



ESCalate Themed funding: Teacher Educators for the 21st Century Grant Project Interim Report

Date submitted	21 December 2010
Project Title	Promoting cohesion, challenging expectations: educating the teachers of tomorrow for race equality and diversity in 21st century schools.
Project Leader	Mr Peter Hick
Institution	Manchester Metropolitan University
Partners	<ol style="list-style-type: none">1. Dr Rowena Arshad, Director of the Centre for Education for Racial Equality in Scotland, Moray House School of Education, University of Edinburgh2. Dr Lorna Roberts, Research Fellow, Education and Social Research Institute, Manchester Metropolitan University
Project Start date	1 March 2010
Project End date	31 May 2011

ESCALATE PROJECT INTERIM REPORT

Summary of aims and objectives

This project aims to:

- 1) Explore teacher educators' understandings of race in/equality issues within education
- 2) Explore how teacher educators are addressing issues of race in/equality within their practice
- 3) Identify ways of supporting teacher educators to embed race equality into their work

We are focussing on four research questions:

- 1) How do teacher educators understand themselves and their roles, in relation to race in/equality issues in general within the context of England and Scotland?
- 2) How do teacher educators see race in/equality issues located within initial teacher education?
- 3) In what ways are the issues of race in/equality addressed within the practice of initial teacher education?
- 4) 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 in/equality in their practice?

Our objectives include:

- 1) The development of a succinct Self Review Framework to support teacher educators in reflecting on existing practices; using a number of questions, prompts, descriptions and vignettes indicating more effective or promising practices.
- 2) Organizing two seminars within the auspices of ESCalate: one hosted by the UoE and the other at MMU. Both events will be open to teacher educator colleagues from across England and Scotland to attend. The purpose of these events will be to generate debate and action so that race equality matters become more central within teacher education programmes.

Outline of progress to date against the project plan including specific activities undertaken

The project is proceeding well and broadly to schedule. The team feel we are making good progress and are engaging with the early stages of preliminary data analysis. Specific activities undertaken to date include:

- Regular telephone conferences of the research team (approx. 6 to date)

- Data Collection Planning Seminar held in Manchester on September 8th
- Policy context briefing completed by the Edinburgh team
- Documentary analysis begun at MMU relating to the 'Identity and Diversity' unit on the BA (Education: Primary) programme
- 17 interviews at Edinburgh and 13 interviews at MMU completed
- Interviews transcribed
- Preliminary interview data analysis begun
- Abstract accepted for ISCAR2011 (Rome, September 2011)

Future stages/developments toward completion of the project

Having completed the data collection phase we are moving towards data analysis, the identification of emerging themes and findings, the development of project outputs, and then dissemination activities. Key tasks for future developments towards completion of the project are:

- Data Analysis Seminar planned in Edinburgh on January 21st to:
 - discuss preliminary data analysis and emerging findings
 - plan conference papers and journal articles
- Development of Self Review Framework
- Planning and delivery of dissemination seminars in Edinburgh and Manchester in April/May 2011
- Submission of conference paper proposals
- Writing of journal articles

The Final Report will be submitted following the project completion date of 31/5/11 and will include the Self Review Framework, feedback from the Dissemination Seminars and details of plans for further dissemination through conference papers and journal articles.

Any impacts on the original project plan, content and/or time-scale

The Manchester team had planned to begin interviews in September, to reflect the commitments and availability of the researchers. In the event, the Research Associate who had been involved in the early stages of the project (Dr Charlotte Chadderton) left during the summer to take up a more senior post at another University. It was difficult to confirm a replacement over the summer period, and some time was taken up during September and October exploring a range of alternatives before Dr Diane Watt was appointed as a member of the Project Team.

Diane Watt is ideally placed to contribute to this research, bringing considerable experience of race equality issues in education and having previously worked with both Peter Hick and Lorna Roberts on other projects. She is based at the Institute of Education at MMU (as Programme Leader for MA in Youth and Community Work, 0.6FTE) so she has ready access to teacher educator colleagues.

The priority for the Manchester team during the summer and September was to identify and involve a new researcher; and the Manchester interviews have now

been completed within the planned timescale. However the presentation of a policy context briefing paper for England was deferred to the Project Team meeting in January.

Peter Hick and team December 2010