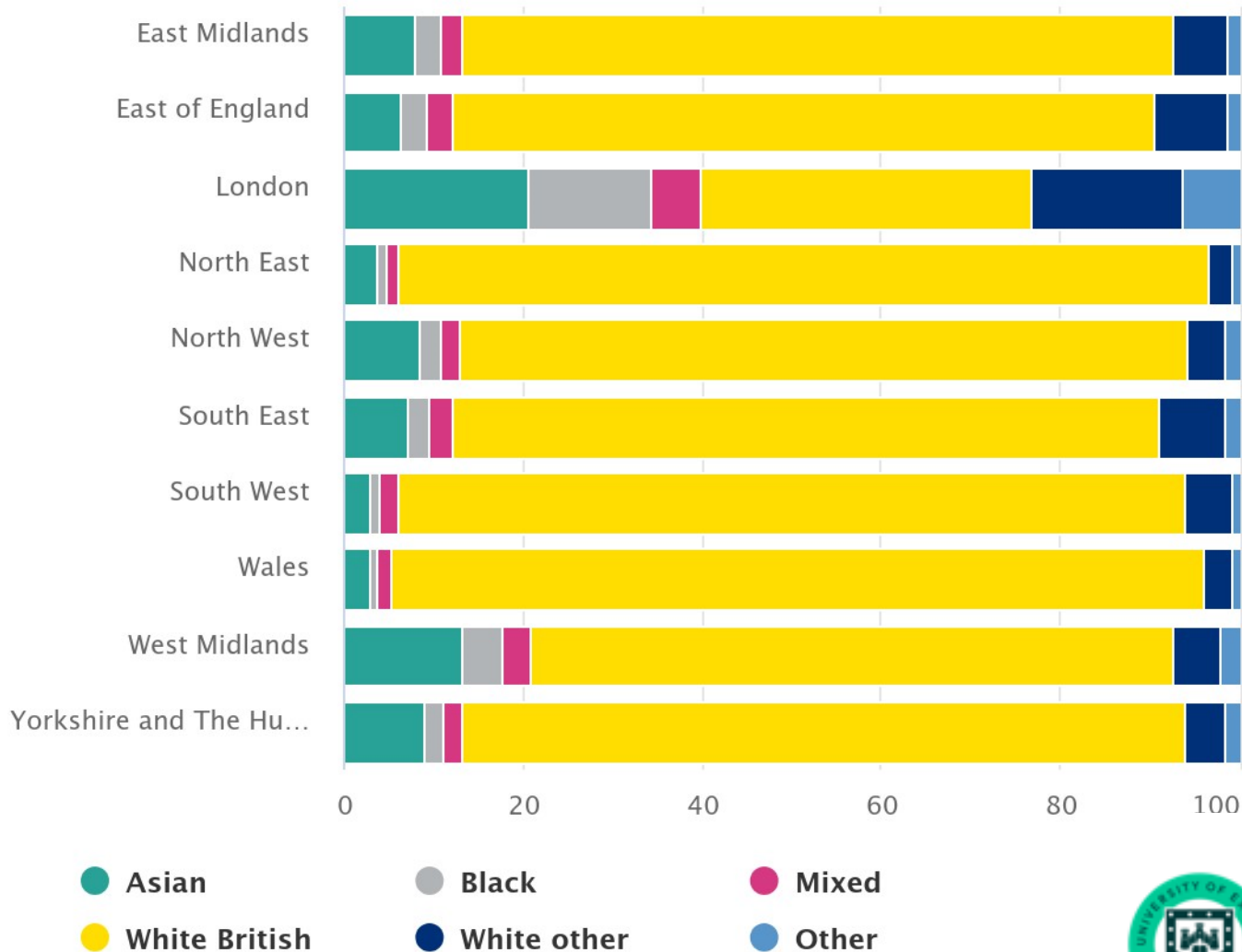# Aims

- To explain our particular, and peculiar, context in the SouthWest of England
- To provide examples of how we support our students
- To describe the nature of challenges for students and staff in implementing EDI practice.
- To offer some examples of EDI work at Exeter.
- To encourage self-examination – the agentic properties of teachers' personal worldviews.

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Our context

Title: Areas of England and Wales by ethnicity. Location: England and Wales. Time period: 2021. Source: England and Wales 2021 Census| Ethnicity Facts and Figures GOV.UK

Our context

Between June 2019 and May 2020, received **1,856** reports of hate crimes, the vast majority race-related. These include a rise in reports of hate crimes in the region and after several Asian people were targeted in covid-related incidents at the start of the pandemic.

From July 2021 to 31 July 2022, reports of hate crime in Devon, Cornwall and the Isles of Scilly increased by **21.8%,** from 2,371 hate crimes to **2,888**.
The increase in reports of hate crime may partly be due to victims having greater confidence to come forward and report, the force said.

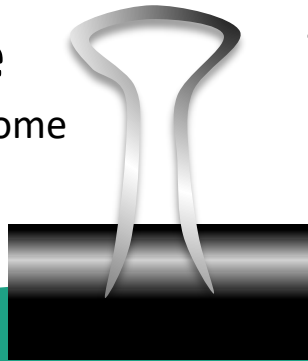(New IT system means no more up to date data)

Issues that *may* be impacting our students

Students may experience all, some or non of these.

- Racism (Wilkins and Lall, 2011, Swim et al,2003, Runnymede, 2020)
- Struggles with identity - particularly for mixed heritage students (Archer et al, 2010) and notions of hybridised identities as transgressive (Werbner & Modood, 1997)
- Economic disadvantage – particularly pertinent during COVID restrictions (Blundell et al, 2021)
- Lack of role models – although this is critiqued (Maylor, 2009)
- Stereotypes (Chalmers and Volet, 1997) and educators' fixed rather than fluid concepts of identity (Fanshawe and Sriskandarajah, 2010)
- Low teacher expectations (Knowles and Ridley, 2006)
- Community pressures (Springate 2008)
- Religious requirements (Benn, Dagkas & Jawad, H., 2011)
- Language (Conteh, 2012, Demie, 2013)
- Impact of 'whiteness' as normative (Tusynsk, 2017)
- Microaggressions (Sian, 2017).

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Support for students
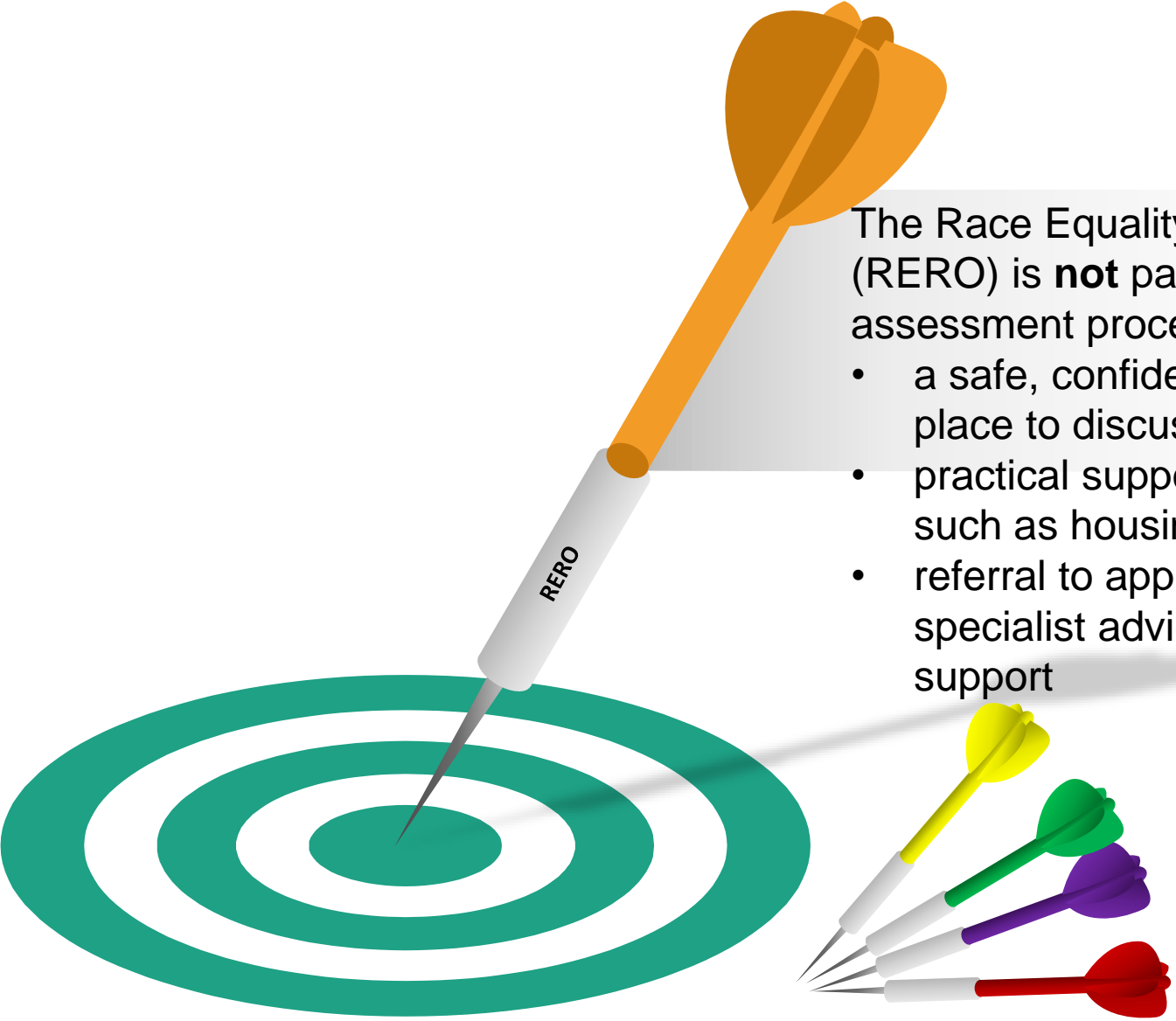
A range of internal organisations are available to support students
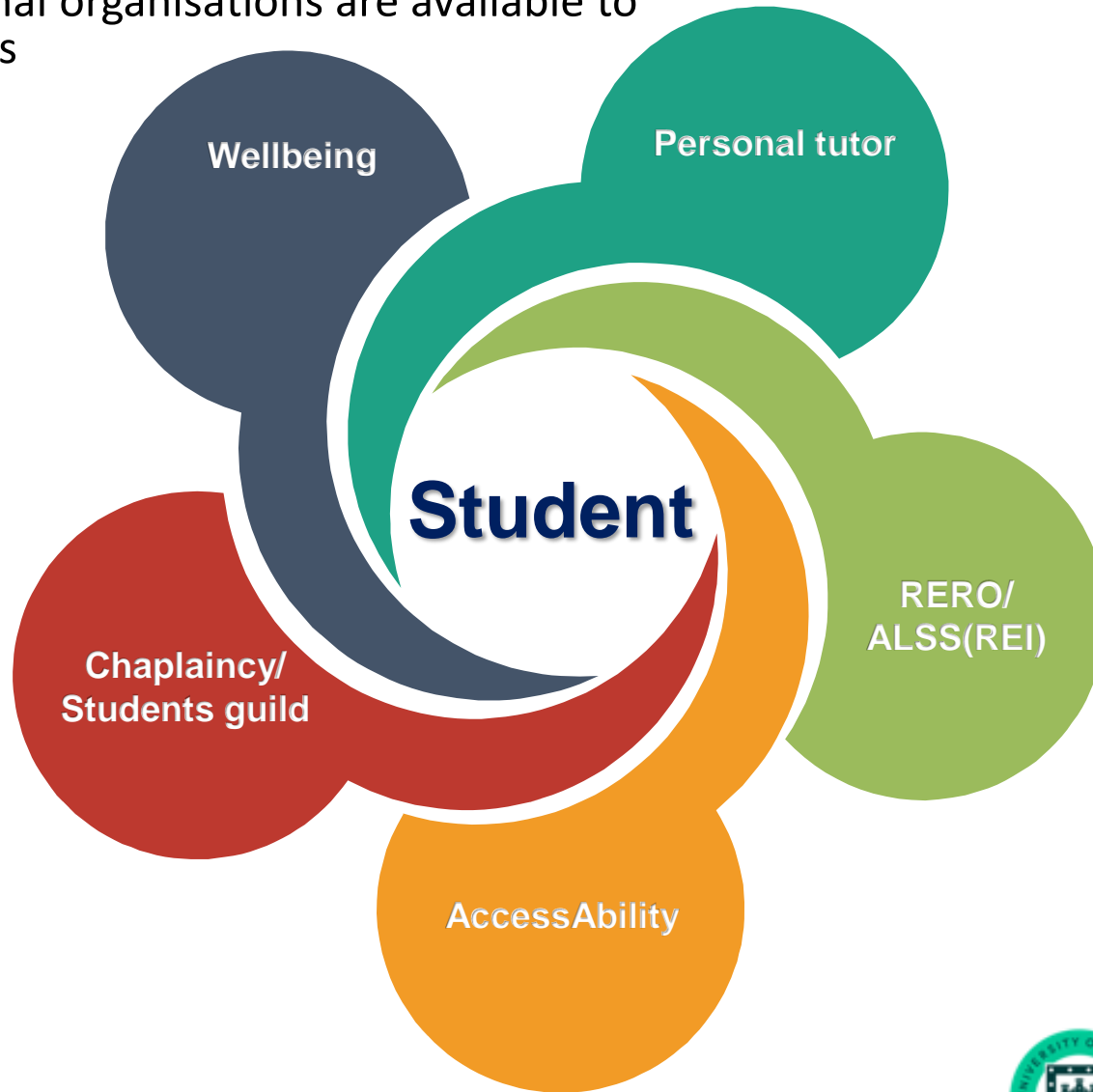
GOALS

Supporting our students

The Race Equality Resource Officer (RERO) is **not** part of the student assessment process, and offers:
- a safe, confidential and non-judgmental place to discuss issues and concerns
- practical support to manage issues such as housing and finance
- referral to appropriate agencies for specialist advice, information and support

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RERO support

The following is a brief guide to explain the procedure that REROs undertake in supporting students.
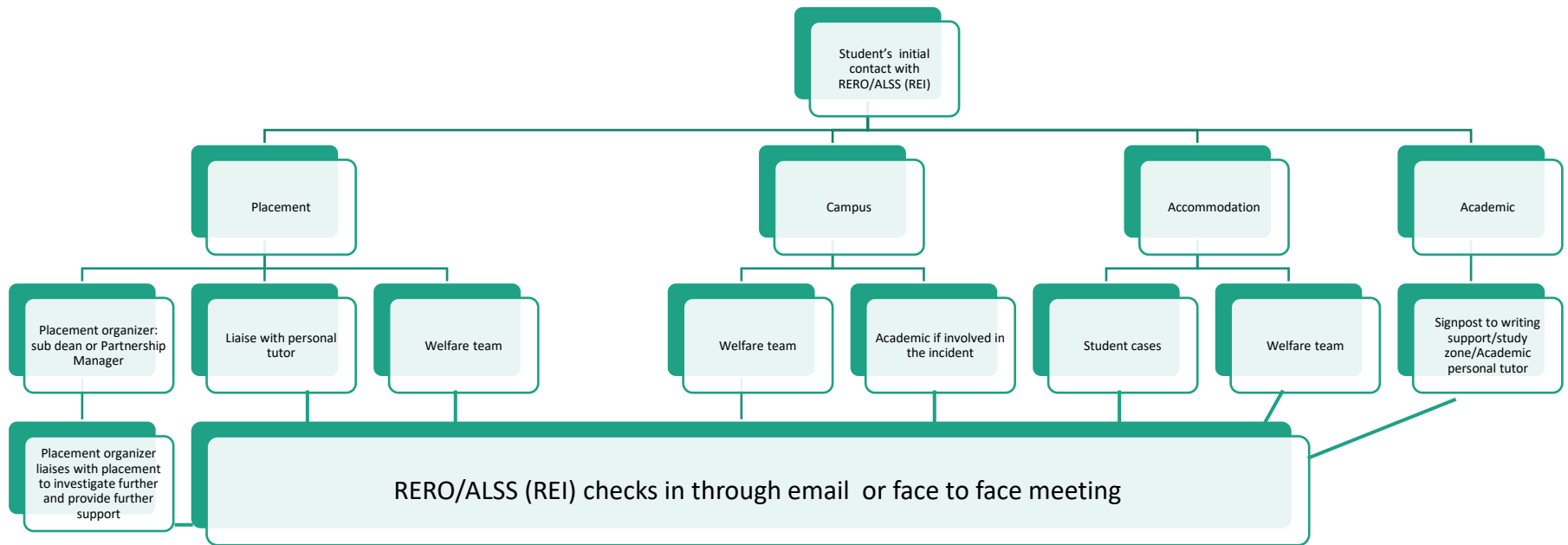
Student's initial contact with RERO/ALSS (REI)

Placement

- Placement organizer: sub dean or Partnership Manager
  - Placement organizer liaises with placement to investigate further and provide further support
- Liaise with personal tutor
- Welfare team

Campus

- Welfare team
- Academic if involved in the incident

Accommodation

- Student cases
- Welfare team

Academic

- Signpost to writing support/study zone/Academic personal tutor

RERO/ALSS (REI) checks in through email or face to face meeting

Recurring themes

Reluctance to report (Basit et al, 2006, Wilkins and Lall, 2011, Swim et al, 2013).

Cultural clashes (Oberg, 1960)

Issues of whiteness (Sian, 2017)

Increasing racism

'Stealth' racism (Wilson et al, 2017)

Race Equality Resource Officer RERO support

Themes for 22-23

Culture Shock: (Oberg, 1960)
For Home student not international – moving to a new city and facing different cultural norms.

Difference:
In university-based sessions students felt they had different opinions to the rest of the group. Some students found the education system different and seemingly inferior to their home country.

Financial problems:
Increasing number of students with financial difficulties

Issues of isolation:
Isolation from peers and loneliness over holidays.

Racism:
Challenges in placements of possible discrimination and 'problems' with strong accent

Unwillingness to label racism:

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Disorientating worldview shock

A moment of 'disorientation' or 'shock' when different worldviews are revealed 'a sudden immersion into a non-specific state of uncertainty where the individual is not sure what is expected of him or her, nor what to expect from other people. It can occur in any situation where an individual is forced to adjust to an unfamiliar social system where previous learning no longer applies.'
        Hofstede, Pedersen and Hofstede (2002: 22)

Derived from Oberg's 1960 'culture shock' and 'learner shock' (Griffiths, Winstanley and Gabriel, 2004) which affects adults who return to education after a protracted absence:
'experiences of acute frustration, confusion and anxiety experienced by some students (who) find themselves exposed to unfamiliar learning and teaching methods, bombarded by unexpected and disorienting cues and subject to ambiguous and conflicting expectations'
(Griffiths, Winstanley and Gabriel 2004: 2-3)

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RERO support

Combines proactive and reactive aspects to best support our students

Proactive

- Presenting at Induction Events
- Emails to welcome students
- Organising student lunch/social event
- Regular emails to check on students
- Sharing resources on how to support students with staff and students
- Lecturing on Race and Education
- Leading seminars on Race and Education
- Providing training for staff on supporting students who experience racism.
- Supporting student PGR SIG

Reactive

- Supporting the student with short term and long-term responses.
- Contacting appropriate internal organisations to provide further support depending on the students' needs such as wellbeing, AccessAbility, student cases, estates etc.
- Contacting appropriate external organisations to provide further support where necessary such as the police, lawyers, landlords, local MPs etc.
- Provide training and guidance for staff where a key issue has been raised.

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Challenges that may impact our trainees

The Runnymede trust:
noted that the fear of "getting it wrong" reflected

"*a wider inability of white NQTs (on their training) to view themselves as part of an ethnic group where 'race' is seen as only relevant to Black and minority ethnic groups. This lack of understanding about their own ethnicity and diversity within white groups results in race equality and cultural diversity being viewed as an insurmountable challenge at odds with and irrelevant to their own experiences*"   Rollock 2009:9

The challenge of terminology

- BME/BAME/BiPOC/ 'minoritised communities' (Gillborn, 2008)/ethnic minorities(DfE)/ global majority.

- Whiteness/'White privilege' (McIntosh, 2004)

  What is white privilege?

- 'Racial literacy' (Guinier, 2004)

- 'Colour blind' (Pearce, 2005)

- 'Attainment gap' or 'Educational debt'?

  (Ladson-Billings, 2006)

The ideal trainee teacher?

Reflective

Fits in

One of the team

organised

Confident

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Agentic properties of teachers' personal worldviews

Current research project 2020-24

- **Beliefs** (Pajares, 1992, Fives and Buehl, 2005, Myhill and Jones, 2006)

- **Values:** value-ladeness of all teaching (Miedema, 2014)

- **Treatment of pupils**: including **gender** (Myhill and Jones, 2006), **ethnicity** (Stewart and Payne, 2008, Lavy and Sand, 2015) and **socioeconomic background** (Auwarter and Aruguete, 2008).

- **Enthusiasm** (Resnick, 1989, Richardson, 1996, Tillema, 2000).

- **Communication** (Mercer , 2000, Newman, 2016)

Worldview informed teacher education

Range of meanings and misconceptions

Understand students' cultural knowledge, prior experience, frame of references (FOR) and performance styles (Gay, 2010).

Need to develop cultural or 'racial literacy'(Runnymede, 2020)

- Our own culture/prior experience/FOR
- The culture of our institution/FOR
- The student's culture/prior experience/FOR

All of these impact on our encounter.

Culturally responsive (Hammell et al 2018) teacher education

Culturally Responsive Teaching

Bringing Native language into the classroom

Understanding history and culture

Culturally Responsive Teaching

Family involvement

Community culture into the classroom

Examples of Projects and resources – beginning the process…

1. Decolonisation of the curriculum project with local MAT

2. Anti-racists RE resources

3. International conference on 'Innovative Responses to the Global Pandemic for Trainee Teachers in the UK and Malawi'.

4. Decolonising the PGCE curriculum

5. External speakers – e.g. Malcolm Richards

6. Staff training – wellbeing staff,

catering staff, teachers and academic staff.

7. Education incubator project

examining 'cultural competence' in Psychology

Department.

Training for staff

Some Dos and Don'ts

1. Do listen

2. Don't jump in

3. Don't minimise

4. Don't make comparisons

5. Do acknowledged how painful this must be

6. Do offer support

7. Do report through the school and University systems

8. Do speak to the Race Equality Resource Officer

9. Do set up systems to counter future occurrences

10. Do consider cultural differences

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Addressing racism

- Read the set of statements provided for each group
- Choose one and place on the centre of an A3 piece of paper
- Identify and note down the values behind these comments
- Write down possible short term responses to these on the left hand side
- Write down possible long term responses on the right-hand side

Short term		Long term
	comment	
	Values Beliefs?	
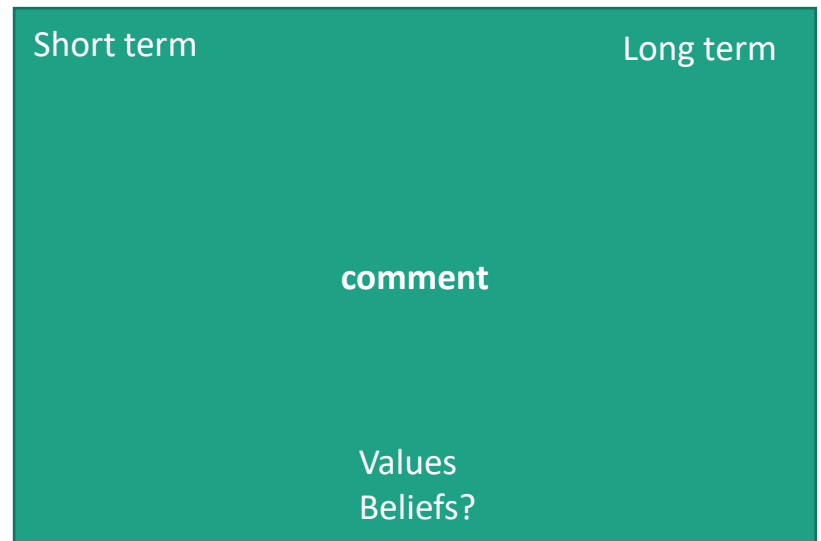
RERO support

Comments from students:

'Thank you for all of your support and emails this year - it has been great to know we always have someone we can contact in case of any problems.'

'I would just like to say a massive thank you for all of the support this semester and for everything you have helped me with over the past 3 months you have honestly been great. I really do appreciate all of the support.'

'Thank you very much for all your support. It was very helpful for me to speak to you.'

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