

## **GLOBETOWN EDUCATION ACTION ZONE - ' TRAIN THE TRAINERS'**

Bangabandhu Primary School, Bonner Primary School, Globe Primary School, Morpeth Secondary School & John Scurr Primary School x 6 days

### **PURPOSE**

The main purpose of the 'Train-The-Trainers' course was to equip a small number of appropriate staff from within the Globetown EAZ, with the skills, strategies and knowledge required to deliver an anti-racist awareness package to staff within the five schools.

Now trained, participants will be expected to co-facilitate training sessions in their own school and/or other schools within the Globetown EAZ on anti-racism awareness in education.

In selecting appropriate personnel to undertake this training, the head teacher was asked to display a notice which focused on prospective applicants being able to provide evidence of an awareness, understanding, enthusiasm and commitment to anti-racism in education, and evidence of effective communication skills.

The aim of the training also was to provide career development/career enhancement opportunities, as well as an opportunity to build on existing good practice and update the participants' knowledge and awareness on anti-racism in education.

Once the participants were identified, a briefing meeting was arranged, so that participants could meet with all three facilitators and have the opportunity to share their hopes and concerns, as well as hear more about the details of the six-day programme, and how the peer/self/facilitator assessment procedures would be carried out.

### **Assessment & Peer Assessment**

At the very start of the course all participants were informed that they would be assessed, predominately by one member of the facilitation team, but with periodic and final joint consultation. The aim was to highlight the areas of strength that they displayed during the course (though often did not acknowledge) and also to point out traits which would need recognising and addressing that could detract from their other skills when acting as facilitators. It can be stated that the ability and character strengths were diverse and distinctly impressive, and they certainly constitute a strong team.

Also, throughout the course, each participant was partnered with a 'critical friend', whom they asked to assess various aspects of their skills and character as they pertained to facilitation. Time was allocated for formal and informal sharing of assessments throughout the course. At the end of the course each of the three school facilitator teams ran a session involving the others as participants. These sessions were then assessed and evaluated by the group as to how well they worked together as a team and the strengths of their individual contributions.

## Modules

The course comprised the following modules:-

### Module 1 Anti-Racism, Diversity and Equal Opportunities

Putting the Training into Context: Mapping Inequalities - 'Raising Standards & Achievement'

### Module 2 - Values, Beliefs, Attitudes & Behaviour

### Module 3 - Prejudice & Stereotypes: Visibility & Categorisation

### Module 4 – Racism: History of Colonialism/Imperialism, Institutional Racism and Institutional Discrimination

### Module 5 – Cross-Cultural Communication

### Module 6 – Legislation

## Facilitation Skills & Strategies

Module 1 – Setting the Scene

Module 2 – Roles and Responsibilities, Listening Skills

Module 3 – Assertiveness

Module 4 – Resistance & Challenges

Participants' Facilitation of a module

Evaluations

The course was facilitated by 3 Facilitators, Mui Li, Eve Winston & John Wells. The funding for the project was provided by the LEA, which enabled the participants to be paid for their weekend attendance or take time off in lieu. 2 Participants opted for the latter. Teachers from schools were also paid supply cover. The funding for the project has also ensured that there will be a central resource of books, activities and videos to support the raising of awareness programmes in schools. Moreover, one of the Facilitators of the course will co-facilitate when the participants carry out anti-racism awareness sessions in the small EAZ schools.

## Participants

Jackie Barnes	EAZ Director
Penny Bowles	Bangabandhu Primary School
Monique Frampton	Bonner Primary School
Daniell Lindo	Bonner Primary School
Sian Lewis	Globe Primary School
Chris Loades	John Scurr Primary School
Alison Pote	EAZ Educational Psychologist
Elaine Taylor	EAZ Community Worker
Rachel Warner	EAZ Educational Psychologist
Emma Young	Morpeth School (Secondary)

## Evaluation of the Course

Participants were asked to complete an evaluation form at the end of the course. Reviews also took place after each module and at the start and end of each day. Participants' comments and feedback from the evaluation are highlighted below:

**1. Do you feel the course achieved its aims and objectives?**

- I feel that the course has provided me with a starting point from which to begin.
- I feel that in terms of knowledge and facilitation skills there is still a long way to go, but it would be possible in the future to run a workshop (co-facilitation).
- Most definitely, and it was unfair that we were only given 6 days when we clearly needed at least 2 weeks.
- Yes – fully
- Yes – with transferable skills
- Yes x 4
- Felt amazed and more confident after facilitating today. Yes the aims and objectives were achieved.
- I feel that it has in all areas and in such a way that this will now continue to be the case as I continue my own research and work in these areas.

**2. Which parts of the course did you find most useful and why?**

- I found language and the legislative framework useful. I thought that practising facilitation was useful but still would need to develop more skills.
- The language and terminology – self-knowledge. Behaviours to do with assertiveness, etc. – self-evaluation.
- Facilitation skills, ways of organising subject matter in modules, booklist/references to find additional information.
- Learning to facilitate, as I have never gone through this process as an adult or child.
- Almost all of it.
- I found all of it very useful; can't pick out one section. Content sections were good for updating knowledge/information, as well as reassuring me about my own knowledge – facilitation section was excellent as it provided me with an opportunity to think about my practice, evaluate and hopefully facilitate better.
- I found all parts interesting and informative, especially the skills you would need to be a good facilitator.
- Every part was useful.
- All parts of the course were incredibly interesting and useful. It made me realise how little I had known and had made myself aware of.
- Looking at facilitation skills – as some of mine need refining and developing. The whole area of language related to anti-racism because you created such a safe environment to talk about sensitive issues.

**1. Did you enjoy the course? Please explain briefly which parts/aspects you enjoyed.**

- I enjoyed part 1 and being in a learning situation. I enjoyed working in small groups especially planning the workshop.
- Enjoyed everything especially stereotypes, language, Institutionalised Racism and facilitation skills.
- Yes, thoroughly. The supportive, focused and purposeful atmosphere. The content.

- Discussions.
- Yes.
- Yes – all of it. Particularly working with the 3 Facilitators, as I learned so much from them in terms of facilitation skills and with the other people on the course.
- Very much so, I found the group supportive and felt I learned a lot from everyone.
- I enjoyed every part of the course.
- Thoroughly – enjoyed all aspects.
- Yes, enjoyed developing relationships with all other members of the group. The chance to have quality thinking time with such helpful support.

**Are there any other areas you would have liked included in the course?**

- I would have liked to have done more on History and how we could develop awareness in classrooms with our pupils.
- More in-depth background on the History of Racism and myths that perpetuate the stereotypes held today.
- More on History/Roots of Racism.
- Possibly included with stereotypes 'expectations' – on how to raise expectations.
- No – just more time to be spent on the content part of the course.
- More information about legislation/History.
- I would have liked it to be longer so that we could have gone into more depth, both on issues and facilitation skills.
- I can't think of any.
- I wish we could have had the full length of time of 15 days to look at these areas in more depth.

**2. How would you rate the training/facilitation of the course?**

1    2    3    4    5    6    7    8    (1) 9    (9) 10

**3. How would you rate the course overall?**

1    2    3    4    5    6    7    8    (3) 9    (7) 10

**4. How confident do you now feel about co-facilitating on the anti-racism sessions?**

1 2 3 4 (1) 5 (2) 6 (2) 7 (2) 8 (2) 9 10 1 Blank

**5. Do you require any additional specific skills or support to facilitate anti-racism awareness?**

Yes x 7

No x 1

2 Blanks

If yes, please specify

- I would like to develop skills in leading discussions and how to respond.
- More on racism, because I don't feel as confident in this areas as I do with stereotypes and discrimination. To learn more about the link between power and prejudice and to understand that this power relates to white working class people despite them feeling they have little or no power.
- Let schools know we are available – time together to update and use resources. Accreditation.
- -
- No
- Yes – more information about legislation and history.
- -
- Yes – I need to equip myself with more knowledge.
- Would love to be able to discuss sessions that I had planned with others to clarify if suitable etc.
- Looking in more detail at the requirements for schools at present related to the Stephen Lawrence Report and legislation.

**6. Any other comments?**

- I didn't think that it was ideal to do the course over a weekend. I would have preferred 3 x 2 days with an interval of one to two weeks between each part. It would have been nice to have more time to prepare for the final workshop. I have enjoyed it (on the whole) and I am very pleased that I have done it. I think that it will give me self-confidence in other work situations.
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- Excellent professional and personal development. Thank you.
- Enjoyed it thoroughly, would go for a Saturday one week then week later a Sunday – I know it was the time factor in this, but I did find it extremely hard losing a weekend although I gained so much that weekend.
- It has helped me think more about issues to do with race – something I was very involved with in the 80's but has been rather dormant of late. It has been great to be stimulated to think about all this again.
- Brilliant course – I have really enjoyed the sessions and working with some fantastic people.
- Great to do a course where you develop your own professional skills that can be transferred.
- I have enjoyed this course from start to finish. I feel I have a better understanding and awareness about other people's needs and differences.
- An excellent course that has opened my eyes to lots of things. You were all superb facilitators and I hope to reach your standard (sooner rather than later!)
- Thank you!
- Thank you! for such a stimulating challenging enjoyable experience. Looking forward to working together again on facilitations and the 6½ days next year.

**Conclusion**

The participants have all been timetabled to meet as a group for 6 ½ days during the academic year 2001/2. These meetings are aimed at providing further advice and support for the EAZ facilitators; further areas to be explored will be more sessions on the meaning of racism; The History of Racism, facilitation styles and strategies, and how to effectively lead discussions, as well as any other issues identified by the EAZ facilitators. They will continue to receive advice and support from the external facilitators.

## Recommendation

- ✓ The CRE 'Learning for All' is used to build on existing good practices, as well as identifying the gaps and the areas within the School Community which need to take priority in order to ensure the elimination *"of unlawful racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups"*. (*Race Relations Amendment Act 2000*).
- ✓ All schools have a shared understanding of Institutional Racism and Institutional Discrimination achieved by all the EAZ's Schools SMT having awareness-raising on anti-racism and all staff within each school having awareness raising sessions.
- ✓ Debate and dialogue with regard to racism, the history and roots of racism (Colonialism & Imperialism) and the impact on all racial groups.
- ✓ A shared awareness and understanding with regard to language, terminology, definitions, and legislation.
- ✓ An audit of the informal and formal curriculum to ensure that the approach and resources are anti-racist, anti-discriminatory and multi-cultural, and promote positive images of all racial groups.
- ✓ Involvement of all representative members of the School Community in developing a Racial Equality Policy and Guidelines.
- ✓ Ensure that the School Improvement Plans include Staff/School Community involvement and regular reviews and monitoring of an anti-racist education.

Update @ December, 2001

Participants from this course have written a Race Equality Policy and Guidelines, as well as a Curriculum Policy on Diversity & Equality. Four of the facilitators are co-facilitating workshops on Anti-Racism in one of the primary schools within the EAZ. All facilitators have been involved with ensuring race equality within their own areas of work/schools.