**Introduction to Anti-racist Curriculum Development**

**A guide for teachers in Scotland**

**Customisable self-reflection template**

**Coalition for Racial Equality and Rights, August 2021**

[Introduction to Anti-Racist Curriculum Development](https://864a82af-f028-4baf-a094-46facc9205ca.filesusr.com/ugd/b0353f_052075128cb14350a9121e2bb206f187.pdf) is a guide for teachers, aimed at supporting better practice in Scotland's schools.

All teachers in Scotland should feel confident in building a curriculum that meets the needs of a diverse range of learners and improves relationships between children and young people. This can feel like a challenge when divisive influences, bias and stereotypes are present in our society. Anti-racist approaches can help to mitigate against these influences, creating a better environment for learning.

The guide outlines why anti-racist approaches are important in curriculum development, and explores the barriers that have hampered race equality in education. It then goes on to explore three key components for developing anti-racist approaches to curriculum development:
•    Decolonising the curriculum
•    Building intercultural competence
•    Reducing racism, prejudice and discrimination

It also includes a self-reflection template to help teachers to consider their work from an anti-racist perspective. This document provides a customisable Word version of the template. It should be used in conjunction with the guide.

**Anti-racist Curriculum Development: Self-reflection template**

**Introduction to the template**

This template is based on evidence from a wide range of research and evaluation on what works in reducing prejudice and discrimination, as well as some key principles drawn from academic and other sources on decolonising the curriculum and intercultural learning approaches.

Its intention is to help people developing curriculum resources to reflect on features which could make their approaches more, or less, effective.

Features for reflection are set out for the three key areas explored in this guide:

* Decolonising the curriculum
* Building intercultural competence
* Reducing racism, prejudice and discrimination

Many of the features for reflection have cross-over between these three areas, and so have wider benefits.

As stated in the guide which this template accompanies, it should be noted that the published research clearly shows that there is no single, reliable way to deliver this type of learning. This applies across educational settings and age groups. The attitudes and behaviours of learners will vary widely; some may hold implicit or explicit biases, and some may be motivated or unmotivated learners. Each of these qualities creates a different response to different types of activity and content.

Effective resources use a range of approaches which have shown success under these varying conditions, and avoid techniques which have been shown to be counterproductive. It’s also necessary to ensure approaches target a specific form of prejudice (e.g. racism), as different attitudes and social structures underpin prejudice for different protected characteristic groups. A one-size-fits-all approach will not work.

**No-one is expected to be able to build all of the positive features noted in the template into any one curriculum resource**. A large number of features are provided so that you can read through these briefly, and then focus in on the most relevant ones for your particular work. At the same time, the features included here are not exhaustive – there are many ways to build anti-racism into learning.

The number of features that are relevant will depend on the nature of the resource or lesson plan being developed. The intention of the template is to allow you to identify where you already have good practice, and to inspire ideas for building more.

In addition to the features noted here, it will be necessary to take into account all of the standard considerations for curriculum development, for example the five aspects of [curriculum making](https://scotlandscurriculum.scot/5/) set out by Education Scotland:

* Understanding the learners
* Knowing the big ideas
* Knowing your own learning and support needs
* Using meaningful learning networks
* Being clear on practical approaches

And the related seven design principles:

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

|  |
| --- |
| **Name of resource / lesson plan:**  |
| **Overview** **Subject / topic / module title:** **Age group / stage:** **Summary:**  |
| **Decolonising the Curriculum** |  |
| Builds diverse perspectives into the lesson plan/resource as an integral part of learning, rather than as an add-on |  |
| Includes sources written by minority ethnic people, whether from a Scottish/British or global perspective |  |
| Focusses on similarities as well as differences when sharing personal stories about tradition and heritage, and expects the same level of sharing from majority ethnic learners as from minority ethnic learners |  |
| Features characters from BME backgrounds in stories who have their own narratives and voices, are authentic, have agency and are free from harmful stereotypes |  |
| Introduces and discusses topics which may be distressing for BME learners with care and sensitivity |  |
| Makes links between everyday objects and practices in Scotland / Britain, and Scotland’s global past and history of migration |  |
| Explores historical and world events to create understanding of current inequalities |  |
| **Building intercultural competence** |  |
| Considers intercultural competence (and how learners can be supported to develop this) as part of lesson planning |  |
| Encourages learners to interact, collaborate, use problems solving skills, think critically and/or adapt |  |
| Encourages ‘multiple categorisation’, recognising that people are each diverse and individual and do not belong to only one group (see discussion of intersectionality and pluralism within the guide) – this includes building tolerance of ambiguity and discouraging labelling |  |
| Encourages pupils to think with empathy / see things from the perspective of people who are marginalised (e.g. people facing racism) |  |
| Builds learners’ confidence to challenge, and be challenged |  |
| Engages learners’ sense of curiosity and open mindedness |  |
| Emphasises the importance of respect  |  |
| Covers a range of world views and belief systems in a way that also requires learners to consider their own world views and belief systems |  |
| **Reducing racism, prejudice and discrimination** |  |
| Sustainable approach: Involves a range of activities / learning over time, rather than a one off session; supports a whole-school approach to anti-racism |  |
| Includes co-operative learning activities where a diverse range of people have to work together |  |
| Disrupts views of the ‘in-group’ and ‘out-group’ by incorporating diverse groups of pupils into groups in neutral ways, such as in a team, liking something similar or wearing the same uniform |  |
| Builds in opportunities for learners to express their opinions through thoughtful processes which require elaboration and reflection |  |
| Includes an implementation element, where pupils are required to describe how they will put their learning into action |  |
| Uses strong arguments in favour of equality, avoids weak arguments and avoids presenting irrelevant information |  |
| Uses stories which positively portray strong friendships between majority ethnic and minority ethnic people |  |
| Emphasises pupils’ individual accountability for challenging racism rather than general social accountability |  |
| Presents non-prejudiced attitudes / behaviour as ‘the norm’ or socially desirable in pupils’ peer group, city, country or other group/thing they identify with |  |
| Promotes desirable behaviour – encourages challenging prejudice rather than discouraging being prejudiced, and/or encourages pupils to consider their own view of themselves as fair, moral, decent etc. and contrasts that with the unfairness, immorality etc. of prejudice |  |
| Combines information proving racial discrimination is real with activities to motivate individuals to be non-prejudiced |  |
| Presents positive messages that are generally regarded as true (‘truisms’); especially if pupils then explain why these are true (e.g. explaining why equality is important) |  |
| Delivers messages which are simple and repeated a moderate amount of times  |  |
| Avoids makingnon-prejudiced behaviour / challenging prejudice seem exceptional or heroic (this makes it seem less achievable) |  |
| Avoids suggesting that prejudice is a normal or inevitable part of human behaviour |  |
| Avoids presenting information / using activities which are likely to make pupils feel guilty, angry, defensive or stupid |  |
| Challenges stereotypes (avoiding examples where non-conformity is very extreme)  |  |
| Uses examples of people from the group facing prejudice who are admired, in contrast to examples of people from the dominant group who are disliked (e.g. BME pioneers or activists, ideally with links to Scotland / Britain, in contrast to their oppressors from the dominant ethnic group) |  |
| Includes information about young people’s rights under anti-discrimination/hate crime law |  |
| Avoids focussing too heavily on cultural difference, at the expense of commonality |  |
| Avoids using a character or person whom pupils dislike as the protagonist / person delivering anti-prejudice messages |  |
| Avoids presenting negative information (e.g. playing ‘devil’s advocate’, myth-busting which repeats myths, instructing people not to use certain stereotypes or otherwise repeating prejudice based statements) |  |

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