

Lancashire County Council has worked collaboratively with a partner HEI, Lancaster University, to develop non-accredited PE Training. As part of this programme, delegates are provided with a pre-set task and are sent two journal articles to read and make reflective notes on (two weeks prior to the training commencing). On Day 2 of the PE Training, delegates enter facilitated forums where they are formally assessed on their ability to discuss, critically evaluate and apply the learning from both articles. The first forum focuses on a 'critical whiteness' article. It's not particularly recent but is extremely challenging, in terms of raising the concept of 'white' as a race and a number of issues with perceived anti-racist thinking and actions. The second forum asks delegates to consider the application of Tendam's (2012) MANDELA Model. Crucially, feedback from our 'pilot' delegates evidenced that these practitioners were taking this model back to teams as a way to reconsider engagement strategies, and their understanding of situations for People with Lived Experience (PWLE). Practice Development Workers (PDWs) share this model with all PE practitioners and students who attend Learning Hubs. Students and PEs have delivered this model, via presentation, to their teams, thus engaging and developing the workforce more widely.

Partnership PDWs also provide the latest resources to trainee PEs and include reference to these throughout training. For example, our pilot group were made aware of the Lawrence Report 'An Avoidable Crisis' alongside research conducted by the Centre for Action Learning, which explored the experience of practitioners and students during 'lockdown.' Anti-racist, anti-oppressive and anti-discriminatory practice is embedded within all of the training that we deliver and we have chosen specific examples of 'PE-Learner' situations, from actual placement experiences during Covid-19, to evidence situations where PEs have needed to rethink the type and level of support provided to learners. Our PEs have embraced opportunities to evidence their currency and have been keen to cascade information to practitioner colleagues.

PDWs aim to constantly update resources disseminated to PEs and students, and plan to include the 'Black People, Racism and Human Rights' Report, and the most recent Govt Report which purports that institutional racism is no longer a factor. The aim here is to instigate thought about individualistic perspectives linked to the outcomes and statistics from the first document, and for delegates to recognise that there are currently no plans for 'the system' to remedy....Hence – back to a discussion about what institutional racism is and what it might look like in 2021.

Ultimately, the idea is to prompt practitioner thought about racist, oppressive and discriminatory practice within SW education, and then to expand this to a critical evaluation of practice with individuals and communities.

We are currently encouraging practitioners and learners to 'talk'. Cultural competency is a focus and we appreciate the anxiety that some of these conversations induce, however, we are clear that without discussion, positive change will not occur. We ask practitioners and learners to consider 'intersectionality' - not just for PWLE, but also for each other. Finally, we link conversations to the PCF, KSS and PRS, posing questions about the links between inaction and collusion. These are challenging conversations, and despite initially approaching 'themed' hubs with some level of trepidation, feedback from PE practitioners and learners has been extremely positive, with many requesting and sharing additional resources. The material provided by BASW is vital for initiating and progressing discussions and this rich, varied, and reputable source of information supports our commitment to workforce development, enabling the promotion of equality and justice for both those we work with and those we serve.