



Anti-racism framework for Initial Teacher Education/Training: Survey Analysis



LEEDS
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Survey Analysis

Developing an anti-racism framework for Initial Teacher Education to mitigate racial inequities in education and to develop sustainable practices for the future

Note the survey includes bookmarks with more information and references to the Literature Review (LR) and Global Literature Chart (GLC). Simply click on 'PRESS HERE FOR MORE INFORMATION'.

The survey front page was looked at 453 times (although not necessarily by that number of individuals). The survey was then opened 80 times but only 27 individuals submitted the survey (28 originally but one of them was blank). One of the 27 returns was submitted by a student and hence was also not considered in most of the analyses. There were therefore 26 usable survey returns.

Section 1: respondent/course details

Course Type and details

BA Undergraduate: 10 (out of the 6 who gave details, all were primary and 2 included 3-11). All were 3 years except one which offered 4 years integrated Masters

PGCE Secondary: 13 (5 of the 11 details were 11-18/19, all the same length 9months/1 year)

Subjects listed from 11 who gave details

| Showing all 11 responses Show less |
|--|
| Art and Design, MfL, History, geography, Computer Science, English, maths, science, |
| Range of subjects offered: Science (Physics, Chemistry, Biology), Maths, English, Geography, History, Computer Science, PE, Design and Technology, MFL (French, Spanish, Mandarin), Latin with Classics, Business Studies, RE with Citizenship |
| English, science, MFL, history, dance, music, PE, mathematics. All students follow a common Professional Studies module |
| 15 subject specialisms |
| German |
| Subjects: English Geography History RE MFL Mathematics, Biology Chemistry Physics Physics with Maths Social Science |
| English, Maths, Science, MFL, Classics, History, Geography, Music, DT, Business Studies, RE, Psychology, Computing, Media, Drama |
| all |
| English PGCE |
| History with humanities and Geography with humanities |
| English, Maths, PE, Sciences, Science with Physics with maths |

PGCE Primary: 11, all 1 year

Range of age groups taught:

| |
|------------------------|
| 3-7 and 5-11 |
| Primary including EYFS |
| 4-11 |
| 2-7, 5-11 |
| 5 - 11 |
| 5-11 |
| 3 - 11 |

School Direct (salaried or not): 7 (all 1 year)

Range of age groups taught:

| |
|-----------------------|
| 3-7, 5-11 and 11-16 |
| Primary and Secondary |
| 11-16 |
| 2-7, 5-11 |
| 5 - 11 |
| Primary and Secondary |

Range of subjects taught:

| |
|---|
| PE, DT, RE, Primary |
| We offer School Direct with PGCE |
| 15 subject specialisms |
| SEND/ EAL Inclusion enhancement for all students |
| 3 general specialism pathways - EY & KS1, KS1 & KS2 and KS2. Subject specialisms in maths and primary languages. |
| Primary and Secondary |

SCITT: 4 (all but one are both secondary and primary; one 4-11; all 1 academic year)

Subjects taught:

| |
|---|
| Showing all 2 responses |
| Most subjects except DT, PE and Classics |
| We offer English, Maths, Science, Art and Design, PE, Geography and History and EY as specialisms |

Teach first: 0

Other: 4 (one is 1 year long and the other 2 are 2-3 years long)

BsC Maths with QTS

MA English Language Teaching, Cambridge Delta

Secondary

Subjects taught:

secondary maths

This is a qualification for teachers of English who teach new users of English.

Niche PhD provider

Roles for those across multiple or single types of provision

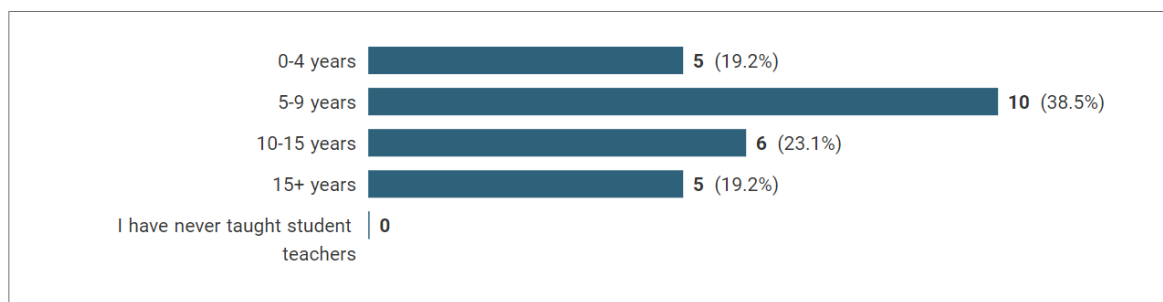
| Taught several course types (Pr = primary; Sec = secondary; AD = School Direct) | Role | Taught only one course type (Pr = primary; Sec = secondary; AD = School Direct) | Role |
|--|--|--|--------------------------|
| BA Pr, PGCE, SD, SCITT | Acting head of department ITE | SCITT | Head of Teacher training |
| BA Pr | Course lead | PGCE Sec | Subject co-ordinator |
| PGCE Sec and Pr + SD | ITE professional tutor with responsibilities including anti-racism | BA Pr | Programme lead for BEd |
| PGCE Pr and SCITT | Deputy director with EDI responsibilities | PGCE Sec | Training school tutor |
| PGCE Sec, SD | Head of Secondary | – MA English language teaching | Course leader |
| PGCE Pr +SD Pr (SEND and EAL enhancement for all students) | Head of Pr. Ed. | BA Pr. | Lecturer |
| SCITT, PR, sec, and one course 14-19 | Head | | |
| PGCE Pr and SD Pr | Course director | PGCE Sec | Head of PGCE secondary |
| BA, PGCEs, SD | Head of ITE | PGCE Sec | Head of PGCE sec |

| | | | |
|-----------------------------|-----------------------------------|-------------|-------------------|
| BA, PGCE Pr | Head of Primary education | PGCE Sec | Programme leader |
| BA, PGCEs Pr and Sec | Lecturer leading equity provision | PGCE Sec | Senior lecturer |
| BA Pr; SD Pr and Sec; other | Programme leader | 'niche' PhD | Programme officer |
| PGCEs Pr and Sec | Director of ITE | PGCE Sec | Lead teacher |
| BA Pr; PGCE Pr | Head of primary ITE | | |

13 respondents were responding on behalf of more than one course type. Most of these respondents played a senior role in the courses, e.g. Head of course type, ITE, Primary or Secondary Education. Of the 2 who were not in a leadership role, they both had responsibilities for equity/anti-racism.

The pattern was more varied for those 13 who were responding on behalf of only one course, suggesting that these respondents may have taken individual responsibility to respond to the survey.

In terms of the respondents' personal details (from question 18), the survey was taken by 5 men, 20 females and 1 Cis woman most of whom had been teaching in ITE/T for between 5 and 9 years:



Out of the 25 respondents who chose to name their ethnicity (free text box):

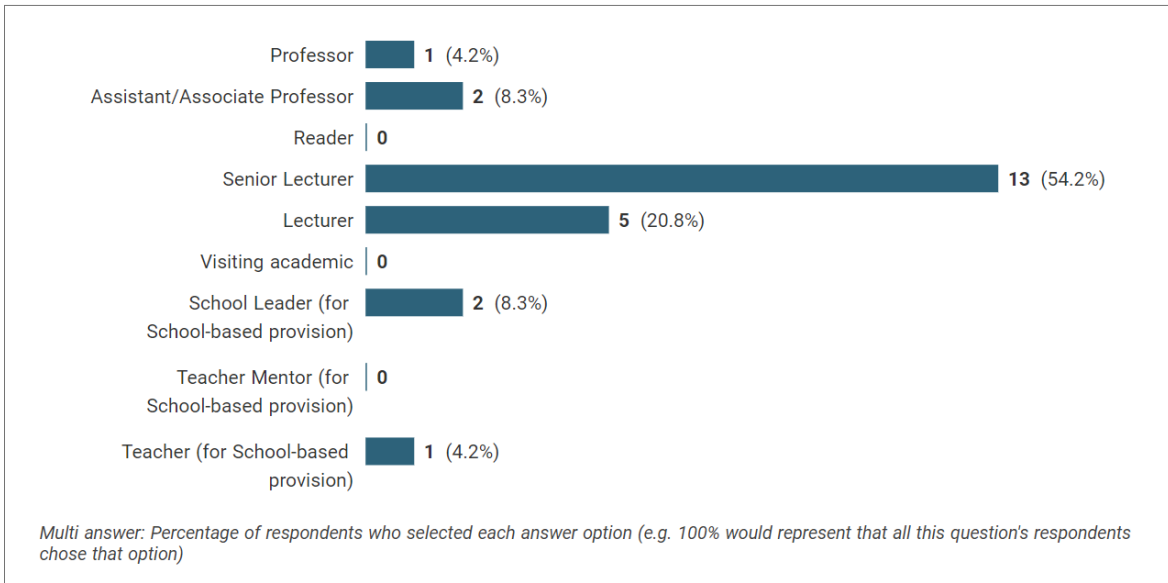
2 respondents recorded mixed (1 mixed black African and white; 1 mixed black Caribbean and white)

1 respondent recorded Chinese

1 respondent recorded British Asian (Indian)

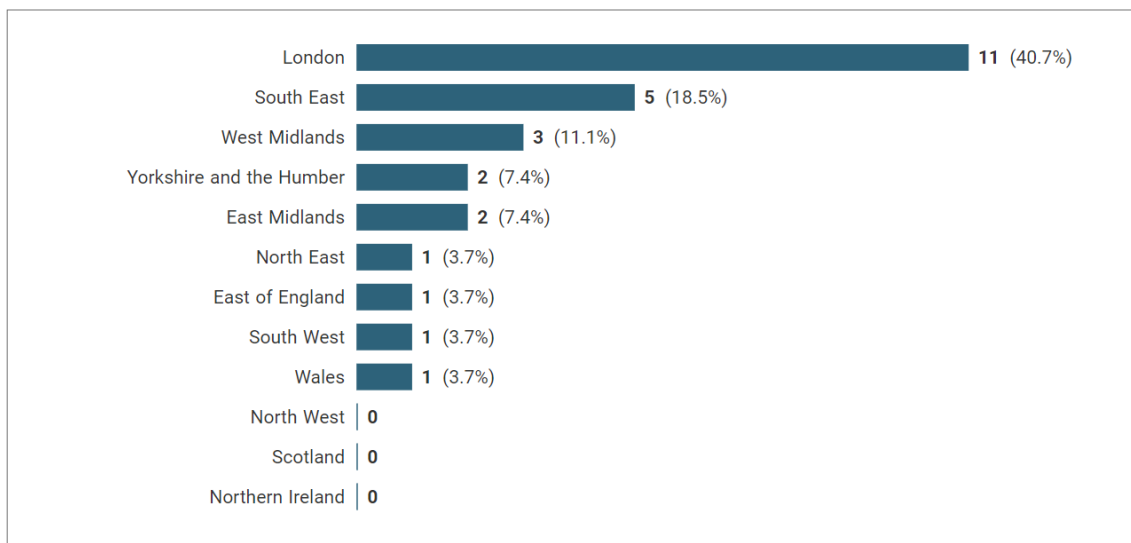
15 recorded white British and 6 recorded white = 21 white respondents.

Out of the 24 who responded giving their professional role, interestingly over 50% were senior lecturers:



This may reflect roles in ITE/T for colleagues beyond senior lecturer status, in that those above this level may have a reduced role to play in ITE/T.

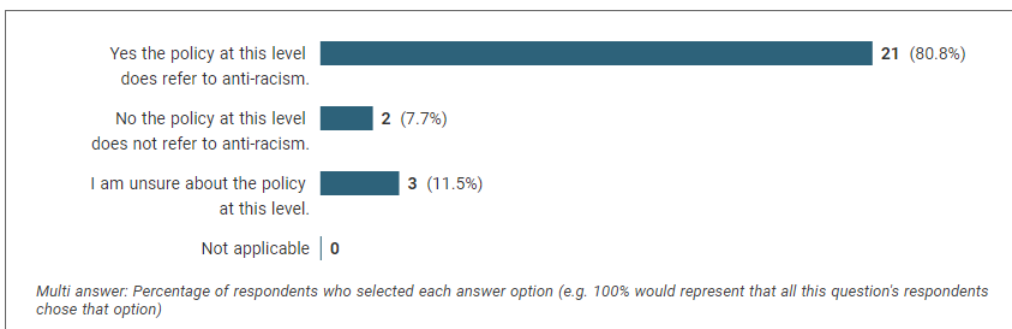
In terms of where respondents taught, the overwhelming number of respondents work in London or the South-East:



Section 2: awareness of and need for anti-racism policies in ITE/T

There was a clear distinction between knowledge of anti-racism as part of equality policies at an institutional level, where 21/26 responded positively, and policies existing at other levels.

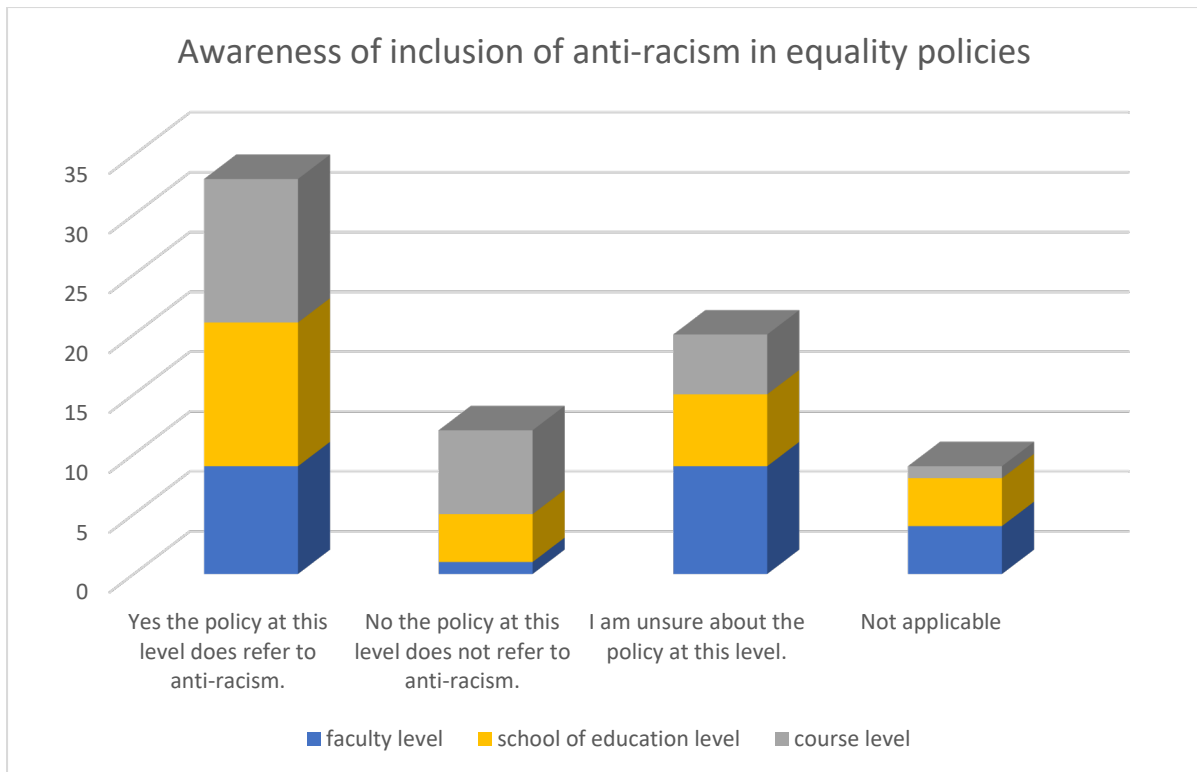
4.1.a Institution



At other levels:

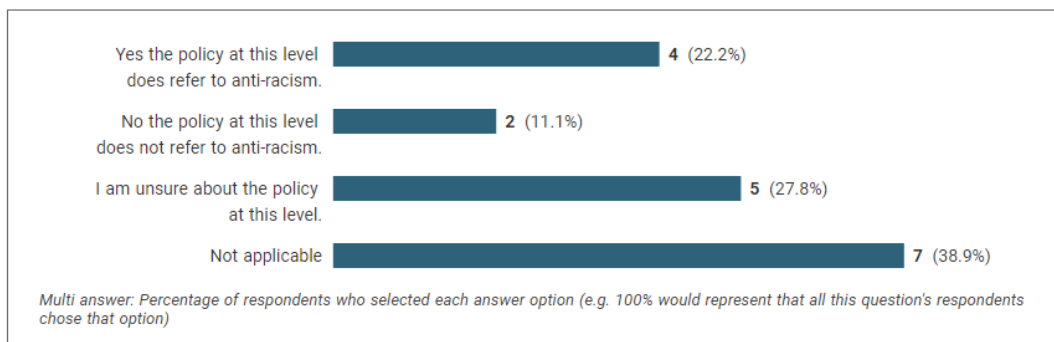
| Response | faculty | School of education | Course |
|--|---------|---------------------|--------|
| Yes the policy at this level does refer to anti-racism. | 9 | 12 | 12 |
| No the policy at this level does not refer to anti-racism. | 1 | 4 | 7 |
| I am unsure about the policy at this level. | 9 | 6 | 5 |
| Not applicable | 4 | 4 | 1 |

Note the number of respondents who said that the course policies do not refer to anti-racism and those who were unsure at faculty level.



For those working in schools as school-based providers, there was an interesting response number for not applicable, but this may be skewed somewhat by more respondents answering this question than expected:

4.4.a School (for school-based providers)



Those answering the survey were unequivocal however, in their support for anti-racism appearing as an aspect of ITE/T provision, which suggests that those who responded were committed to anti-racism in ITE/T:

5 Do you feel that it is important for racism and anti-racism to be part of an ITE/T curriculum?



Showing all 26 responses [Show less](#)

Teachers are pivotal in society and need to be anti-racist and promote anti-racism

Because unless we interrupt racism in classrooms, we stand no chance of having a just society.

ITE should be future-focused and so it is important for trainees to be aware of strategies and principles for tackling racism, especially as the terrors of populism takes hold across the country.

It is part of our aims and vision to develop teachers who promote social justice and anti-racism. Trainee teachers, as those new to the profession, as in a position to make changes from the ground up. Teachers are in a position to influence the lives of children and, as such, should be championing anti-racist practices in a system which is systemically racist. We believe it is important for trainee teachers to be aware of this and how it can affect students and groups of students and to actively work against this.

Because there is significant evidence of the impact of racism on educational outcomes, so student teachers need to know how to mitigate this. They are also responsible for promoting anti-racism and can have an impact on and tackle the causes and impact of racism.

We are training public professionals and it is essential that they are aware of both racism and anti-racism

Racism leads to discrimination (and worse). This is immoral and illegal. Teachers can challenge racism.

Teachers need to be confident to recognise and deal with all forms of inequality. They need to recognise the structural barriers in place for certain groups.

It is vital to take an anti-racist stance because racism still exists. Education systems are institutionally racist and need to be dismantled. New anti-racist frameworks need to be put in place.

Teachers need to be aware of racism and how to prevent it if it is going to go away in future generations and society.

Most of our students are from BAME backgrounds. They and their families have experienced racism in society and in education.

Because it's the right thing to do and also to fulfil equality act and PSED responsibilities

To ensure that a matter of such importance has a high profile

Because we can't expect teachers to be anti-racist if we haven't taught them how to do this; how to be racially literate and given them the confidence to discuss racism directly.

Training teachers need to learn and understand about anti-racism in order to challenge racist stereotyping within school approaches, systems and curricula. This is essential for developing racial equality in education.

To ensure a fully inclusive environment

| |
|--|
| The acknowledgement of white privilege is the only sensible starting point for an institution and individuals to start when addressing the curriculum frameworks provided for ITE that are colour blind in the way they are written. |
| Schools can change pupils' lives which is why it is important to have an inclusive and supportive approach. Education is crucial to challenge the normalisation of many forms of racism. A culture of open discussion around race and racism is needed in order that staff and young people can find solutions to the issue together. In a predominantly white area of the UK, this becomes even more important where inequalities and oppressive racial norms need to be openly challenged. |
| For representation. For inclusion. |
| I believe that it should be embedded in our curriculum |
| This fits with the expectations for teaching as a profession and the need for teachers to be fit for practice. It is fundamental that we have respectful and empathetic/ tolerant teachers |
| Our teacher population is made of of 85% white practitioners, our student population does not mirror this and reflects our diverse society. It is essential that we address issues of institutional racism, white privilege and colour blindness to ensure that we disrupt the prejudice and discrimination that BAME pupils experience during their time in education. |
| It is important to be addressing social justice issues. |
| It helps equip trainees with the right/best way of dealing with or talking about racism and anti-racism, as well as setting a clear standard of behaviour of what is expected of them as professionals and role models. |
| Teaching is a profession predicated on securing equality of opportunity for all pupils and on allowing all pupils to fulfil individual potential. This cannot be done if discriminatory practices are operating at training, school or individual level. Learning at degree level is also an opportunity to step away from schools and be able to identify, and know how to challenge, systemic racism which is inbuilt in society and educational institutions. |
| As racism is prevalent within society and education |

Respondents' reasons for the inclusion of anti-racism echoed those identified in the global Literature Review. [PRESS HERE FOR MORE INFORMATION](#)

Section 3: respondents' views on the characteristics of effective anti-racist pedagogy in ITE/T

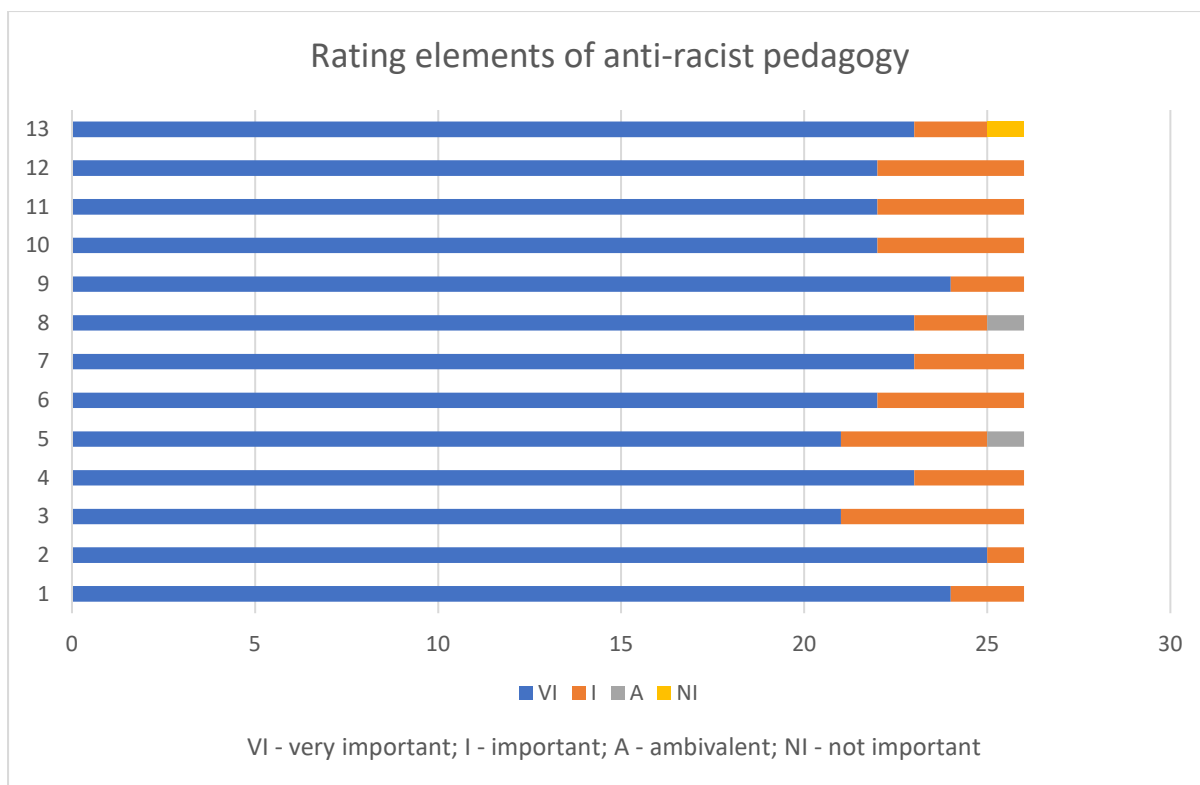
Survey question 6: Please rate the importance of the following options in line with your understanding of what effective anti-racist pedagogy should involve:

- | |
|---|
| 1. Knowledge of the equality act and their responsibilities as a teacher as reflected in the National Curriculum and the Teachers' Standards. |
| 2. Being able to deal with incidents of racism or racial harassment in school. |

| |
|--|
| 3. Understanding the ways racism is manifested in interpersonal interactions including for example, racial microaggressions. |
| 4. Understanding the ways in which school systems can act to discriminate against pupils from BAME communities. |
| 5. Developing knowledge of critical theories, pedagogies and anti-racism approaches in education. |
| 6. Drawing on knowledge of these theories, pedagogies and approaches to ensure better outcomes for all pupils, especially those from BAME heritage. |
| 7. Developing knowledge of ways to provide BAME representation in the curriculum to include achievements and experiences – decolonising the curriculum. |
| 8. Knowledge of acronym 'EAL' and being able to identify pupils and their languages |
| 9. Developing inclusive teaching practices for pupils with English as an additional language (EAL) to promote better outcomes. |
| 10. Developing inclusive teaching practices in understanding the needs of pupils who have refugee/asylum seeker experiences |
| 11. Developing inclusive teaching practices for pupils who are Roma |
| 12. Developing inclusive teaching practices for Traveller pupils. |
| 13. Raising awareness of 'unconscious' teacher bias; for example, in understanding societal stereotyping of pupils from BAME communities and how this affects deficit assumptions and the lowering of teacher expectations and disparities in exclusion rates. |

All respondents answered this question.

Out of the 26 respondents, 17 (65%) rated each of the areas listed as very important (the highest rating). 2 of the respondents rated only one statement differently (raising awareness of 'unconscious' teacher bias) as important.



7 respondents were responsible for the mixed ratings for various questions, as below:

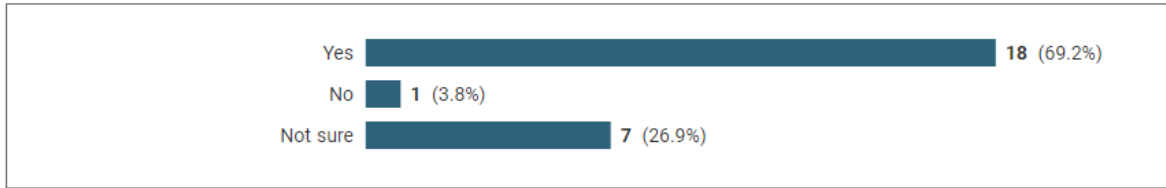
5. Developing knowledge of critical theories, pedagogies and anti-racism approaches in education. (1 ambivalent).

8. Knowledge of acronym 'EAL' and being able to identify pupils and their languages. (1 ambivalent).

13. Raising awareness of 'unconscious' teacher bias; for example, in understanding societal stereotyping of pupils from BAME communities and how this affects deficit assumptions and the lowering of teacher expectations and disparities in exclusion rates. (1 not important).

Section 4: information about respondents' own practices

Survey question 7: Do the respondents feel they adopt an anti-racist pedagogy in their own teaching when teaching student teachers, in order to model what this looks like in practice?



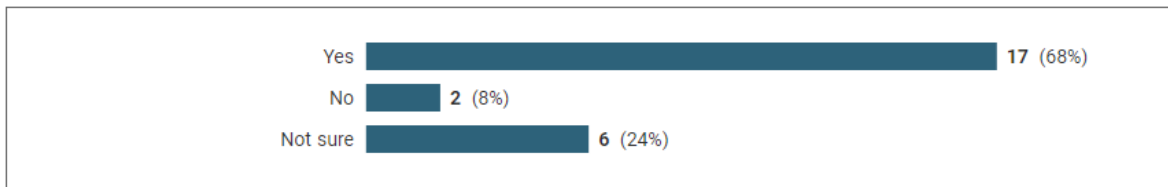
2 respondents who said they didn't do this or were unsure, provided extra information:

Showing all 2 responses

As a team, we are unsure about what exactly anti-racist pedagogy looks like.

The type of content we cover doesn't have opportunity to refer specifically to anti-racism practices.

17/25 (68%) respondents said that they did teach their student teachers to become anti-racist pedagogues in their classrooms (survey question 8):



Out of those who said they did not or weren't sure about teaching their student teachers to become anti-racist pedagogues, the following reasons were given:

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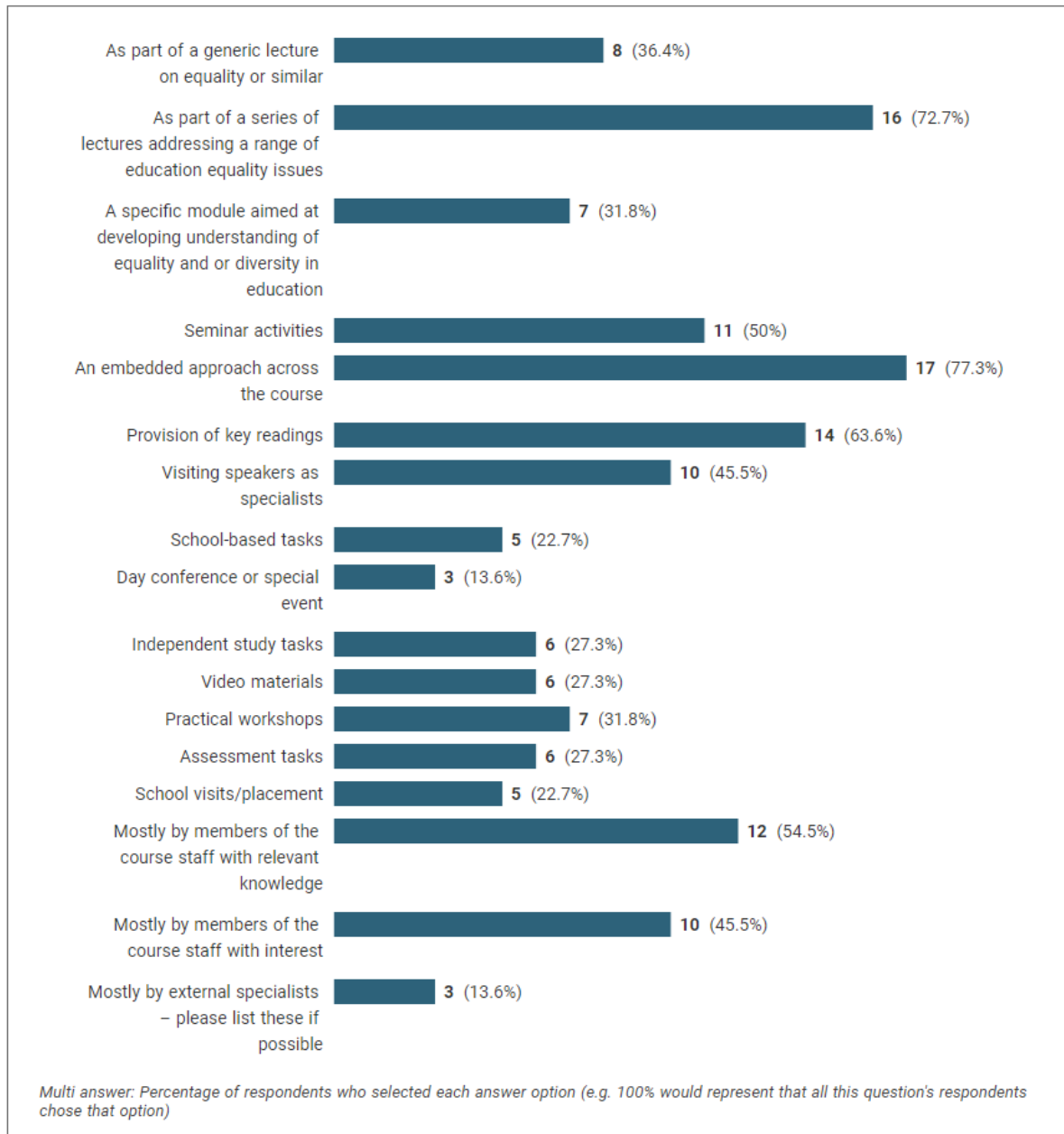
I believe in positivity and inclusion for all. Through literature and my sessions, I aim to include a range of marginalised individuals and how we can best communicate this to our students. My concern is that the role becomes a political tool for some lecturers.

We need to develop a shared understanding of this and embed it into the programme so that it is a core element and integral to what we do

We don't explicitly cover being an anti-racist teacher. However, using equal and inclusive practices are strongly encouraged and embedded within our particular projects/tasks. As facilitators, we also aim to model this with our own behaviour.

These few responses correspond to data in the Literature Review where ITE/T tutors stated they did not teach explicit anti-racist pedagogies in favour of more generalised equality and diversity training. [PRESS HERE FOR MORE INFORMATION](#)

For those that do model anti-racism practices and do aim to develop anti-racist pedagogies, the following methods were recorded:



From this we can see a variety of practices, but the aspects of provision which the highest number of respondents agreed were included in their practice were:

An embedded approach (17 respondents = 77.3%)

As part of a series of lectures addressing a range of equality issues (16 respondents = 72.7%).

Provision of key readings (14 = 63.6%)

Taught by members of staff with relevant knowledge (12 = 54.5%)

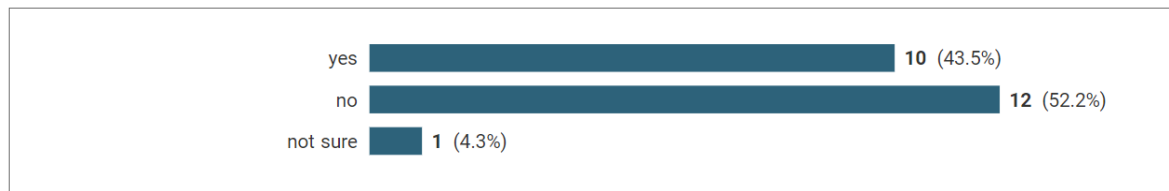
Seminar activities (11 = 50%)

These identified anti-racist pedagogies are assessed against the effective/ineffective anti-racist pedagogies identified in the global Literature Review. [PRESS HERE FOR MORE INFORMATION](#)

Section 5: respondents' course-and-self evaluations

The evaluation of anti-racist practice was variable.

In terms of conducting evaluations with student teachers on the course other than responses collected in the NQT survey (survey question 9.1), the majority of survey respondents (52.2%) said they did not conduct an evaluation with student teachers about the teaching of anti-racism on the course.



[PRESS HERE FOR MORE INFORMATION](#)

Additional survey responses:

“We use any information from incidents as part of programme improvement.”

“As a result of evaluations of student experience of anti-racist approaches to education and an overall module focussing on equality and diversity, we have adapted our practice in response to student feedback. Student and tutor feedback has also led us to undertake research into how we can improve both tutor confidence in teaching about anti-racist approaches to education and student preparedness to embed anti-racist pedagogy in their practice.”

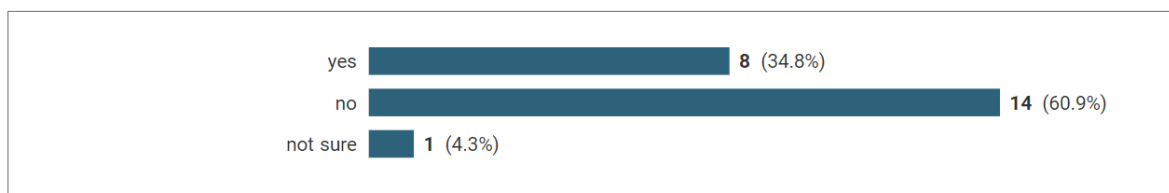
“An annual review of our modules have (sic) anti-racism as a focus question to make sure our modules are addressing this issue throughout and we question to what extent and try to improve.”

“The single question in the end of year survey prompted a greater focus on the activities on inclusion.”

“100% of our trainees evaluate our course as promoting equal opportunities Results are monitored and any report of this not being the case would be sensitively explored and acted upon.”

This final additional response is not specific to anti-racism but wider equal opportunities. As already noted in this analysis, conflating the terms anti-racism and equal opportunities is problematic and diminishes the reality of racism. Effective anti-racist teaching needs to be explicit, as do corresponding course evaluations.

In terms of conducting an appraisal of, or formally reflecting on their own or other colleagues' experiences of teaching anti-racism on the course, the majority of survey respondents did not conduct an appraisal/ formal reflection with colleagues. This is unfortunate given other survey responses which show that thinking with colleagues supports informal training which was highly valued.



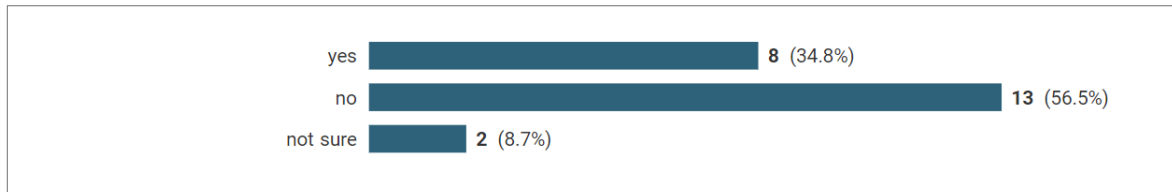
Additional survey responses:

“Not an appraisal as such, but we have held team meetings to audit our curriculum in light of decolonising the curriculum and discussed how this connects to anti-racism. As a result, we agreed actions to review materials and content of sessions.”

“We feel strongly the responsibility for importance of tackling racism and providing anti-racism within education provision and our regular reflections help us to improve our own provision every year. Student evaluations and responses to the tasks and directed activities are positive in this respect and we are seeing an increase in positive reactions in the light of recent high-profile public movements such as BLM and the increased pressure to decolonise the curriculum. Our students appreciate the efforts we make in including this as part of their provision, discussions and consideration, with, we hope, positive impact on their own practice as teachers. We still, however, have a lot of work to do in this regard.”

The above responses are encouraging provided that anti-racism is embedded in the ITE/T course. To demonstrate that anti-racism is embedded, anti-racist pedagogies should be holistically and consistently reviewed, not just a focus on decolonising the curriculum which is only an aspect of anti-racist pedagogies.

In terms of conducting a specific appraisal of the experiences of student teachers of BAME heritage about the teaching of anti-racism on the course, the majority of survey respondents did not do this.

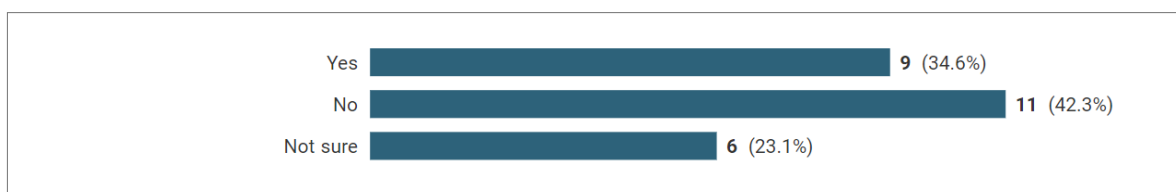


Additional survey response:

“We review trainee’s evaluations weekly and act upon suggestions and feedback where appropriate. We have surveyed all trainees with regards to race specifically in order to use this information to improve upon this aspect of our provision going forward. We don’t currently record these experiences; however, this is something we wish to do going forward, particularly in terms of identifying placement schools.”

Other additional survey responses to question 9 spoke about assessing suitable placement schools specifically for Black, Asian and Global Majority student teachers. E.g. additional survey comment: “Deselection of one placement school”

Finally, survey question 10 asked if they recorded any student experiences/witnessing of racism during the course (including on placement).



The majority of survey respondents did not record student experiences or witnessing of racism on the course or on placement.

Additional survey responses:

“Question 9 has made me aware of a gap in our practice – thank you. We only informally record incidents of racism – this is another area we wish to improve on. Also, I personally think we need to think more carefully about where we place some of our BAME students.”

“Haven't had any such experiences to record. We do have a student equality placement policy which is monitored across the Partnership.”

[PRESS HERE FOR MORE INFORMATION](#)

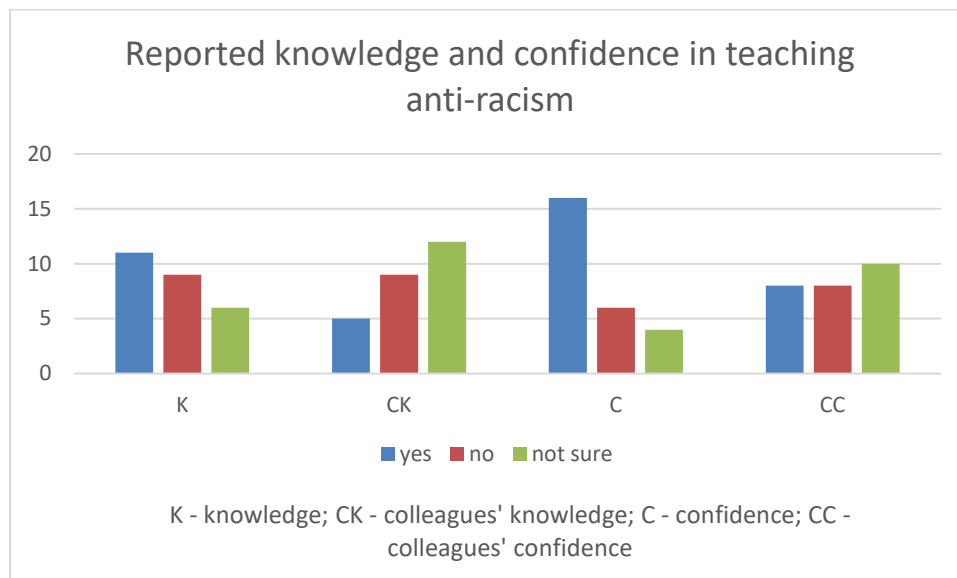
Additional survey responses:

“Students told us that they were unhappy with the term BAME as it lumped together diversity.”

“We are using the 'Break the Cycle' recruitment document to support with recruitment and retention practices. We are currently conducting an external review of the experience of undertaking BA / PGCE course with a specific focus on the experience of BAME students.”

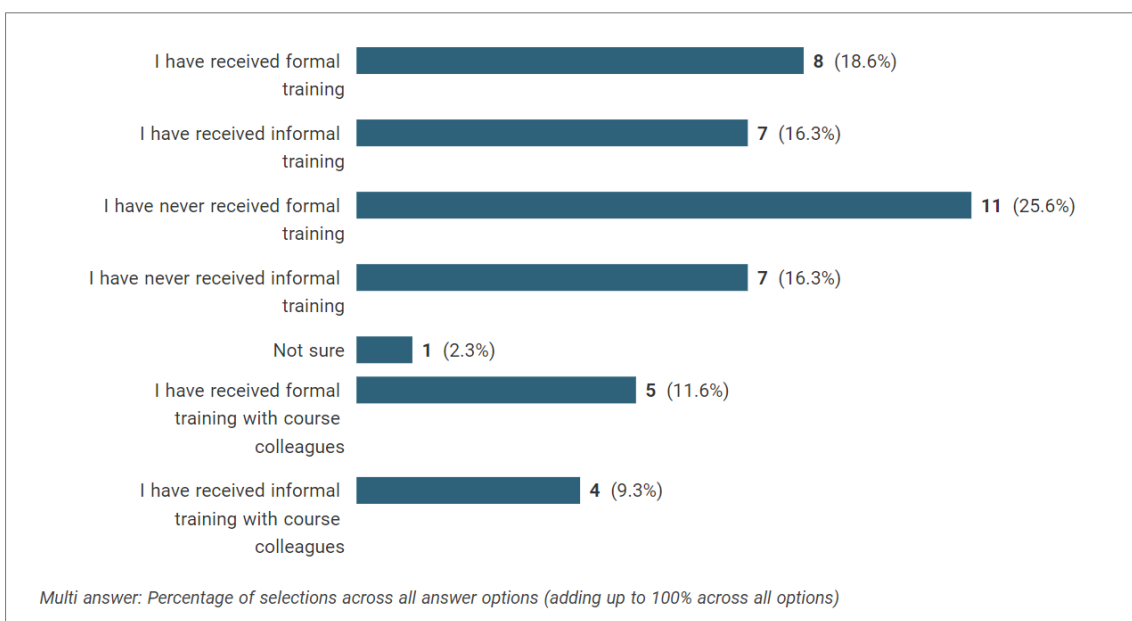
Section 6: respondents' and colleagues' level of expertise and training and perceived barriers to anti-racism in ITE/T.

As one may have suspected, the person completing the survey reported more knowledge and confidence to teach anti-racism than they claimed for their colleagues:



Interestingly, and rather alarmingly, more respondents reported feeling confident than knowledgeable!

In terms of training in anti-racism, there was a mix of formal and informal training.



The free text comments about training from 14 respondents showed a variety of types of formal training and ways of informal training and also varying responses to the impact of this training. This can be summarised as:

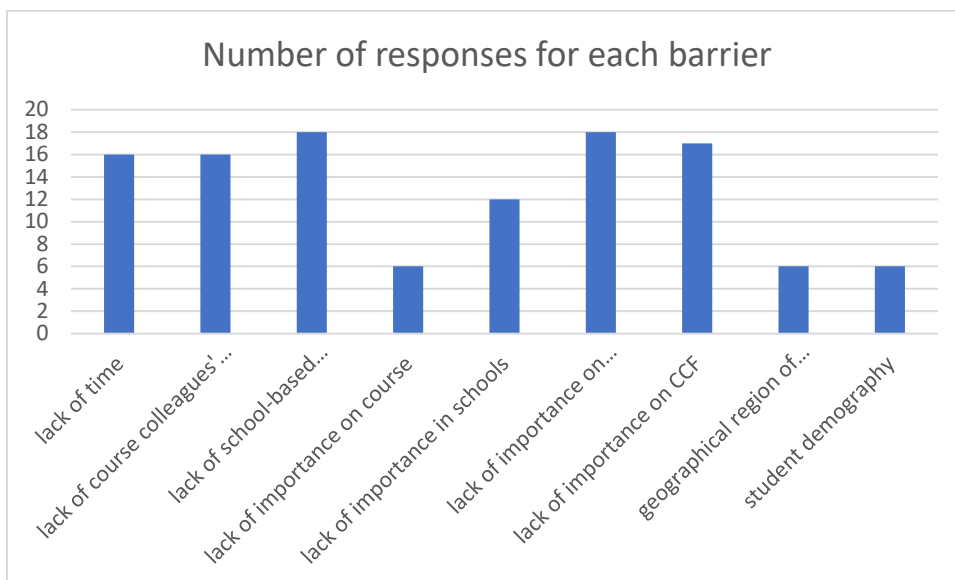
| | | | | | | |
|-------------------------------|--|---|---|--------------------------------------|--------------------------------|---|
| Formal training content | Unconscious bias | NEU equality officers training | Racial literacy course | Show racism the red card training x2 | BAMEd | University online training module |
| Qualitative comments on worth | | | | | | Not as useful as working with colleagues. |
| | | | | | | |
| 'Informal' training | Developed anti-bias curriculum for tutors running once a month in team meetings. | Completing own reading and research x 3 | Further formal study undertaken in this field - PhD | Attendance at webinars/seminars x4 | Colleagues working together x2 | |
| Qualitative comments on worth | | Driven by interest in anti-racism | Driven by interests in anti-racism | | Viewed positively | |

In terms of perceived barriers to teaching anti-racism in ITE/T, respondents ticked any of the statements which they believed was a barrier to teaching anti-racism in ITE/T.

The options for barriers were:

- lack of time
- lack of course colleagues' expertise
- lack of school-based mentors' expertise
- lack of importance on course
- lack of importance in schools
- lack of importance on teachers' standards
- lack of importance on CCF
- geographical region of course
- student cohort demography

No statement was found not to be a barrier.



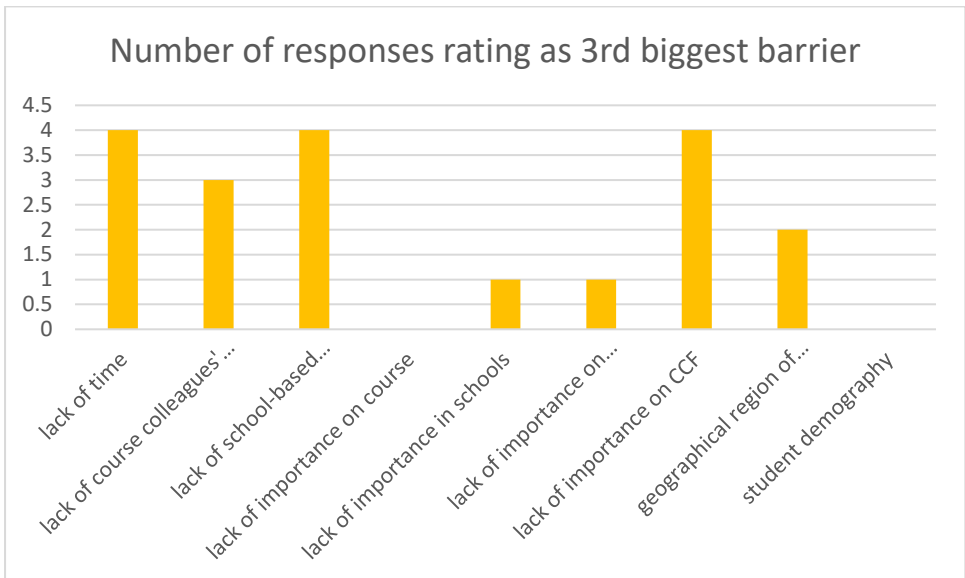
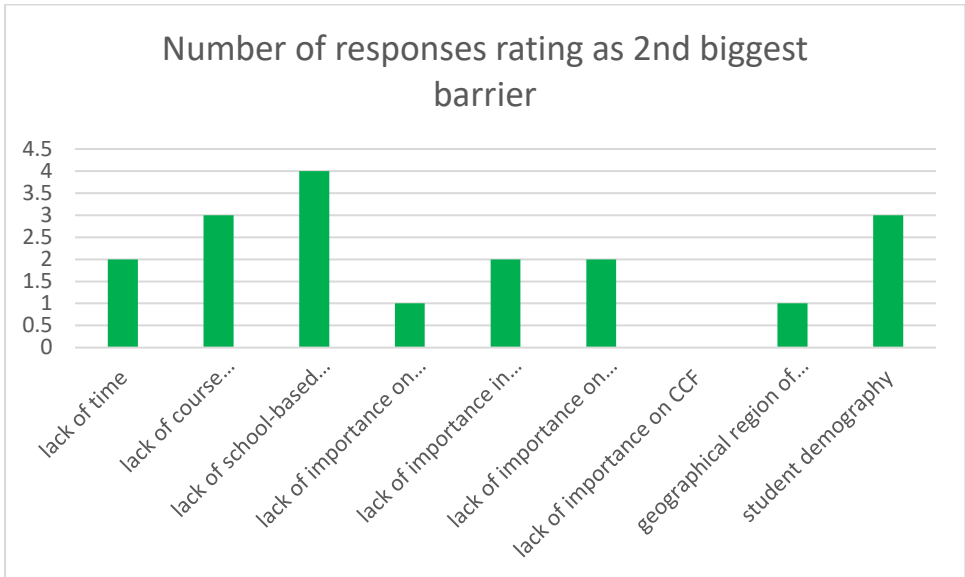
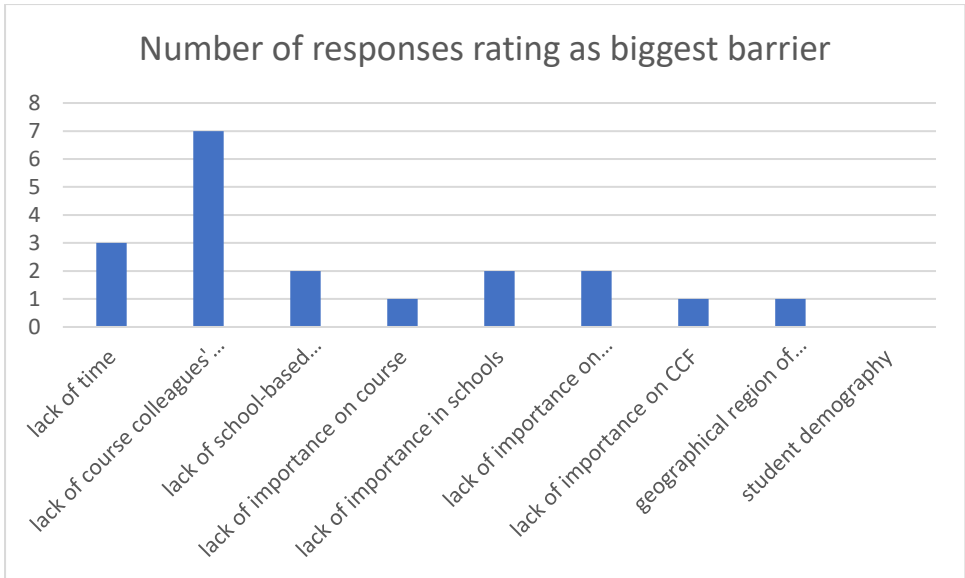
As the chart shows, two items were chosen by most respondents (18):

- lack of school-based mentors' expertise
- Lack of importance in teachers' standards

Closely followed by:

- Lack of importance in CCF (17)
- Lack of time (16)
- Lack of colleagues' confidence in teaching anti-racism (16)

Respondents were also asked to rate the barriers by indicating which was the biggest, 2nd and 3rd biggest barrier for them.



When asked to rank the barriers, most respondents named the lack of course colleagues' expertise as the biggest barrier (7), whereas the lack of school-based mentors' expertise was rated most often as the 2nd and 3rd biggest barrier (4 and 4). A lack of time was rated the next biggest barrier (3). Other interesting features included the fact that 50% of those who found student cohort demography as a barrier, rated this as the 2nd highest barrier (3/6). Finally, the lack of importance of anti-racism in the CCF was rated as the 3rd biggest barrier by 4 respondents, the highest number along with 4 respondents naming lack of time and lack of school-based mentors' expertise.

Additional free text comments included the following perceived barriers

“Confidence levels and levels of comfortability of staff to deliver anti-racist content, for example with white members of staff who don't feel as though they are able to deliver this content. Lack of diversity on staff team.”

“Confidence in schools”

“Not convinced that all colleagues share same view of its importance.

Lack of diversity within ITE staff.”

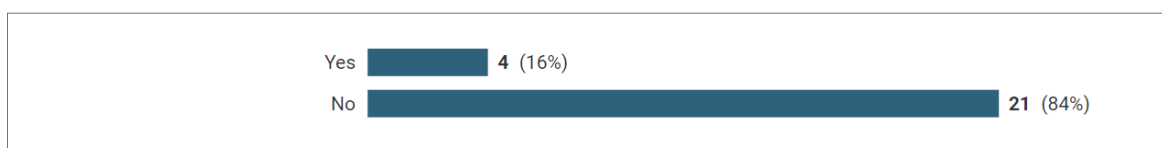
Another survey respondent added:

“Quite an antagonistic govt approach in DfE and certain libertarian groups which have questioned these approaches as confounding government policy, breaking education act 1986, and taking a very centralised control of course content through the CCF.”

[PRESS HERE FOR MORE INFORMATION](#)

Section 7: respondents' expertise captured in publications and guidance documents around anti-racism in ITE/T.

The final questions asked about whether respondents had ever published any academic or practice-type guides for anti-racism in ITE/T:



All 4 who have published shared their publications with us, but of these, only 3 gave consent to contact them and agree what would be shared. In brief, however, the publication content was related to:

Representation in children's literature

Preparation of teachers

Supporting asylum-seekers.

Only 1 respondent out of 16 reported having published a practice guide, and this was for Multiverse.

Although 10 respondents agreed to share examples of anti-racism practice, e.g. handbooks, teaching resources, student tasks, etc with the research team as anonymised exemplification of practice for the research report, only 8 gave us their email addresses.

11 respondents agreed to share examples of their practice, e.g., handbooks, teaching resources, student tasks etc more widely as exemplars of practice to accompany an anti-racism framework as publicly shared material for ITE/T providers, 7 of whom shared their email address with us for further contact.

ANALYSING THE SURVEY RESPONSES IN LIGHT OF THE GLOBAL LITERATURE REVIEW

RESEARCH INFORMATION 1: REASONS FOR ANTI-RACISM FRAMEWORK

- **The role of teachers is paramount in promoting anti-racism to develop a racially equitable society.**

One respondent wrote, “Education is crucial to challenge the normalisation of many forms of racism”, another wrote, “Teaching is a profession predicated on securing equality of opportunity for all pupils and on allowing all pupils to fulfil their potential.”

The importance of teachers and therefore teacher training, was reflected consistently throughout the Literature Review: Leonardo, (2002 & 2009), Martin, (2006), Okagaki (2006), Ryan and Dixon (2006), Lachuk & Mosley (2012) and Flintoff et al. (2015).

“As a consequence, teacher education remains impelled to educate all pre-service teachers to unconditionally provide their future learners with equitable and high-quality education so that they may become critical and productive members of their societies” (le Roux, 2016 p. 1 in [Literature Review, p.14](#)).

Another respondent in the survey wrote about the influence teachers have in the lives of pupils and the importance of teachers knowing how systematic racism impacts the lives of students to effectively work against it, “Training teachers need to learn and understand anti-racism in order to challenge racist stereotyping within school approaches, systems and curricula” (Survey response).

On [page 7](#) of the [Literature Review](#), data from the YMCA (2020) ‘Young and Black’ report and ‘Race and Racism in Secondary schools’ report, described the negative impact of systematic racism within schools embedded by school policies. The survey respondent recognised how anti-racist teaching within ITE/T can counteract/challenge systematic racism.

One survey respondent identified impact of racism on educational outcomes, “There is significant evidence of the impact of racism on educational outcomes”. This was also highlighted in the [Literature Review on page 8](#):

“There remains continued differential patterns of education access and outcomes for pupils from BAGM heritage, as revealed in the UK government’s Race Disparity Audit 2017” and in DfE statistics - [Statistics at DfE - Department for Education - GOV.UK \(www.gov.uk\)](#).

The need for anti-racism in ITE/T identified in the Literature Review, was highlighted in the survey responses to question 5:

“We can’t expect teachers to be anti-racist if we haven’t taught them how to do this, how to be racially literate and give them the confidence to discuss racism directly.”

“Teachers need to be confident to recognise and deal with all forms of inequality.”

An inquiry into teacher education led by Brown and Kraehe (2010), noted the expansive literature about the complexity of preparing teacher candidates to work with diverse pupils:

“Literature in the teacher education field abounds with reports about the difficulty that university teachers have in helping teacher education candidates develop (a) the requisite background and sociocultural knowledge and (b) personal beliefs, dispositions, and habits needed to meet the needs of an increasingly diverse student population” (Brown and Kraehe 2010, p.92 in [Literature Review, p.13](#))

These difficulties highlight the responsibility of ITE providers to work with student teachers to recognise the role sociocultural influences have on schooling and teaching and the need to embed anti-racist pedagogies in ITE.

- **Importance of anti-racist pedagogies and Critical Race Theory (CRT), Critical White Studies (CWS) in ITE/T**

Responses from the survey attest to the need for CRT and CWS in anti-racist pedagogies and the need for ITE/T tutors to have knowledge and confidence to apply these in their anti-racist teaching.

E.g., survey responses:

“The acknowledgement of white privilege is the only sensible starting point for an institution”.

“It is essential that we address institutional racism, white privilege and colour blindness to ensure that we disrupt the prejudice and discrimination BAME pupils experience during their time in education.”

Developing racial literacy in ITE/T tutors and student teachers as part of a CRT framework requires embedding CWS as an anti-racist pedagogy. There is not one set definition of racial literacy, which adds to the complexity and potential avoidance of it. When applied to ITE/T, Lander’s (2011) definition of the need for racial literacy as part of an anti-racist framework is useful, “To educate student teachers to use appropriate language to refer to a child’s ethnicity and to develop their awareness of race issues in a predominantly White area is a function of ITE/T. We need to be aware that educating student teachers in a predominantly White area poses additional challenges in terms of their starting points regarding race and need to educate some of them to develop a positive disposition to the presence of pupils from BME backgrounds, or those for whom English is an additional language and not to perceive them as a problem to tackle or ignore” (Lander, 2011 p. 358 in [Literature Review, p.15](#)).

Bree Picower’s (2009) ‘tools of whiteness’ - denial, defensiveness, evasion and colour blindness was frequently referenced in the Literature Review, as a block to anti-racism in ITE/T, along with work produced by Haney-Lopez, 2007; Lander, 2011; Smith, 2013; Wells, 2014; Gillborn, 2019.

All the effective anti-racist pedagogies identified in the Literature Review incorporated CRT and CWS.

- **Institutional racism is prevalent in society including in education systems**

One respondent wrote, “Education systems are institutionally racist and need to be dismantled.”

Another wrote, “As racism is prevalent within society and education.”

The Literature Review noted the importance of education in reproducing structural racism via a variety of methods; a Eurocentric curriculum, lack of Black, Asian and Global majority teaching staff, high dropout rates of BAGM student teachers and racist behaviour going unchallenged on placement and in some cases endorsed by staff in schools.

In his review of anti-racism in PGDE programmes in Ireland, O’Brien (2009) found a majority of those interviewed felt that there are some aspects of the Irish post-primary education system that are institutionally racist. His findings regarding institutional racism in education were reflected in work by Olsson et al (2010), Warner (2018), Mirza (2018) and Marom (2019). In the Literature Review, Olsson et al, noted that student teachers made two specific recommendations: more university sessions addressing diversity, race, and racism, ‘not just one or two’ and that “incidences of racism, especially among student teachers, be unequivocally dealt with” (Olsson et al, 2020 in [Literature Review, p.23](#))

- **Recognition of the majority white teaching population not reflecting the growth in racial diversity among school pupils in England leading to a need to ensure anti-racism via racial literacy is taught to student teachers.**

Responses in the survey acknowledged dissonance between the ethnic make-up of the vast majority of teacher educators/teachers and school pupils.

“Our teaching population is 85% white practitioners; our student population does not mirror this and reflects our diverse society.”

Lack of representation was also mentioned in response to barriers to anti-racism practice (see survey question 17a).

Note: Data used in the review regarding racial make-up of teachers in the UK, was from the DfE, 2018 which noted that 92% of teachers in England state funded schools were white.

Only one respondent in the free text response to question 5, noted that anti-racism in ITE/T was important to fulfil the Equality Act. The Literature Review found that the Equality Act in the UK served to diminish reality of racism by placing it under one umbrella with all other protected characteristics. Like the term BAME, grouping historically oppressed people as one, facing the same challenges is unhelpful and ineffective in combatting racism.

The Literature Review revealed the importance of the lack of representation of Black Asian Global Majority (BAGM) teaching staff and student teachers (Flintoff et al. (2015), Riley & Solic, (2017), Warner, (2018), Marom, (2019), Salisbury, (2020)). In the UK, figures for BAME student teachers between 2015 and 2018 has been consistently 4%; 5% lower than for

white students (Olssen et al, 2020). An improvement in retention in 2018-2019 was followed by a disappointing decline in 2019-2020. A semi-structured discussion with secondary BAGM student teachers revealed micro aggressions and overt racism from white peers and stereotyping whilst on placement. ([Literature Review page 6](#))

RESEARCH INFORMATION 2: REPLACING ANTI-RACISM WITH GENERALISED EDI TRAINING

The Literature Review found in England, directives from the state placed emphasis on equality and diversity, not anti-racism:

Race equality issues are rarely addressed directly, being more commonly subsumed into broader 'equality of opportunity' and 'diversity' issues, whilst racism as a phenomenon is virtually ignored. The Ofsted guidance for inspection is particularly deficient in this respect.

What emerges from this study is a significant gap between government rhetoric on race equality and the policy enactment of government agencies involved in ITE. Although outcomes are given attention, the emphasis is still largely on policy awareness and procedural compliance, where good intentions are seen as being as important, if not more so, than good practice. (Wilkins, C, 2014 in [Literature Review, page 12](#)).

In the Literature Review, one tutor stated that they were concerned if they were explicit about anti-racism that this could be seen as 'favouritism' towards one equality strand, to the detriment of other strands. In the Literature Review, evidence showed that a focus on producing and being aware of equality and diversity policies within the institution served to diminish the reality of racism.

RESEARCH INFORMATION 3: EFFECTIVE/INEFFECTIVE ANTI-RACIST PEDAGOGIES FOR ITE

- **An embedded approach (17 respondents = 77.3%)**

The majority of respondents stated anti-racism is embedded across the whole course. This is encouraging as the Literature Review identified a need for anti-racism to be embedded across the course (and wider institution) using a variety of pedagogies in order to be effective.

Milner's research, (2010, p.119), supports a consistent approach to anti-racism and diversity training for student teachers by examining the current landscape regarding ITE and anti-racism and prioritising those examples as indispensable to the teaching curriculum:

"Teacher education, whether university based or otherwise, has a great deal to do with teaching. And teacher education programs need to be better structured, especially from a curricular perspective, to prepare teachers for diversity" ([Literature Review, p.31](#)).

- **As part of a series of lectures addressing a range of equality issues (16 respondents = 72.7%).**

The Literature Review found that some ITE/T courses held a series of lectures as part of their anti-racist pedagogies however, effective anti-racist pedagogies need to be explicitly anti-racist and not diminished under the wider equality banner and importantly they should not be 'one off's. Anti-racist ITE/T tutors like Aveling (2006), Lachuk & Mosely (2012) and Matias and Mackey (2016) ensured enough time was built into the course to allow for appropriate critical reflection and discussion after each lecture. Structured questions in small groups, following larger anti-racist lectures were used to support critically story telling.

- **Provision of key readings (14 = 63.6%)**

Key readings or providing texts written by Black, Asian and Global Majority authors was identified in the Literature Review as an aspect of effective anti-racist pedagogies. Key reading must be combined with other elements and time needs to be built in for critical reflection as a wider group, smaller groups and with the tutor. The term critical race counter narratives was not used in any of the survey comments regarding the anti-racist pedagogies the ITE/T courses were providing; or described in the comments section of the survey, yet key readings can be critical race counternarratives if enough time is built in to critically reflect.

Aronson et al (2020) reviewed the impact of critical race counternarratives over 2 years with 57 preservice teachers. The researchers wanted to understand how student teachers managed any conflict when taught counternarratives of history which challenged the dominant, or master narratives they entered the course with. Under a CRT framework, student teachers were presented with revisionist history texts in critical literacy workshops. The tension created by alternative narratives to the mainstream, enabled student teachers to develop critical stances in education so they can, "understand their past in order to think effectively about our present and future" (Loewen, 1995/2007, p. 9 in Aronson et al, 2020 p. 301 in [Literature Review p. 24](#)). Other tutors who used key readings to stimulate emotion (emotional readings) and reflections were Matias and Mackey (2016) and Aveling (2006).

Using video materials (6 respondents stated they used video materials) are also effective anti-racist pedagogy combined with other anti-racist aspects as acknowledged by Smith (2013).

- **Taught by members of staff with relevant knowledge (12 = 54.5%)**

Key words being relevant knowledge, survey respondents identified that anti-racist teaching on their ITE/T courses was connected to staff with specialist knowledge. This reflects findings in the Literature Review which showed that institutions which taught anti-racist pedagogies in ITE/T had staff which had a particular interest and passion for the subject.

The Literature Review found that regarding anti-racist pedagogies, "race, racism and anti-racism are not given consistent attention or seen as a priority within ITE/T policy; instead, anti-racism is side-lined as a specialism—not a fundamental aspect of teaching (Whigham & Hobson 2018 in Arday & Mirza, 2018). Some tutors of student teachers like Aveling (2006), Milner (2007) Smith (2014), Lander (2011) and Matias and Mackay (2016) embed anti-racist

pedagogies by devoting themselves to a consistent and coherent anti-racist program, combining CRT with CWS” [Literature Review, p.36](#))

The Literature Review identified that the ITE/T tutors who embedded anti-racist teaching, worked to develop their understanding of effective anti-racist pedagogies, despite student resistance evidenced via evaluations. The recommendation was that anti-racism needs to be embedded right across the institution, for ITE/T this includes within placement schools and school-based mentors.

“It is important that support to embed anti-racist pedagogies also comes from the wider institutions producing ITE programs, with an understanding that the ‘tools of whiteness’ will be used in critique of anti-racist teaching by pre-service teachers, leading to difficulties particularly for BAGM ITE/T teachers.” (LR, p.36) It is also notable that in Milner’s (2007) study on emotional counter storytelling, he was acutely aware that his skin colour (black), may work against him in his anti-racist pedagogies if white students chose to raise a complaint with the dean of the institution. Aveling (2006), also had concerns about her job security based on negative student evaluations of her anti-racist pedagogies” ([Literature Review, p.36](#))

- **Seminar activities (11 = 50%)**

A range of anti-racist seminar activities were identified in the effective anti-racist pedagogies studied as part of the global Literature Review on anti-racism in ITE/T. Some of these activities were creative and innovative adopting a CRT framework (see [Global Literature Chart, p.4-6](#)).

RESEARCH INFORMATION 4: REASONS FOR COURSE EVALUATIONS OF ANTI-RACISM

The Literature Review (e.g. Aveling (2006), Campbell and Valurai (2019) and Aronson et al (2020)) revealed that course evaluations of anti-racism practice are imperative for identifying ‘shifts’ in students’ thinking and behaviour. Evaluations also help identify barriers to anti-racist teaching, (e.g. Picower (2009) and Leonardo (2010)), which is useful in planning anti-racist pedagogy and tutor reflections. The importance of evaluations (and responding to those evaluations) on anti-racist pedagogies within ITE/T is reflected in the additional survey comments.

RESEARCH INFORMATION 5: THE NEED TO RECORD STUDENTS’ EXPERIENCES OF RACIST INCIDENTS.

The above survey responses confirm what the Literature Review found from work by Lander (2001) and Maylor (2015), and is reflected too in the NQT survey; student teachers felt unprepared to teach pupils from BAGM and did not know how to challenge racism. This will not improve if they do not witness this being done on their ITE/T course combined with anti-racist teaching. Poor reporting and recording of racism on the course and placement may contribute to non-recognition of racism and higher non-completion rates of BAGM student

teachers. Teacher educators must be aware that many people choose not to report racist incidents so as not to relive racial trauma or add to that trauma by having to prove racism against them. This is also relevant to all placements and not just 'equality' placements.

"Research has shown that teachers are not well prepared to teach diverse students whose cultural values are different from their own, (Bhopal & Ramie 2014 pp 310).

In response to the recording of racist incidents on the course and on placement, the literature review found that racism experienced on school placements was a significant problem as well as racialised micro aggressions on the ITE course evidenced by research conducted by: Wilkins and Lall (2010), Marom 2019, Warner (2019) and Olsson et al (2020). Olsson et al (2020) consider the testimonies of BAME students to be essential in ITE/T course design:

"The students made two specific recommendations: more university sessions addressing diversity, race and racism, 'not just one or two' (Doran, 2019, p. 3) and that incidences of racism, especially among student teachers, be unequivocally dealt with" (Olsson et al, 2020 in Garratt, 2021 pp. 23). The importance of listening and responding to the experiences of BAGM students was reflected in the following additional survey comments.

RESEARCH INFORMATION 6: PERCEIVED BARRIERS TO TEACHING ANTI-RACISM IN ITE

The Literature Review identified barriers including lack of time, fear, lack of knowledge as possible reasons why anti-racism is not embedded in some ITE/T courses. The Literature Review also discussed at length the importance of developing racial literacy, to increase the confidence of teachers so they can discuss/teach anti-racism, "By their own admission, many teachers are ill prepared to teach in ways that promote anti-racism, and this can include BME teachers. Racial literacy therefore needs to be placed at the centre of teachers' role and teacher training. It is important that all teachers take responsibility for teaching in ways that promote anti-racism." (Salisbury, R, 2020 [page. 8 of Literature Review](#))

The Literature Review also revealed that "the curriculum review on diversity and citizenship found that teachers lack confidence and knowledge about these issues and often sidestep them" (DCSF, 2007 in Bhopal and Rhamie 2014, p. 3 [on page 17 of Literature Review](#)).

The latter section of the Literature Review focused on effective anti-racist pedagogies which understand these barriers and how to dismantle them. They were identified as effective for the shifts they produced in student teachers attitudes and behaviour, yet long term effectiveness had not been studied.

The CCF is the latest in a line of state directives which focus attention away from racism as revealed on [page 12 of the Literature Review](#):

The lack of clear anti-racist directives in Ofsted trickles down to a lack of anti-racist teaching in ITE. As Gillborn, (2005) argues, “Regardless of the political persuasion of the incumbent political party, therefore, race equity has constantly to fight for legitimacy as a significant topic for education policy-makers. This is a key part of the way in which education policy is implicated in white supremacy” (Gillborn, 2005 p. 493).

RESEARCH INFORMATION