

# Evidence to the Teaching Commission:

21<sup>st</sup> February 2025

RACE, RACISM AND ANTI-  
RACISM IN THE  
TEACHING PROFESSION.

Professor Heather J Smith, Dr Alison Wiggins and  
Professor Vini Lander

Policy landscape and ITE curriculum Professor H Smith

The ITE Journey and the effects of racism Dr A Wiggins

Solution focussed racial justice in ITE and the teaching profession. Professor V Lander



# THE POLICY LANDSCAPE AND ITE CURRICULUM

PROFESSOR HEATHER J SMITH, NEWCASTLE UNIVERSITY

### **Our classrooms are ethnically diverse**

36.1% of primary and 35.4% of secondary pupils are recorded as being pupils of a 'minority ethnic background' (DfE, update January 2024)

### **Link between poverty and ethnicity**

The percentage of children in Black households living in persistent low income was six percentage points higher than the percentage of children in White households living in persistent low income (ONS, 2020). 46% of 'ethnic minority' children are living in poverty (Runnymede Trust)

### **Most of our teachers are white**

85.1% of all teachers in state-funded schools in England were white British – by comparison, 70.8% of the working age population in England was white British at the time of the 2021 Census ([ethnicity-facts-figures.service.gov.uk](https://ethnicity-facts-figures.service.gov.uk)).

### **Unequal access to Initial Teacher Education/training**

“acceptance rates [into ITE/T courses] for applicants from [Black Global Majority] backgrounds are generally lower than for applicants from white ethnic backgrounds” and “[b] y the time applicants have enrolled, completed their training and achieved qualified teacher status (QTS), Asian, black, mixed and other ethnic minority groups are under-represented compared to the wider population. Teachers from all ethnic groups other than white are also under-represented at each subsequent stage of the profession from newly-qualified teacher through to headteacher, compared to their representation in the population in 2021.” (Worth et al. 2022, p.v)

Office for National Statistics (ONS). (2020). Child poverty and education outcomes by ethnicity. The Office for National Statistics (ONS).  
Worth, J., McLean, D., & Sharp, C. (2022). Racial equality in the teacher workforce: An analysis of representation and progression opportunities from initial teacher training to headship – Full Report. NFER

# Some uncomfortable juxtapositions

Evidence suggests a continued escalation of racist incidents in schools (Batty and Parveen, 2021; YMCA, 2020)

Exclusion rates for some children are far higher than for the national average: Roma children are 4 times more likely than the national average to be permanently excluded and to be placed in state-funded alternative provision schools (Gill et al, 2024).

“[E]xclusion [of young girls at risk of exclusion] often stems from their unaddressed experiences of sexual harassment and abuse, poor mental health, and experiences of racism, with negative stereotypes attached to Black and minoritised girls and young women playing a critical role in their exclusion.” (Agenda and the Paul Hamlyn Foundation, 2021)

38% of strip searches in schools are carried out on Black children, the vast majority of whom are boys (Children’s Commissioner for England Report, 2022)

Permanent exclusions for racial abuse is very rare (House of Commons Library, 2023)

Agenda and the Paul Hamlyn Foundation, 2021: New Data Shows Black and Minoritised Girls More Than Twice as Likely to be Excluded - Agenda Alliance  
Batty, D & Parveen, N. (2021, March 28). UK schools record more than 60,000 racist incidents in five years. The Guardian.

YMCA. (2020). Young, discriminated, and Black: the true colour of institutional racism in the UK. Young, discriminated, and Black: the true colour of institutional racism in the UK - YMCA England & Wales

Gill K, Brown S, O'Brien C, Graham J and Poku-Amanfo E (2024) Who is losing learning?: The case for reducing exclusions across mainstream schools, IPPR and The Difference. <http://www.ippr.org/articles/who-is-losing-learning>

# The Policy Landscape including the IT curriculum

## The Deracialisation of Education Policy

Absences and Erasures

Obfuscation of racism and the need for anti-racism in education via:

Simultaneous Complexification AND Simplification

Recycling of un/partial truths as the whole truth

## Absences and Erasures: De-racialisation

“Deracialization refers to the absence or removal of reference to, or the obfuscation of issues relating to race and racism in public social policy, communicating and effecting a disinclination to act against racism or even a delegitimization of antiracism activity” (Smith, 2024)

“Absences in social policy also betray and authorise symbolic value regarding what is and is not important.”  
(Smith, 2021, p.73)

Smith HJ. Deracialization. In: Mitja Sardoč, ed. Encyclopedia of Diversity. Cham: Springer, 2024.

Smith, HJ (2021) Britishness and ‘the outsider within’: tracing manifestations of racist nativism in education policy in England. Prism 3(2), pp.62-79.



## Absences in Policy

Policy/guidance document	Number of references to race, racism, anti-racism, discrimination, prejudice	Comment
Teacher Standards (2013)	none	Refers once to the Equality Act 2010 in defining the term 'statutory frameworks' in the glossary which also includes as top of the list 'FBV'
Core Content Framework (2019)	none	Refers to equalities legislation as a statutory duty.
Ofsted framework for ITT (2024)	6 references to discrimination (racism not named); 16 references to equality (often in relation to diversity and equality in generic terms – empty signifier	Promoting equality and diversity and eliminating discrimination; equality act
Early Career Framework (2019)	none	No references to equality or diversity



## Erasure: Recording and reporting racist incidents

In 2012 the coalition government advised schools that they had no legal duty to report racist incidents to local authorities. Further guidance issued in 2017 added that schools were not obliged to record any form of bullying.



“Take it seriously”: Report from Children’s Commissioner in Wales

# Obfuscation via complexification



The more factors that are “controlled for” in statistics, the less impact any one of those factors carries – racism is simply explained away – ‘garbage can approach’

“It’s all very/too complicated” SO  
“We need sophisticated statistical manipulation to understand the picture clearly: ‘control for X and Y’”

“New evidence indicates that attainment is closely related to socio-economic status – **once this is controlled for**, all major ethnic groups perform better than White British pupils except for Black Caribbean pupils (with the Pakistani ethnic group at about the same level)”  
(CRED report, p.55, referencing research by Strand, 2020)

## Obfuscation via complexification

“Sticking as many variables as possible on one side of a regression and claiming you’ve ‘explained’ away race and racism (or sexism or poverty) is not a credible analysis.” (Portes, 2021) *Jonathan Portes is Professor of Economics and Public Policy at the School of Politics and Economics at King’s College London*

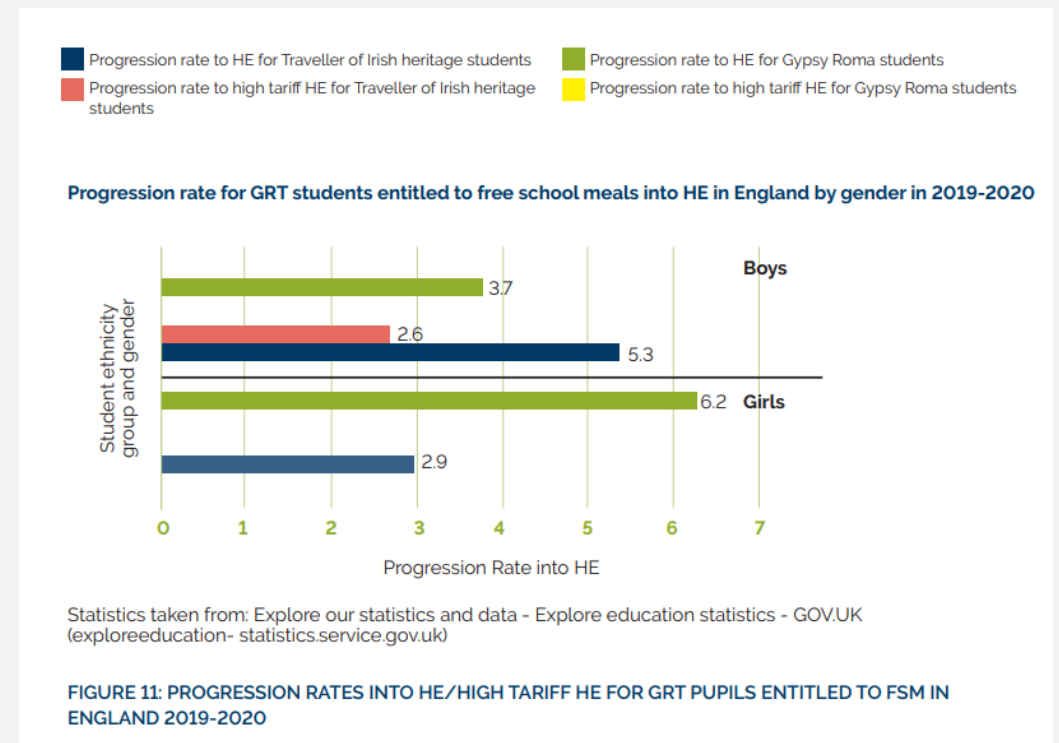
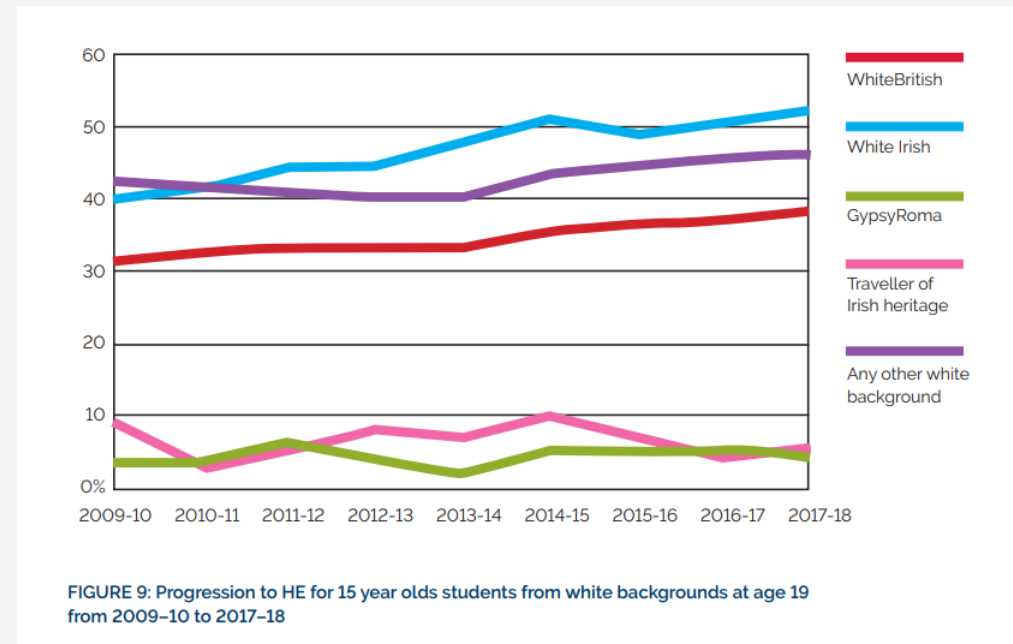
“Attempting to “control” for different factors is based on a fundamental misunderstanding of how racism works. Often, various statistical factors, such as people’s socioeconomic status or geographic location, are themselves products of racism. For example, if a survey into educational attainment controlled for poverty, it might look, on paper at least, as if racism played less of a significant role. But this ignores the reality that poverty is often inherently related to racism, and is disproportionately experienced in the UK by ethnic minorities.” (Bhopal, 2021: [The Sewell report displays a basic misunderstanding of how racism works | Kalwant Bhopal | The Guardian](#))

# Obfuscation via simplification

Data is reduced to the ‘facts of the matter’: lived experience is ignored or demoted as less valid to truth-making OR

Data is overly simplistically represented without context or delineation.

‘If you’re a white working-class boy, you’re less likely than anybody else in Britain to go to university’ (May, 2016).



# Recycling of un/partial truths as the new truth

Timpson Review of School Exclusion (May 2019)

*Modal verb to signal uncertainty*

“Both the literature review and others who spoke to this review highlighted how wider factors other than ethnicity **may** also drive these differences. Children may have a number of overlapping vulnerabilities such as poverty, SEN, unsafe family environments and poor mental health, which could all act as a multiplier effect and contribute to higher rates of exclusion.” (p.35)

*Note the emphasis on individualisation*

**Commission on Race and Ethnic Disparities Report** (2021) repeated this quote from Timpson as evidence concluding that:

*Declarative sentence, stating a fact*

“the causes for ethnic disparities in the rates of exclusions and suspensions are **complex** and multifaceted, and **can not** be reduced to structural racism and individual teacher bias.” (p.79).

“socioeconomic status, family strain, community culture, climate and context along with peer pressure are all significant influences of behaviour.” (p.77)



# What does this mean for the ITE/T curriculum: what are student teachers told?

CCF published end 2019

- 35 references to behaviour(s) in the CCF, relating to both pupils' behaviour and teachers' professional behaviour (updated version has 38 references), but reference to the lived experiences of contextual circumstances such as racism (interpersonal and structural) are absent.
- Given that in standard 7 managing behaviour, pupils are said to be “motivated by intrinsic factors (related to their **identity and values**) and extrinsic factors (related to reward)”, explanation for (mis)behaviour and the “ability to **self-regulate one's emotions**” (p.26) are narrowed considerably to deficits (presumably the wrong sort of identity or values) internal to pupils and families.
- The new version (for 2025) includes this statement: *learn that* “A key influence on a pupil's behaviour in school is being the victim of bullying” and *learn how to* “Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs.”

## Values-led education policies:

The term cover[s] work in moral, political, civic, character and virtues education...Recently, values education in England has also come under the influence of a broader(re)turn to ‘character education’ internationally, which involves the cultivation of specific moral virtues and incorporates the promotion of traits such as ‘grit’ and ‘resilience’. (McDonnell, 2021, p.379)

McDonnell, J. (2021) How do you promote ‘British Values’ when values education is your profession? Policy enactment of FBV amongst teachers of Religious Education, Citizenship Education and Personal, Social and Health Education in England, *Cambridge Journal of Education*, 51(3), 377–394

### Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)

#### Learn that...

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
3. The ability to **self-regulate one's emotions** affects pupils' ability to learn, success in school and future lives.
4. Teachers can influence **pupils' resilience** and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
6. Pupils are motivated by **intrinsic factors (related to their identity and values)** and **extrinsic factors (related to reward)**.

#### Learn how to...

- Develop a positive, predictable and safe environment for pupils, by:**
- *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.*
- And - following expert input - by taking opportunities to practise, receive feedback and improve at:**
- *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.*
  - *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).*
  - *Giving manageable, specific and sequential instructions.*
  - *Checking pupils' understanding of instructions before a task begins.*
  - *Using consistent language and non-verbal signals for common classroom directions.*
  - *Using early and least-intrusive interventions as an initial response to low level disruption.*
- Establish effective routines and expectations, by:**
- *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

FBV are taken directly from the definition of extremism articulated in the revised version of The Prevent Strategy, which was launched in June 2011 as one arm of the government's counter-terrorism policy CONTEST.

“FBV are widespread, repetitive and deeply ingrained across the education policy landscape, accompanied by legal and regulatory powers.” (Smith, 2021, p.68)

In the year ending 31 March 2024, there were 6,922 referrals to Prevent. This is an increase of 1.5% compared to the previous year (6,817), and the third highest number of referrals since the first period reported on (2015 to 2016).

The Education sector made the highest number of referrals (2,788), accounting for 40% of all referrals this year; this is similar to last year and this is the highest proportion for any source of referral since data was first published in 2015 to 2016

For the fourth year running, the number of referrals for 'Extreme right-wing concerns' (1,314; 19%) is greater than referrals for 'Islamist concerns' (913; 13%)

[Individuals referred to and supported through the Prevent Programme, April 2023 to March 2024 - GOV.UK](#)

“Jerome et al’s (2019) review revealed that Muslim pupils feel the impact of the Prevent duty more than other groups, reporting feelings of stigmatisation and of being perceived as a threat or suspect, mirroring the political and media racist nativist discourses identified earlier. The duty of teachers to monitor active opposition to FBV therefore place Muslim students in particular, in a precarious position in involvement in any critical discussions of identity, belonging and beliefs (Crawford, 2017; Kundnani & Hayes, 2018).” (Smith, 2021, p.72)

Smith, HJ (2021) Britishness and ‘the outsider within’: tracing manifestations of racist nativism in education policy in England. Prism 3(2), pp.62-79.



“Without critical and informed reflections upon assumptions of colour-blindness, meritocracy and familial/cultural deficit as advocated in the ARF (Figure 1), a focus on individualised *identity and values* could easily lead to damaging assumptions that:

- i) a pupil’s identity and values are [wholly] innate rather than socially constructed;
- ii) that particular cultures, families and pupils are therefore more prone to be less motivated to behave well, and hence
- iii) this exclusively explains (mis)behaviour rather than factors arising from lived experiences of racism within a society and within the structural elements of schooling (policies, practices and curriculum).”  
(Smith & Lander, 2024, p.164)

Smith, HJ and Lander, V. (2024) The BERA Guide to Decolonising the Curriculum. Emerald Publishing Press)

The screenshot shows a website with a dark blue background and orange diagonal stripes. At the top right, there are links for "Contact us" and "Home". The main heading is "ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION / TRAINING" in large white letters. Below this, a paragraph states: "This framework was developed through a research project commissioned by the NEU and supported by internal funding from Newcastle University. The project was led by Professor Heather J Smith (PI, Newcastle University) and Professor Vini Lander (Co-I, Leeds Beckett University) with research support provided by Marsha Garratt." Below the paragraph are two orange buttons: "The Framework" and "You can also access the framework through the institutional links below." Under the second button are two more orange buttons: "Leeds Beckett University" and "Newcastle University". At the bottom, there is a video player with the title "Watch this video for a practical example of how to apply the framework." The video thumbnail shows a woman with a speech bubble containing "!!" and the text "ANTI-RACISM" in the background. The video player controls show a progress bar at 01:43 / 03:15.



# THE ITE JOURNEY AND THE EFFECTS OF RACISM

DR ALISON WIGGINS, UCL

# What is happening?

Part of an email written to me by a PGCE Student  
Teacher rep in December...

*"....However, it seems as though this approach has not been consistently applied across all subject areas of the PGCE course, since many harassment and bullying reports have not been dealt with the adequate level of attention and support until the very last moment (where matters have been escalated). For example, I have received reports of some students having no other option but to escalate their concerns to yourselves, after being reportedly told by some course leaders/tutors that "there's nothing we can do" and also, shockingly, "it's part of the experience".*

*I understand that schools may differ in many aspects, from their behaviour policies to their pedagogy practices. We were advised that we would be placed in schools of "contrasting environments" to provide us with a well-rounded experience during the PGCE course. Regardless, I fail to see how harassment and bullying of any sort can be deemed to be "part of the experience" as some tutors have claimed. If this anti-social behaviour is not to be tolerated across retail jobs, offices, the hospitality sector and so forth, what makes the education sector any different? The course is already quite demanding in many aspects, with the workload and structure for the academic year being quite tightly packed and students being expected to complete subject tasks, research projects, lesson plans and the delivery of lessons in a very short amount of time. Therefore, this added pressure of whether the university/tutors will support STs in response to bullying and harassment creates additional anxiety and stress, as we aspire to complete our PGCE course without having to worry about feeling threatened or racially discriminated against within our workplaces.*

*If we, as student teachers, are advised to consistently adapt and revise our lessons and pedagogy practices for the purpose of creating an inclusive and nurturing environment within the classroom, then we also request that the university supports us in doing the same when it comes to deciding our placement schools. Particularly for students from ethnic minority backgrounds such as myself, it poses great challenges to be placed in schools that do not share or demonstrate the same values of inclusion and mutual respect that we are expected to uphold. Many of my colleagues have felt incredibly isolated and deprived of any sort of support, as this is a direct result of being the only ethnic minority teacher in a predominantly white school. In addition to placing us in schools that are suitable for us to safely commute to, I would also suggest that the placement team consider using our data (i.e., racial background, religion etc) to place us in schools that will support and include us."*

# What effect is this having on placements?

Most commonly experienced microaggressions on school placements:-

- Inferiority assumptions
- Second-class citizen
- Workplace microaggressions
- Environmental microaggressions

“... because of age and race ... **they assumed I was a support staff...**, but I was like no I’m here to teach. I think it’s more to do with maybe race, because generally in schools the majority of the diversity comes from the support staff.” (*Black Caribbean, PGCE Psychology*)

“Especially during the lunch time, they had a big kitchen, big dining room, loud laughs, talking, and I would sit all by myself, and **no one cared.**” (*Black Caribbean, PGCE Primary Education*)

“She didn’t let me answer any of the students’ questions. [...] That made me **feel less of a teacher** and less of a mathematician.” (*Albanian, PGCE Mathematics*)

“My first placement was fine, the only thing that I didn’t feel comfortable was the fact that there was **no senior managers that were ethnic minorities**, so that made me feel like, am I going to be able to progress in this industry? I had that feeling, that was disheartening.” (*Pakistani, PGCE English*)

# What effect is this having at university?

Most commonly experienced microaggressions at university:-

- Inferiority assumptions
- Microinvalidations
- Negative attitudes about race
- Environmental microaggressions

- “I think for me ...I was the **only hijabi** so I feel like it was hard for me because everyone drank, everyone did social things what I couldn't do. I felt like I couldn't go out and things like that so I find it **harder to make friends** with people because we're not the same in terms of the activities that they do. I didn't get a chance to mix with the psychology lot a lot but then I tried to be as social as I could and be friends with people”.
- “For me also, I felt that when I was starting this course I was **so nervous to speak** because I was like, “I'm not going to sound smart or I'm not going to sound posh or I'm not going to sound like...”
- “it wasn't easy mixing with everyone and just being comfortable around everyone. I don't know how that could be changed but I felt like when I'd have sessions at uni, I felt like what I felt like when I was in secondary school, **scared sometimes**.”
- “we walked into the class and there was **a divide**. We were literally, me and you, sat by ourselves.”
- “ I think we were the **only ethnic minorities** in the room”
- “literally two tables of literally **all the white people** on our course and then it was me and you on one table.”
- “if you weren't our tutor, I swear to God, I would have had the worst time ever. I don't think I'd be able to do that if someone else who I didn't feel **represented me** and just was like me once would understand or they'd maybe think I'm lying or it's an excuse. I think we're really lucky in terms of that because other places don't have that. I honestly believe I would have dropped out because I feel like I wouldn't feel comfortable to go for support.”

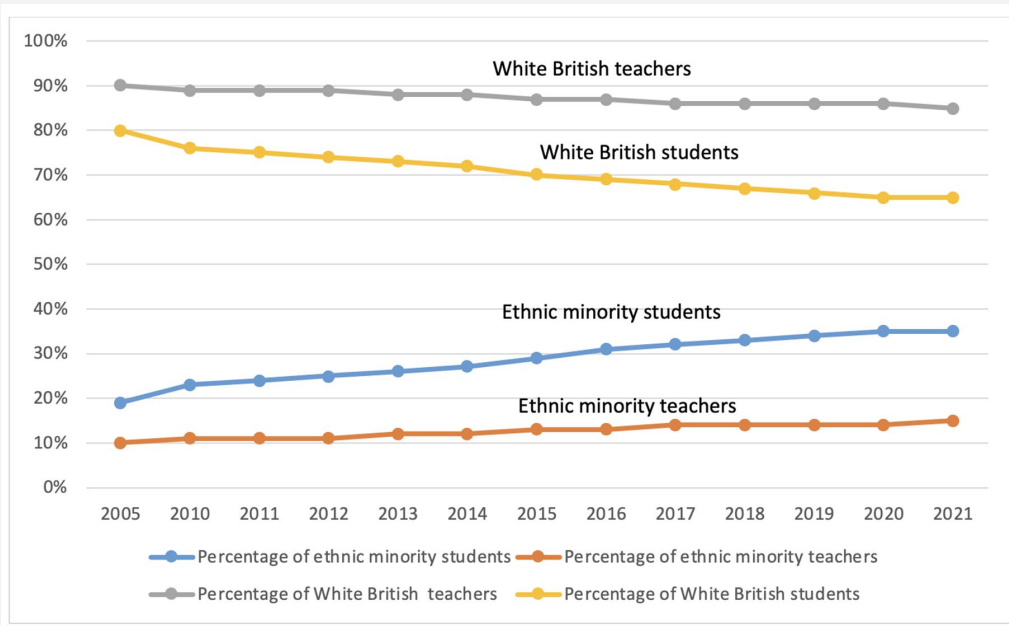
# What effect does this have?

## Thoughts on entering the profession

“So now we’ve all got jobs, I feel like also we’ve chosen these jobs based on certain requirements. I know I looked at the school and I was like, ‘How many people there look like me?’ or, ‘What are the kids there like? Is it ethnically diverse? What area is it in?’ You already have those requirements.” (*Indian, PGCE Social Sciences*)

“I don’t have to copy someone’s teaching style or talk or act or just be like someone else. I’m not going to be critiqued for that. Sometimes your mentors will tell you something, that’s not that you’re doing anything wrong. It’s just not like them. So now, you don’t have those limits.” (*Black African, PGCE Social Sciences*)

# Why does this matter?

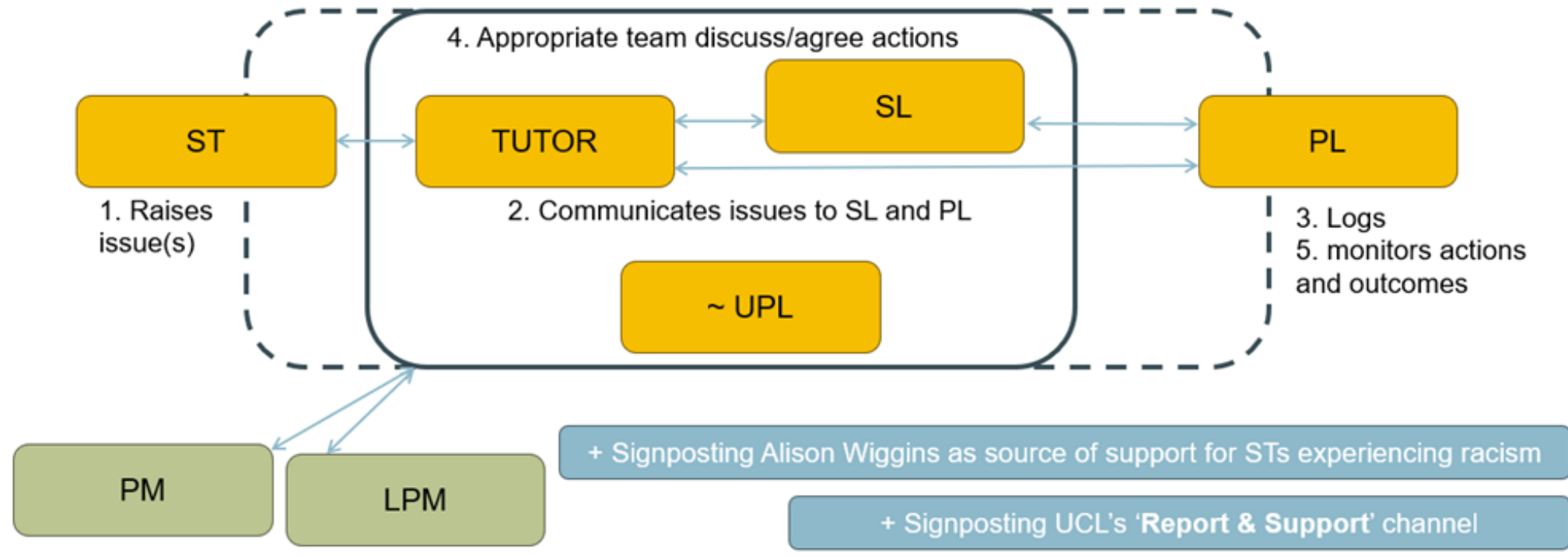


- It tackles educational inequality and closes the achievement gap of ethnic minority pupils
- International evidence suggests that exposure to teachers from a similar race/ethnicity can raise the achievement of ethnic minority students (e.g. Villegas and Irvine 2010; Egalite et al. 2015; Gershenson et al. 2016; Haddix 2016; Grissom et al. 2020; Harbatkin 2021).
- Ethnic minority pupils with teachers from similar ethnic backgrounds are less likely to be excluded (Grissom et al. 2009; Lindsay & Hart 2017) and suspended from school (Wright 2015) or drop out (Gershenson et al. 2017). They are less likely to be classified as needing special education (Steifel et al. 2022) and more likely to be referred to a gifted programme (Grissom & Redding 2016; Grissom et al. 2017; Nicholson-Crotty et al. 2011).
- Ethnic minority teachers have higher expectations of ethnic minority pupils; they raise their aspirations and are positive role models for them.
- It creates a more inclusive and diverse school community that reflects the wider society
- Minority ethnic teachers bring different perspectives and life experiences, exposing our children to cultural diversity, which reflects the languages, cultures and ethnic backgrounds of the local community and society at large



# What is being done about this?

Process for supporting STs with incidences of discrimination during placements:





# What should we be doing about this?

Our recommendations based on our findings and ongoing experiences:-

**AWARENESS:** Raising awareness of the scale and implications of micro-aggressions faced by students on PGCE programmes with BOTH PGCE tutors and School based mentors/LPMs  
(*infographic/leaflet*)

**UNDERSTANDING:** “Increase staff and students’ understanding of racism, racial harassment and microaggressions, through training that is developed from an anti-racist perspective” (*Tackling Racial harassment in HE -recommendation 6 : Universities UK, 2020*)

**REPORTING & SUPPORTING:** “Where these do not already exist, universities should develop and introduce clearly defined channels for reporting incidents of racial harassment, including the option for anonymous reporting where possible. Details of the system should be communicated routinely to all staff and students to encourage usage. The provision of appropriate support to the reporting party should be a key consideration in designing reporting systems” (*Tackling Racial harassment in HE - recommendation 8 : Universities UK, 2020*)



**Theme: Environmental invalidation**

Microaggressions which are more apparent on a system level due to limited representation

**Microaggression:**  
A senior leadership team in school is all White, including in ethnically diverse urban schools

**Example experience:**  
“I think it stunts you, the idea of, ‘I’m going to be a teacher forever.’ You’re not going to be able to progress. It’s like, ‘Do I really just want to be stuck in one place for the rest of my life?’, because you don’t see anyone like you in the leadership team.”

**Message this sends to student teacher:**  
Only White people can succeed and advance in the teaching profession.

**Microaggression:**  
Non-diverse curriculum that student teachers of colour often have to teach

**Example experience:**  
“I would say obviously it’s quite difficult not being able to teach texts that are anything but White authors, the majority is White authors, so that in itself can be quite alienating.”

**Message this sends to student teacher:**  
Leave your cultural knowledge outside of mainstream school.

**Recommendations**

Raise awareness of the scale and implications of racial microaggressions faced by students on PGCE programmes with PGCE tutors and school-based mentors/lead professional mentors (e.g. through training).

Encourage schools to develop processes that detail how to report, record and deal with racist incidents. These processes should be communicated to the student teacher at the beginning of the placement.

Ensure that all mentors and partnership management members have anti-racism and anti-discrimination development training embedded as part of their role as professional mentors.

Embed anti-racist practice and pedagogy in the PGCE curriculum at the subject and programme level to develop the racial literacy of student teachers.

Add support with dealing with issues of racism to the PGCE student safety and wellbeing agenda.

Develop course and placement evaluation tools to give students the opportunity to share their experiences of racism (even if these were not reported) and use this information in monitoring, assessment and planning.

**Sources and resources**

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**Racial and Ethnic Microaggressions on School Placements**  
A Resource for Mentors


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# What should we be doing about this?

## 11) STUDENT TEACHERS AND PLACEMENTS:

PRACTICE QUESTIONS	THINGS TO THINK ABOUT (WITH LINKS TO THE LITERATURE REVIEW)	EXTERNAL LINKS AND PRACTICE NOTES AND EXAMPLES
<p>How well do you (ITE/T providers) know your placement schools in terms of their policies and practices around racism and anti-racism to ensure all students are learning in a safe environment to protect their wellbeing?</p> <p>Are BGM students/trainees effectively supported to succeed on school placements?</p> <p>Are student/trainee teachers informed of their rights and responsibility to report racist incidents on placement? How do you support the reporting of such incidents?</p> <p>Are Student teachers supported to identify and deal with racist incidents?</p>	<p>Is there a clear statement in the Partnership Agreement with schools about racism towards visiting BGM centre-based staff or students on placement, and how to deal with racist incidents and reporting and recording racist incidents? (Also see course evaluation theme.)</p> <p>Is the health, safety and well-being of BGM students and staff safeguarded in the centre and on school placements through race cognisant/ literate placements and practices? (ITE/T providers and schools are responsible for BGM students/trainees do not suffer racism on placement.)</p> <p>Do Black, and global majority students and staff have confidence that school and centre based staff will deal effectively with any racist incidents experienced by them?</p> <p>Are student teachers/trainees confident that they will be supported if they report racism on school placement without fear of repercussions which may affect their placement or future employment prospects?</p> <p>Are student/trainee teachers confident the reports of racist incidents will be taken seriously, investigated in a timely and rigorous manner?</p>	<p>Please note there were very few examples of practice that provided holistic and systemic consideration of race and racism amongst providers who completed the survey or who agreed to share their practice with the research team. The absence of evidence in itself is noteworthy.</p> <p> <b>Practice notes:</b></p> <p>One HEI asks students to find out about their placement schools' race equality policies. They shared examples of how they have supported BGM students when they have encountered racism – where one student suffered a series of racial microaggressions, they changed the placement school.</p> <p>One HEI is looking at better matching BGM students with appropriate placement schools – i.e. race cognisant placements. They noted there is no policy at departmental level to address racist incidents and that racist incidents involving BGM students in school are ignored.</p> <p>One HEI report noted that one student had suggested ITE/T providers within a region should work together in supporting student teachers and local schools to deal with reports of racism in schools.</p>

- **PREVENTION:** A clear statement in the Partnership Agreement with schools about racism towards visiting Black and global majority staff or students on placement detailing how to deal with racist incidents and reporting and recording racist incidents
- Ensure that anti-racism and anti-discrimination is part of all mentor development training and partnership management training
- Embed anti-racist practice and pedagogy in the PGCE curriculum at subject and programme level to develop the racial literacy of student teachers
- Add support with dealing with issues of racism to the student safety and wellbeing agenda
- Develop course and placement evaluation tools to give students the opportunity to share their experiences of racism (even if these were not reported) and use this information in monitoring, assessment and planning.



# SOLUTION FOCUSSED RACIAL JUSTICE IN ITE AND THE TEACHING PROFESSION.

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# How do we address the low recruitment and retention of Black and Global majority teachers?

## Key questions to consider

The absence and retention of racially minoritised teachers has been a pervasive and perpetual issue for at least 40 years.

### 1. Why have we continued to tolerate this absence from the profession?

Research evidence has shown how Black and global majority teachers are failed by the profession through the exercise of individual, institutional and structural racism. (NASUWT, 2017, NEU, 2018).

TTA/TDA recruitment targets early 2000.

### 2. Why have we as a profession not addressed the presence of racism in teaching and in initial teacher education?

Race and racism are considered as “scary”, or too political, or controversial to discuss. Advances in addressing race and racism are often clawed back, race is allowed to have its “moment” but then we go back to business-as-usual racism after the moment has passed. **We are a race-evasive profession rather than a racially literate one.**

# How do we address the low recruitment and retention of Black and Global majority teachers?

## 3. Why have we not tackled the institutional and structural racism in the teaching profession?

The tolerance of the lack of Black and global majority teachers and the present absence of discussions on race and racism in ITE cannot continue. These issues could be considered a form of negligence since insufficient care is extended to racially minoritised student teachers and teachers to keep them in the profession. Their well-being requires attention and care since they experience racism in many different ways.

## 4. What can we do to address these issues?

Racial literacy training for mentors, ITE/T tutors as well as student teachers. This is easier said than done!

# Proposed ways forward...

1. Revise the CCF and ECF to include knowledge skills and understanding of how to teach in a racially diverse society regardless of the location of the ITE/T provider or school. The Anti-racism Framework for ITE/T should be signposted.
2. Revise the Ofsted Framework for ITE/T and schools to recognise and acknowledge work undertaken to prepare teachers to enact racial and social justice to support children and young people from racially minoritised backgrounds who experience racism and endure intersectional inequities in education.
3. Ofsted to inspect the recruitment, retention and progression of Black and global majority student teachers in ITE/T and in schools. Should this be a limiting judgement?
4. Adoption of Anti-racism Framework for ITE/T by providers and placement schools.
5. ITE/T provider expectations in partnership documents/contract that any incidents of racism involving student teachers and teachers will be dealt with by a trained race equity specialist/adviser and schools will extend a race cognisant duty of care to support the well being of racially minoritised students/staff.
6. Better tracking of the progression of teachers from racially minoritised backgrounds in order to identify good practice and processes to improve retention.
7. Mandatory racial literacy training for all ITE/T staff.
8. Mentor training modules on race, racism and racial literacy should be mandatory for all ITE/T school-based staff who support student teachers.