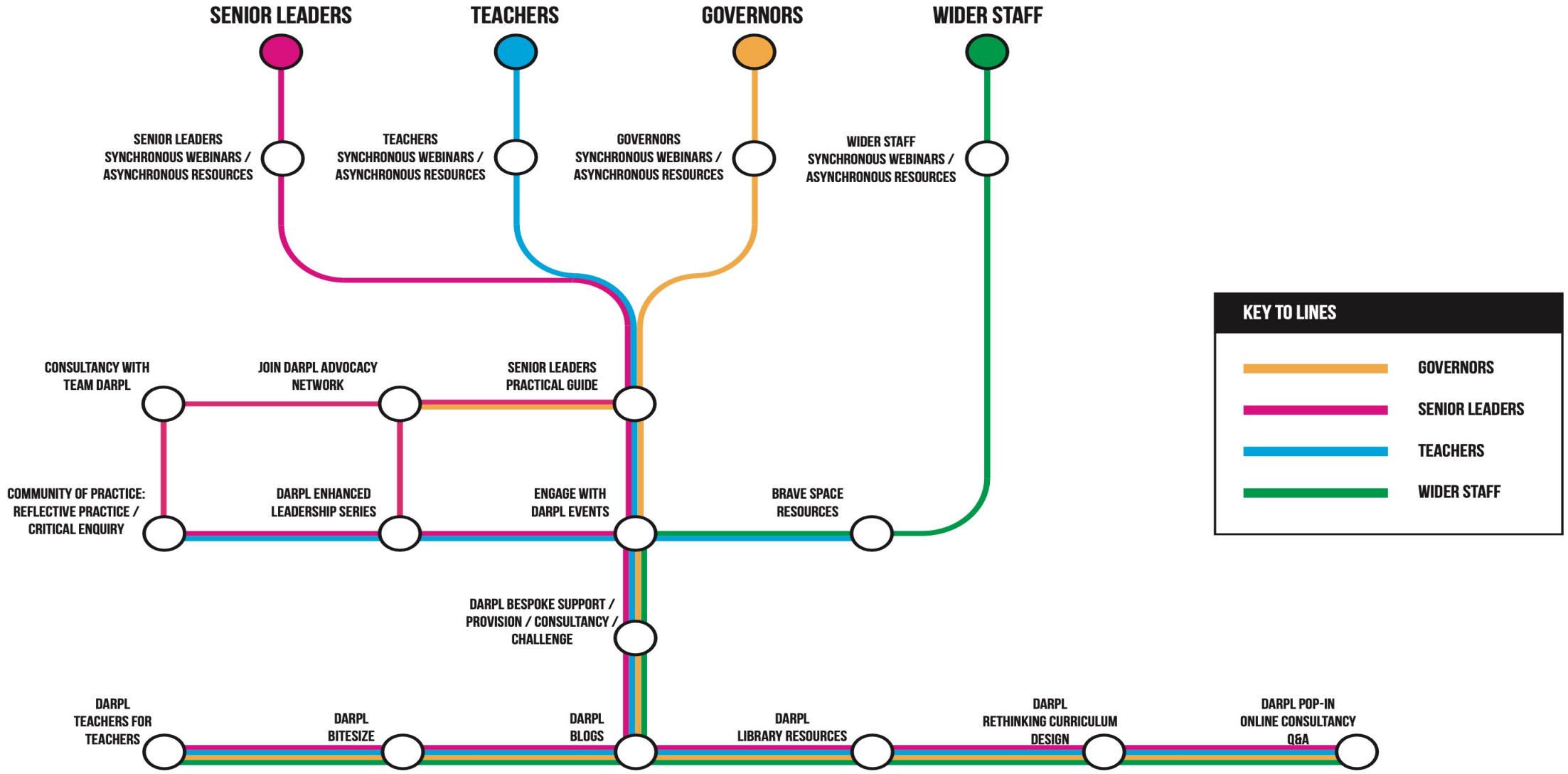
Model DARPL



DARPL Model



DARPL


SENIOR LEADERS
TEACHERS
GOVERNORS
WIDER STAFF
SENIOR LEADERS SYNCHRONOUS WEBINARS / ASYNCHRONOUS RESOURCES
TEACHERS SYNCHRONOUS WEBINARS / ASYNCHRONOUS RESOURCES
GOVERNORS SYNCHRONOUS WEBINARS / ASYNCHRONOUS RESOURCES
WIDER STAFF SYNCHRONOUS WEBINARS / ASYNCHRONOUS RESOURCES
CONSULTANCY WITH TEAM DARPL
JOIN DARPL ADVOCACY NETWORK
SENIOR LEADERS PRACTICAL GUIDE
COMMUNITY OF PRACTICE: REFLECTIVE PRACTICE / CRITICAL ENQUIRY
DARPL ENHANCED LEADERSHIP SERIES
ENGAGE WITH DARPL EVENTS
BRAVE SPACE RESOURCES
DARPL BESPOKE SUPPORT / PROVISION / CONSULTANCY / CHALLENGE
DARPL TEACHERS FOR TEACHERS
DARPL BITESIZE
DARPL BLOGS
DARPL LIBRARY RESOURCES
DARPL RETHINKING CURRICULUM DESIGN
DARPL POP-IN ONLINE CONSULTANCY Q&A
KEY TO LINES
GOVERNORS
SENIOR LEADERS
TEACHERS
WIDER STAFF

The Spirit runs deep

Leon Andrews
Teacher,
Llanwern High School
“EVERYONE INVOLVED IN EDUCATION NEEDS TO BECOME PART OF TEAM DARPL.”
@DARPLWales
#TeamDARPL
#ProfessionalLearningEntitlement
Llywodraeth Cymru
Welsh Government
ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Martine Coles
Vulnerable Groups Manager,
Standards and Provision,
Vale of Glamorgan Council
“MAKING SURE SENIOR LEADERS ARE ‘DARPL-ED’, IS A WAY OF CREATING MEANINGFUL CHANGE.”
@DARPLWales
#TeamDARPL
#ProfessionalLearningEntitlement
Llywodraeth Cymru
Welsh Government
ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

DARPL

DARPL Research overview:

South East Wales research- non reporting of racist incidents in schools
Community of Practice research
‘Routes and shoots’ research
National Museum of Wales – Windrush materials research
Welsh Government Minority Ethnic research

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

DARPL

The Research team

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Context and Background

- small-scale funded research project
- aimed to explore experiences of racism and racist bullying in South Wales schools
- to gauge and document the reasons why learners in five local authority areas (LAs) were under-reporting or failing to report, incidents of racism or racist incidents that occur within their school environment.

DARPL

Research Themes -
The research identified 6 themes

Theme 1	*Perceived racism / racist incidents and Reporting of Racism / Racist Incidents*
Theme 2	*Non-Reporting of Racism / Reasons*
Theme 3	*Learner Wellbeing / Self-esteem*
Theme 4	*School/ Community Issues*
Theme 5	*School Ethos / School 'Buy-in'*
Theme 6	*Adult Perceptions*

Non-Reporting of Racism / Reasons

"I was called the N word. But I don't think the child knew what it meant, so I didn't report it. I didn't want to get them into trouble". (Learner A, P1)

"I Went to tell on them but didn't because I don't want to get friends into trouble and ruin relationships". (Learner C, P3)

"The pupil being racist started lying when they were reported" (Learner C, P1)

reasons for non-reporting

"When it is a microaggression, young pupils might not have the ability to communicate what has happened to them or why it is racist.

Also, how can you report racism *'safely'* when a teacher is being racist?"

(LEA staff, L1A)

"Pupils/staff feeling like this is something that they are just going to have to deal with this themselves" (LEA staff, L1B)

"Dealing with racism isn't an entrenched behaviour in the school system" (LEA staff, L1C)

Findings

- Racial bullying is not widely reported in schools for a number of reasons
- School staff ‘shy’ away from incidents around race - as well as implementation of whole school policies around race.
- It is not just pupils that suffer racist bullying, support staff / supply staff do as well
- Parents worry about their children, inside and outside school

DARPL

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Implications and recommendations for policy / practice / further research

There were 20 policy recommendations
A sample –

- Empathy and allyship were mooted as a key driver in this work and it must be whole school.
- Pastoral work is vital within this racial dynamic. Funded cuts to support staff are apparent in many schools – this does not help pastoral work or race equity work
- Racism and racism/racist bullying is cumulative. Its effects are lifelong. It impacts on both the mental and physical health of our young people. We strongly recommend that racism and racial/racist bullying should be categorised as Adverse Childhood Experiences (ACE).
- Individually appropriate, sustained support (counselling) should be resourced for children affected by racism. School policies and visions need to hold anti-racism at its safeguarding core.

Implications and recommendations for practice

There were 18 practice recommendations
A sample –

- Schools need to consider that adults (teachers, support staff etc) working in their schools may also suffer from racism / racial bullying.

- Better partnerships with parents / community - Parental engagement and buy- in is essential. Schools can't do this work alone.

- Whole school anti-racist training

- Recruitment processes should include consideration of anti-racist practice from interview discussions / tasks and professional learning for new staff and student teachers. Supply teaching providers should be asked about anti-racist professional learning / auditing.

- **Schools must have a zero tolerance of racism / racist bullying of all kinds including 'banter'.**

Implications and recommendations for further research

We commend the funding of this research
This research project has barely scratched the surface of this issue deep rooted locally, nationally, and globally.
Further funding and longitudinal research is needed to explore these issues in more detail.

DARPL

Research with National Museum of Wales

DARPL

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

st fagans national museum of history
sain ffagan amgueddfa werin cymru

Research overview

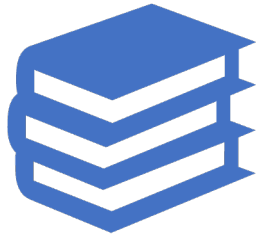
Work was commissioned by the National Museum of Wales (NMW)

Davis and Haughton, wrote two e-books to commemorate the 75th anniversary of HMT Windrush, and the ongoing stories of those Windrush people, who made their homes in Wales

Collaboration between CSESP/DARPL and colleagues from the NMW

Unique piece of joint research, bridging the gap between academia and museum education

Windrush materials consist of: Two e-books a Spotify playlist informed by Museum exhibition



Fictional and Factual book

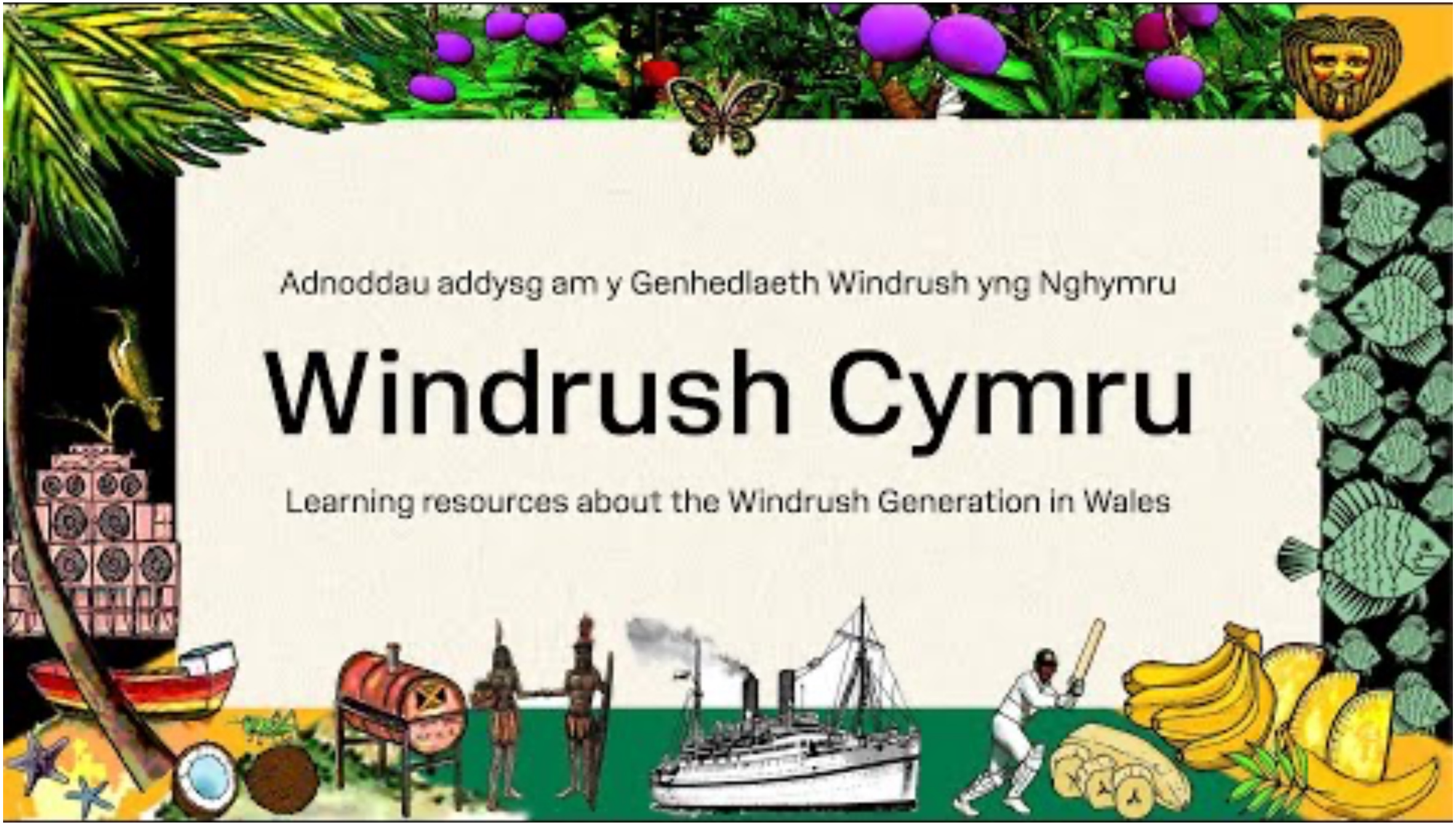
Museum exhibition

Spotify playlist

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

DARPL

st fagans national museum of history
sain ffagan amgueddfa werin cymru


Adnoddau addysg am y Genhedlaeth Windrush yng Nghymru
Windrush Cymru
Learning resources about the Windrush Generation in Wales

Methodology and research design

Research aim:

- *to discover, how teachers in Wales will use the NMW Windrush e-materials, alongside the established Windrush exhibition as the two projects are interlinked.*

Research design:

- *We developed materials and facilitated a range of teacher workshops, with NMW to explore the materials. Six teachers signed up and were involved in the project.*
- *They were given the materials and attended three workshops, two in person and one online to share work and ideas.*

Theoretical underpinning:

- *Social justice lens (*Freire, 2005)

Research data:

- *Reflective notes on teacher workshops / teacher engagement with the project*
- *Teacher planning and work products / children's work*
- *1: 1 teacher interviews*
- *Teacher questionnaires and feedback*

How teachers used the materials

- Teachers used them autonomously
- Uncovered themes such as: belonging, leaving loved ones, then and now, racism
- Used the e-books from reception up to year 6
- Used the Spotify playlist in e.g., PE and to aid creative writing / set the scene.
- Used the materials holistically across all AoLs / topics
- Used them for their own professional understanding / CPD

w/b Monday 26th February
Learning Goal: To write an imagery poem.

I wave goodbye to my loved ones,
Leaving the sun and sand behind,
Not knowing the meaning of racism yet,
Or if Britain would be welcoming and kind.

I step onto the massive ship,
Already feeling a little lonely,
I grasp my luggage with all my might,
Causing me to walk ever so slowly.

I arrived with high hopes,
And glorious dreams,
Compared to what I saw at home,
Britain is not what it seems.

They invited me to their land,
Yet didn't pay for my travel,
As soon as this special ship stopped,
Hidden lies began to unravel.

This isn't what I expected,
I only desired a better life,
But people are deeply tormenting me,
Breaking my trust with a mental knife.

Rejection, Rejection, Rejection!

VEB

Imagery poem.
Yr 6 child.

Welsh Government ME recruitment Research report Phase I and II

Davis, S. Haughton, C., Chapman, S., Okeke, R., Smith, M., Yafele, A., Yu, K. (2021) The Recruitment and Retention of teachers from Minority Ethnic backgrounds in Wales.

https://hwb.gov.wales/api/storage/340a0584-d8d1-48c5-a917-9477be03fccc/report-into-the-lived-experiences-of-teachers-and-middle-and-senior-school-leaders-from-minority-ethnic-backgrounds.pdf

Davis, S., Haughton, C., Chapman, S., Okeke, R., Yafele, A., Yu, K., Smith, M. (2022) The recruitment and retention of teachers of colour in Wales. An ongoing conundrum? *The Curriculum Journal.* Online at:

https://doi.org/10.1002/curj.175

Impacting national policy…..

Welsh Gov (2021) ITE BAME recruitment plan https://gov.wales/initial-teacher-education-black-asian-and-minority-ethnic-recruitment-plan-html

Welsh Government (2023) Incentive to attract a more diverse teaching workforce

https://www.gov.wales/launch-incentive-attract-more-diverse-teaching-workforce

DARPL PEER SUPPORT

DARPL

New Anti-Racist Connect Group established in autumn 22 to provide peer to peer support for educational leaders across Wales.

Education Wales Blog Post 08/06/23

The 'Connect' network with a difference for educational leaders

June 8, 2023 **General** **Leave a reply**

See this post in Welsh

Role models in school and society are important. By seeing someone ostensibly like us, taking positive action and succeeding in life, we take inspiration, comfort and confidence.

We know it's like that for learners in our schools. It's also like that for practitioners, especially those who come from a minority ethnic background and who may not always have access to the support they need from colleagues, parents or peers.

The Anti-racist Wales Connect Group has therefore been created as a source of mutual help and peer to peer support, but also to inspire colleagues from ethnic backgrounds to aspire to leadership, helping to grow a diverse leadership representation in education in Wales.

DARPL

CREATING AN ANTI-RACIST CULTURE IN SETTINGS

A practical tool-kit for those working in childcare, early years and play in Wales.

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Funded by:

Ariennir gan Lywodraeth Cymru Funded by Welsh Government

cwlwm

DARPL

ERADICATE RACISM IN LEARNING ORGANISATIONS GUIDANCE

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

SHOW RACISM THE RED CARD

APEX EDUCATE ANTI-RACISM CONSULTANCY

Ariennir gan Lywodraeth Cymru Funded by Welsh Government

Further publications / DARPL virtual library

DARPL virtual library

DARPL

Llywodraeth Cymru
Welsh Government

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Commitments to Action

What do you think? What are you doing?

What's your legacy?

What are ***YOU*** going to do next in your work?

DARPL

Cysylltwch â ni! Reach out!

Chantelle Haughton: Sylfaenydd/Cyfarwyddwr DARPL
DARPL Director / Founder
chaughton@cardiffmet.ac.uk

@DARPLwales

Dr Susan Davis: Darllenydd. Arweinydd Ymchwil / Reader, Research Lead.

DARPL

Any questions?

Unrhyw gwestiynau?

DARPL

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Llywodraeth Cymru
Welsh Government

Thank you

Diolch

DARPL

Llywodraeth Cymru
Welsh Government

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd