

Developing an anti-racism framework for ITE/T providers - scholar activism in practice



Professor Heather J Smith, Newcastle University
& Professor Vini Lander, Leeds Beckett University

Rationale for developing the framework

Global literature review

National survey

The anti-racism framework for ITE/T

“The framework is not a replacement for or update to an existing anti-racism framework as no equivalent framework exists for England.” (Smith and Lander, 2023, p.23)

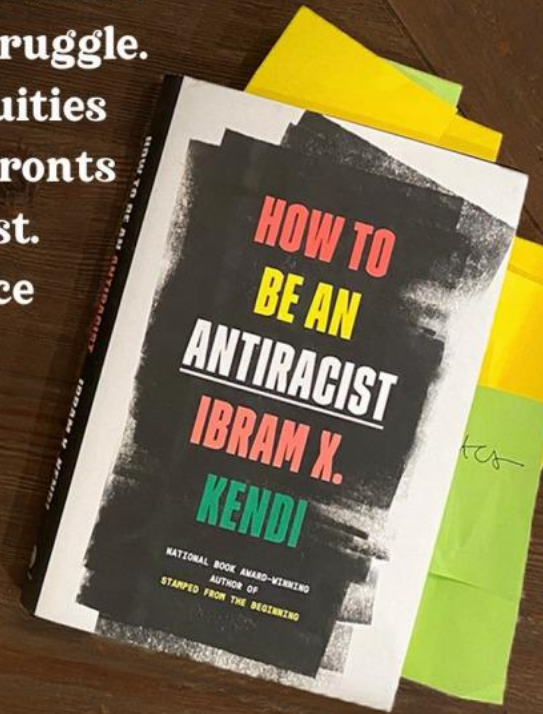
Smith HJ, Lander V. (2023) [Finding 'pockets of possibility' for anti-racism in a curriculum for student teachers: from absence to action](#). *The Curriculum Journal*. 34(1), 22-42.

WHAT'S THE PROBLEM WITH BEING 'NOT RACIST'?

It is a claim that signifies neutrality: 'I am not a racist, but neither am I aggressively against racism.' But there is no neutrality in the racism struggle. . . . One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of 'not racist.' The claim of 'not racist' neutrality is a mask for racism. ”

– **IBRAM X. KENDI**

AUTHOR OF *HOW TO BE AN ANTIRACIST*



ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION/ TRAINING



Rationale: our classrooms and schools

- Linguistically and ethnically diverse pupil populations.

34.8% of primary and 34.1% of secondary pupils recorded as being pupils of a 'minority ethnic background', and 21.2% of primary pupils and 17.5% of secondary pupils recorded as having a first language other than English (DfE, January 2021)

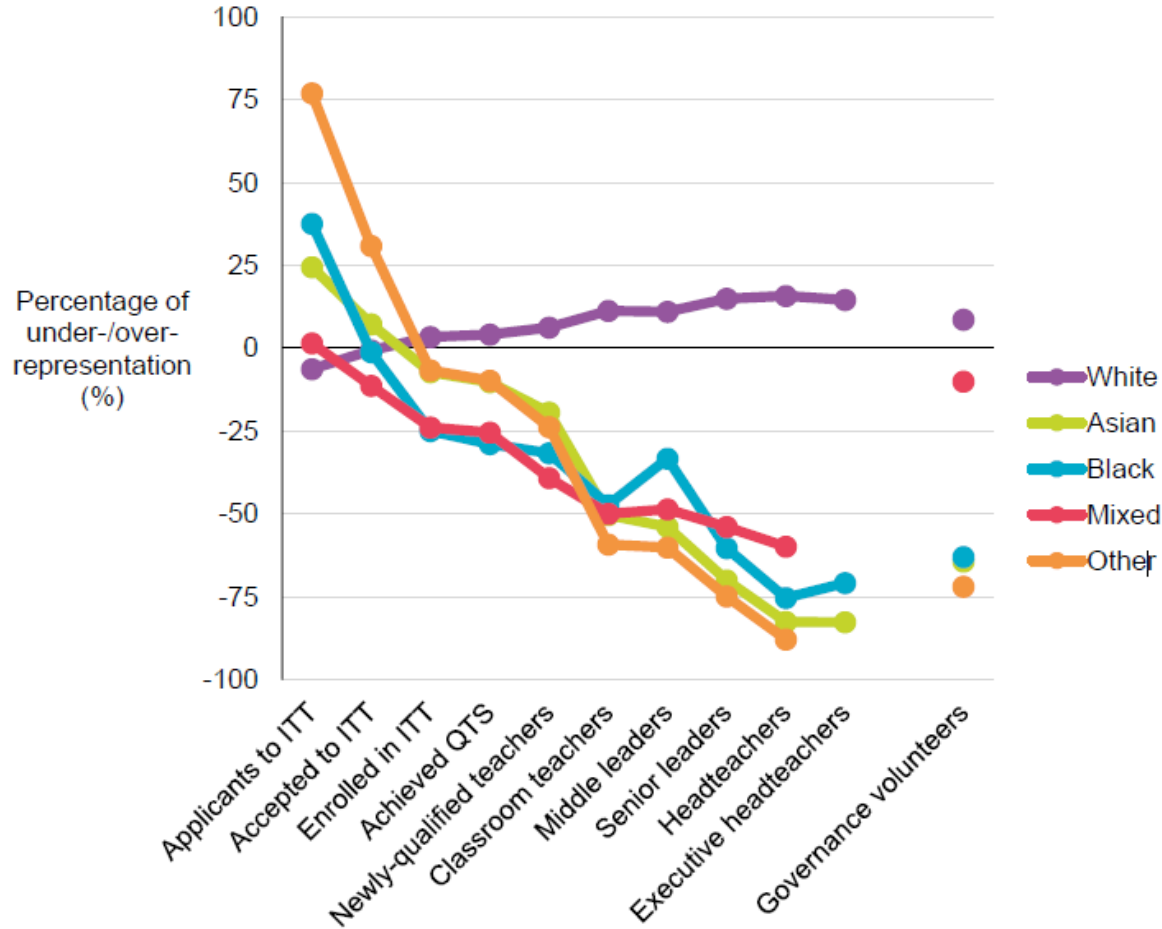
- Continued disparities in educational experiences and outcomes.

In terms of statistical evidence on permanent school exclusions “in every year covered by this data [from 2006 to 2019], the rate [of permanent exclusion] for pupils from Black and Mixed backgrounds was higher than the national average.” ([Permanent exclusions - GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://www.ethnicity-facts-figures.service.gov.uk/))

- Current teacher workforce remains predominantly white

- Current teacher workforce remains predominantly white

Figure 1: Representation of ethnic groups in the teacher profession in 2020/21



People from Asian, black and other ethnic backgrounds are over-represented among applicants to postgraduate ITT, which suggests that there is no shortage of interest in joining the profession among these groups. However, among those who are accepted onto an ITT course, people from Asian, black and other ethnic groups are generally not over-represented, which indicates acceptance rates for applicants from these ethnic backgrounds are generally lower than for applicants from white ethnic backgrounds (as we discuss further in our analysis of progression rates).

By 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.

De-racialisation of education policy: disinclination to act against racism

the literal removal of reference to race and ipso facto a concern for racism is what Apple (1999) has called the absent presence of race in public policy

“Absences in social policy also betray and authorise symbolic value regarding what is and is not important. The lack of attention to racism in initial teacher education (ITE) policy for example, tells student teachers that understanding racism is not as important as learning about say, behaviour management, even in cases when understanding an individual’s behaviour requires an understanding of racism in all of its forms.” (Smith, 2021, p.73)



Smith HJS. (2021) [Britishness and 'the outsider within': tracing manifestations of racist nativism in education policy in England](#). *Prism: Casting New Light on Learning, Theory and Practice* 2021 3(2).

“[E]ducation in England has suffered a process of de-racialisation over the years (Gillborn et al., 2016; Smith, 2021), including most recently through a pernicious form of doublespeak within policies, in which there is an obfuscation of racism as a cause of inequities, effectively circumventing actions that would bring about real change (Smith, 2021). ITE/T policy is a glaring example of this de-racialisation, as neither the core content framework (DfE, 2019) or current Teachers’ Standards (DfE, 2021) explicitly reference racism (or any other form of discrimination). It is time for change and hence we argue for urgent action in finding space for anti-racism in ITE/T (Smith & Lander, 2023).” (Smith and Lander, BERA Research Intelligence, 2023)

“The approach adopted in this research study is very much in tune with that advocated by Joseph-Salisbury and Connelly (2021, p. 1) to seek “pockets of hope and possibility” in the contradictions and divergences which exist between activism in the real world of school and university classrooms attuned to real world educational and wider inequities, and the new world of restrictive and obstructive ITE/T policies and regulations...” (Smith & Lander 2023, p.24)

Research underpinning the framework

Partners involved in consultation, co-production and dissemination of the framework:
NALDIC, Centre of Race Education and Decoloniality , Show Racism the Red Card ,
National Education Union , Universities of Sanctuary , BAME Ed Network

and UCET and NASBTT supported the dissemination of the survey and framework.

3 parts:

Global literature review - 7 countries (the UK and Ireland, Australia and New Zealand,
the US and Canada, and South Africa)

National (England) survey



Informed the survey, developed with partners

Production of the antiracism framework drawing on this research.

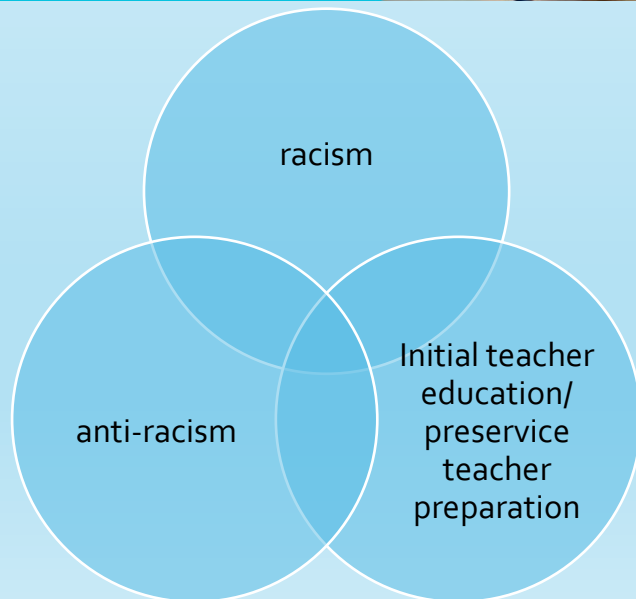
Literature Review



Snowballing - 123 relevant research/scholarly publications from 1986 up to 2021 (most publications were in the 2000s).

Acknowledged limitations:

- as most studies into anti-racism in ITE/T tend to be small scale, large scale and longitudinal evidence was scarce.
- There are also widespread societal anxieties in critically and authentically talking about race and racism, limiting the number of studies and possibly also the findings of the studies located.
- Studies referred to in the literature review are those written in English



Executive findings:

- all of the literature which focussed on directives from the state avoiding reference to racism, were from the UK, whereas the majority of examples of anti-racist pedagogy and practices in ITE/T came from the US
- the need to embed anti-racist pedagogies in ITE/T was stressed - 'one-off' or stand-alone anti-racist workshops were ineffective in developing student teachers' critical thinking and proactive responses to racism in education
- Where anti-racism work existed, responsibility tended to rest with one or two ITE/T tutors who had the skills and confidence to deliver anti-racist pedagogies
- Lack of tutor knowledge and confidence was cited in several studies as a barrier to anti-racist teaching in ITE/T, along with lack of time
- Training on anti-racist teaching for ITE/T tutors was cited as a need in several studies, along with greater encouragement from the institution/provider to embed anti-racist teaching
- The impact of not teaching anti-racism in ITE/T was identified in several studies in the review as resulting in for example: lower admission and higher non-completion rates for Black, and Global Majority (BAGM) student teachers; BAGM student teachers experiencing racism on the ITE/T course and on school placement; Student teachers' lack of confidence and knowledge to challenge racism and/or embed anti-racist teaching in their practice.

Survey shared with all ITE/T providers in England via UCET and NASBTT

7 sections:

survey respondent's personal and professional details

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

views on the characteristics of effective anti-racist pedagogy in ITE/T

information about respondents' own practices

respondents' course-and-self evaluations

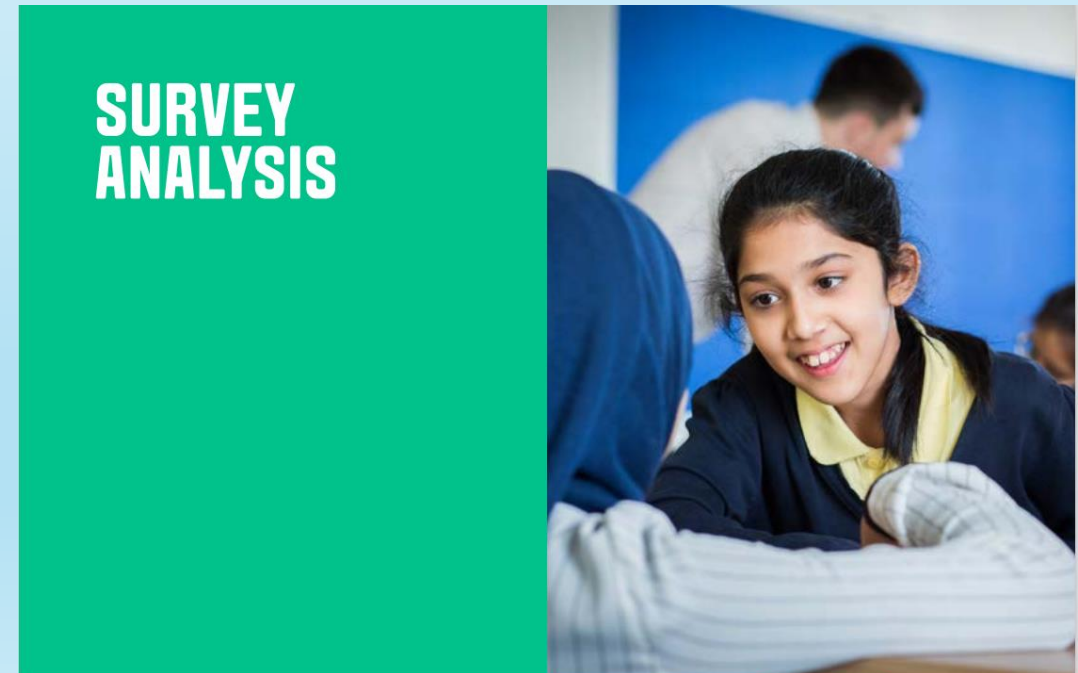
respondents' and colleagues' level of expertise and training and perceived barriers to anti-racism in ITE/T

respondents' relevant publications and willingness to respond further

The survey front page was looked at 453 times (although not necessarily by that number of individuals).

The survey was then opened 80 times

28 submissions – 1 blank and 1 by a student so 26 usable responses.



Unequivocal support for the need for 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?



Survey respondents' views on the importance of anti-racism in ITE/T

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

"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."

"Because we can't expect teachers to be anti-racist if we haven't taught them how to do this"

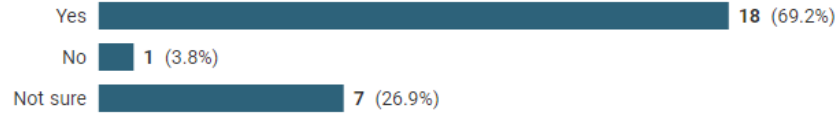
"Training teachers need to learn and understand about anti-racism in order to challenge racist stereotyping within school approaches, systems and curricula. This is essential for developing racial equality in education."

"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."

"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."

"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."

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?



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:

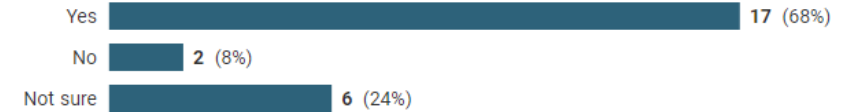
Showing all 3 responses

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.

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



Perceived barriers to teaching anti-racism in ITE/T

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 in teachers' standards
lack of importance in CCF
geographical region of course
student cohort demography

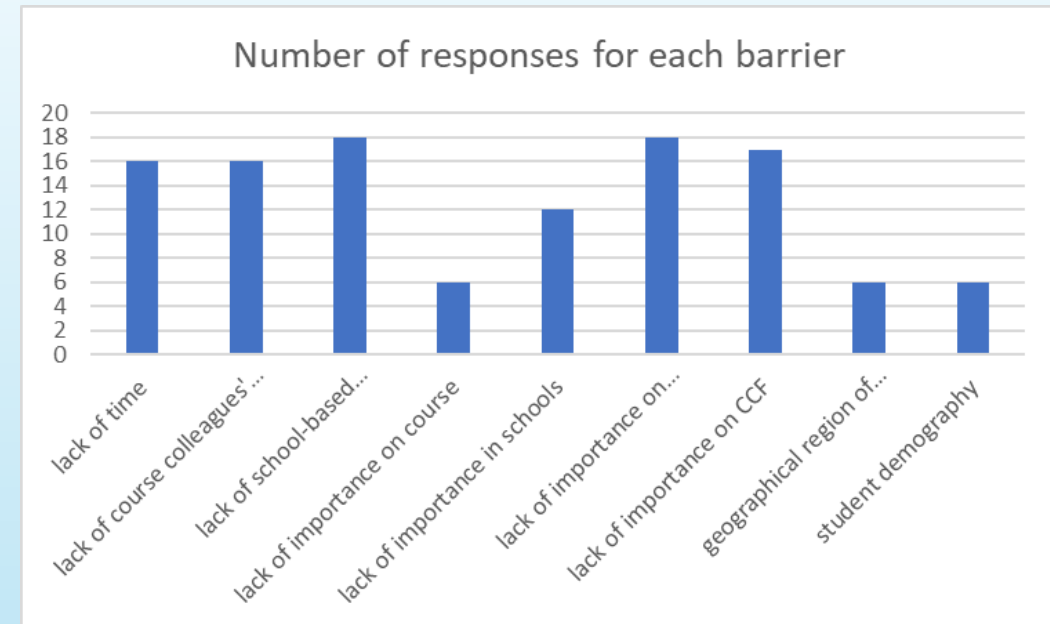
“Confidence levels and levels of comfortability of staff to deliver anti-racist content, for example with white members of staff who don't feel as though they are able to deliver this content. Lack of diversity on staff team.”

“Confidence in schools”

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

“ lack of diversity within ITE staff.”

No statement was found not to be a barrier.



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.”

ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION/ TRAINING



Approach adopted in writing the framework: “Pockets of possibility” for action in ITE

Runnymede drawing on British social attitudes survey show that:

Less than one-fifth of people now think that it is very important for being truly British that someone was born in Britain, down from almost half in 1995;

And 45% said that equal opportunities for Black and Asian people had not gone far enough, up from 25% in 2000, and further rising to 71% among people with ‘socially liberal’ outlooks;

The approach adopted in this research study is very much in tune with that advocated by Joseph-Salisbury and Connelly (2021, p.1) to seek “pockets of hope and possibility” in the contradictions and divergences which exist between activism in the world of school and university classrooms attuned to real world of educational and wider inequities, and the new world of restrictive and obstructive ITE/T policies and regulations (p.24)



Rhodes must fall campaign

Smith HJ, Lander V. Finding 'pockets of possibility' for anti-racism in a curriculum for student teachers: from absence to action. *The Curriculum Journal* 2023, 34(1), 22-42.

WHAT DOES THE FRAMEWORK LOOK LIKE?

The framework is divided into three sections:

- A. Overarching Values and Understandings**
- B. Executive Summary of the Global Literature Review**
- C. Themes: Pedagogy and curriculum; Student teacher and placements; Leadership in Teacher Education; Staff training – teacher educators and school-based mentors; Course evaluation processes.**

The themes are presented as a series of questions to support critical reflection and course development and are linked directly to the sources of evidence and practice in the:



Literature review



Practice notes and examples from the literature review and from survey respondents



Global Literature summary chart



Further useful external links

The icons are hyperlinked to the supporting documents/links when the framework is read digitally.

HOW TO USE THE FRAMEWORK

We suggest that you draw on this framework alongside the Teacher Standards and Core Content Framework in ways appropriate to your course context. You can address the themes holistically, or separately as per your course needs. You may also like to refer to the NEU anti-racism charter: [Anti-racism charter | NEU](#) We hope to add further resources as the framework begins to be used. Please contact Heather Smith or Vini Lander with any ideas for additional resource materials.



ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION/ TRAINING



https://www.ncl.ac.uk/mediav8/humanities-research-institute/files/LBU_Anti_Racism_11-compressed.pdf



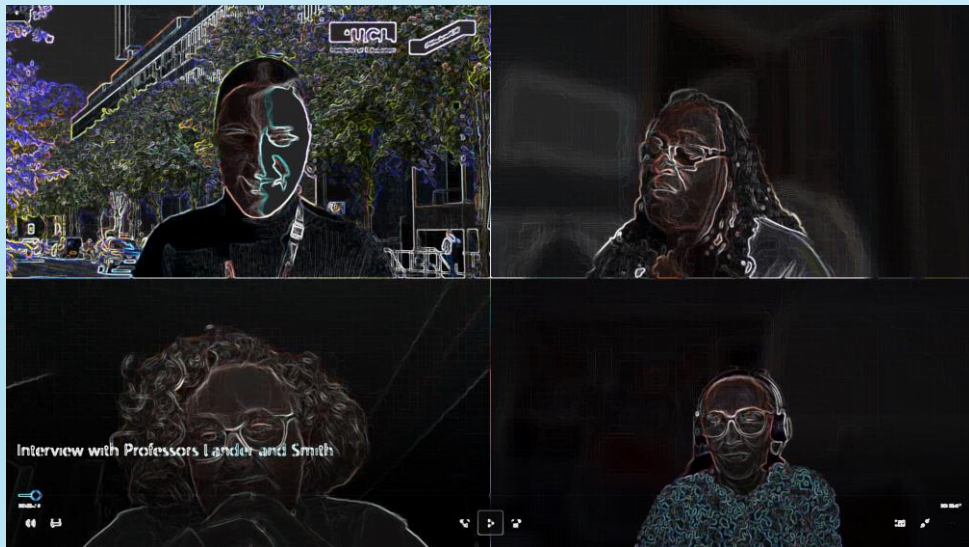
What have we done since the launch of the framework?

Publications:

Smith HJ, Lander V. (2023) **State of the Discipline of ITE/T in England and the urgent need for anti-racism.** *Research Intelligence* (154), 20-21.

Smith HJ, Lander V. (2023) **Finding 'pockets of possibility' for anti-racism in a curriculum for student teachers: from absence to action.** *The Curriculum Journal* 34(1), 22-42.

Smith, HJ and Lander, V (2024) **Creating the anti-racism framework to transform the curriculum for student teachers in England.** In *The BERA Guide to Decolonising the Curriculum: Equity and Inclusion in Educational Research and Practice*. In press



Presentations and interviews

2024 (forthcoming) Invited TEAN (Teacher Education Advancement Network) masterclass for annual TEAN conference on anti-racism in teacher education.

2023 (December): conversations with colleagues in Edith Cowan University, Australia about the creation of a framework for Australian ITE.

2023 (June) Invited speaker for Conference Anti-Racist Education Knowledge Exchange. Leeds Beckett University. Paper: Developing an anti-racism framework for ITE/T providers -scholar activism in practice

2023 (July) Invited speaker at Hiroshima University for the research group and associated partners: A comparative study on teacher education for diversity.

2023 (June) Invited speaker at Ark Academies Teacher Training meeting: Developing an anti-racism framework for ITE/T providers -scholar activism in practice.

2023 (March) Interview at UCL based on our published paper 'Finding 'pockets of possibility' for anti-racism in a curriculum for student teachers: From absence to action'

2023 (May) Invited speaker at BERA Events Live: Decolonial and anti-racist perspectives in teacher training and education curricula in England and Wales: The Curriculum Journal Special Issue.

2023 (April) Invited video-recorded interview with UCL ITT leads about the framework to be used with UCL colleagues for training.

2023 (March) Keynote at Leeds Beckett University Conference: Developing an anti-racism framework for ITE/T providers -scholar activism in practice.

2023 (March) MMU invited seminar presentation for Race in Teaching and Research Seminar 3: A UK Anti-racism framework for Initial Teacher Education/Training

2023 (January) NASBTT (The National Association of School-Based Teacher Trainers) Espresso Event: Introducing The anti-racism framework for ITE/T

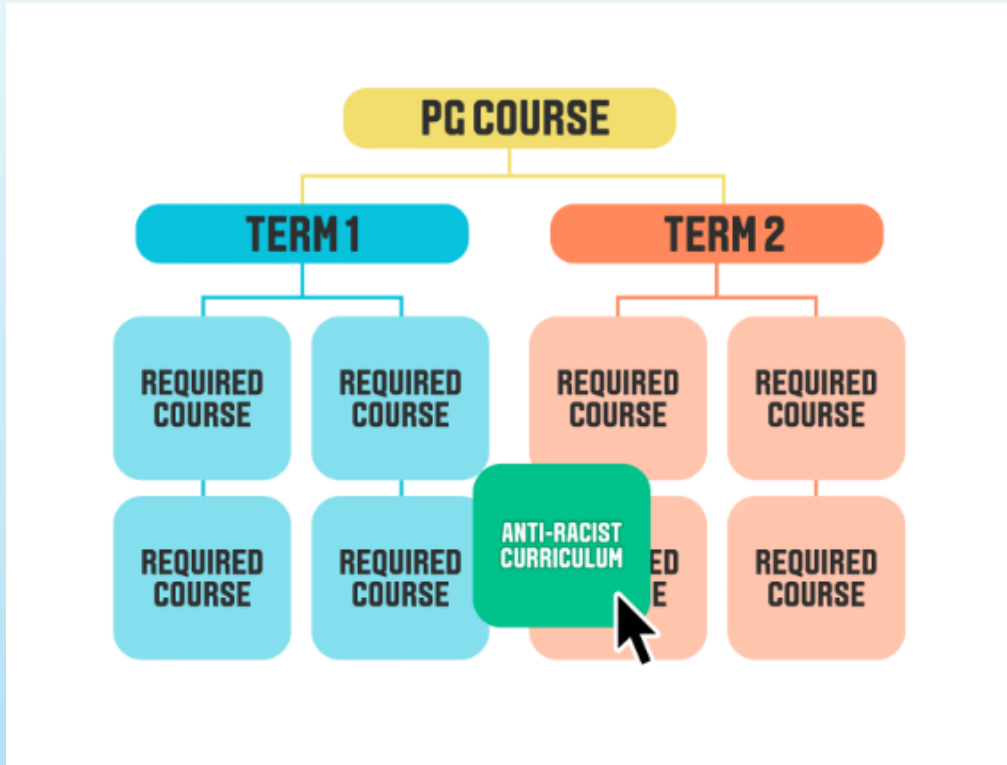
2022 (November) Invited Speaker at DiverseEd Diversity in ITTE network meeting

2022 (November) UCET conference presentation: Equalities Group Symposia

2022 (September) Workshop presenter at Runnymede Summit: We Move

What next?

1) Making a video to support meaningful use of ARF



2) Applying for funding (BERA) to gather case studies of practice to share and to write policy brief (NU impact fund)



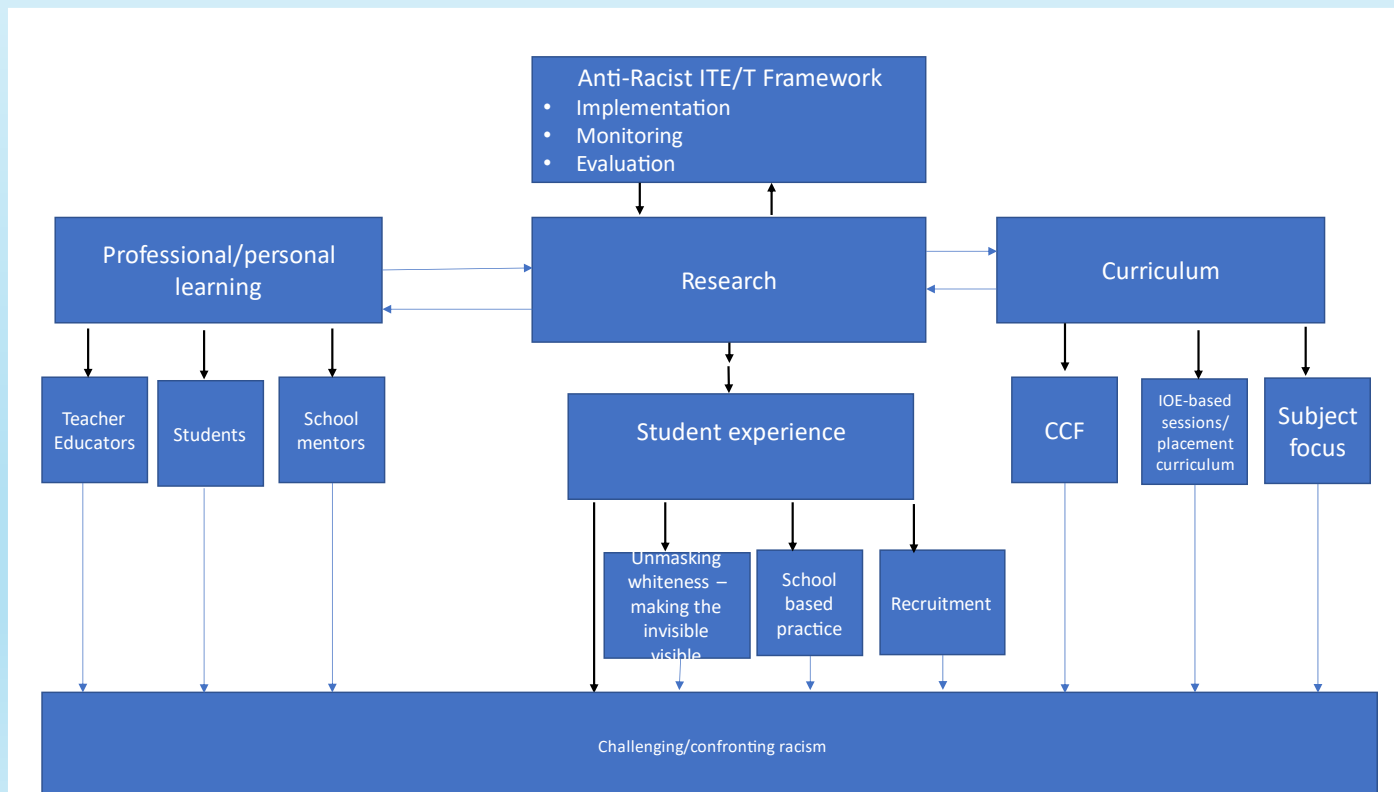
3) Launch of ARTEN at CRED

Anti-racist Teacher Education Network (ARTEN)

- The network will be based at the Centre for Race, Education and Decoloniality at Leeds Beckett University. It is a new network for **teacher educators committed to anti-racism**
- ARTEN will be a virtual/online community which would develop anti-racist practice in ITE/T.
- There would be four meetings per academic year.
- Led by a Chair and the Steering group
- The network would consist of teacher educators committed to anti-racism and racially just teacher education. It will include teacher educators in higher education, school mentors as well as ITE/T tutors in SCITTs who are willing to share and develop their anti-racist practice.
- The Network would have a page on the Centre for Race, Education and Decoloniality website, and we would look to develop videos and other resources etc. which ITE/T tutors could download in order to develop their AR pedagogy and practice. ARTEN would showcase good anti-racist practice in ITE and develop a collegial approach to advancing anti-racism in ITE/T. In time, it may develop regional groups which could provide in-person support to colleagues wanting to develop antiracism in ITE/T related to the Anti-racism Framework for ITE/T.

ITE Case study 1: IoE at UCL 'Exploring Race, Understanding Diversity in ITE (ERUDITE Project)'

The Primary PGCE at the UCL, Institution of Education is working on implementing the Anti-Racist ITE Framework across its provision. It is also using it to build ITE staff knowledge and practice as part of their ongoing professional development. The Primary PGCE team have worked with the framework thematically and mapped it to its work across its provision. As a result, it has been our focus in our curriculum, recruitment practices, policy review, mentor training, awarding gap analysis, other data analysis (e.g. interruptions and withdrawals) and with reporting to our Partnership Advisory Group.



1. Taught Programme and associated elements of the programme.

To this end we have made changes to:

- Learning and Teaching module (M level) – changes to module content including a bespoke keynote, discussions on anti-racist pedagogy including grouping, classroom environment, relationships, working with parents, resources and representation.
- Professional studies – inclusion of a session on teacher identity that incorporates an intersectional lens.
- Subject studies- representation and diversity in children’s literature, Art & Design and adaptive and inclusive teaching in Science
- Approaches to writing references for students
- Moderation of rejections in student recruitment
- Pedagogy, as a result of findings from work with a focus group of student teachers
- Wording of MOAs and placement guidance

ITE Case Study 2 - Midlands

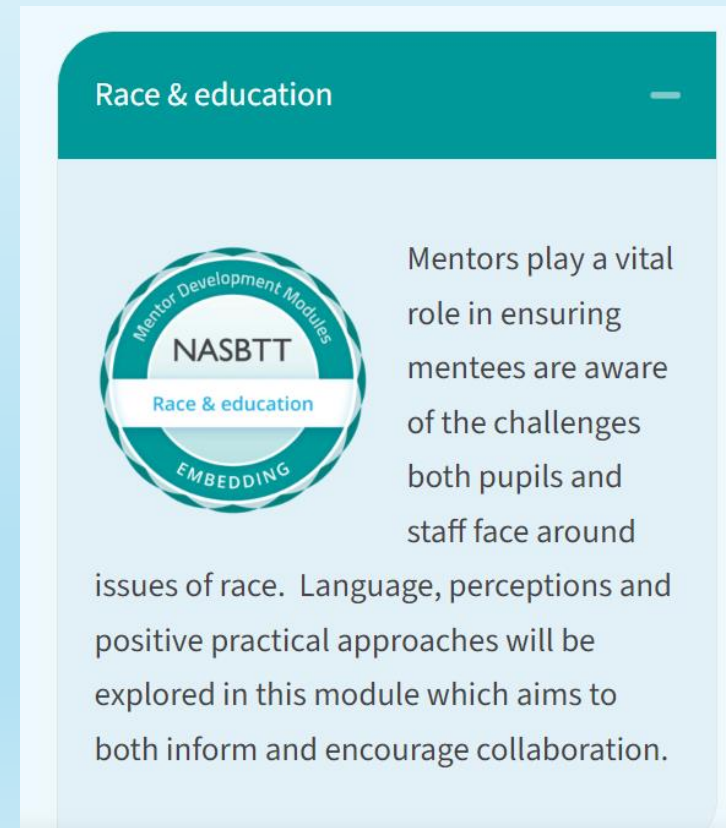
- Assistant Head teacher from local partnership school invited to speak about lived experience of race and racism in school and the work being done currently to support refugees in XXX. Session delivered to UG Y3 primary.
- School Experience documentation - AR statement included in Partnership agreement - specific/explicit statement linked to the Anti-Racism ITE framework to ensure all university and school staff, and students are aware of their responsibilities. CRED Anti-racist school award and the AR framework highlighted to all Partnership schools. Also shared with all SD/PG/UG3 exiting students via Moodle forum emails.
- AR part of all School Experience module booklets for students across PG and UG programmes – e.g. related Big Questions (and associated weekly tasks) across particular stages that refer to anti-racism.
- All Faculty of Education staff updated on AR framework progress and update provided to E and D committee at XXX.
- AR introductory sessions to PGCE cohort (Sep'23) introducing the AR framework and making it explicit what schools have agreed to via the amended partnership agreement, and what the expectations are for all. Students given explicit guidance as to how to report any incidents of racism whilst on campus or in school.
- Equality and Diversity checks have been added to QA form that placement tutors complete during any introductory meeting with students and mentors in school as part of any school experience - students are asked as part of the meeting whether they have access to key policies and whether they are happy with processes outlined.
- Vini Lander Race session delivered to entire Faculty of Education.
- AR session to UG1 cohort introducing the framework and looking at key topics e.g. microaggressions.
- Two colleagues have begun to look at decolonisation of the curriculum. Survey sent out to all cohorts - SOAR (appreciative enquiry) analysis carried out of the responses. Themes to be shared with wider teams in the coming weeks.
- AR sessions to be delivered to UG2 and UG3 cohorts.
- Next steps - meet as a Primary team to review progress to date re AR framework.
- Audit of the curriculum to be carried out in preparation for planning 24/25 academic year input across PG/UG programmes. How is anti-racism practice being explicitly embedded into our teaching?

Example wider impact case studies

NASBTT In response to the 2024 mentoring requirements ITT providers are required to 'establish a professional network of well-trained and expert mentors'. To support these requirements, NASBTT is pleased to offer its *Mentor Development Modules*.

Modules are pitched at varying levels to reflect mentor experience and development need.

- Introducing
- Embedding
- Refining



The image shows a screenshot of a digital interface for a NASBTT Mentor Development Module. At the top, there is a teal header with the text 'Race & education' and a minus sign. Below the header is a circular logo with 'Mentor Development Modules' around the top edge, 'NASBTT' in the center, 'Race & education' in a white banner across the middle, and 'EMBEDDING' at the bottom. To the right of the logo, there is a paragraph of text: 'Mentors play a vital role in ensuring mentees are aware of the challenges both pupils and staff face around issues of race. Language, perceptions and positive practical approaches will be explored in this module which aims to both inform and encourage collaboration.'

Project Proposal

Initial Teacher Education/Training Anti-racism Programme

PROJECT PROPOSAL

Anti-racism training for ITE/T

The broad aim of this programme is to provide anti-racism training and education for trainee teachers studying on an ITE/T pathway.

The programme can be delivered over a discrete six-week block, or six sessions across the academic year.

Module Topics



Anti-racist Pedagogy and Curriculum:
developing your anti-racism toolkit



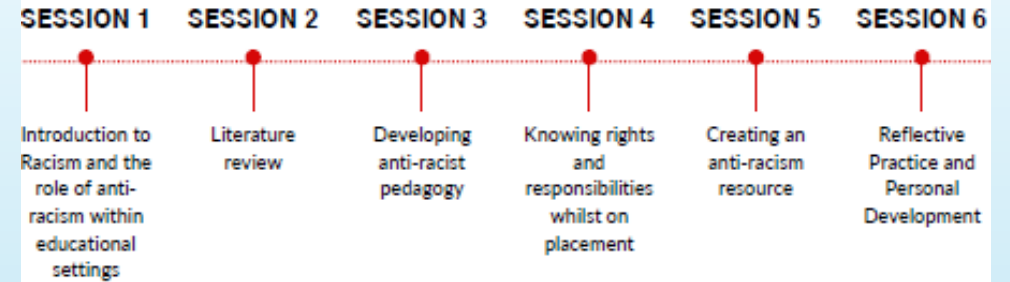
Anti-racism on Placement:
knowing your rights and responsibilities



Reflective Practice and Personal Development:
maintaining your commitment to anti-racism

PROJECT PROPOSAL

Proposed Timeline



Module 1

Anti-racist Pedagogy and Curriculum: developing your anti-racism toolkit

Session #	Intent	Implementation	Impact
1	This first session intends to introduce trainees to the background of anti-racism and its role within educational settings. The session examines the historical development of racism, and its relationship to contemporaneous educational experiences and barriers facing ethnically diverse, and global majority, communities. Trainees will review statutory equality frameworks within teaching and legislative responsibilities as teachers.	Education workers will establish the context for why anti-racism pedagogy is needed within educational settings. Discussions and tasks are focussed on how teachers can recognise educational disparities, the role of meritocracy and knowledge as power in disadvantage, and how this underpins the central tenets and tensions related to racism within educational settings.	Trainees identify educational disadvantage facing ethnically diverse and global majority communities. Trainees consider how this may relate to their own student demographic and placement setting. Trainees gain an understanding of the Equality Act and their responsibilities as reflected in the National curriculum, Ofsted Framework for ITT, Teacher Standards and the CCF.

Questions,
discussion

