



Coaching & Leadership Development

The UK's # 1 Coaching company for
Headteachers and School Leaders



Race, Identity and School Leadership

7 Steps to Success programme



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Race, Identity and School Leadership The Need for Change

Creating truly anti-racist school cultures is a paramount responsibility for every educational institution. This imperative becomes even more crucial in schools with majority white student populations or senior leadership teams.

Changing Perspective

For far too long, the education sector has perpetuated the notion that matters of race concern only those with black or brown skin. Consequently, many white School Leaders feel fearful, uncertain and confused about addressing racism.

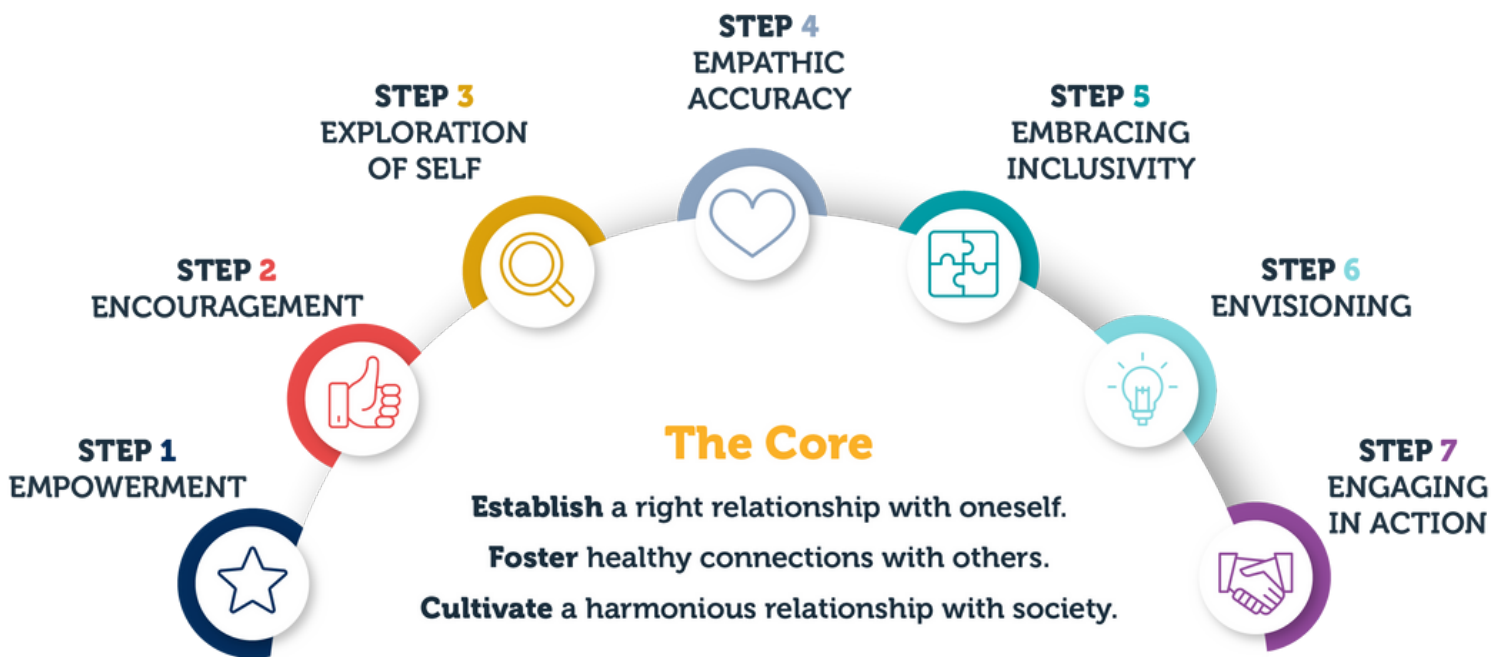
A Moral Duty

This must change. We firmly believe that every white School Leader has a moral duty to become racially literate and take proactive steps to lead schools that proudly stand against racism with conviction and confidence.



Becoming an Effective Anti-Racist School Leader: Our Seven Steps to Success Model

Our flagship **Race, Identity, and School Leadership** programme offers precisely that—empowering School Leaders to overcome these challenges through our unique "**Seven Steps to Success**" model. With over 200 School Leaders already benefiting from this model, we help you develop transformational approaches to anti-racism within your school context.



Through our Seven Steps to Success model, we offer you the following:



1. Empowerment: We empower School Leaders by dispelling the misconception that anti-racist work is optional. Through empowerment, you recognise the necessity of this work for individual well-being and the cultivation of healthy relationships within society.



2. Encouragement: We encourage School Leaders to embrace open and honest dialogue, tackling discomfort and fear head-on. This approach equips you with the confidence and skills to address sensitive topics and deepen relationships with others.



3. Exploration of Self: Our programme supports a journey of self-exploration and provides spaces to reflect on your own experiences of race. This introspection helps you understand how your beliefs and actions contribute to, or challenge, systemic racism.



4. Empathic Accuracy: Crucial for confident anti-racist leadership, we enable you to develop the ability to empathise deeply with the emotions and experiences of marginalised individuals.



5. Embrace Inclusivity: We foster a global majority mindset, emphasising the interconnectedness of all racial groups and nurturing a collective sense of unity.



6. Envisioning: We inspire School Leaders to envision a better future for all, fostering a shared understanding of an ideal anti-racist school. You'll identify the inner and outer work needed to move towards this vision.



7. Engage in Action: Finally, we empower you to take meaningful action based on your increased self-awareness and confidence. You will become advocates for anti-racist policies and practices that will transform your school culture, paving the way for a world that is fair, just, and equitable for all.

By embracing our **Seven Steps to Success**, you will gain the understanding, knowledge, and skills to be agents of change and anti-racist champions. Together, we can create school environments that inspire and give hope to future generations, fostering a society where every individual feels valued, respected, and empowered.

Overview

This is a two year school improvement programme, designed to impact leadership policy and practice. The programme consists of the following core elements:

- Orientation Session
- Reflective Enquiry Sessions
- Race Equality Workshops
- 'Review, Reflect, Return Session

Benefits

Our '**Race, identity and School Leadership**' Programme is for senior School Leaders who want to engage in race and pupil achievement conversations, in order to create change for both themselves and their schools.

The aims of the programme are to provide spaces for School Leaders to:

- **Identify key principles of racial equality** and social justice; and what best practice looks like in individual school contexts
- **Question and reflect on the prevailing narratives** that have shaped the discourse on race and identity and the education of all pupils
- **Use a narrative enquiry framework** to help School Leaders create personal and organisational narratives that support the achievement of pupils of different races and backgrounds
- **Develop the necessary psychological and emotional tools** for engaging in courageous conversations about race
- **Increase their own sense of personal agency** and ability to act as agents of change

The programme concludes with a reflection session, where individuals share the impact of their learning and the implications for embedding best practice across their organisation.

Programme Structure

Workshops

The workshops are for senior School Leaders and are designed to provide a safe space for sharing, reflecting and developing confidence, understanding and expertise on:

- Understanding how race needs to be addressed in schools to positively shape the experiences of pupils of colour and those who have been racialised as white
- The creation of leadership narratives and how they shape a school culture, climate and ethos
- How to engage in school-wide dialogue that will inform Professional practice and impact positively on the lived experiences of all members of the school community

Reflective Enquiry Group Sessions

The sessions are designed to build upon themes covered in the workshops and provide a safe space designed for individuals to reflect critically as a group, in order to:

- Extend their thinking around racial equality and social justice
- Analyse current policies and practice and identify where improvements can be made
- Rehearse and gain confidence in their ability to talk about race and pupil achievement



Year 1: Pathways & Vision Building

In Year 1, the focus is on "Pathways & Vision Building," which spans across three school terms, with two 2-hour workshops each term.

Term 1

Online Orientation Recording

- **Duration:** 15 mins
- **Key Focus:** Preparing for the programme
- **Objectives:** This recording is sent prior to the programme starting in full. It introduces individuals to the programme aims, content and structure.

Workshop 1: Race and Pedagogy

- **Duration:** 2 hours
- **Key Focus:** Preparing emotionally and psychologically for the work ahead
- **By the end of this session participants will have:**
 - Considered strategies for staying present in conversations about race and racism
 - Explored the emotional and psychological dimensions of race
 - Reflected on the dynamics of inter and intra personal relationships

Reflective Enquiry 1:

- **Duration:** 2 hours
- **Key Focus:** Race Talk & Integrating Racial Equity with School Priorities
- **By the end of this session participants will have:**
 - Explored the dimensions of racial literacy
 - Increased their own self-awareness with regards to competency development
 - Considered personal lines of enquiry for the programme

Term 2

Workshop 2: Race and Pedagogy

- **Duration:** 2 hours
- **Key Focus:** Race Socialisation
- **By the end of this session participants will have:**
 - Explored social norms and their impact on the race socialisation process
 - The race socialisation cycle
 - Related the race socialisation cycle to their own leadership narratives and practice

Reflective Enquiry 2:

- **Duration:** 2 hours
 - **Key Focus:** Integrating Racial Equity with School Priorities
 - **By the end of this session participants will have:**
 - Identified their vision for strengthening racial equity practice in their role
 - Explored opportunities and challenges with colleagues
 - Identified next steps
-

Term 3

Workshop 3: Race and Pedagogy

- **Duration:** 2 hours
- **Key Focus:** Race Identity Development (RID)
- **By the end of this session participants will have:**
 - Deepened their understanding of RID
 - Explored personal significance
 - Identified how to incorporate in building anti-racist cultures

Reflective Enquiry 3:

- **Duration:** 2 hours
- **Key Focus:** Integrating Racial Equity with School Priorities
- **By the end of this session participants will have:**
 - Shared progress with their line of enquiry
 - Explored opportunities and challenges with colleagues
 - Identified next steps





Year 2: Embedding Change

In Year 2, the program builds upon the foundations laid in Year 1 to ensure integration of learning and the establishment of structures for maintaining an anti-racist school culture.

Term 1

Workshop 4: Race and Pedagogy

- **Key Focus:** Identifying the Hallmarks of Strong Anti-Racist School Cultures
- **By the end of this session participants will have:**
 - Identified steps for embedding learning and best practice
 - Explored aspects of liberatory consciousness
 - Considered steps for maintaining an anti-racist school culture

Term 2

Reflective Enquiry 4:

- **Key Focus:** Integrating Racial Equity with School Priorities
- **By the end of this session participants will have:**
 - Shared progress with their line of enquiry
 - Explored opportunities and challenges with colleagues
 - Considered their areas of impact and influence and what will be shared in the final session

Term 3

Review, Reflect, Return

- **Key Focus:** Sharing with Colleagues
- **By the end of this session participants will have:**
 - Shared with peers key learning from personal lines of enquiry
 - Identified personal and school wide strategies for maintaining best practice
 - Celebrated their own learning and progress made



Testimonials



The programme has not only helped our leaders feel more comfortable and build their knowledge around issues of racism, but they also feel more empowered and confident to take meaningful steps to address inequalities in their school. We are already starting to see schools to do a huge amount of work internally around this work and I have doubts whether that would have happened, if it weren't for the programme coming along when it did.

Matt Ball, Headteacher,
Bishop Gilpin Primary School



"I expected to learn and to be challenged, but I wasn't prepared for the really significant shift in thinking that I would experience, or indeed the deep connection I would feel with my group members and with the process. I think all senior leaders should do this programme as we all have individual responsibility to try to dismantle pervasive racist structures within our organisations in a responsible and long-lasting way for ALL the students we serve."

Charlotte Nicholls, Deputy Headteacher,
Oxted School



For a free consultation about any of our services,
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