

An Anti-Racist Framework for Teacher Education Programmes: Six Areas for Action

A WORLD
TOP 100
UNIVERSITY

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AACTE Annual Meeting, Denver, CO
16 February 2024

**WORLD
CHANGING
GLASGOW**

THE SUNDAY TIMES
GOOD
UNIVERSITY
GUIDE
2024
SCOTTISH
UNIVERSITY
OF THE YEAR

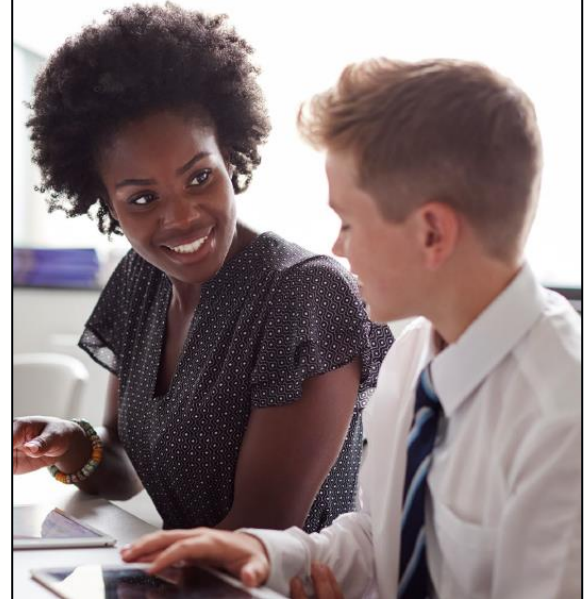


Objectives

1. Consider structural changes to teacher education to assist the embedding of anti-racist practices
2. Identify how the anti-racist framework for teacher preparation could be adapted for application in own contexts
3. Propose 2-3 anti-racism action steps to implement in practice

Strand V: Prioritizing Diversity, Equity & Inclusion
Session Type: Scenario Planning Session

THE NATIONAL ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION (ITE)



What resonates?
What connections?



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GLOBAL NETWORK
OF DEANS OF EDUCATION

A network of networks promoting education & serving Deans of Education

Regional and national networks already contributing to the growing discussions of the GNDE:

- Australian Council of Deans of Education
- Association of Canadian Deans of Education
- African Deans of Education Forum
- American Association of Colleges for Teacher Education
- Scottish Council of Deans of Education



Learning, Teaching, Research, Community



THE NATIONAL ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION (ITE)



Royal Conservatoire
of Scotland

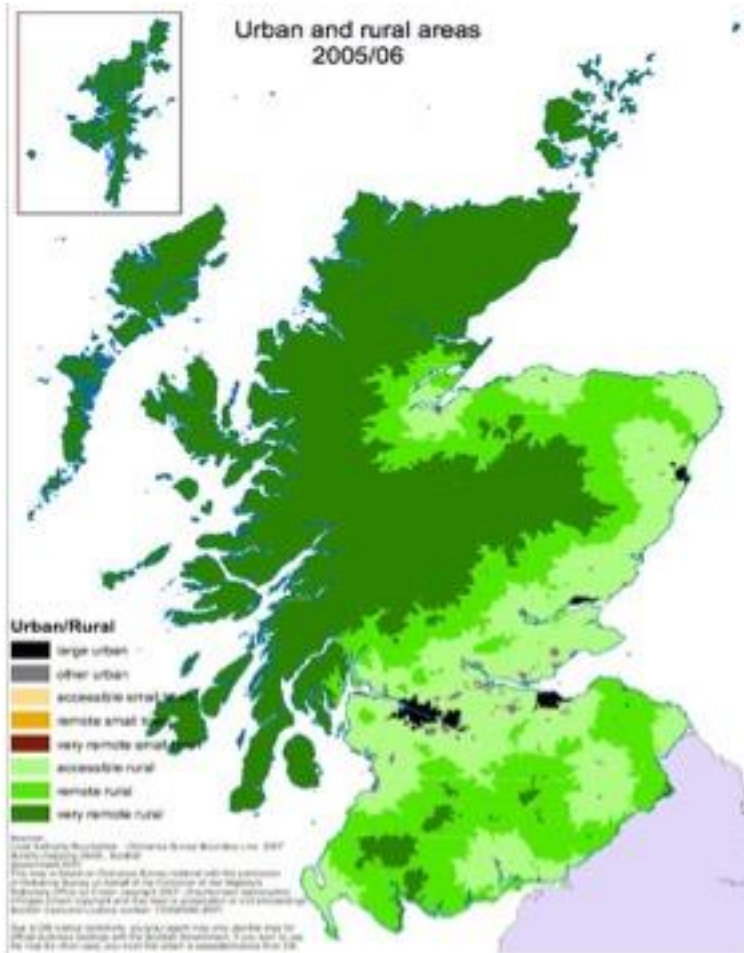
Devolution (1998)

Devolved powers includes education but not defence or national security



The United Kingdom





Scotland in numbers

- 5.2 million population
- 32 education authorities
- 2,531 schools
- Primary schools: 1994
- Secondary schools: 358
- Special schools: 109
- 705,874 pupils
- 54,193 teachers based in school early learning settings

Source: Teacher Census 2022

Underrepresentation in Scotland

Black & Minority
Ethnic Teacher
Statistics

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graph LR; A[Black & Minority Ethnic Teacher Statistics] --> B[945 in 2021 to 980 in 2022 (1.8% of the workforce)]; B --> C[2.3% of the workforce in Secondary sector]; C --> D[1.2% of the workforce in Primary sector]; D --> E[Fewer than 1% of teachers in promoted posts];
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945 in 2021 to 980
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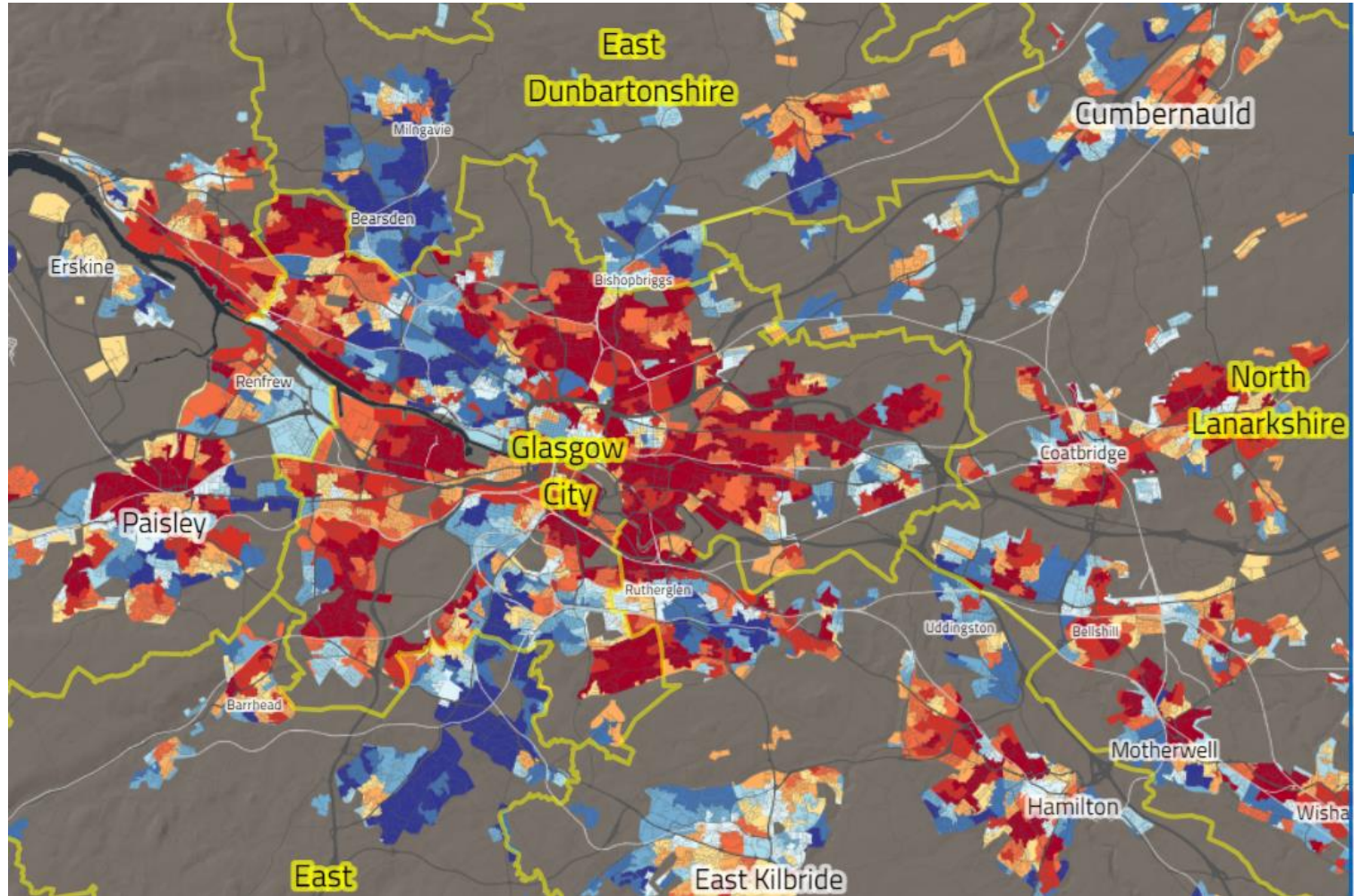
2.3% of the
workforce in
Secondary sector

Fewer than 1%
of teachers in
promoted posts

1.2% of the
workforce in
Primary sector

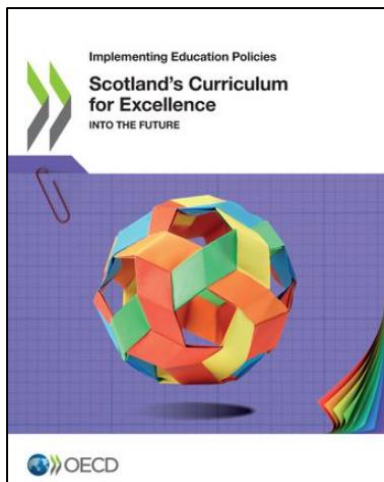


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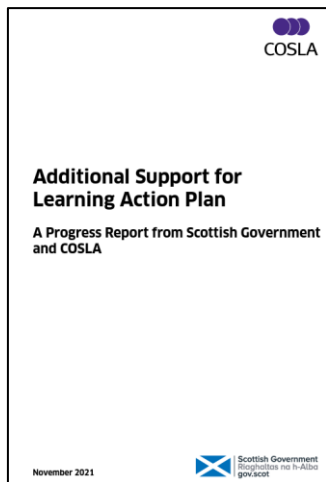


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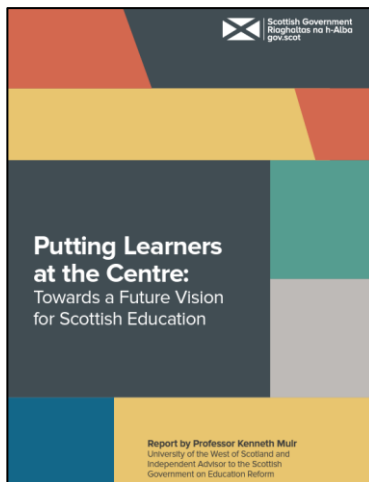
Reform Agenda 2021-2023



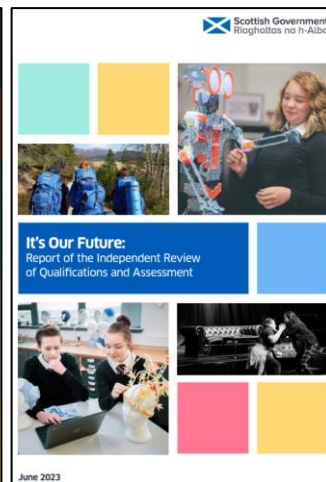
(OECD, 2021)



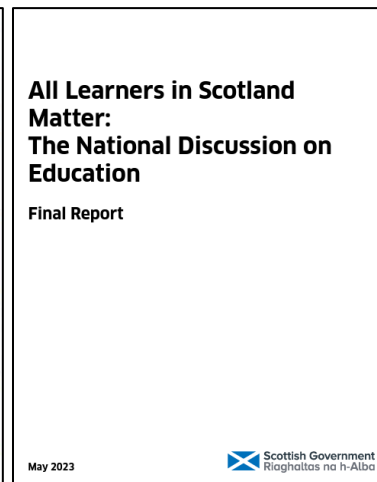
(Morgan, 2021)



(Muir, 2022)

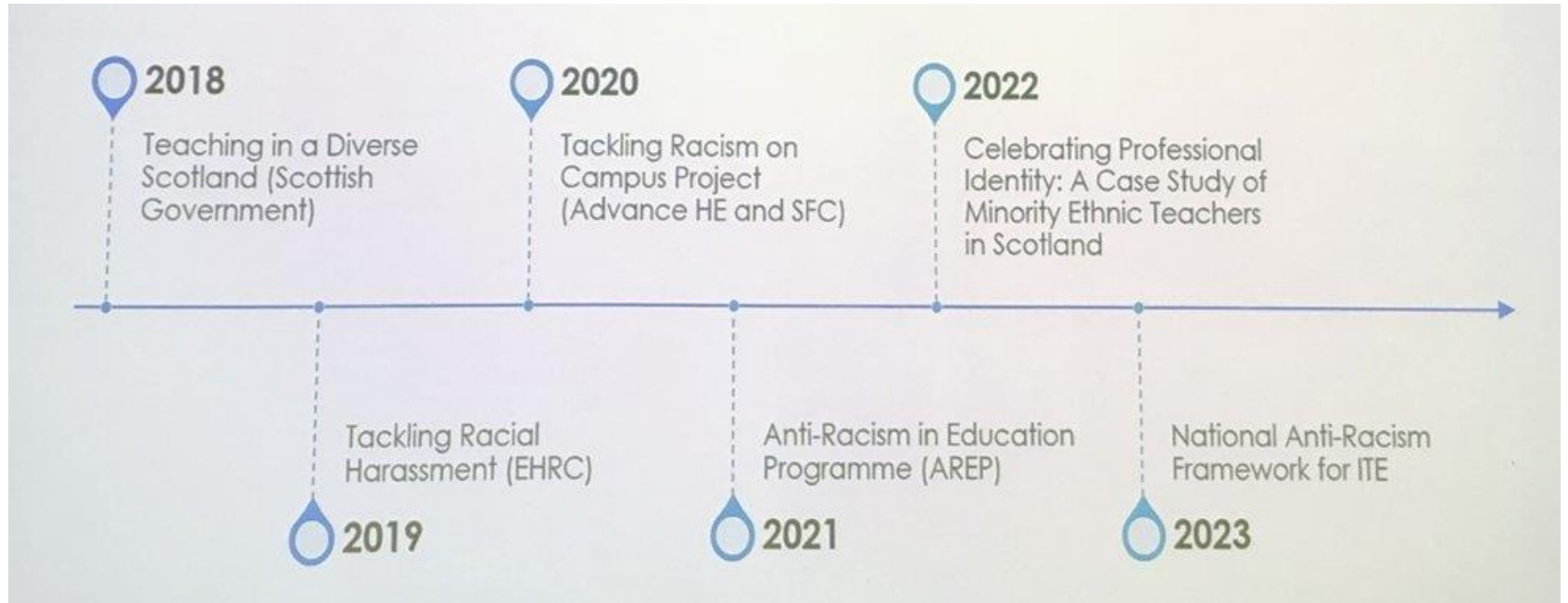


(Hayward, 2023)



(Campbell & Harris, 2023)

The story so far...



Anit-Racism in Education Programme (AREP)

Four interrelated workstreams

- Education leadership and professional learning – ensuring every educator in Scotland is racially literate and not race evasive
- Diversity in the teaching profession and education workforce – increase diversity within the education workforce in Scotland to ensure that it is representative of the population it serves
- Curriculum reform – focused on how to articulate and embed anti-racism within a diverse and culturally-responsive curriculum
- Racism and racist incidents – ensuring that racism in schools is properly identified and addressed

HISTORICAL SLAVERY INITIATIVE



→ Publish University statement & report



→ Increase racial diversity



→ Partner with the University of the West Indies



→ Create interdisciplinary centre



→ Inaugurate named professorship



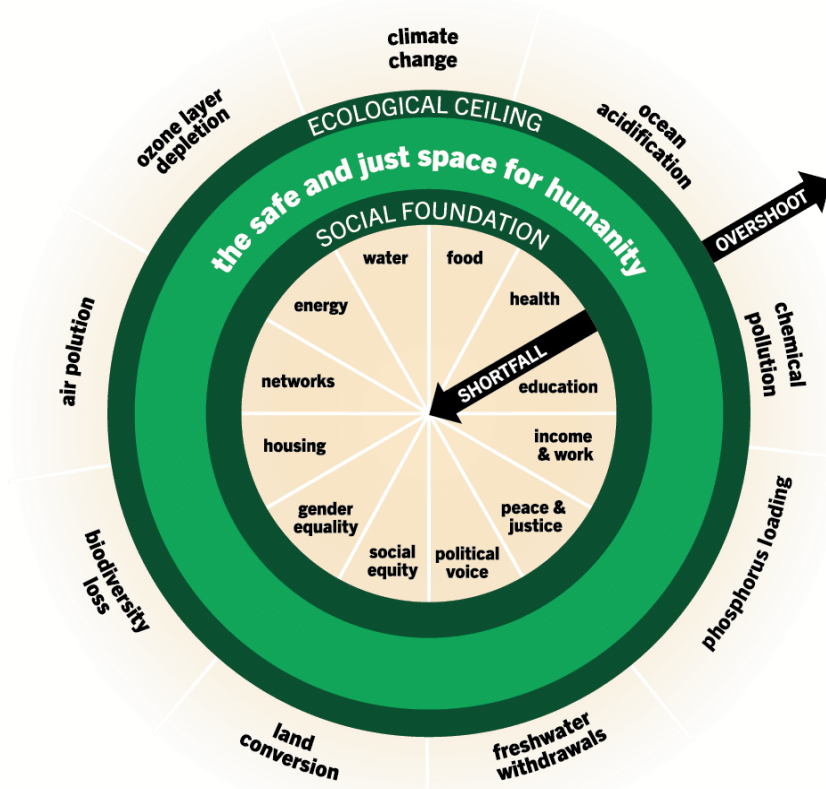
→ Name new building





Our vision:

The School of Education is committed to social justice in education and to education research and practice of the highest quality. We aspire to be a world leader in addressing the contemporary educational issues of our times and to making a difference for society's most vulnerable and educationally disadvantaged.



Doughnut Economics
(Raworth, 2017)



Framework Rationale

- Underrepresentation 1.8% - goal 4%
- Discourages consideration of teaching
- Prevalence of harassment on UK campuses
- To question the silence
- Move to critical action

“*Racism exists on our campuses and in society. Call it what it is and reject it in all its forms.*

We stand united against racism.

”

Provocations

1. How do we create healthy racial climates where BME teachers grow, stay, succeed, and contribute?
2. What kinds of contributions are you expecting from BME teachers and how does this differ from your experiences of teachers from majority backgrounds?
3. How do you communicate trust and value of BME teachers? Do you listen to their insights and understandings?
4. What about leadership? Do we recognize their unique assets and strengths?



Objectives, Processes, & Practices

The framework has several objectives:

- to assist the embedding of anti-racist practice in ITE from marketing to learning and teaching and support for the probationary period
- to assist ITE staff to better support BME students
- to assist ITE staff to reflect on the importance of anti-racist practice with white students

FRAMEWORK OVERVIEW: ENSURING AN ANTI-RACIST CONSCIOUSNESS IN ITE PROCESSES AND PRACTICES:

- MARKETING AND RECRUITMENT
- RACIAL LITERACY OF TEACHER EDUCATORS
- TEACHER IDENTITY AND POSITIONALITY
- ANTI-RACIST PEDAGOGY AND CURRICULUM
- PLACEMENT
- PROBATIONARY PERIOD

Marketing & Recruitment

Suggested action areas:

- Clear commitment statements
- Represent diversity in open days
- Outreach to BME communities
- Secondary school collaborations
- Consider access routes
- Summer school programmes
- Work with those experienced in the area
- Staff member role/responsibility
- BME ambassadors across all providers
- Partner postgrad recruitment with degree programmes with diversity
- Utilize waivers and scholarships
- Gather qualitative data about application interviews and conversion rates for BME students (equity check)
- Review selection and admission processes for additional barriers:
 - E.g., entrance criteria, visa restrictions, review question frameworks, power imbalances, stereotypes



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Racial Literacy of Teacher Educators

Suggested action areas:

- Foster culture of understanding – give teacher educators to the language to name, frame and address manifestations of racism
- Reflect upon assumption and biases and identities
- Consider practices that may present barriers to the presence and wellbeing of BME student teachers
- Teach an anti-racist curriculum
- Support student teachers in their practices
- High-quality professional learning for staff – and the time to engage



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Teacher Identity & Positionality

Suggested action areas:

- Establish and monitor learning environments
- Diversify ITE staff
- Support student teachers to explore autobiographies and influences
- Explore relationships, positionality, contexts
- Institution level reviews
- Discuss experiences of racism alongside aspects of intersectionality
- Engage with placement providers – clear expectations of policies



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Anti-Racist Pedagogy

Suggested action areas:

- Explore origins and usefulness of terminology and categories
- Include historical perspectives
- Teach explicitly about racism – past and present
- Debunk the myth of objectivity
- Use inclusive language
- Diversify programme content
- Use case studies that offer counter narratives
- Ensure resources do not reinforce stereotypes



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Placement

Suggested action areas:

- CPL for school-based mentor teachers
- Support class teachers and leaders to recognise assets and strengths BME students bring to the school
- Nurture learning environments
- Ensure student teachers are confident to address incidents and are familiar with processes
- Ensure clear, transparent processes are in place
- Provide support to ITE staff and information on where to go for advice
- Signpost networks



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Probationary Period (year 1 of teaching)

Suggested action areas:

- Use transition period conferences and seminars to refresh on practices
- Ongoing support from the institution if experiencing difficulties
- Organize for change by continuing to strive for racially just spaces
- Seek proactive sponsorship from partners for ongoing career development of BME teachers
- Examine barriers of international students and employment due to visa issues



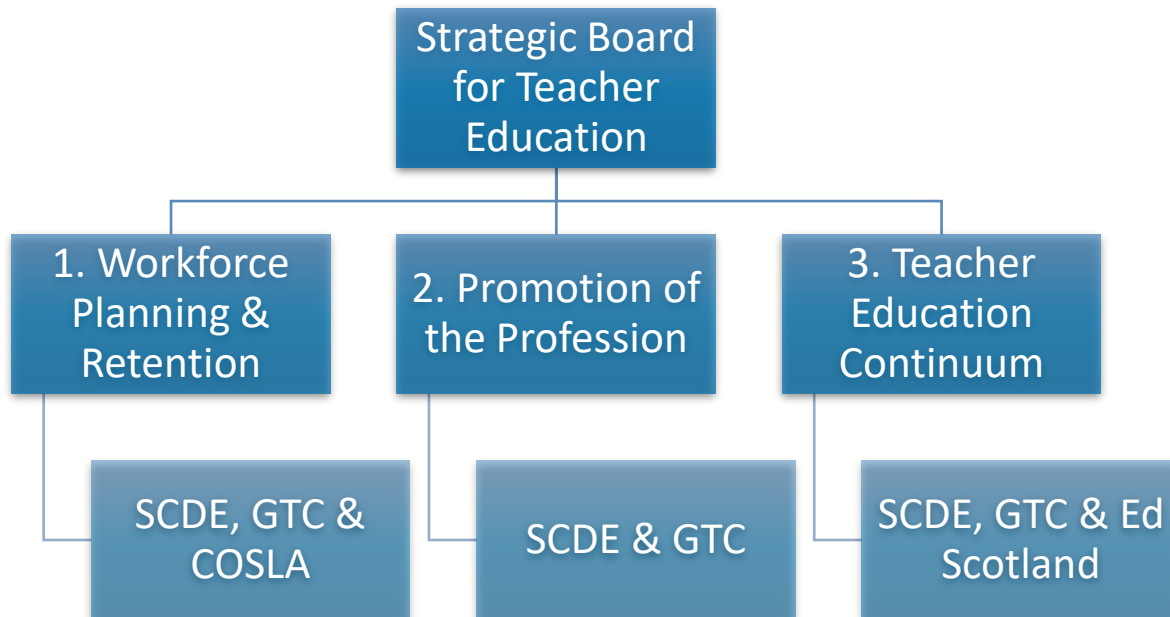
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Action Plan

Implementation of the National Anti-Racism Framework for ITE

SBTE 2023-2024 Workstreams





Potential Pushback

How is this relevant to me?

It's not core business/ business priority

I know all this ready

What about gender/disability/sexuality?

It's only a tick box exercise & nothing ever changes

It's political correctness gone mad

This does not feel safe (spotlight the minority)



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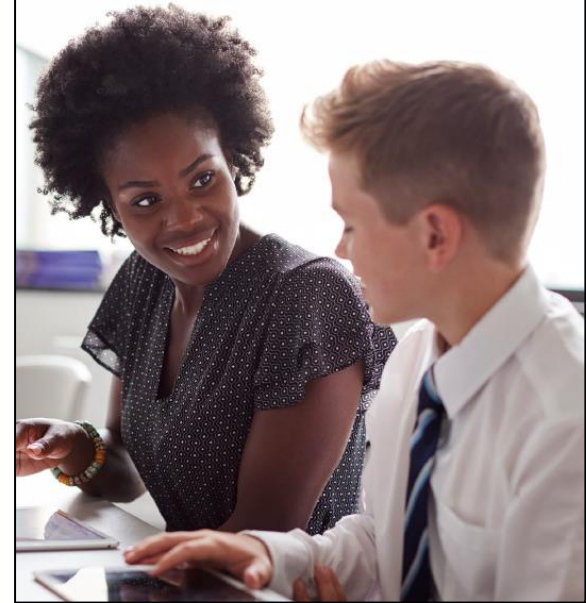
Q&A

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Scottish Council of Deans of Education

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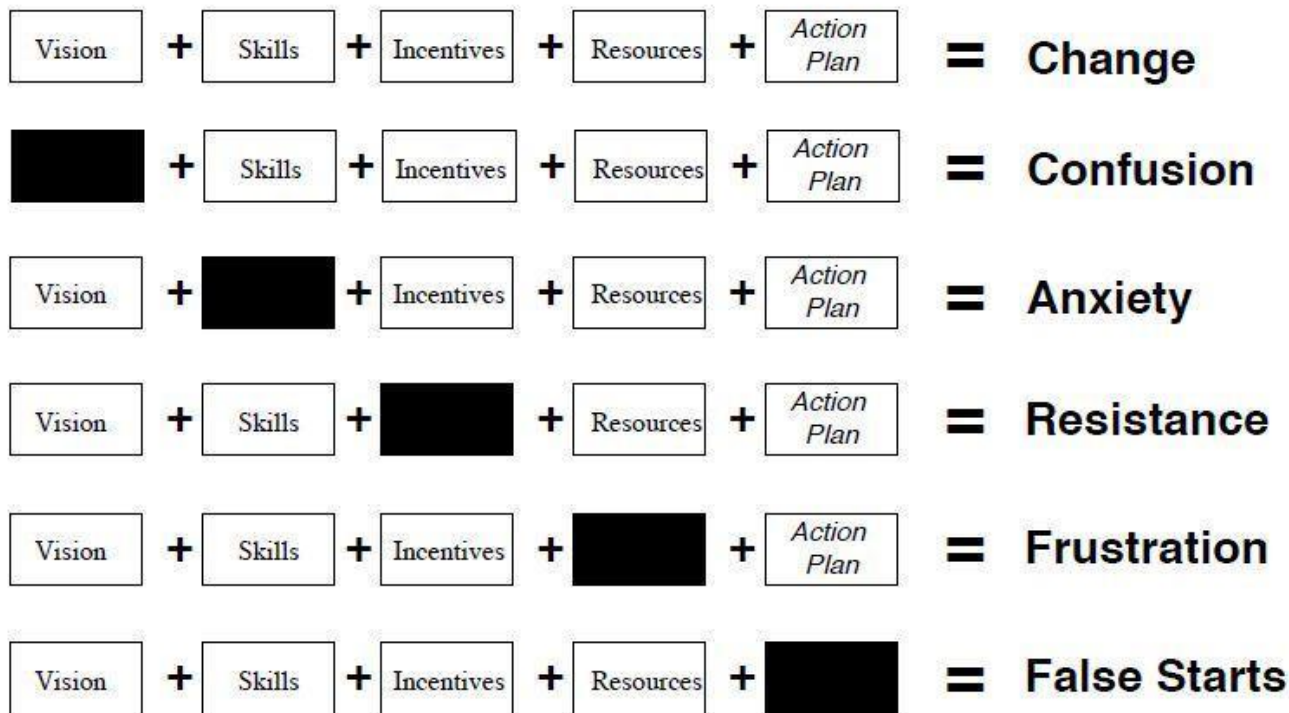
Brainstorming

- potential action steps to take back to own settings
- pair-share to consider feedback from a fellow participant on ideas

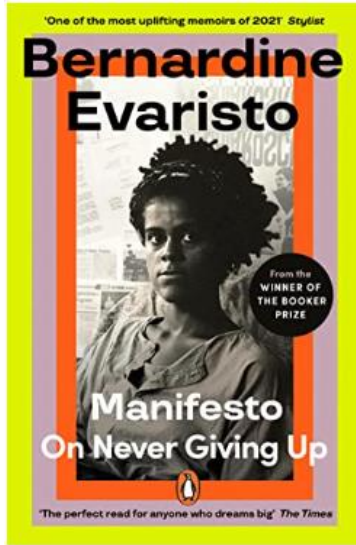
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- **PLACEMENT**
- **PROBATIONARY PERIOD**

Guiding Change



Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.



"The person I am today no longer throws stones at the fortress. I sit inside its chambers having polite, persuasive and persistent conversations about how best to transform outdated infrastructures to accommodate those who have been unfairly excluded. The rebel without has become the negotiator within, who understands that we need to sit at the table where the decisions are made, and that enrolling people in conversations is ultimately more effective than shouting at them (satisfying as that can sometimes be)."

Bernadine Evaristo (2022)



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Thank you!



21st ISATT Biennial Conference

30th June – 4th July 2025

University of Glasgow, UK

*“Quality Teaching for a More
Equitable World”*