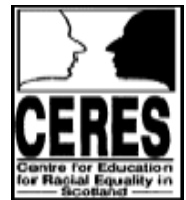


# Educating the teachers of tomorrow 'race' equality and diversity in 21st century schools.

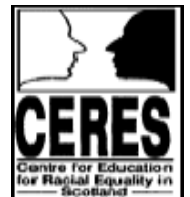
Rowena Arshad & Laura Mitchell  
(University of Edinburgh)

Peter Hick and Diane Watt  
(Manchester Metropolitan University)



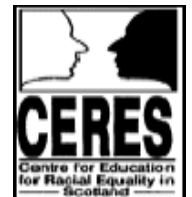
# Teacher educators for the 21<sup>st</sup> century

- Promoting cohesion, challenging expectations: educating the teachers of tomorrow for race equality and diversity in 21st century schools
- Newly qualified teachers often feel ill-prepared for challenges arising from complex issues of ethnicity and race equality in schools (TDA, 2008), yet little is known about teacher educators' understandings of these issues.



# Background Information

- Partnership between Manchester Metropolitan University & University of Edinburgh funded by ESCalate, HEA.
- Two contrasting areas in terms of geography and diversity
- To interview up to 17 staff per institution involved in delivering ITE with differing models



# Research Questions

RQ1: How do teacher educators understand themselves and their roles, in relation to 'race' equality issues in general within the context of England and Scotland?

RQ2: How do teacher educators see 'race' equality issues located within initial teacher education?

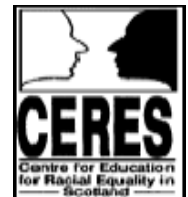
RQ3: In what ways are the issues of 'race' equality addressed within the practice of initial teacher education?

RQ4: What kinds of knowledge, experiences and resources do teacher educators identify as supportive in enabling them to develop greater confidence in addressing issues of 'race' equality in their practice?



# Scottish interviewee profile

- Eight men: five secondary, three primary
- Eight women: three secondary, five primary
- No one belonged to a visible minority group
- Sample include programme directors, course organisers but avoided those who had distinct remits to deliver on equality, diversity and inclusion

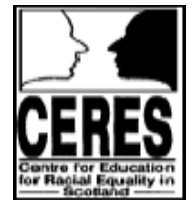


# Scottish Teachers

- Profile of teachers has remained constant for years
- 2.3% from non-UK white backgrounds
- Visible minorities – 0.6%

(Source: Scottish Government (2010) *Statistical Bulletin :Summary Statistics for Schools in Scotland, No 1 2010*  
Edition: 1<sup>st</sup> December 2010 (amended 13<sup>th</sup> June 2011)

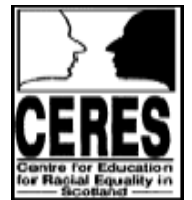
<http://www.scotland.gov.uk/Publications/2011/03/04154230/0>



# Scottish Pupils

- 138 different languages spoken
- 2007- 15,411 identified as English as an Additional Language pupils...this rose to 22,740 in 2010
- 5.3% of pupils recorded as minority ethnic

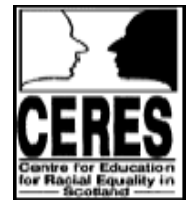
Source: Scottish Government (2009) Teachers in Scotland, 2009  
<http://www.scotland.gov.uk/Resource/Doc/301600/0094074.pdf>



# Emerging points from Scotland

- There was awareness of equality/inequality issues – poverty, gender, disability, religious bigotry

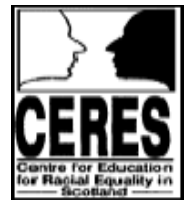
*‘...the incidence of child poverty in Scotland seems to be the one that impacts most on student consciousness I think.’* (Female lecturer, primary)





*'I think disability issues are extremely well-addressed- all forms of disability. Very much and I mean clearly physical disabilities but also we talking about learning disability, dyslexia, dyspraxia, that's all been very well addressed.'*

- Two areas least mentioned: sexual orientation and "race"



# Teacher awareness varied and affected by...

- Personal experiences of equality issues
- Previous experience of living and working in diverse settings
- Having an ideological or theoretical basis for engaging with social justice issues

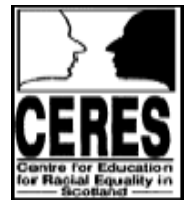


- *‘Social class dominates, for me, as the main characteristic of British or Scottish society. Gender has emerged during my lifetime as what I tend to think of as the second most important and most obvious. Ethnicity, ‘race’, has emerged since I became ... during my career as a sociologist, as a significant issue.’*  
(Male lecturer, primary)



# On 'race' Equality

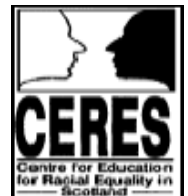
- Geography and location shaped opinion
- Learning from pupils as pupil diversity increases
- Influence of the media
- Personal exposure to instances of racial discrimination



# *'We are all Jock Tamsin's bairns...'*

Respondents indicated that the following were some reasons why 'race' remained under discussed:

- Popular Scottish and Northern English saying to mean '*we are all the same under the skin*': Scotland has a self-belief of itself as a nation that is fair, tolerant, welcoming and friendly
- Low numbers of visible minorities keeps issues hidden or marginal
- Homogeneity of ITE staff and student cohorts



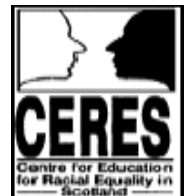
# Racial equality is dependent on...

- **Individual lecturer confidence**

*‘ The 'race' one is a thorny one because we’ve had centuries of difficulties around this.*

*And I think it’s also very complex. It’s also one that people feel ‘I won’t talk about it cause I don’t want to be racist’. ’*

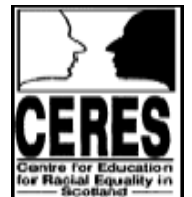
(Male lecturer, secondary)



# Intercultural is OK but anti-racism...?

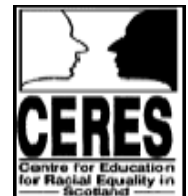
*'...I wouldn't call it racism myself. I think it's more a cultural thing. And it's getting used to cultures and I think it's, I think culture, I think culture's a lovely thing and I think that's something where I love to go.'*

(Female, secondary)



# Personal values and attitudes

- ' There was a young woman, I think she graduated last year who always wore the headscarf.... But I mean that was an interesting sort of whole thing that came up with that that, I mean I have a particular view about that. I don't know if it's, I don't know if it makes me a racist or what have you but I was intrigued at the time because the Head of Department at that time took a very strong view of, you know, the right to do, go around any way you like...as a kind of inalienable right.... But I, I think it's an inalienable right of a three year old to see the face of the person with whom they are communicating with in a nursery.'*
- (Male lecturer, secondary)





*‘Actually the student was Christian... I realized the real difficulties the student was having. And it was about, you know, really common things in schools like using Harry Potter novels with children with issues of wizardry and witchcraft which was unbelievably difficult for her. She couldn’t just share that with children. That wasn’t something I would have been aware of unless she had explained it to me. ‘*

(Female lecturer, primary)



# Scottish summary

- RQ1: Substantial data generated showing awareness is varied
- RQ2: Evidence of willingness but lack of confidence, understanding and knowledge generated very few examples of practice
- RQ3: With the exception of a discrete course little evidence was offered of how 'race' equality was embedded in course programmes
- RQ4: Needed time and opportunities to discuss and reflect with colleagues rather than more toolkits or websites



# English context: teachers

- Nationally in England in 2010...
- 2.8% - Asian heritage
- 1.8% - African/Caribbean heritage
- 0.8% - Mixed/Dual heritage



# English context: pupils

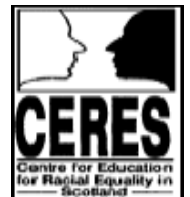
Nationally in England in 2009...

- 23.3% of primary school pupils and 20.6% of secondary school pupils are of Black and ethnic minority heritage.
- 15.2% of primary school and 11.1 secondary school pupils identified English as an Additional Language.



# English interviewee profile

- Sample included 8 tutors on 'Identity & Diversity' course; course leaders; colleagues with responsibility for equality issues
- 15 participants:
  - \*3 men: 2 primary 1 primary/secondary
  - \*12 women: 2 secondary, 1 secondary/primary, 9 primary
  - \*2 belonged to a visible minority group



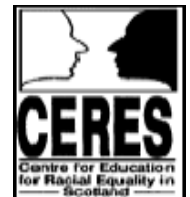
# Representation: staff

- *“...there is a lack of educators from a range of backgrounds in schools and higher education...what I mean is that there aren't that many black teachers in schools and black lecturers in higher education. I mean black but also Asian.”*
- *Female Lecturer - secondary*



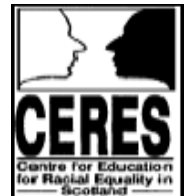
# Representation: students

- *...we don't tend to have a lot of students from diverse backgrounds applying for teacher training – which is a real tragedy and we need to get out there or the government needs to get out there and look at how to engage people of different diverse backgrounds into education. (Female lecturer, secondary)*
- *Out of all my group of ten students I wrote references for, the two that haven't been employed are the Asian students. ...the majority who apply from diverse backgrounds are Asian girls. Very, very few African-Caribbeans. (Female Lecturer, primary)*



# Theme: Time & Space

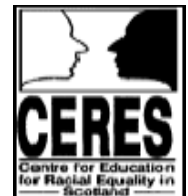
- *“Teachers don’t have the space or the time to be themselves and until those things change things like social justice and equality will unfortunately always remain somewhere at the back of the day-to day practice... and it doesn’t matter how many documents there is, you’ve got to change the culture of schools.”*
- Female lecturer, primary





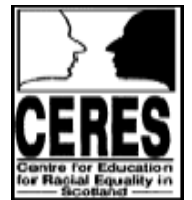
# Theme: Time and Space

- *“...if I was going to look specifically at 'race' as an issue, the resource that I would need would be having the opportunity to sit down with colleagues. It's about time not necessarily training because I think that we are very lucky where we work, because we have lots of expertise. Its just having the time to be able to draw on it.”*
- *Female Lecturer. primary*



# Theme: Staff Development

- *“I feel I need an awful lot, and I’m sure most people...even down to the basic... the correct terminology to use, you know the labels bandied about and I don’t know in some area which is politically correct, politically incorrect... I am aware that terminology is changing ...but I’m not up to speed with that.*
- Male lecturer, primary



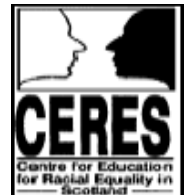
# Theme: Staff Development

- *“What I’ve found when I’ve talked with other staff who are from non-minority ethnic background on 'race' and ethnicity is that everybody is on the defensive. People are on the defensive often because they think you are suggesting that they are not working sensitively with students, or they are not aware of the issues they are racist.*
- *Female lecturer, secondary*



# Theme: Staff Development

- *I think training and for me, I think that would be useful. When I saw your interview brief at the beginning and speaking very honestly, I thought, Oh maybe I don't know as much about that as I should – that kind of feeling and I know I shouldn't be feeling like that.*
- Female lecturer, primary



# Theme: challenging racism

- *By the time they come to us do they have their views already fixed in their minds or are there issues on 'race' that they are going to pass on? Is it something that they have inherited from their home life? And also , on the other side do we actually give them enough tools to deal with 'race' in the class room? I don't think we do. We tell them this is what you should do in the classroom as far as teaching materials are concerned but how to deal with it in the class room, I don't think we do that at all.*
- Female lecturer, secondary



# Theme: 'Race' & Class

- *I find that students generally...two things that they don't like talking about are 'race' and class. Those are the two things that they avoid if possible. And we get their essays back at the end of the year and they are allowed to choose from the topics that we do. They are allowed to choose two or three to talk about in their essays, those two are generally avoid, 'race' definitely, class some people will talk about, but they don't talk about 'race'. (female lecturer, secondary)*



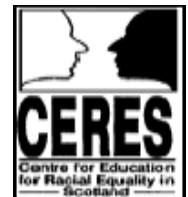
# Theme: 'Race' & Class

- *One student last week when we were talking about racism said, 'What's the difference between that and someone calling me ginger It's just a label...The children have to learn to deal with that type of bullying' she called it.*
- Female lecturer, primary



# Drawing on experience?

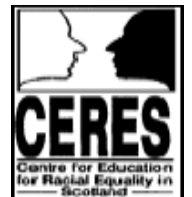
- *I would quite happily be used as a resource, that would be fine. I could either write it down, my experiences or even be willing to collate people's experiences and gather them together because I understand that some lecturers here may not have that experience.*
- Female lecturer, secondary





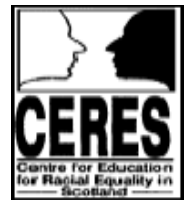
# English summary

- RQ1: Substantial data generated showing awareness is varied, for example between curriculum areas.
- RQ2: Evidence of willingness but limited confidence, understanding and knowledge.
- RQ3: Practice focused on discrete courses, little progress towards embedding across the curriculum.
- RQ4: Needed time and opportunities to discuss and reflect with colleagues. Some support for additional training and resources.



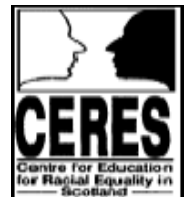
# Hurdles and barriers

- Labour constraints
- Increasing use of short-term contracted staff-  
loss of continuity
- Staff recruitment and selection do not look for  
competency in engaging with social justice  
issues
- Erosion of placement opportunities



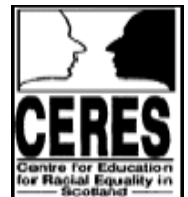
# Looking ahead

- A need to embed racial equality issues in a more systematic way e.g. in subject or curricular areas
- To go beyond a 'cultural' approach
- Getting the message across that 'racial equality benefits all not just the minorities'
- Addressing personal attitudes (staff and students) of stereotypes, assumptions



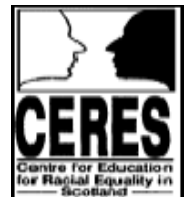
# Key issues

- **Homogeneity of staff and student body is a critical issue**
- **The distinctiveness of nation and geopolitics**
- **Complacency or unwillingness to engage with racism and challenging racism at all levels is stalling progress**
- **Inter-sectionality of issues make this a complex area – is it colour, ethnicity, culture, religion, class, gender or a combination?**



# Areas for action

- **Changing attitudes so that all graduates from initial teacher education understand racism and are committed to promoting social justice in their classrooms**
- **Planning programmes of learning that engage students in discussing and challenging racism across all curriculum areas regardless of school demographics**
- **Provide opportunities for informed shared learning between staff and between students (both formal and informal)**
- **Upskilling staff to support minority ethnic students**
- **Develop a proactive strategy to recruit and retain minority ethnic students and staff**



*Educating teachers for the challenges of diversity is a complex and multi-faceted endeavour.... There is a serious challenge involved in changing practices and behaviour since, despite best intentions, the most common form of practice is that which has been observed and experienced personally. There is ample evidence that one-off modules on a topic - any topic - do not suffice to make lasting behavioural change. Rather, there is a need for ongoing and continuous support for planning, development and practice in order to break old habits and create new ones. Although most initial teacher education programmes include some form of diversity training it is often in the form of a single module or elective, which is unlikely to have a major lasting impact throughout teachers' careers. There is a need to holistically integrate the coverage of diversity throughout the programme. The question thus becomes: what is the best way to design a systematic approach to elements that should be covered in initial and in-service teacher education, and how should they be linked in order to create a true continuum between these two stages that, currently, are quite discrete?*

## **OECD (2010) Educating Teachers for Diversity: meeting the Challenge**

