Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers – 3 years on

Progress and Final Report

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1. Introduction

'Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools'[1] was published at the end of 2018. The report was commissioned by the Strategic Board for Teacher Education (SBTE), which has the responsibility for overseeing the national commitment to increase the number of Black and minority ethnic teachers at all levels across Scotland's schools, following the publication of the National Race Equality Framework for Scotland[2].

At the time of the report's publication, minority ethnic teachers were significantly underrepresented in Scotland's schools, only 1.4%[3] of the teaching workforce came from a minority ethnic background. In 2019, this increased slightly to 1.6%, where 1.2% of the teaching workforce in primary schools and 1.9% in secondary schools came from a minority ethnic background[4]. This compares with a minority ethnic population of 4%[5] in Scotland[6]. Minority ethnic teachers are also underrepresented in promoted posts - 0.5% and 0.9% in primary and secondary schools respectively[4].

To achieve the target of at least 4% of minority ethnic teachers in Scotland's schools by 2030, as set in the original report, would mean we need to recruit approximately an additional 200 minority ethnic teachers into the workforce every year from August 2022 to August 2030 inclusive. These teachers would be in addition to the number of minority ethnic teachers currently being recruited annually[7].

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[1] Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers
[2] Race Equality Framework & Action Plan
[3] Scottish Government Teacher Census, 2017
[4] Scottish Government Teacher Census, 2019
[5] National Records of Scotland, Scotland Census 2011. In 2011 Census, 84% of Scotland's population reported their ethnicity as White - Scottish and a further 8% as White - Other British. Minority ethnic groups accounted for 4% of the population. The 4% population figure does not include White - Irish, White - Polish, White - Gypsy/Traveller and White - Other white.
[6] The target figure may need to be adjusted once the Census 2022 details are published about numbers of Black and minority ethnic people in Scotland
[7] This only considers teachers recruitment, the increase required for minority ethnic ITE intake numbers to obtain this target is likely to be higher.

Further to the publication of 'Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools', the SBTE reconvened the Diversity in the Teaching Profession working group in June 2019 with an expanded membership (see **Annex A**). The group was asked to take forward the report's recommendations by embedding them, as appropriate, into frameworks that facilitated Scottish education.

The working group remit was to:

- meet three times per year to develop, lead, agree and monitor the report's implementation plan contributing to regular requests to update the progress tracker;
- to feedback and advise on relevant knowledge, best practice and data to progress race equality across the sectors that will enhance the recommendations of the report;
- sector leads to feedback to their sectors through appropriate communications channels on the output of meeting discussions and test change ideas and improvements within their sector;
- all activities related to the recommendations to be reviewed by the group in November 2019; and
- report to the Strategic Board for Teacher Education and the Race Equality Action Plan Programme Board on the progress of the recommendations by November 2020.

Due to the pandemic, it was agreed to extend the group's timescale to end of March 2021.

The Teaching in a Diverse Scotland report made seventeen recommendations (**Annex B**). This report outlines the achievements, and challenges faced, in implementing these recommendations. This report concludes by outlining the work which remains to be undertaken to achieve the aim of a teaching profession which reflects the diversity of Scotland's population.

2. Progress to date

This section outlines the progress achieved to date in implementing the recommendations in the 2018 Teaching in a Diverse Scotland report by theme.

2.1 Closing the Awareness Gap – improving levels of racial literacy within the sector

A key priority for the group was to close the awareness gap by improving the racial literacy of those working in Scottish education. The term racial literacy is used here to mean having the understanding and practice to recognise, respond and counter forms of everyday racism or racial microaggressions at all levels, personal, cultural and institutional levels.

The following progress has been made:

- The refreshed and restructured sets of General Teaching Council of Scotland (GTC Scotland) Professional Standards now leads with a section called 'Being a teacher in Scotland' which places the professional values of social justice as being at the heart of what it means to be a teacher. The Standards also heighten and highlight more clearly the expectations of teachers in the context of embracing equality and diversity.

- The GTC Scotland has committed to ensure that in the next iteration of the Initial Teacher Education (ITE) accreditation documentation a question will be asked of how ITE providers are enabling students to acknowledge and consider how their positionality and identity shapes their thinking and practice to ensure that this is addressed in all ITE future programmes. The GTC Scotland has developed an Equality and Diversity Hub[8] and two new Equality and Diversity Professional Learning Modules. The Hub has a specific section on race which includes links to articles which engages teachers with concepts like anti-racism, privilege and institutional racism. There are also references to

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[8] GTCS | Equality and Diversity Hub

organisations who can assist linkages with Black and minority ethnic communities.

- On the Equality and Diversity Hub, GTC Scotland has created a Professional Guide Equality and Diversity: A Guide for Teachers to provide support for them to reflect on their understanding of equality and diversity and how it relates to their professional lives and actions.

- GTC Scotland has recently had approval from their Education Committee to launch a newly-developed professional learning award: Saroj Lal Award for a Pioneering Spirit in Equality and Diversity. This award has been created to identify and celebrate the efforts of those teachers who exceed expectations and who demonstrate a pioneering spirit, show determination, and challenge adversity in a bid to promote and facilitate a culture and ethos of equality and diversity. This award will be launched nationally in Spring 2021. GTC Scotland are also undertaking active research in partnership with Children in Scotland and Intercultural Youth Scotland to understand better children and young people's views on equality and diversity in education in Scotland.

- Education Scotland has worked with Black and minority ethnic teachers and anti-racist experts to ensure that their programmes such as the Teacher Leadership Programme, Excellence in Headship (EiH), Into Headship (which awards the Standard for Headship, which is now mandatory for all newly appointed permanent headteachers in local authority and grant aided schools) now include sessions on anti-racism. The working group's original report is now essential reading on the Into Headship programme's employment law module.   This means all new headteachers in Scotland will have engaged with the relevance of race equality as part of leadership before leading a school. Areas now covered in Scotland's professional learning and leadership programmes can be seen in **Annex C.**

- Education Scotland has communicated the refresh of their leadership programmes and online resources to local authorities via the professional learning networks.

- A standards guide for what should be included when procuring race equality and anti-racist training has been developed by Coalition of Race Equality and Rights (CRER) for those procuring trainers for race equality. This is due to be published in March 2021.

- The Educational Institute of Scotland (EIS) have offered bespoke anti-racism professional learning sessions through their newly established EIS Black Asian and Minority Ethnic (BAME) Network and sessions for Equality Reps, School Reps, Local Authority Secretaries, depute headteachers and headteachers, in addition to written guidance for Reps on Mobilising for Anti-Racism at Work. The resources and materials used in these sessions are available from the EIS website[9].

- NASUWT have recently reviewed and updated their professional learning offer for members and representatives to include more equalities training. NASUWT have also lobbied for more racial literacy amongst various education working groups. For instance, by encouraging culturally-responsive and race-informed services when stakeholders offer mental wellbeing support for pupils and teachers.

Areas still requiring progress

- The Scottish Council of Deans of Education (SCDE) have approved the development of a National Framework for Diversity in ITE providers. Such a framework would cover the entire process from marketing, admissions, content and processes of curriculum to student support. The working group have asked for the framework to explicitly address race equality and anti-

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[9] EIS | Anti-racist Leadership Learning

racism and that these themes should not be lost in a generic framework about inclusion.

- The racial literacy level of staff teaching within Scottish ITE delivering teacher education programmes needs to be enhanced to enable staff to pay due diligence to embedding anti-racism into the content and design of the ITE curriculum.

- The racial literacy of local authority staff with responsibility for recruitment, supporting and promotion of staff in schools needs to be enhanced.

2.2 Attractiveness of ITE to students from Black and minority ethnic background and harnessing the power of partnership to encourage Black and minority ethnic people to consider a career in Education

The West Partnership Regional Improvement Collaborative, which brings together eight local authorities, appointed a Diversity Officer in autumn 2019 to help progress recommendations from the Teaching in a Diverse Scotland report. Unfortunately, much of the work planned had to be suspended due to lockdown from March 23rd 2020. The following outlines the progress that was made in the short time the post was active.

- Working with Skills Development Scotland, job profiles showing the journey of workers in the education sector have been developed[10]. These profiles have drawn on Black and minority ethnic people to create visibility but also to provide a clear message that working in schools is a rewarding career option. These excellent resources displayed in every school and utilised at career events from upper primary onwards would begin to enable Black and minority ethnic pupils to view education as a potential career pathway. These could also be used in community engagement events with parents and carers to promote teaching as a profession which they might consider for their children.

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[10] My World of Work | DYW job posters PDF

- As an example of supporting more people from a minority ethnic background into the education workforce, Glasgow City Council, utilising positive action measures set out in the Equality Act 2010, provided guaranteed interviews to Black and minority ethnic staff applying for Support for Learning Worker posts meeting the minimum job requirements. Support was also provided during the application process, including interview technique. This resulted in over 45 Black and minority ethnic women becoming employed in schools and nurseries across the city. In addition, some of the applicants were supported to gain further qualifications to enable them to become early years practitioners. This demonstrates that positive action measures can be used to diversify the education workforce in Scotland. Similar actions should be explored for diversifying the teaching profession also.

- GTC Scotland has worked in partnership with Black and minority ethnic teachers from across Scotland, and the Scottish Government to create case studies to encourage people from those backgrounds into the profession. These will be made available on the refreshed Teach in Scotland website.

The working group wrote to all eleven ITE providers asking for support to reach the target for diversifying the teaching profession by 2030. The letter can be seen in **Annex D.** Responses were received from all eleven providers affirming the need for greater ethnic diversity within Scotland's teaching workforce. The responses shared examples of action already taken (**see Annex E**).

As a result the SCDE have agreed that the range of examples provided show an excellent resource for pooling ideas for practice to better embed race equality into their structures and frameworks. Each institution has now agreed to draw up an action plan for embedding race equality to assist diversify the teaching profession. These action plans will support the framework for Diversity that the Council will be adopting.

Areas still requiring progress

While the work of the West Partnership is an example of very good collaboration and the pro-activeness of Glasgow City Council demonstrates that progress can be made, the gap between the authorities prepared to be proactive with those that either do not see the relevance of a pro-active race equality and anti-racist approach or are simply disinterested is too wide.

The working group wrote to all 32 local authorities to seek their support for Recommendation 14. A copy of the letter is included at **Annex F**.

Recommendation 14: Local authorities should recognise and support aspiring minority ethnic teachers and encourage them to apply for promotion both within schools and across the wider education service. As part of this, local authorities should examine how racism, institutional racism, bias (conscious or unconscious), and lack of awareness act as blocks to the promotion of Black and minority ethnic teachers. This should be done in partnership with Black and minority ethnic teachers who can inform such an exercise.

Responses were received from 18 of the 32 local authorities. Eight of these responses were made as a group response on behalf of the West Partnership group mentioned earlier. The general theme throughout a number of responses was that numbers were too small and the issue of teacher diversity is not perceived to be an issue. Those who responded reported that their recruitment practices complied with and support the aims of the Equality Act 2010. There were examples of positive practice such as the use of Service Level Agreements with organisations working with Black and minority ethnic communities to promote teaching as a career of choice with communities, parents and secondary aged young people (Fife), reviewing and updating guidance for school leaders, those engaged in professional development reviews and professional updates to improve the diversity of leadership within schools and nurseries (Stirling) and including early years centres and youth work as part of a multi-agency approach to diversifying the workforce (Edinburgh). A summary of these examples are included at **Annex G.**

However, the lack of pro-active engagement beyond generic compliance with the Equality Act 2010 has been very disappointing as has the lack of response from 14 authorities. This echoes an Audit Scotland report in 2009[11] which examined the impact of the race equality duty on council services. The Audit Scotland report found that councils found the race equality duty to be challenging and that there was limited evidence of the impact of it on service delivery. More than a decade later, the work of this working group unfortunately finds that some local authorities continue to lack impetus in addressing diverse recruitment, or have ignored it.
Our work suggests that some local authorities need to develop greater awareness and commitment to race equality.

This is crucial as local authorities are by far the single largest employer of teachers, and Black and minority ethnic teachers report how institutional bias (conscious or unconscious), institutional racism and lack of awareness of race issues continue to act as blocks to the recruitment, promotion and retention of Black and minority ethnic staff. For example, some local authorities who replied included a reference to compliance with Equality Act 2010, and only two described any action to support more Black and minority ethnic teachers to be successful in achieving promotion to Principal Teacher posts or other promoted posts. We will always find it difficult to appoint more headteachers from a Black and minority ethnic background if we have not first addressed the obstacles Black and minority ethnic teachers face when applying for their first promoted post.

An institutional culture can also impact on everyday experiences of these teachers. Ownership of diversifying the teaching profession needs to be taken seriously by key networks and organisations working with local authorities such as COSLA and ADES.

In addition, the curriculum within ITE at all levels needs to be systematically reviewed to ensure race equality and anti-racism are considered at depth and not included with a tokenistic or bolt-on approach. There is also a need to ensure the curriculum draws from diverse perspectives and acknowledges the contributions and

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[11] Audit Scotland | The impact of the race equality duty on council services

achievements of a diverse range of people, including Black and minority ethnic people and communities. ITE providers need to be proactively diversifying their teaching and support staff and these aspects should be captured in any action plan for ITE in terms of diversifying the teaching profession.

2.3 Improving levels of data

The working group stressed that the availability of robust data is crucial in the delivery of the commitment to address the under-representation of Black and minority ethnic teachers in Scotland. While data exists, it needs to be improved to ensure a more consistent picture. There are also gaps in data that need to be addressed. The following areas have been progressed:

- Through the work of the group, data has been gathered from HESA[12] on entrants to, and qualifiers from, ITE programmes in Scotland as well as data on the ethnicity of teachers in Scottish local authorities from the Teacher Census. As a result, a Scottish Government Learning Directorate Short Term Data working group was established to consider and agree an annual process of collecting this data on diversity in the teaching profession in Scotland in order to be able to inform future work as well as to measure and evaluate success. As a result, a new annual report, which draws together HESA and Teacher Census data, is in development which will be shared with the Strategic Board for Teacher Education, SCDE and other key groups, to inform on progress.
- The monitoring of the diversity of the teaching workforce and progress towards the 4%[13] target is now embedded into the work of the Teacher Workforce Planning Advisory Group. This will ensure the diversity target is discussed each year as part of the workforce planning process.

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[12] HESA

[13] In 2011 Census, 84% of Scotland's population reported their ethnicity as "White Scottish" and a further 8% as "White: Other British".   BME groups accounted for 4% of the population. The 4% population figure does not include Irish, White: Polish, White: Gypsy/Traveller and "White: Other white"

Areas still requiring progress

- Universities and local authorities should closely examine the new annual report to inform further actions to support the diversification of the teaching profession in Scotland.
- Ethnicity should be routinely recorded as part of recruitment in the education sector. This should be accompanied by messages from communications and marketing in universities and local authorities to actively encourage those who apply and current staff to record ethnicity.

2.4 Student Placement Experiences and Support for Students

The following areas have been progressed:

- The GTC Scotland has inserted a specific section on equality and diversity to be included within the Probationer Handbooks. The insert specifically provides information to probationer teachers about their obligations to promote equality and diversity, what to do if they witness or experience discrimination, how to report and receive support.
- The Scottish Association of Minority Ethnic Educators (SAMEE)'s Leadership and Mentoring Programme has been endorsed by Education Scotland. This programme is now offered to Black and minority ethnic probationers, newly qualified and established teachers across Scotland.
- GTC Scotland Probationer Managers' Network has been supported by colleagues from SAMEE, GTC Scotland Council, GTC Scotland Early Careers team and Stepping Stones to raise awareness of the challenges encountered by Black and minority ethnic teachers, and to inform Probation Managers on how best to support newly qualified Black and minority ethnic teachers. Currently, this support is ongoing, within the wider remit of Covid – 19 support.
- Future supports will be identified, alongside work being planned through Stepping Stones for those Black and minority ethnic teachers post probation.

3. Key messages

3.1 Diversifying the teaching profession is relevant for all areas of Scotland

While the presence of Black and minority ethnic teachers has been shown by research to benefit Black and minority ethnic pupils (see for example Egalite et al (2015)[14]; Gershenson et al (2017)[15], educator diversity can lead to more positive outcomes for all students. Black and minority ethnic teachers bring different perspectives, life experiences and provide students who may not be familiar with diversity the opportunity to learn from difference and to become more comfortable with diversities. Having a diverse teaching workforce must be understood as a necessary asset for all.

The misconception that race equality issues matter more for areas of higher ethnic diversity needs debunked. Ethnic majority pupils and young people in all areas are in as much need for exposure to diversity as part of preparation for future life and work. Failure by those who shape, lead and provide education services to grapple with this is to limit the opportunities for these children and young people.

All schools in Scotland need to engage with this issue irrespective of the demographic of their own population. Local authorities and schools themselves can play a fundamental role in addressing this issue but many require a much greater engagement in order to do so, particularly those for where there are lower numbers of Black and minority ethnic people and where race equality is perceived as less relevant.

3.2 The issue of race equality needs to be addressed explicitly

It is acknowledged that consideration of any equality, diversity and inclusion work will take account of race equality. However, Scottish Government engagement with

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[14] Anna J. Egalite, Brian Kisida, Marcus A. Winters. 2015. "Representation in the classroom: The effect of own-race teachers on student achievement." Economics of Education Review, Volume 45, pp. 44 - 52.

[15] Gershenson, Seth and Hart, Cassandra and Lindsay, Constance and Papageorge, Nicholas W., The Long-Run Impacts of Same-Race Teachers. IZA Discussion Paper No. 10630

Black and minority ethnic young people, parents and communities since summer 2020, including engagement with the Government Expert Reference Group on COVID-19 and Ethnicity, has raised a range of concerns from stakeholders including:

- Racism and bullying faced by children and young people, teachers and lecturers in Scotland's schools and how this is addressed.
- Diversity in the Teaching Profession and Leadership - lack of diversity of representation at all levels and the lack of racial awareness is affecting the confidence and competence of the profession in being pro-active to deliver for race equality and addressing racism.
- Curriculum – concerns around consistency, breadth and depth of teaching about Black history and heritage including Scotland's role in colonialism and the slave trade.
- Anti-racism – separate to Black history, is not explicitly set out in the curriculum, representation of diversity across the curriculum and the need to have anti-racism education.

What this informs us is that a 'business as usual' approach to inclusion is insufficient. There is a need for all involved in the shaping and delivery of Scottish education to consider the issues raised above specifically, to consider action required and then to move to mainstream these issues and actions into the generic equality, diversity and inclusion framework.

3.3 Recognising and counteracting racial microaggressions

Everyone accepts that being bullied or harassed as a result of an individual's ethnicity, colour, religion, language, culture is wrong and unacceptable. The detrimental effects of such bullying is largely recognised. However, in our work, Black and minority ethnic teachers, probationers and student teachers asked specifically for greater understanding of the corrosive impact of everyday racial microaggressions. This will help those keen on taking action against racism to move

beyond engaging with racism and anti-racism as abstract concepts to ones that are connected to the everyday experiences of Black and minority ethnic people.

Racial microaggressions are defined as: "Everyday verbal, non-verbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership" (Sue et al. 2019[16]).

Some microaggressions are based on assumptions and stereotyping which can impact on an individual's esteem or even life opportunities. An example of a microaggression could be if a headteacher assumes that experience gained teaching Mandarin in Saturday schools is less valuable than experience gained teaching Gaelic, consequently focusing on and uplifting only the latter. Furthermore, microaggressions often occurs as invalidations of lived experience of Black and minority ethnic people when they share experiences of everyday racism. They may be asked to confirm whether they are sure that it was in fact racism, and other gaslighting tactics such as suggestions that they are overly sensitive.

For more information about the effects of microaggression and how to counteract them, go to the University of Edinburgh site on microaggressions[17]. While the examples relate to university life, it provides a read across to other educational contexts. In particular, Black and minority ethnic teachers and some white colleagues stressed that unless school leaders address racial microaggressions within a school's ethos, culture and practices, it would be difficult to recruit and retain Black and minority ethnic teachers for the future.

3.4 Data is key

The collection of ethnicity data allows service providers to identify and respond to inequalities, to address gaps and to ensure there is improved representation at all

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[16] Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. American Psychologist, 62(4), 271–286.
[17] The University of Edinburgh | Microaggressions

levels. It is part of informed policy or decision-making. Capturing ethnicity data is important to establishing a baseline and evaluating progress. Such data is required as part of fulfilling the spirit and requirements of the Equality Act 2010.

Education stakeholders need to be cautious that the 'numbers are too small to disclose' argument is not used to avoid engagement with ethnicity data. The limited data rationale is often used to revert to broad categories (e.g. conflating the terms Black and minority ethnic) as providers structure diversity initiatives. Such a logic can also miss within-group differences and can hinder meaningful change.

Where numbers are small, a default position of not being able to disclose needs to be avoided. Small numbers may not allow comment on 'representative samples' however it does not hinder the identifying of patterns or to deepen understanding descriptively (especially if coupled with hearing the voices of local Black and minority ethnic employees and pupils) what is going on in a school, local authority, university or college. Small numbers must not mean taking no action or a lack of accountability on matters of race equality.

Improving the confidence for people to disclose their ethnic identity for the purposes of improving services is an area requiring attention. There will be different reasons for poor disclosure rates such as not knowing what the data is being collected for, a fear that sharing information might lead to that information being used negatively against an individual and a frustration that previous disclosures have led to inaction. Education stakeholders with poor disclosure rates must grapple with challenges of how to encourage and enable disclosure such as creating a positive and safe culture, communicating the case for disclosure and considering how disclosure questions are asked sensitively.[18]

The underrepresentation of certain groups is not inherent or inevitable. With effort and commitment, actions and structures can change. Data should be used to inform these changes and evaluate the progress made. All education stakeholders need to be part of this.

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[18] Equality Challenge Unit (ECU 2009) Developing staff disclosure: A guide to collecting and using equality data

3.5 Preparing teachers who are not 'race' evasive

Scotland's Black and minority ethnic young people are asking for teachers of all stages of education to have the confidence to deliver a curriculum that is anti-racist. In addition, they want a curriculum that does not avoid discussions about Scotland's historical role in empire, colonialism and transatlantic slavery. There is also a call for the contributions of Scotland's diverse communities, past and present to be better reflected in the curriculum.

This places immediate responsibility on those engaged in teacher preparation such as ITE providers and those providing continued professional learning to graduate teachers who are racially literate and not 'race' evasive. ITE providers' commitment and action to anti-racist and culturally responsive education for all student teachers is key. ITE needs to engage proactively with concepts like 'decolonising the curriculum' and what that means for each subject area and for each stage, thereby employing pedagogy as a tool for confronting injustice and promoting equality. This work is already happening in many other subject areas but remains relatively embryonic within ITE. (CERES 2020)[19]

ITE programmes also need to do more on exploring what it means to be and become a teacher for Black and minority ethnic student teachers. Black and minority ethnic student teachers often report that they cannot see themselves in these discussions and that they would benefit from exploring their multiple identities too and recognise the cultural wealth they bring rather than trying to assimilate.

3.6 School leaders need to lead race equality

A whole school approach is essential in building an anti-racist ethos and community. This requires school leaders to ensure race equality issues are mainstreamed into all aspects of school life and are not bolted on to certain topics e.g. bullying and wellbeing, English as an Additional Language or celebration of festival events are only considered when there are racist incidents.

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[19] CERES (2020) Decolonising and Initial Teacher Education

Race equality, like other equality and inclusion issues needs to be considered as part of whole school improvement plans covering the formal and informal curriculum. Headteachers and school senior management teams have the ability to move from bystander mode to action. School leadership teams can be enablers or they can be blockers. Therefore, they hold particular responsibility in taking forward race equality and the agenda for diversifying the teaching profession.

Where school leaders have provided staff with opportunities for continuous professional learning, the impact of this needs to be discussed, monitored and evaluated. Attending anti-racist online or face to face training sessions should not be viewed as an end point if the learning is not taken forward. Professional learning is not a panacea for improving racial literacy, it is only a start.

3.7 Moving beyond mentoring to sponsorship

Few people achieve career success, promotion and progression in a vacuum. Mentoring is often a route taken to assist individuals to progress with the provision of mentors who provide advice and guidance.

However, mentoring alone is not sufficient. There are many Black and minority ethnic teachers who have had excellent mentoring experiences who are still being overlooked for promotion and progression.

Scottish education now needs to look at sponsoring as another institutional strategy to adopt. Sponsors, unlike mentors, act as spotlights providing exposure, networking connections and endorsement. Sponsors do not just talent spot but they will hold their sponsored individual's career vision in mind and invest in upward movement. There is a need to establish a national sponsoring initiative in partnership with those employing and promoting teachers to enable the breaking of glass ceilings and removal of cemented floors.

3.8 Centering the voices Black and minority ethnic teachers, young people, parents/carers

Post events related to the killing of George Floyd and action taken by Black Lives Matter in the US and also in Scotland, the Scottish Government received over 1,000 pieces of correspondence seeking support and commitment for Scottish education to take a more proactive role in education for and against racism. What was also called for was a need to listen to the voices of Black and minority ethnic young people, parents, communities and teachers.

Black and minority ethnic teachers, young people, parents and carers will continue to be vocal and lead efforts to promote equity. However, in moving to anti-racist allyship, those who have the leadership power to enable foundational shifts need to respond to the realities of the everyday experiences of teachers and young people and include them as co-constructors of that change. This also means working with third sector organisations, with youth workers, community learning and development to offer opportunities for discussion and identification of ideas and priorities for action at local levels.

4. Final Points

Whilst much has been achieved through the Diversity in the Teaching Profession working group to create the structural conditions for change, there is clearly much more still to do in order to realise our collective ambition of a teaching workforce which reflects Scotland's diversity. In terms of numbers, small improvements have been seen in recent years, however the 2022 population census will likely mean that the target set in the original report of 4% will need to be revised.

All those involved in the Scottish education system have a role to play in addressing this issue and the working group would suggest that the following should provide a focus for action:

- Racism continues to be experienced by Black and minority ethnic people in Scotland across all aspects of society, including education. Educators and leaders at all levels of the system need to approach racism as a structural issue and not just at a personal level (that is about individuals 'getting on' or being excluded). There is a need to become actively anti-racist. Becoming anti-racist means acknowledging that racism exists, even when we do not immediately see it or understand it in our individual contexts. Being anti-racist also means proactively uncovering and countering racism wherever it exists, not just addressing racist incidents when they occur. Efforts to improve diversity in the teaching profession must strongly focus on getting it right for those Black and minority ethnic teachers already in the profession, who continue to experience significant barriers and inequality in the realisation of Fair Work, due to racism.

- Professional learning offers, developed to enhance the diversity of the teaching profession should support participants to develop as anti-racist educators and leaders with clearly agreed outcomes leading to tangible change.

It should also be recognised that the racism faced by Black and minority ethnic people has changed over the years. Whereas there is still some overt and deliberate racism in society, racism has mutated and today microaggressions and unconscious bias are more common facets. It is necessary to identify microaggressions and act to ensure a fair and just workplace and teaching workforce.

Black and minority ethnic teachers continue to face structural barriers at every step of their career from considering teaching as a career through to applying for headship. In order to address these issues, two strands of work should be developed in tandem as follows:

- All institutions involved in the career of a teacher, from ITE providers to schools and local authorities, should review and address the barriers in place

to supporting Black and minority ethnic teachers to progress into and through teaching. For example, do the admissions processes used by ITE providers, present additional barriers to Black and minority ethnic candidates? Do the recruitment policies developed by local authorities, and applied by schools, encourage and support Black and minority ethnic teachers, including probationers, to remain, and thrive, in the profession? Such a review needs to involve Black and minority ethnic students (current and former), Black and minority ethnic staff, teachers and those with proven expertise on taking forward anti-racism in education.

- A national offer of support with a focus on sponsorship should be developed and implemented to support Black and minority ethnic teachers at each stage of their career to progress whilst the structural barriers remain in place.

The above actions would help in ensuring not only equality of opportunity but also equality of success and advancement.

Effective leadership at all levels is crucial in order to make progress towards a more diverse teaching profession. This requires all existing, and future, leaders to play their role in addressing the structural barriers facing Black and minority ethnic teachers. However, we also need more focused leadership at a national level to ensure that all stakeholders are progressing this agenda and to ensure that a coherent offer of sponsorship is developed and delivered equitably. The working group therefore recommends that a new national post is created to take this work forward and that it should be placed within an organisation such as GTC Scotland. Locating the post there will align well with the increased focus given to equality and diversity in the refreshed and revised Professional Standards for Teachers launched in January 2021. It will also support GTC Scotland's plans to provide teachers with opportunities to engage, explore and better understand the relevance of the Professional Standards and how they influence their thinking and practice. In creating this national post, we should also ensure that the person is well supported with resources.

The effective use of data is key to informing action taken to diversify the teaching profession and in evaluating the success of these actions. The working group therefore recommends that a new annual publication of data relating to the ethnicity of teachers in Scotland is developed. This could initially focus on publishing the data sets collated by the working group, but should expand in breadth over time to encompass data from all aspects of teaching in Scotland. Such a publication should also identify where data would be useful but are currently gaps needing addressed.

The working group asks the Strategic Board for Teacher Education to provide leadership and account for how this report's key messages are being taken forward. Where there are action plans produced by stakeholders to take forward the diversifying of the teaching profession, these should be publicly available in the interest of transparency and accountability. This work should also align with the work taken forward by the Scottish Government's Race Equality in Education Group. We would recommend that the recently formed Race Equality Stakeholder Group considers creating a subgroup to evaluate the progress towards the key actions from this report and publishes a report in 18 months to ensure that the recommendations have been acted upon.

Professor Emerita Rowena Arshad CBE, FEIS
On behalf of the Diversity in the Teaching Profession Working Group

Annex A – Working Group Membership

Name	Position
Professor Rowena Arshad CBE (Chair)	Former Head of School of Education and Sport at Moray House and Co-director of the Centre for Education for Racial Equality in Scotland
Maureen McKenna	Director of Education, City of Glasgow. Former president of Association of Directors of Education (ADES)
Khadija Mohammed	Senior Lecturer at UWS, School of Education and co-founder and chair of SAMEE
Fearghal Kelly	Teacher Professional Learning and Leadership, Scottish Government
Jatin Haria	Executive Director, Coalition for Racial Equality and Rights (CRER)
Lesley Whelan	Head of Professional Learning and Leadership, Education Scotland (ES)
Ken Muir/Sharon Smith	Chief Executive & Senior Education Officer, General Teaching Council of Scotland (GTC Scotland)
Professor Morag Redford	Head of Teacher Education at University of Highland and Islands, and representing Scottish Council of Deans (SCDE)
Louise Barrett	Senior Lecturer at UWS and representing SCDE on the group
Mélina Valdelièvre	NASUWT, secondary school teacher and co-founder of anti-racist educator, also part of Scottish Association of Minority Ethnic Educators (SAMEE) (communications and marketing)
Hakim Din	Former HM Inspector of Education and Former Deputy Head Teacher of Shawlands Academy
Vacancy	COSLA
Selma Augestad	National Officer, Equality at the Educational Institute of Scotland (EIS)
Ken Edwards	Education Programme Lead, Skills Development Scotland (SDS)

Annex B – List of Recommendations (Teaching in a Diverse Scotland Report – November 2018)

Closing the awareness gap

1. The current review of Professional Standards for teachers by the General Teaching Council for Scotland (GTCS) should ensure that race issues are explicitly referenced within the context of inclusion, equality and diversity.

2. By August 2019 the SBTE should commission a plan to raise awareness of how everyday racism, institutional racism or bias manifests itself within education settings.

3. By August 2019 Education Scotland should update all of their educational leadership programmes to include content that develops understanding of how everyday racism, institutional racism or bias impacts in the workplace and to be able to identify steps for addressing this.

4. Local authorities should ensure that the need to recruit and support a diverse workforce is understood by all relevant staff. By August 2019 COSLA should indicate what steps they have taken to ensure that responsibilities in this area are firmly embedded into recruitment processes.

5. Local authorities and schools should recognise multilingual teachers as valuable members of staff who are able and capable of enhancing the learning of a wide range of pupils, not just pupils for whom English is an Additional Language.

Attractiveness of ITE to students from BME backgrounds

6. Local authorities, ITE providers, Skills Development Scotland, the GTCS, Scottish Government and relevant third sector organisations who have experience in this area should take joint action to encourage young minority ethnic people to identify teaching as a profession of choice.

7. Education Scotland, through its work with the Curriculum Resource Group, should ensure that curricular materials available to teachers better reflect racial diversity and that quality anti-racist resources exist alongside appropriate staff development for teachers and clear guidance on how resources should be used.

Effectiveness of university admissions in attracting diverse range of applicants

8. Universities providing ITE and the GTCS should examine national entry requirements, selection, admissions and interviewing practices to ensure that institutional barriers, conscious or unconscious bias do not deter applicants from being selected.

9. University admission systems for ITE to take steps to ensure the varied skills and experiences of minority ethnic applicants are appropriately valued and that equivalencies are recognised particularly for those with qualifications from overseas.

10. Universities providing ITE should gather new data about application, interview and completion rates for minority ethnic students. This work should start in the 2019/20 academic year and to be shared with the Diversity in the Teaching Profession Working Group.

Student placement experiences and support for students

11. Universities providing ITE should use the Self-Evaluation Framework published in September 2018 to evidence the ways in which culturally-responsive pedagogies and anti-racist education are embedded in their curriculum content.

12. Starting in 2019, as part of their accreditation of ITE Programmes, GTCS should ensure that universities add specific guidance to programme and placement handbooks providing clear advice to students on the support they can access if they experience discrimination or harassment.

13. Local Authorities should prepare more detailed guidance to support probationer teachers and teacher mentors to understand the legal and statutory requirements with respect to race equality and diversity, and their rights as employees should they face discrimination or harassment.

Retaining students and teachers from minority backgrounds while supporting promotion at all levels

14. Local authorities should recognise and support aspiring minority ethnic teachers and encourage them to apply for promotion both within schools and across the wider education service. As part of this local authorities should examine how racism, institutional racism, bias (conscious or unconscious), and lack of awareness act as blocks to the promotion of BME teachers. This should be done in partnership with BME teachers who can inform such an exercise.

15. A national mentoring network for minority ethnic staff should be established by March 2019. This network should be developed and led by the GTCS, working in partnership with BME teachers and relevant groups who have experience in this area. The mentoring process should include the ability to spend time in another school or authority to shadow a promoted member of staff.

Responsibility of the education sector

16. All education stakeholders must ensure public facing opportunities e.g. website, promotional flyers, marketing brochures for ITE programmes or courses reflect the diversity of Scotland's population and should ensure conferences and high-profile events include keynotes, presenters, discussants and workshop leaders from a range of diverse backgrounds.

17. Boards and other bodies involved in the governance of Scottish education should ensure their membership includes representation from minority ethnic teachers, this includes the membership of the GTCS, the Scottish Education Council, Teachers' Panel, Curriculum Advisory Board, the Education Leaders Forum and the SBTE.

Annex C – Areas now covered in Education Scotland's Professional and Leadership Programmes

Education Scotland offer professional learning that supports the development of anti-racist practice at all levels of teaching, works with partners to deliver this professional learning and also signposts further learning across the system.

<u>**Teachers**</u>

The Teacher Leadership Programme (TLP) offers anti-racist workshops to participants on Critical Race Theory and Decolonising the Curriculum with these sessions taking place in December 2020 and then recorded and available to watch anytime. Sessions were led by members of SAMEE (Scottish Association of Minority Ethnic Educators). A TedTalk on Cultural Intelligence is now part of the TLP 20/21 Pre-programme reading.

As part of the Covid-19 Education Recovery Group (CERG) Workstream 6 coaching and mentoring offer, Education Scotland and the General Teaching Council for Scotland are working with SAMEE in three ways. The first, to deliver their bespoke Leadership and Mentoring Programme for Black and minority ethnic educators. This programme provides safe, positive spaces for Black and minority ethnic educators to acknowledge their experiences, affirm their skills and competencies, define actions to support career progression and develop into race-cognisant advocates. The second area of this work includes peer-to peer-mentoring. The aim of this is to prepare and support Black and minority ethnic teachers who have undertaken the Leadership and Mentoring programme to mentor fellow teachers, building capacity within the profession. This work involves working closely with Black and minority ethnic educators and white senior leaders to support their learning in the area of race equality and professional equity. The third area involves working with Black and minority ethnic teachers in mentoring through preparation for promotion to leadership roles.

Post Probationers

The Stepping Stones programme, part of the same CERG package of support and aimed at teachers in their first four years post-probation, includes a workshop on culturally-responsive pedagogy.

Middle leaders

Participants in the Middle Leaders Leading Change programme engage in self-reflection around cultural intelligence, exploring work by Julia Middleton, a noted expert and campaigner for the progression of diverse leaders in a civil society. Participants also engage in reading around the importance of diversity from a leadership perspective and plan how they are going to take the leadership of cultural intelligence and anti-racism forward in future.

Aspiring school leaders

A revision and refresh of core learning modules of the Into Headship programme in 2020/21 will be undertaken with Black and minority ethnic educators to ensure it cover intercultural and anti-racist professional learning. This means from 2021/22 all practitioners obtaining the Standard for Headship will have undergone anti-racist professional learning.

Professor Rowena Arshad provides an annual lecture to new Into Headship participants at their conference on race and 'Leading for Equality.'

School leaders

The Excellence in Headship Programme offers 'Learn' sessions for headteachers on Socially Just Leadership, designed and delivered by Khadija Mohammed, Chair of SAMEE. One session was delivered in 2020 with the remaining two sessions planned for 2021.

A new extension of the Excellence in Headship programme (EIH Stretch) facilitates headteachers to undertake collaborative enquiry. Six headteachers have elected to focus on equalities and diversity.

From the 2021/22 academic session, Excellence in Headship will be developing a new core element of the programme around cultural identity.

System leaders

The Evolving Systems Thinking Programme has the core focus of Leadership for school and System improvement. This work is based on and encompasses the principles of equity, diversity and inclusion with a strong focus on the ethical stance of school and system leaders as advocates for every child, young person and their families in our system.

Specific aspects of the work covered include:
- exploring the roles of school and system leaders in terms of processes, providing and aligning resources, developing leadership capacity and ensuring productive relationships
- understanding effective practices at school and system level
- exploring in-depth the concepts of emotional and cultural intelligence
- through the online professional learning resource that sits on the Education Scotland website we have recently posted a guest blog from the Anti-Racist Educator site and signposted further reading.

The Education Scotland Race Equality Wakelet pulls together a wide range of resources for professional learning for all staff, including those supporting learners.

Annex D – Copy of letter sent to Initial Teacher Education providers in Scotland

To: University Principals/Heads of School

In 2018, the Scottish Government acknowledged the underrepresentation of black and minority ethnic people in teaching at all levels and accepted the seventeen recommendations included in the [Teaching in a Diverse Scotland](#) report.

The Diversity in the Teaching Profession Working Group, is charged with the task of implementing the recommendations and involves key partners, including universities providing teacher education programmes. A list of the group's membership and work so far can be found here: https://www.gov.scot/publications/diversity-in-the-teaching-profession-minutes-index/

At the time of the report's publication, only 1.4% of the teaching workforce came from a minority ethnic background. The Deputy First Minister gave his full support to the recommendations of the report which set the ambitious aim that by 2030 the number of minority ethnic teachers in Scotland's schools should be at least 4%, which is at a par with the Scottish black and minority ethnic population[1] as per the 2011 census.

As an illustration to achieve the target of at least 4% of minority ethnic teachers in Scotland's schools by 2030, would mean we need to increase the number of minority ethnic teachers being recruited into the profession by approximately **200 per year**, across all ITE providers from August 2022 to August 2030 inclusive. These numbers are estimates, but gives some idea of the scale of the challenge.

The recent publication of the Programme for Government (PfG) setting out a range of actions the Scottish Government will take over the next year states that "we will ensure that the diversity of our society is recognised and represented in the education workforce at all levels in line with the ambitions of the Race Equality Framework. As part of this work we will address the under representation of Minority Ethnic teachers in Scotland by exploring alternative pathways into teaching for

Minority Ethnic and other underrepresented groups". This provides a further welcome commitment and a sharpened focus for the sector towards our aim.

The working group will in due course be giving consideration to the PfG commitment and offering advice to the Scottish Government on what this might potentially look like. We will be keen to engage with teachers, local authorities and university colleagues to determine the most appropriate approaches to ensuring that minority ethnic teachers are best supported into the teaching profession.

Meanwhile, there is much that can be done now to help us to achieve our target, and as Convenor of the working group, I am writing to seek your institution's pro-active support in helping us achieve a teaching population which is representative of Scotland's population by 2030.

To enable this to happen, it will be very helpful if each provider could have a clear strategy of how they intend to contribute to this. There are many facets that will need to be looked at holistically and it will necessitate systems support from all involved within the university from those engaged in outreach, marketing, admissions, teaching staff, those involved in academic development to management.

Listed below are examples of approaches which could be taken to support us to reach this goal:

- Outreach to schools to encourage minority ethnic students to consider a career in teaching
- Outreach to minority ethnic communities in partnership with local authority and other allies e.g. teaching unions, teacher education partnerships, careers service
- Ensuring diversity is recognised and represented on open days (f2f to online)
- Reviewing recruitment, selection and admissions processes to ensure minority ethnic applicants are not disadvantaged but are also enabled (including contextualised admissions)
- Developing an inclusive and anti-racist ethos within ITE programmes through appropriate professional learning programmes for academic staff

- Interrogating data to ensure there is no minority ethnic attainment and achievement gap within your institution
- Revisiting ITE content to ensure it works with different epistemic traditions within the classroom (e.g. draws from writers, ideas and perspectives that acknowledges frames of reference that are more diverse and international)
- Employing diverse pedagogies that improve accessibility and considers the equality, diversity and inclusion dynamics within the lecture/tutorial/seminar
- Developing improved racial literacy among ITE staff and tutors as well as other staff (e.g. admissions) engaged in the recruitment and selection process
- Improving the diversity of staffing within teacher education departments thereby offering role models
- Setting up of scholarships targeted at under-represented groups, including minority ethnic people
- Ensuring there are effective report and support mechanisms for Black and minority ethnic students who might experience racism and racial harassment on campus and within placements
- Providing peer mentoring, coaching for Black and minority ethnic students as appropriate

My colleagues and I have been well supported by the Scottish Council of Deans of Education and we will continue to work closely with them. We are particularly encouraged by the work they have begun to take forward to develop a new National Framework for Diversity in Initial Teacher Education.

Achieving change will be highly dependent on all institutions fully engaging with this work. I am very happy to discuss any ideas you might have directly with yourselves and equally, if you have any suggestions or concerns, please do not hesitate to be get in touch.

Professor Emerita Rowena Arshad CBE, FEIS

Annex E - Summary report of responses from Initial Teacher Education providers in Scotland

We received responses from all eleven ITE providers. All providers affirmed the need for greater ethnic diversity within Scotland's teaching workforce to better reflect the wider society schools now serve. All were firmly committed to ensuring an inclusive culture within campus and celebrating the diversity of staff and students. Some providers pointed to their strong history of reducing barriers to education and supporting applicants who are either under-represented or come to teaching via non-school routes. They indicated they would build on such knowledge to assist in diversifying on grounds of ethnicity. Many also referred to the use of contextualised admissions as a way of widening access and the use of reaccreditation processes to ensure future teachers are able to utilise individual agency to become a 'teacher for their community' both in terms of being cross-sector but also able to work across diversities e.g. able to support a bilingual approach.

Overall, responses located their overall commitment to equality and diversity within their University's policies and guidance related to equality and diversity. For some, their University's race equality and anti-racist action plans were specifically mentioned as being another guidance source the various Schools of Education would work to complement.   Many also mentioned upholding principles and practices that govern partner bodies such as the General Teaching Council Scotland (GTCS) and the Scottish Government.

The language of responses largely relate to intentions for the future. Therefore, monitoring is required to ensure action is taken forward. However, these responses now provide a useful roadmap for each institution and at national level to guide and follow up on progress. This might be an area that the Scottish Council of Deans of Education (SCDE) be asked to provide an annual report to the Scottish Board of Teacher Education (SBTE) or equivalent.

There is however a variation in terms of language used in the responses with those who use phrases like 'anti-racism' and 'decolonisation' in addition to the more commonly used terms like inclusion, diversity and addressing unconscious bias.

To shift to a situation where there is improved racial literacy among ITE staff and students, there is a need for ITE staff to robustly engage with concepts like racism, anti-racism, racial microaggressions and decolonisation.

All providers now have at least one lecture on equality and diversity with the majority having multiple opportunities to open up discussions around equality and inclusion including inputs from external organisations working on these issues. While this is a start, to embed equality, diversity and anti-racism will require content across the board from the teaching of specific topics e.g. lesson planning to how one teaches different subjects. This we assume is what will be occurring for those who are embarking on reviewing content and to consider what decolonising the curriculum and developing culturally sensitive pedagogies means for all programmes and at all levels. There was also acknowledgement from some that there may be low levels of racial literacy among ITE staff with very few staff coming from a visible minority.

All institutions are beginning to explore how data held by their universities can be interrogated to examine patterns in applications, offers, acceptances, attainment (degree classifications). Some have indicated that where necessary this would move to identifying positive actions to improve representation and better support all students from minority backgrounds. However, not all institutions are at the stage of being able to have sufficient data, let alone granular data that would enable this. This is a priority area that this working group would wish an update on for its final meeting in early 2021.

The responses have shared examples of action that are helpful to diversifying the teaching profession. This paper signals some institutions against each action as examples. It should not be taken that institutions not named against an action are not engaging in similar.

- Online Access courses for English (SCQF 6) and Maths (5,6 and 7) - https://on.abdn.ac.uk/access/ (Aberdeen)

- All overseas applications are reviewed by academic staff in ITE (e.g. Head of Teacher Education) to ensure that relevant equivalencies are recognised. (University of Highlands and Islands) UHI

- Career events for 3rd and 4th year undergraduates to advance STEM recruitment to be extended to promote Post Graduate Diploma in Education (PGDE) programmes to Under Graduate students from ethnic and minority groups to point to teaching as a future career. (Glasgow)

- Where possible pairing of Black and Minority Ethnic students at interview (Dundee)

- Working with recruitment, marketing and transitions to promote interest in the study of music and music education from a young age among minority ethnic communities. This work will also extend to work with parents and teachers to convince them that music teaching is a viable career pathway. (Royal Conservatoire)

- Holding inclusive family friendly open evenings allowed Black and minority ethnic applicants to bring family members to discuss and provide reassurance on how their family would be supported on the programme (Edinburgh Napier)

- Establishing live links with Black and minority ethnic communities through alumni (Edinburgh Napier)

- Co-create recruitment materials with Black and minority ethnic students (Edinburgh Napier)

- Black and minority ethnic students to be represented at every open day and other recruitment activities (Royal Conservatoire, Strathclyde, Stirling, UWS)

- Pro-active recognition of the life experiences of Black and minority ethnic students through encouragement to focus on Black and minority ethnic issues as part of reflective logs (Edinburgh Napier)

- Providing peer mentoring and coaching for Black and minority ethnic students as appropriate (UHI)

- Working in partnership with local authorities through the University Teacher Education Partnership to address issues of recruitment, marketing and curriculum/programme development to promote race equality as core conceptual constructs across all aspects of teacher education (Edinburgh)
- Working with academic partners e.g. further education colleges and through the Developing the Workforce agenda to widen participation and provide support for students from under-represented backgrounds (UHI)
- Ensuring there are effective report and support mechanisms for Black and minority ethnic students who might experience racism and racial harassment on campus and within placements (UHI)
- Improve the racial literacy of ITE staff (University of West of Scotland (UWS), UHI, Queen Margaret's University (QMU)
- Exploring the setting up of a specific School-funded scholarship to attract a Black and minority ethnic candidate for the primary PGDE (Edinburgh)
- Ensuring Black and minority ethnic representation during the interview processes for teacher education (Edinburgh)
- Working with University Planners to obtain granular data relating to minority ethnic students looking at applications, interviews, entry and progression. (Dundee, Glasgow)
- Set up a specific working group on admissions with the remit to review the admissions process and all documentation and guidance to ensure compliance with equality and diversity policies. As part of this the working group will work with the admissions team to ensure racial literacy in staff development of interviewers and selection teams. (Glasgow, Edinburgh, UWS)
- Compile an audit of the curriculum to promote culturally-responsive pedagogies, anti-racist education and the decolonisation of the curriculum (Dundee, Conservatoire, UWS, QMU)
- Ensure the use of materials which are diverse in terms of content: examples, sources, scenarios, case studies (Dundee, Glasgow, Stirling)
- Working towards developing anti-racist activism amongst ITE staff and students (QMU)

As part of the responses, there were suggestions for a national response to assist meeting the target of 4% of the workforce being of black and minority ethnic background by 2030.

- Agreeing a targeted and co-ordinated effort nationally aimed at Black and minority ethnic communities to generate interest in teaching as a profession with clear assistance to support the application and familiarisation process.

- Recognition of the Teaching Qualification Further Education (TQFE) as a route to increasing the diversity of teachers in Scotland.

Annex F – Copy of letter sent to Local Authorities

To: Directors of Education

Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools

I am writing to seek your support to ensure Recommendation 14 of the above report is taken forward. This recommendation asks that:

Local authorities should recognise and support aspiring minority ethnic teachers and encourage them to apply for promotion both within schools and across the wider education service. As part of this local authorities should examine how racism, institutional racism, bias (conscious or unconscious), and lack of awareness act as blocks to the promotion of BME teachers. This should be done in partnership with BME teachers who can inform such an exercise.

There are other recommendations which relate to local authorities such as providing guidance to probationer teachers and proactively recruiting a diverse workforce. Where possible we are working with partners such as COSLA, the GTCS and local authority probationer leads to take forward those recommendations.

However, this recommendation requires the support and drive from senior leaders. Recommendation 14 has two aspects. The first is how each authority talent spots and supports aspiring minority ethnic teachers in their authority to gain the confidence, knowledge and support that is required to enable them to put themselves forward for promotion or leadership positions.

The second aspect is how as an employer you are taking steps to ensure those involved in recruitment and selection at every level and stage become more aware of how subtle forms of bias or unnecessary barriers can impede promotion of black and minority ethnic teachers.

I understand that for some authorities, this task will be more straightforward as you have a more diverse workforce and local population. However, if we are to improve the diversity of the workforce to better match the increasing diversities of our pupil demographics, it requires all of us to contribute regardless of our own demographics.

I would be grateful for your advice on how this might be taken, or is being taken, forward in your authority. The working group I chair stand willing to provide advice and support as required.

Professor Rowena Arshad OBE, FEIS
Chair of the Diversity in the Teaching Profession Working Group

Annex G - Summary report of responses from Local Authorities

Responses were received from 12 individual local authorities, Fife, East Renfrewshire, City of Edinburgh, South Ayrshire, Stirling, Western Isles, East Lothian, Midlothian, Inverclyde, Perth and Kinross, Orkney and Moray. In addition, a response was received from the West Partnership, which comprises 8 local authorities – Glasgow City, East Renfrewshire, East Dunbartonshire, West Dunbartonshire, Renfrewshire, Inverclyde, North Lanarkshire and South Lanarkshire.

The West Partnership plan, provided at the end of Nov 2019, benefitted from the secondment of a teacher to take forward the recommendations of the first Teaching for a Diverse Scotland report. Some of this work is referenced in the main report as example of good practice (see section 2.2), as is a proactive approach to recruitment taken by Glasgow City Council. Due to pandemic and the secondment coming to an end, it would be prudent to acknowledge that progress is now slower.

Some of the responses received shared examples of actions that are helpful to diversifying the teaching profession as well as roles supporting schools, some of these are cited as examples. It should not be taken that local authorities not named against an action are not engaging in similar.

- Provide equality and diversity information and training to managers and employees to build awareness and understanding of equalities in employment. (**Fife**)
- Gather and use equal opportunities data to monitor the composition of the workforce and the application of employment policies, procedures and practices. Use this information to ensure fairness and consistency, to identify any trends and actions, and to inform policy development and decision-making. (**Fife**)
- Establish comprehensive baseline data. (**City of Edinburgh**)
- Encourage young people from groups of interest to identify teaching/support/ELC/youth work as a profession of choice. (**City of Edinburgh**)
- Recognise and support aspiring minority ethnic teachers/encourage them to apply for promotion. (**City of Edinburgh**)

- Investigate/set up a programme, run in partnership with the local authority and our local ITE provider UWS, to encourage young people to see teaching as a possible career option. Priority will be given to targeted young people including those from ethnic minorities. Young people who complete the programme will have a supported entry to teaching courses. (**South Ayrshire**)

- QIO Equalities/leadership to meet with ethnic minority teacher focus group to seek their views on promotion. (**South Ayrshire**)

- Ensure all promotional materials reflect diversity. (**South Ayrshire**)

- Diversity Awareness mandatory e-learning for all staff. (**Stirling**)

- Proactively targeting the authority's minority ethnic teachers with the aim of encouraging them to consider taking part in our Leadership Courses. These structured programmes support teachers who are actively seeking promotion. The courses have been designed on the basis that enhanced leadership at all levels will ensure that educational establishments are able to take forward and implement improvements that will have a positive impact for learners. (**Inverclyde**)

- Ensure further communication and promotion of the online system which allows employees to self-classify their equality information. (**Perth and Kinross**)

- Investigate the possibility of breaking down equalities figures to get further data on teachers. (**Perth and Kinross**)

- Continue to work on new recruitment materials where we will plan to ask our BME teachers if they would be willing to take part in case studies and promotional materials. (**Perth and Kinross**)