

Self-directed professional learning resource: Anti-racist Languages Education

SCILT's self-directed professional learning resources are free to access and open to all. Each resource is aligned with GTCS Professional Standards and comprises at least one stimulus recording or reading, accompanied by reflective questions. You can dip into the resource at a time and place that works for you. You can work through it at your own pace.

Anti-racist Languages Education Professional Learning Resource

Becoming an anti-racist person is a journey from fear to growth, through learning as captured [in the diagram](#) shared by SEMPER Scotland.

As educators, we have a duty to promote race equality and anti-racist education because, as explained here on the [Education Scotland website](#):

'All learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners, reflecting the uniqueness of their communities.'

Inspired by a recorded conversation with two anti-racist educators teaching in schools West Lothian, SCILT has created a three-part professional learning resource about anti-racist approaches for pre- and in-service primary and secondary teachers of languages.

This self-directed professional learning resource is designed to help educators address [GTCS Professional Standards](#) 3.3 Professional Learning, 3.3.1 Engage critically with literature, research and policy.

The resource is structured as follows:

Part 1: Setting the scene for anti-racist education

Three introductory tasks to explore issues associated with anti-racist education in general.

Learning outcomes: Consider what you already know about anti-racist education and what you want to get from this professional learning resource. Learn about the anti-racist curriculum principles

Part 2: Anti-racist languages education

Recorded conversation with anti-racist educators accompanied by reflective questions.

Learning outcomes: Compare and contrast your experiences of racism and anti-racism with those of Arnault and/or Lauren.

Part 3: Further opportunities

Additional links and an online evaluation form.

Learning outcomes: Provide constructive comments about this resource. Reflect on your next steps in relation to anti-racist education.

Part 1: Setting the scene for anti-racist education

1. Work through [A' Adams' Bairns. An introductory self-learning tool on anti-racist praxis for teachers and educators](#) created by Scotdec, National Library of Scotland and Erasmus +
2. Explore the Scottish Government and Education Scotland's '[Breaking the Mould' Anti-racist Curriculum Principles](#) for children and young people and for educators and leaders. As explained on the webpage: '*Breaking the mould' is about recognising and challenging aspects of outdated and Eurocentric perspectives in the curriculum and introducing modern, relevant and responsive contexts for learning for all children and young people. 'Breaking the Mould', was coined by a Black young person and Member of Scottish Youth Parliament who co-designed the principles with anti-racist educators and experts.'*

'The Anti-Racist Curriculum Principles strengthen the opportunities to embrace, celebrate and embed equity, diversity and social justice. Our curriculum can create space to disrupt racism and other forms of discrimination. The Principles help value, respect, recognise and represent the diversity of all children and young people. They also promote global citizenship and a sense of belonging as part of an inclusive learning environment.'

With specific reference to the [Anti-racist Curriculum Principles for educators and leaders](#), consider the following improvement questions:

- Which aspects of your practice already align with the Anti-Racist Curriculum Principles?
 - What could be done differently to enact the Anti-Racist Curriculum Principles?
 - What support might you need to feel confident to co-design an anti-racist curriculum?
3. Listen to [the Anti-Racist Educator podcast](#) – a conversation with Ann, about institutional racism in education, the impact it has on families and her hopes for the future. To what extent does this reflect or challenge your experiences and professional beliefs? [This podcast is referenced in Part 2, Section 1 of this resource.]
 4. If you have completed Education Scotland PLL Team's [Building Racial Literacy programme](#) or another professional learning opportunity that has an anti-racist focus, identify the ways in which it has changed your perspective and practice. How have you shared this learning in and/or beyond your department/school?
 5. Reflect on what you want to get from your engagement with this self-directed professional learning resource. Revisit this reflection at the end.

Part 2: Anti-racist languages education

Watch the recorded conversation between Lauren White, PTC at [Bathgate Academy](#) and Arnault Kasa, teacher at [Peel Primary](#) and - off screen - SCILT professional development officer, Suzanne Ritchie.

You may wish to watch the [whole conversation](#) (c.35 mins) either on your own, or with a group of colleagues. Alternatively, you can watch one section of the conversation at a time. There are four sections, each addressing a different overarching question. You may want to watch both Arnault's and Lauren's responses to each question or, you may prefer to watch only Arnault's responses, (primary) or only Lauren's responses (secondary). For each section, there are a number of questions on which you can reflect - either by yourself, or with colleagues.

SECTION 1: Why are you looking to bring an anti-racist perspective to your language teaching?

[Arnault and Lauren clip](#)
[Arnault \(primary\) clip](#)
[Lauren \(secondary\) clip](#)

- Consider the same question Suzanne posed to Lauren and Arnault: what are your motivations for bringing an anti-racist perspective to your language teaching?
- Lauren talks about racist and discriminatory incidents in her school. Is this an issue that you are aware of in your school?

SECTION 2: What changes have you made and who have you involved in embedding changes within your contexts?

[Arnault and Lauren clip](#)
[Arnault \(primary\) clip](#)
[Lauren \(secondary\) clip](#)

- Arnault shares some very accessible activities to involve the whole school community and celebrate diversity. What steps could you take to celebrate diversity in your school? Which of these steps could become integral to the life and values of your school?
- Listening to Lauren's approach to creating momentum and support for embracing anti-racist education, how will you involve learners in developing anti-racist approaches in your school? How will you involve colleagues in developing anti-racist approaches in your school?
- Lauren picked out Afro-Latino music in the Spanish curriculum. Which parts of your curriculum would best lend themselves to highlighting anti-racism?

SECTION 3: What intended or unintended outcomes have you seen? What has the impact been and how do you know?

[Arnault and Lauren clip](#)
[Arnault \(primary\) clip](#)
[Lauren \(secondary\) clip](#)

- Were you surprised or not surprised by the expected or unexpected outcomes mentioned by Lauren and Arnault?
- What outcomes would you hope from adopting an anti-racist approach to languages education in your school/department? How will you measure impact and identify your next steps?

SECTION 4: What are your next steps?

[Arnault and Lauren clip](#)
[Arnault \(primary\) clip](#)
[Lauren \(secondary\) clip](#)

- How will you inform yourself about anti-racist approaches?
- Adopting anti-racist approaches can require us to become aware of our own privilege. It can challenge us to use this privilege and ask searching questions, which can be uncomfortable at times. How do you anticipate that such explorations will be received in your department, school, community? Do you think they will be welcomed? Why? Do you foresee any obstacles? Why?
- How will you prepare for possible negative impacts? How will you augment and share positive impacts?
- How will you talk about this process and how it impacts you? Do you have a supportive, critical friend or professional partner to support you on this journey?

Part 3: Further opportunities

1. Please [complete this short form](#), to let us know how useful you have found this professional learning resource.
2. You may wish to upload your responses to the reflective questions or a written summary of your learning from this resource to MyGTCS.
3. You may also be interested in the guidance, readings and examples of practice collected on this [Anti-racist languages education padlet](#), curated by Lynne Jones, SCILT professional development officer. This digital collection will continue to be updated.
4. If you have any questions about how you might further develop your own anti-racist practice in languages get in touch with scilt@strath.ac.uk.
5. We are keen to know about current anti-racist classroom practice and would love to hear from you if there are examples of successful anti racist practice you can share from your setting.