UNIVERSITY OF WOLVERHAMPTON

UCET
Universities' Council for the Education of Teachers



UCET ANNUAL CONFERENCE

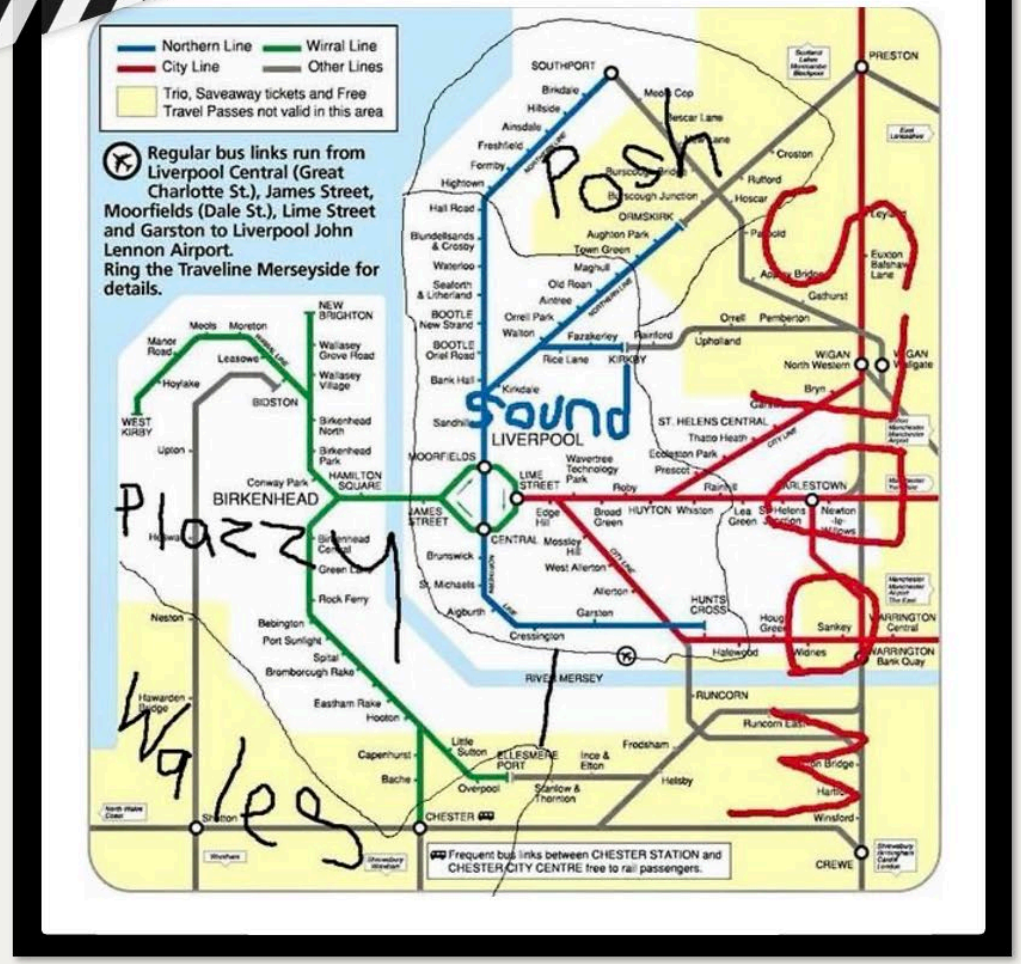
UNIVERSITY OF WOLVERHAMPTON






EUROPE
worldat
Mediterranean Sea
MIDDLE EAST
TROPIC OF CANCER
Red Sea
AFRICA
NIGERIA
EQUATOR
N
W E
S
Lake Victoria
PRIME MERIDIAN
1000 km




Northern Line
Wirral Line
City Line
Other Lines
Trio, Saveaway tickets and Free Travel Passes not valid in this area
Regular bus links run from Liverpool Central (Great Charlotte St.), James Street, Moorfields (Dale St.), Lime Street and Garston to Liverpool John Lennon Airport.
Ring the Traveline Merseyside for details.
Posh
Sound
LIVERPOOL
Plazzy
Wales
BIRKENHEAD
CHESTER
Frequent bus links between CHESTER STATION and CHESTER CITY CENTRE free to rail passengers.



UNIVERSITY OF WOLVERHAMPTON



UNIVERSITY OF WOLVERHAMPTON






THE
RIGHT
WAY


Best available evidence from research
Context – system, setting, group, individual
Evidence-informed practice
Teacher experience, expertise and professional judgement



Quiz Time!

Can you name all 6 Secretaries of State for Education since…

Rt Hon

Gavin Williamson MP

Secretary of State for Education

Department for Education

(September 2022)

10


10
THE RT HON JAMES CLEVERLY MP
Newly appointed
SECRETARY OF STATE
for EDUCATION

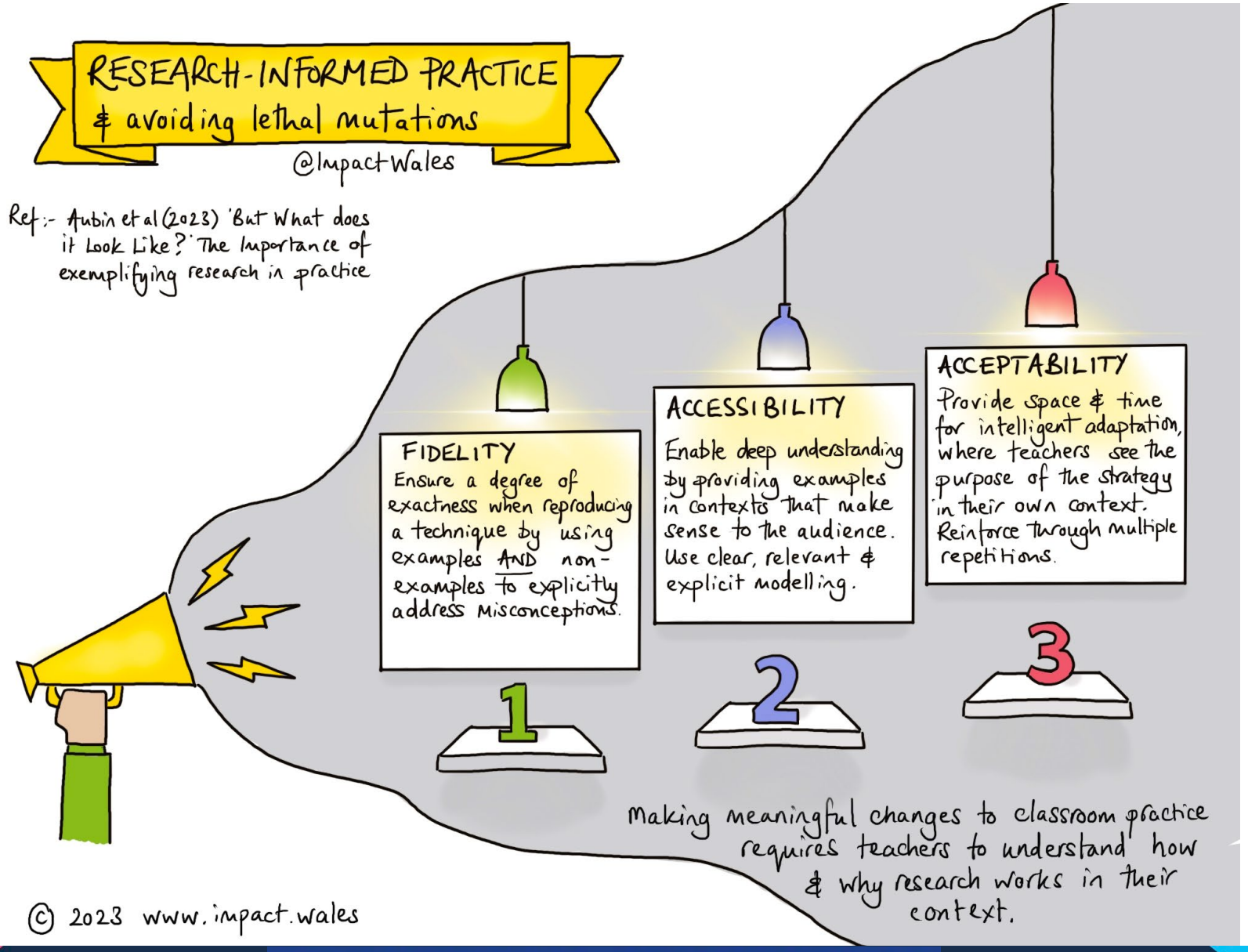

10
THE RT HON MICHELLE DONELAN
Newly appointed
SECRETARY OF STATE
for EDUCATION


10
NADHIM ZAHAWI MP
Newly appointed
SECRETARY OF STATE
for EDUCATION


UK Government
BRIDGET
PHILLIPSON
MP
Appointed
Secretary of State for Education


THE RT HON KIT MALTHOUSE MP
APPOINTED
SECRETARY OF STATE FOR EDUCATION
NEW GOVERNMENT APPOINTMENTS 2022
10


10
GILLIAN KEEGAN MP
APPOINTED
SECRETARY OF STATE
FOR EDUCATION


RESEARCH-INFORMED PRACTICE
& avoiding lethal mutations
@ImpactWales
Ref:- Aubin et al (2023) 'But What does it Look Like?' The Importance of exemplifying research in practice
FIDELITY
Ensure a degree of exactness when reproducing a technique by using examples AND non-examples to explicitly address misconceptions.
ACCESSIBILITY
Enable deep understanding by providing examples in contexts that make sense to the audience. Use clear, relevant & explicit modelling.
ACCEPTABILITY
Provide space & time for intelligent adaptation, where teachers see the purpose of the strategy in their own context. Reinforce through multiple repetitions.
1
2
3
Making meaningful changes to classroom practice requires teachers to understand how & why research works in their context.
© 2023 www.impact.wales

UNIVERSITY OF WOLVERHAMPTON

Cultural Competence as a Roadmap to Challenging Biases, Prejudice and Stereotypes, Journeying Towards Inclusive Education.

UNIVERSITY OF WOLVERHAMPTON

‘Cultural competence is the art of **embracing the richness of diverse voices**, understanding the depth of different lived experiences, and engaging with the world through a lens of empathy and respect…

It requires a **commitment to learning, unlearning, and relearning** with an open heart and mind, ensuring that our interactions are inclusive, equitable, and informed by the tapestry of human diversity.’

(Vasco, 2023)

UNIVERSITY OF WOLVERHAMPTON

One in four British people admit to being racially prejudiced

(NatCen Panel, 2023)

One in five Brits (18%) agree that 'some races or ethnic groups are born less intelligent'

(European Social Survey, 2020)

38% of Britain's say that some are 'naturally harder working'

(European Social Survey, 2020)

There is a **closing gap** between men and women in **self-admission** of racial prejudices.

(Diversity UK, 2023)

UNIVERSITY OF WOLVERHAMPTON

Developing a national barometer of prejudice and discrimination in Britain Report

- **70%** Muslims surveyed experienced religion-based prejudice
- **64%** Respondents from Black ethnic background experienced race-based prejudice
- **>33%** Respondents expressed positive feelings towards Muslims and immigrants
- **33%** Respondents felt that efforts to provide equal opportunities had gone ‘too far’ in the case of immigrants
- **44%** More people expressed openly negative feelings towards some protected characteristics
- **<50%** Respondents have no friends who are immigrants or none who are from non-Christian religions

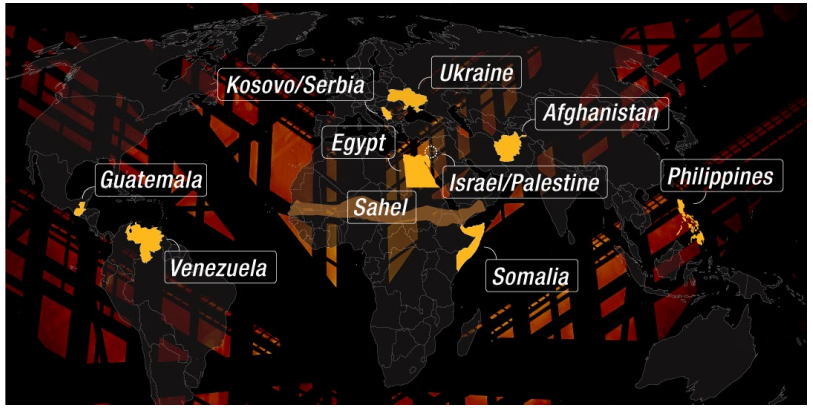
(Equality and Human Rights Commission, 2022)

UNIVERSITY OF WOLVERHAMPTON













UNIVERSITY OF WOLVERHAMPTON



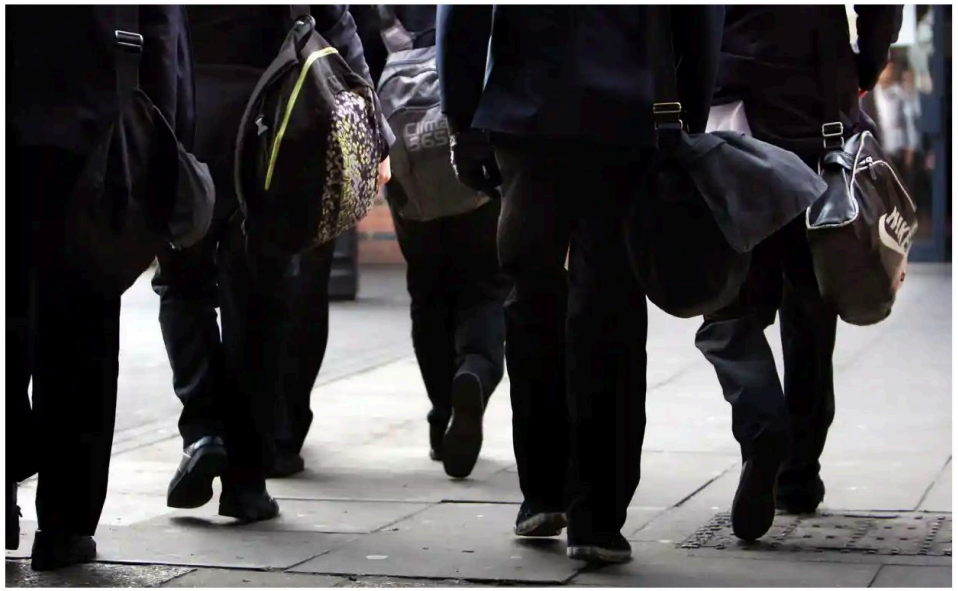
UNIVERSITY OF WOLVERHAMPTON

MIND THE GAP



No improvement in school attainment gap in England for 20 years, report says

'Overwhelming evidence' education system leaves too many poorer students behind, despite decades of policy focus

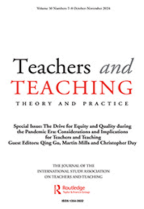


Secondary school pupils. The report suggests those leaving school with poor GCSEs have a lack of a clear paths and 'second chances', leaving millions disadvantaged throughout their lifetime. Photograph: David Jones/PA

The attainment gap between poorer pupils and their better-off class mates is just as large now as it was 20 years ago, according to a damning new report which says the coronavirus pandemic is likely to have increased the inequalities in education

Farquharson, McNally & Tahir (2022)

UNIVERSITY OF WOLVERHAMPTON



Routledge
Taylor & Francis Group

Teachers and Teaching
theory and practice

ISSN: (Print) (Online) Journal homepage: www.tandfonline.com/journals/ctat20

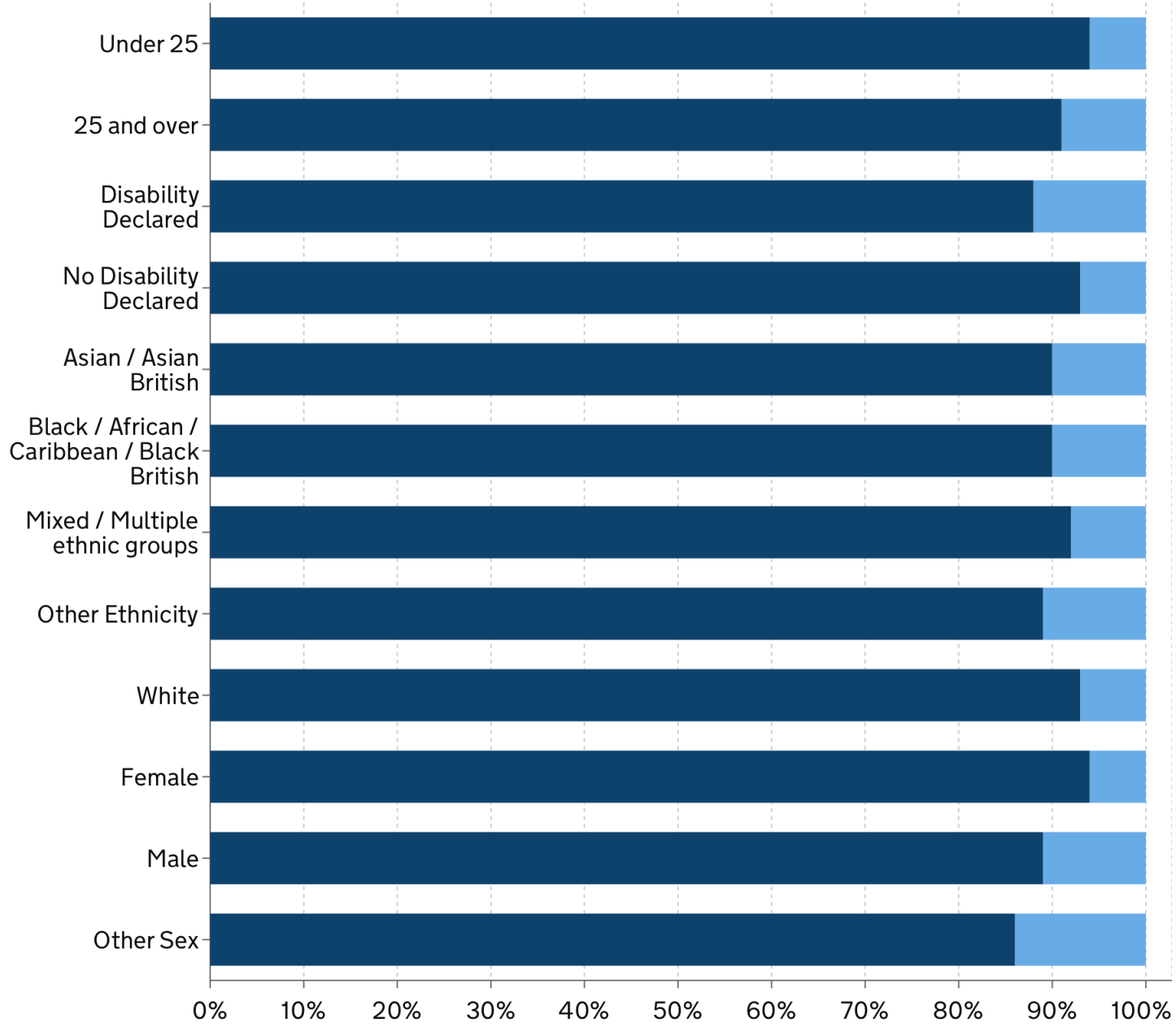
Racial microaggressions on the initial teacher education programmes: implications for minority ethnic teacher retention

Antonina Tereshchenko, Balbir Kaur, Olga Cara, Alison Wiggins & Claire Pillinger

To cite this article: Antonina Tereshchenko, Balbir Kaur, Olga Cara, Alison Wiggins & Claire Pillinger (11 Sep 2024): Racial microaggressions on the initial teacher education programmes: implications for minority ethnic teacher retention, Teachers and Teaching, DOI: 10.1080/13540602.2024.2397583

To link to this article: https://doi.org/10.1080/13540602.2024.2397583

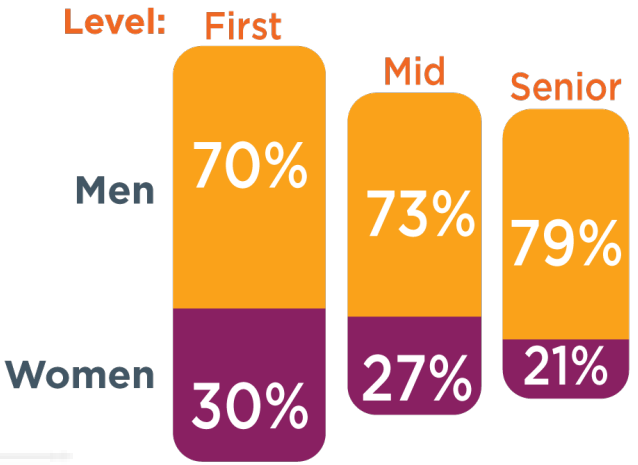
QTS outcomes of postgraduate trainees by characteristic for the 2022/23 academic year



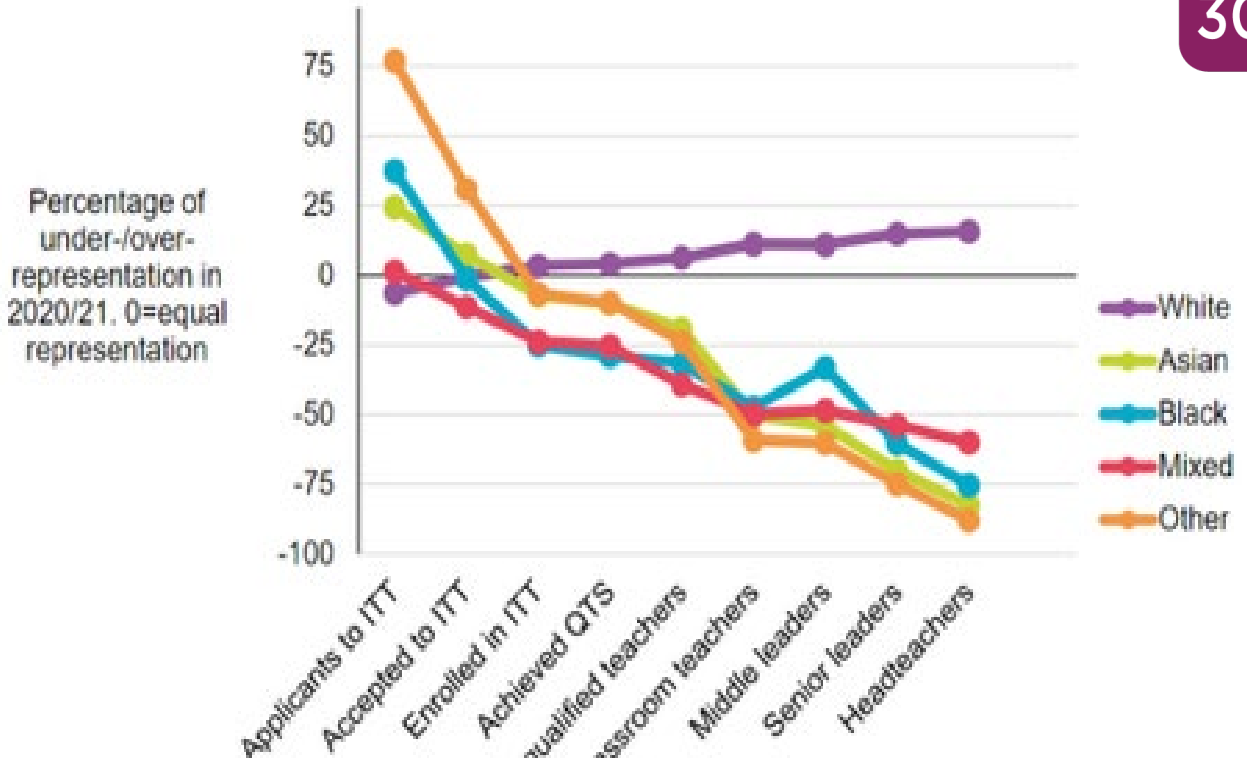
UNIVERSITY OF WOLVERHAMPTON

Percent of Leadership Role by Gender

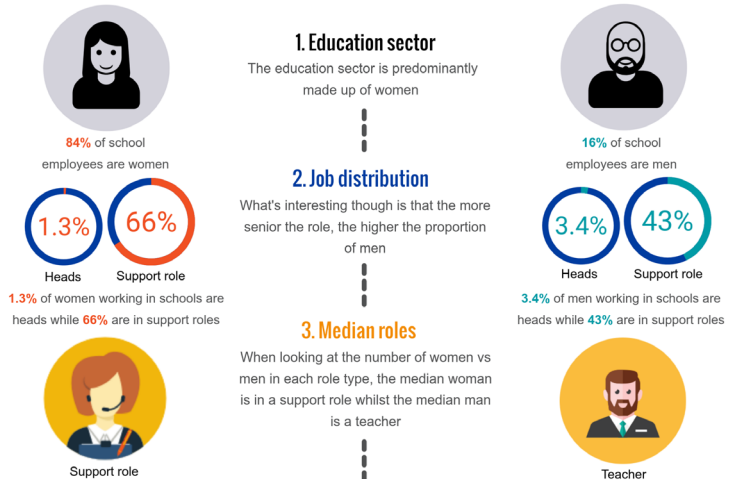
Development Dimensions International, (2020)



SCHOOLS WEEK (2024)



What would need to happen to remove the school gender pay gap?



LGBT+ school staff are afraid to come out

Preston,S. (2019)

The independent research also found that only 40% of LGBT+ primary and secondary school staff are out to their pupils, signalling that the majority of LGBT+ teachers feel forced into hiding who they are, their families or who they are married to at work.

Brett,A. (2024)

DfE told to fix disability data gaps for half of teachers

Small study says schools are not including disability when collecting staff diversity data, with experts and schools urging new guidance

Belger, T. (2023)

UNIVERSITY OF WOLVERHAMPTON

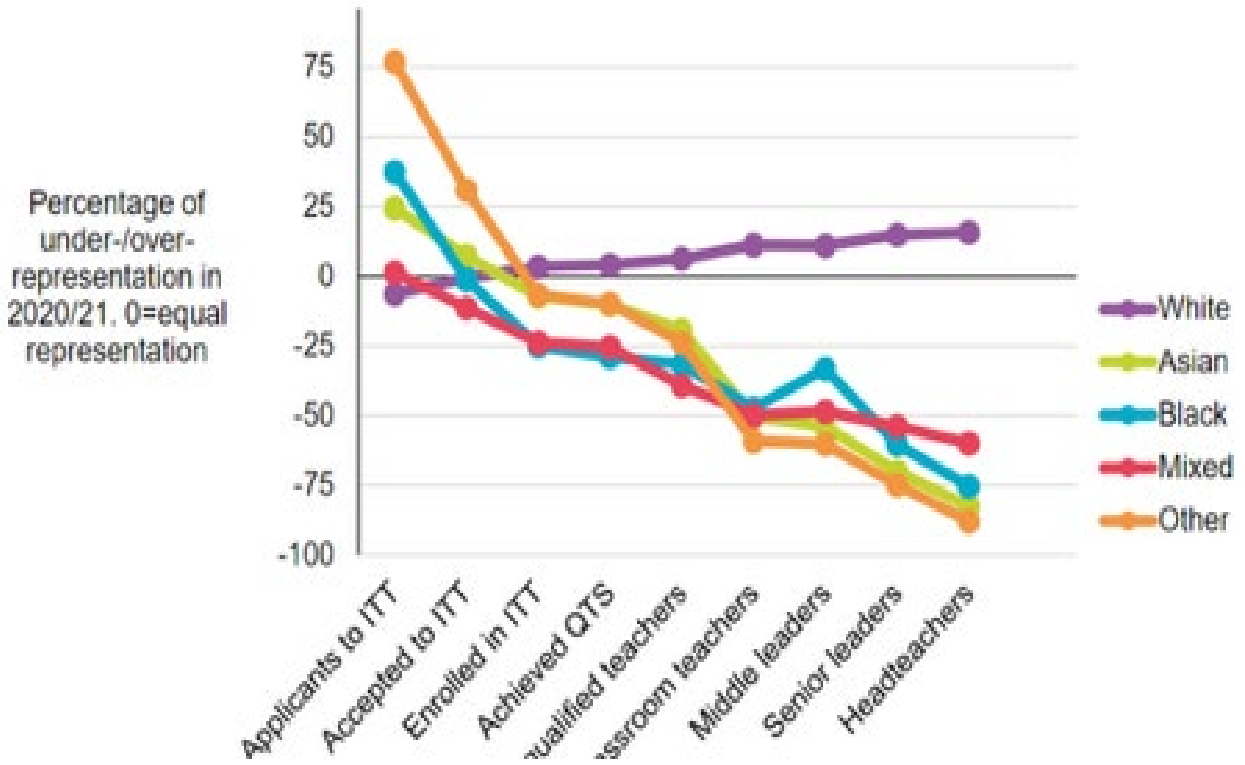
Secondary teacher trainees recruited vs DfE target



Source: Department for Education and National Foundation for Educational Research
New Department for Education methodology (Teacher Workforce Model) 2021-24
Data prior to 2015-16 did not include Teach First trainees

tes magazine

SCHOOLS WEEK



NFER National Foundation for Educational Research MISSION 44

Caroline Sharp and Katherine Aston

Published in January 2024

By the National Foundation for Educational Research,
The Mere, Upton Park, Slough, Berkshire SL1 2DQ
https://www.nfer.ac.uk/

CALL to ACTION

Ethnic diversity in the teaching workforce: evidence review

Key Findings

- People of colour are less likely to receive and accept an offer for Initial Teacher Training (ITT) compared with their white peers, but the reasons behind this disparity are not clear. Negative experiences during ITT help to explain why fewer trainee teachers of colour achieve qualified teacher status (QTS). This is an important stage for intervention.
- Teacher retention is lower for teachers of colour than for their white counterparts. Beyond high workload, key reasons for leaving include (1) overt and covert racial discrimination; (2) disillusionment with their ability to make a difference for pupils from ethnic minority backgrounds; and (3) lack of progression opportunities.
- Barriers to recruitment, retention and progression coalesce around the unequal treatment of teachers of colour in a system that was not designed to support either ethnic or intersectional diversity. An anti-racist school culture is a key enabler of progression. Therefore, action should focus on ensuring a positive working environment for teachers and leaders from diverse ethnic backgrounds.
- In England, there are currently no government targets, programmes or funding to improve ethnic diversity in the teaching workforce, in contrast to Scotland and Wales.
- While there are promising approaches for improving ethnic diversity, there is a lack of rigorous evidence on their effectiveness.

ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION / TRAINING



This framework was developed through a research project commissioned by the NEU and supported by internal funding from Newcastle University. The project was led by Dr Heather J Smith (PI, Newcastle University) and Professor Vini Lander (Co-I, Leeds Beckett University) with research support provided by Marsha Garratt. The research project undertook a global literature review into anti-racism in teacher education, which informed the development of a survey open to all initial teacher education providers in England. The survey was shared via UCET and NASBTT to capture all University and school centred providers. We worked with partners (Centre of Race Education and Decoloniality; Show Racism the Red Card; Universities of Sanctuary; BAME Ed Network; NEU; NALDIC) as consultors, co-producers and disseminators. The framework was devised in light of the findings of the global literature review and survey analysis.

Absurd or an absurd reality?

If you are tall (gendered estimates: over 5ft 9 as a woman, over 6ft 1 as a man) come and stand at the front with me (I count as tall, I'm 6ft 2)

Imagine a group of leaders discussing a pool of qualified people for a senior management position. They just interviewed them and one of the leaders says,

"The best qualified candidate is definitely the tallest of them. No doubt." "Tall leaders are the best at executing strategy."

"Tall people have the most presence and are most resilient in tough times." "They are the best leaders."

They know they made the best choice about the best candidate for that position. No doubt in their mind.

UNIVERSITY OF WOLVERHAMPTON

Absurd or an absurd reality?

No one rationally thinks tall people are better leaders just for being tall.

Yet, unconsciously we do make these judgments.

60% of top leaders are above 185 cm tall.

Only 14% of the general population is this tall.

Unconscious Associations

Our mind links 'tall' with 'leader' and traits like 'strong' and 'powerful.'

Consequences

This influences promotions, salaries, and opportunities.

Blindspots

Our rational mind looks for evidence to back up unconscious beliefs.

This makes us overlook better-qualified leaders who aren't tall.

UNIVERSITY OF WOLVERHAMPTON



UNIVERSITY OF WOLVERHAMPTON

