

SCOTTISH ASSOCIATION
OF MINORITY ETHNIC EDUCATORS

samee

Leadership and Mentoring Programme

2026–27

“The SAMEE Leadership and Mentoring Programme has been transformative for me. The one-to-one monthly mentoring sessions were impactful – I gained greater clarity, confidence, and stronger decision-making skills. The programme helped me to focus on my priorities and take more intentional action, shaping my growth as a leader committed to empowerment, inclusion, and meaningful community impact.”

“Connecting with other Black and Brown professionals and sharing our experiences made me feel genuinely seen, heard and understood.”

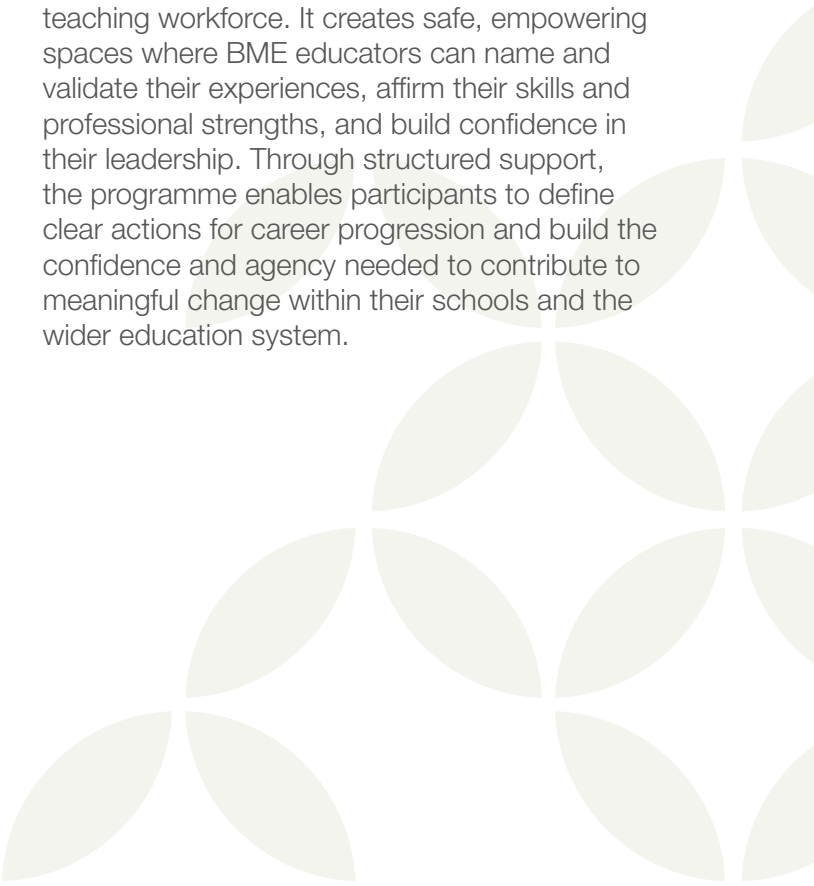
“...made me feel both inspired and energised, and reminded me that I have the power to make a real difference in my teaching.”

“This programme helped me understand the role of change agents and gave me clear, practical actions to support progression into leadership.”

Background to programme

BME education practitioners remain significantly under-represented within the Scottish teaching profession. According to the Diversity in the Teaching Profession: Annual Data Report 2025, only **1.2%** of primary teachers and **2.5%** of secondary teachers are from BME backgrounds (Scottish Government, 2025). We also know that many are choosing to leave the profession due to a range of systemic barriers, particularly around recruitment, progression and access to equitable opportunities. SAMEE's Leadership, Mentoring and Wellbeing programme is grounded in current research on the experiences of BME teachers nationally, and more specifically in Scotland (Scottish Government, 2024; Mohammed, 2023), and responds directly to these challenges.

This programme, designed specifically for BME education professionals, recognises the additional barriers they face as they navigate their workplaces and integrate within a majority teaching workforce. It creates safe, empowering spaces where BME educators can name and validate their experiences, affirm their skills and professional strengths, and build confidence in their leadership. Through structured support, the programme enables participants to define clear actions for career progression and build the confidence and agency needed to contribute to meaningful change within their schools and the wider education system.



Programme overview

SAMEE's Leadership and Mentoring Programme is designed to provide the tools, resources and support network to enable BME professionals to:

- Define their professional identity
- Be cognisant of their leadership potential
- Undertake impactful mentoring and coaching
- Navigate critical conversations
- Develop a sense of self efficacy

Programme

Introductory Session:

20 Aug 2026, 5.30–6.30pm (online)

Core Monthly Sessions:

3 Sep / 1 Oct / 5 Nov / 3 Dec / 7 Jan

Participant Presentations:

4 Feb–5 Feb

All sessions are delivered online.

Session 1

Establishing a safe and positive environment;
Understanding the current issues;
Identifying the barriers;
Acknowledgment of experiences;
Introduction to 4A's model.

Post session reflective activity.

Session 2

Examining your work setting;
Understanding bias in recruitment and promotion methods and performance evaluation;
Acknowledging the role of self- efficacy and the locus of control in career success;
Define factors strengthening organisational commitment and commitment to career;
Recognising leadership potential.

Post session reading material and reflective activity.





To find out more and participate in the programme please contact:

administration@samee.org.uk

Session 3

Purpose of mentoring;
Role of mentors;
Understand the impact of mentoring;
Participants establish mentoring agenda focusing on personal and professional growth.

Mentor/Mentee Forum.

Session 4

Identify and communicate skills, competencies, extra role performance and organisational citizen behaviours;
Recognise importance of defining and measuring work performance aligned with GTCS and SSSC performance benchmarks;
Understand relationship between performance assessment and advancement;
Understand the role of change agents;
Describe affirmative actions to influence progression into leadership.

Post session reflective activity.

Session 5

Defining and Celebrating Professional Identity Activity.

Session 6

Participant Journey and Feedback.

“The SAMEE Leadership and Mentoring Programme was a highly valuable experience. It gave me the opportunity to reflect on my leadership practice, connect with colleagues across the city and grow in confidence as a leader. The mentoring element provided supportive challenge and encouragement, helping to shape my professional development and leadership journey.”

Overview of SAMEE

The Scottish Association of Minority Ethnic Educators (SAMEE) is an equality-led organisation committed to advancing the academic and professional development of minority ethnic professionals. The organisation works in partnership with public sector bodies and is supported by Scotland's national institutions. With a presence across Scotland – particularly in areas with the highest concentrations of minority ethnic communities – SAMEE plays a central role in strengthening equity and representation within the workforce.

Its training and development specialists provide tailored support to the BME professional community through workshops, seminars, conferences, one-to-one consultations and bespoke mentoring. This activity enhances educational and employment outcomes, contributes directly to the *Race Equality Framework for Scotland 2016–2030*, and supports public bodies to advance their statutory Equality Outcomes.





Professor Khadija Mohammed

I am the Co-Founder and Chair of the Scottish Association of Minority Ethnic Educators (SAMEE), where I provide national leadership, advocacy and mentorship to educators and communities across Scotland. I have extensive experience shaping and influencing policy and practice at a national level.

My research focuses on the lived experiences of Black and Minority Ethnic teachers in Scotland, with a particular emphasis on recognising, nurturing and advancing diverse identities within the profession. I have served as Convenor of the General Teaching Council for Scotland (GTCS) and I am currently the Chair of the Scottish Government's Anti-Racism in Education Programme (AREP).



Yasmeen Hussain

As an Organisational Psychologist and Learning and Development Consultant, I support employee learning and growth within organisations. I have a particular interest in people development and talent management, focusing on highlighting the hidden talent within organisations, aligning talent development with business objectives, improving organisations' understanding of individual aptitude and opportunities for collective growth.

My work focuses on the value of investing in people, encouraging capacity building to improve employee engagement and performance and developing the people management capabilities of leaders. I have worked with the Scottish Government, Scottish Parliament, Universities, Colleges, schools, local authorities, and many other organisations focusing on unlocking the potential of their people. I have also served as a Board member in the public, private and voluntary sectors, offering counsel on matters of strategy, performance, governance, and EDI.