

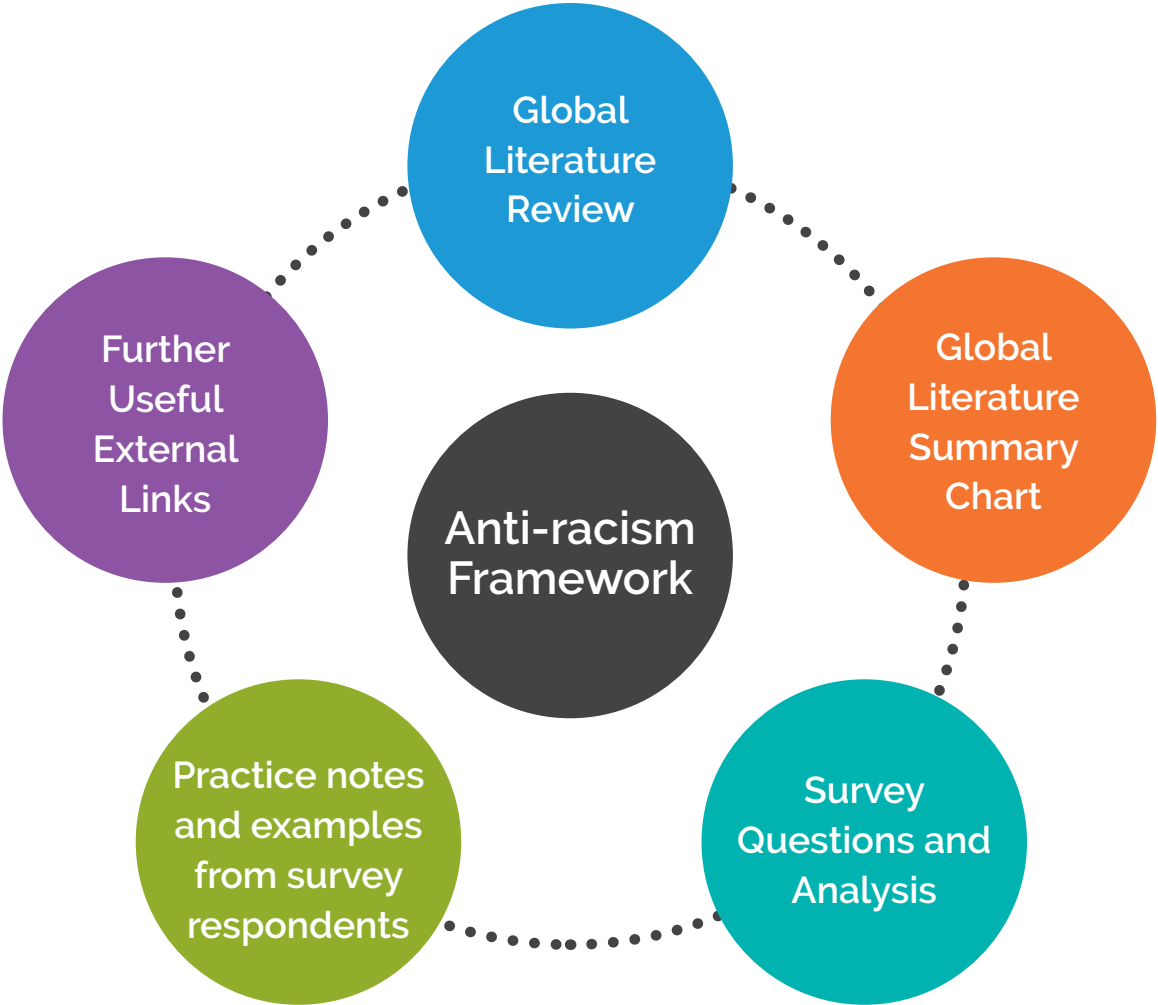


# Anti-racism framework for Initial Teacher Education/Training

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# What is the anti-racism framework?

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 Professor 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. The research-informed framework is supplemented by the following sources of evidence and resources from the research project:



# Why do we need a framework for anti-racism in ITE/T?

We began this project to generate new data and evidence for the publication of a freely available and widely disseminated, trusted, accessible and research-informed anti-racism framework for Initial Teacher Education/Training (such as PGCE and SCITT courses) in England. We understood this to be of vital importance to education more broadly given that reference to anti-racism is absent in current policy and hence there is no current guidance for ITE/T providers on anti-racism in ITE/T. This has led to a situation in which the most recent DfE survey, mirroring previous results, revealed that only 53% of newly qualified teachers, six months into their first post, felt well prepared to teach pupils "from all ethnic backgrounds" [sic] (53%) and only 39% felt well prepared to teach pupils with English as an additional language.

And yet there remains continued differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage as revealed in the government's own Race Disparity Audit and associated statistics. The way that we educate current and future teachers has a central role in enacting change in the classroom and in curriculum and policy development to break this cycle. We hope, therefore, that the framework will be used to inform policy development.

## 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



Further useful external links



Global Literature  
summary chart



Survey questions and  
analysis



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

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

## Designing the framework

In designing the framework we drew on ideas from: Wellcome's anti-racist principles and toolkit: [Wellcome's anti-racist principles, guidance and toolkit | Wellcome](#).

## 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.

## Terminology



For a full breakdown of the terminology employed in this document, please refer to the glossary on pages 3-4 of the Global Literature Review.

# PART A: Overarching values and understandings

Racism is a real and prevalent feature of our society.

Racism is about power and oppression.

Racism has psychological and material effects.

Racism takes many forms and is constantly being reshaped.

Racism is visible and elusive; it is overtly and covertly, knowingly and unknowingly enacted; and it is individualised and systemic.

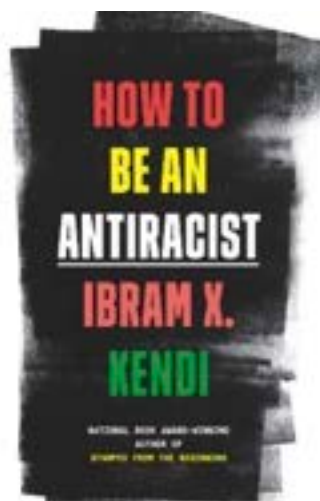
Racism can be present through omissions, obfuscations and silences.

Racism interacts with other forms of oppression in intersectional ways.

Being anti-racist is not the same thing as being non-racist; anti-racism requires vigilant action, prioritisation and embedded practice.

Being anti-racist means to actively look and see, to describe and understand, and to dismantle racism.

Educators working with all age groups, in all places are therefore crucial to anti-racism work. Teacher educators are of fundamental importance to enabling anti-racist teachers of and for the future.



*"The opposite of 'racist' isn't 'not racist.' It is 'anti-racist.' What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an anti-racist. 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 in a mask for racism."*  
**(Kendi, 2019, p.9)**

## 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."*

# PART B: Executive summary of the Global Literature Review

The literature review analysed research specific to anti-racist teaching in Initial Teacher Education/Training (ITE/T) (or equivalent global terminology) from the UK, US, Ireland, South Africa, Canada, Australia and New Zealand. In summary, the need to embed anti-racist pedagogies in ITE/T was stressed, with an emphasis on consistent provision. The review found that 'one-off' or stand-alone anti-racist workshops were ineffective in developing student teachers' critical thinking and proactive responses to racism in education.

Despite the apparent need, the literature revealed that anti-racist pedagogies are rarely embedded across ITE/T provision. 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.

Alongside and possibly underpinning the lack of tutor knowledge and confidence, the literature review found a lack of support for specific anti-racist pedagogies in England, given that anti-racism is absent in policies produced by the DfE and in the Ofsted framework.

The impact of not teaching anti-racism in ITE/T was identified in several studies in the review:

- Lower admission and higher non-completion rates for Black, Asian and Global Majority (BAGM) student teachers.
- BAGM student teachers described 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.
- Racism remains a problem in schools reflected in some school policies and continued differential outcomes in education for pupils of BAGM backgrounds compared to white school pupils.

The review showed most student teachers are racialised as white, a persistent pattern in ITE/T despite an increase of racial diversity among school pupils in historically majority white countries. This makes developing and embedding an anti-racist framework in ITE/T even more important for student teachers as the school student population continues to diversify.

In contrast, effective anti-racist pedagogies in ITE/T recorded shifts in student teacher's knowledge regarding race, racism and anti-racism. ITE/T tutors in the UK, US, Australia and Canada utilized a variety of pedagogical tools (specified in the review) underpinned by knowledge of Critical Race Theory (CRT) and Critical White Studies (CWS).







The long-term impact of anti-racist pedagogies in ITE/T could not be determined from the literature review, but ITE/T tutors committed to delivering anti-racist pedagogies, stress the importance of education in either reproducing racism in education or dismantling it. Data from the literature review underpins the creation of an anti-racist framework to embed anti-racist pedagogies into ITE/T to ensure equitable education for all and to disrupt the reproduction of racist or discriminatory practices.

# PART C: Themes



This framework was created in light of both the global literature review (to which the themes below refer) and the survey ([please refer to the survey analysis here](#)).

## I) Pedagogy and curriculum

Practice Questions	Things to think about (with links to the literature review)	External links and practice notes and example:
<p>Are you aware of the Equality Act and your responsibilities as reflected in the National Curriculum, Ofsted framework for ITT, Teacher Standards and the CCF?</p> <p>What does the legislation and what do the policies mean in relation to the understanding of race, racism and anti-racism on your course?</p>	<p>What is your understanding of racism? Do you understand racism as manifested in interpersonal interactions and systems, processes and policies?</p> <p> See for example, p.31 – racial realism</p> <p>Is your understanding of racism founded on the voices of racially minoritized people?</p> <p> E.g. critical race counternarratives, p.24</p> <p>Do you draw on critical theory? See arguments that Critical Race Theory in ITE is essential in challenging racist norms in education,</p> <p> p.30, p.31</p>	<p> <b>Practice notes:</b></p> <p>Student teachers are introduced to the statutory equality frameworks, given key readings e.g. <a href="#">Unpacking the Invisible Knapsack by Peggy McIntosh</a>; introduced to the language of race and racism</p> <p><b>Practice note:</b> Primary and secondary students attend a session with staff from the Black Curriculum <a href="https://theblackcurriculum.com/">https://theblackcurriculum.com/</a></p> <p><b>Practice examples:</b></p> <p><a href="#">CRT with Primary PGCE students (Resource 1)</a></p> <p><a href="#">Example professional Studies work with Secondary PGCE students (Resource 2)</a></p> <p><b>LINKS:</b></p> <p>For an overview of CRT, race and education listen to the Talking Race podcast from the Centre for Race, Education and Decoloniality</p> <p> <a href="#">Talking Race   Podcast on Spotify</a></p> <p> See video link <a href="#">for a discussion about racism in education</a></p>



Do you consciously model anti-racism practice in your own teaching when teaching student teachers (in all teaching)?

Anti-racism pedagogy refers to how and what you teach; it is therefore relevant to all subject areas.

Based on your understanding of racism, what are the central tenets and tensions you explore with your student teachers relevant to your subject areas in order to support their developing critical racial literacy?

**For example:**



colour-blindness or race cognisance (pp. 26; 31-32);



race/racism as a-historical versus historical creation of whiteness; (p. 25; 34-35)



debt versus the discourse of closing the gap? (p.25)



meritocracy (myth or reality) (p.31)

assumptions/discourses of deficit, lack of expectations, hard to reach families, lack of cultural integration, or structural or institutional racism as



explanatory factors for education disparities (pp.34; 36-37; 40)



questions around whose knowledge is legitimised, how this is shared and who has/had access (pp. 23-24; 34).



**Practice notes:**

In one HEI - PGCE secondary programme develops student teachers' conceptual understanding of race and racism and why they persist via a lecture, a seminar, readings and directed tasks designed to initiate students' thinking about the curriculum. The tasks also contribute to the students' portfolios. This HEI also introduces students to CRT and normative whiteness. These approaches are evident in some of the subject teaching as well.

An HEI noted on an UG programme there are distinct modules within which race, racism and anti-racism are featured.

**LINK**



Reflecting Realities Reports 2017-20 Representation in Children's literature  
<https://clpe.org.uk/research/reflecting-realities>

Do you teach your student teachers how to become anti-racist pedagogues?



How do you counter student antipathy/ fears of 'uselessness' towards action? (pp. 31-32 as an example of practice)

How do you prepare for student denial, anger and defensiveness? E.g. understanding racially coded language, p.40; sincere fictions and tools of whiteness pp.40-41), and how do you counter it (pp.21; 38; 40-41)? E.g. providing an opportunity for student teachers to ask their own questions and be honest about their understandings (see narrative approach, p.26; 41). Be conscious too of what this might mean for their own family relations (p. 28).



Particular objections may revolve around class and race given recent government reviews, e.g. CRED (p. 20; 45)



Whilst supporting students to self-reflect, do you transform student teachers' understanding by going beyond individual student teacher critical reflection/introspection?



(see p.20). Do you consider concerns about this leading to white saviourhood (p.22; 36).

To what extent should teaching about anti-racism be a comfortable/safe environment, and for whom?

### PRACTICE EXAMPLES (from the Literature Review)



3 dimensional narrative enquiry space (p. 26)



Neo-abolitionist pedagogy (pp. 22-24)



Pedagogy of discomfort approach (pp.33-34)



Critical reflections of whiteness (p.25+)



Emotion as a tool of whiteness and in pedagogy, (pp.27-29)



Kegan's constructive development model, (pp. 29-30)



Racially diverse placements (p. 21)



BAGM-led youth conferences (p.5)



White ally approach (pp. 37-38)

#### LINK:



See responses to the Sewell report, for example: this article by Kalwant Bhopal - **The Sewell report displays a basic misunderstanding of how racism works | Kalwant Bhopal | The Guardian**, or The Runnymede Trust youtube event:



**Sewell Reports : Runnymede Responds - YouTube**



E.g. think about critique versus being critical, making judgements without being judged (see rationale... pp. 33-34; 39).



Be wary about imposing the responsibility for counter-narratives and exemplification on Black student teachers (p.38, and notion of 'academic native informants' in Johnson and Joseph-Salisbury, 2018: **'Are You Supposed to Be in Here?' Racial Microaggressions and Knowledge Production in Higher Education | SpringerLink**) whilst being also aware of the possibility that without current lived experience student teachers can distance themselves from the realities of everyday racism in education. Hence, students must be supported in connecting understandings with teaching practices, (p.35), without assuming that teaching practices in multiracial schools is in itself sufficient (pp. 21-22).

To what extent do you support your students' ability to use their critical reflections and knowledge of theory in their own classroom practices?



#### Practice Example:

One HEI uses a laddering activity (**Resource 3**) to support students' understanding of the dialectic between theory (in this case critical race theory) and practice to support their development as an anti-racist teacher.

Do you support your students to develop inclusive teaching practices for specific groups such as pupils with EAL; Roma pupils; Traveller pupils; those who have refugee/asylum seeking experiences?



What do you know about how racism is manifested against specific groups in relation to for example, language (this is sometimes known as linguistic or ethno-linguistic racism (see pp.11-12; 34) cultural heritage (e.g. Romaphobia, anti-gypsyism); nationalism?

What do you know about pedagogical approaches such as translanguaging which are intended to support learning for pupils with EAL whilst acting against linguisticism?

What do you know about the impact of seeking sanctuary and trauma on children's development and needs?

#### LINKS



For resources relating to Roma education and to translanguaging, see ROMtels ([ROMtels](#); [ROMtels](#); [Newcastle University \(ncl.ac.uk\)](#))



#### Practice Note:

One HEI noted that too often race and EAL are conflated.

#### LINK



For a resource on trauma associated with sanctuary seeking experiences, see YoungMinds: [Resources For Supporting Refugee and Asylum Seeking Children | YoungMinds](#))

Do you support your students' knowledge of different forms of racism?

Do you support students' knowledge of, for example, Islamophobia, anti-Semitism, anti-gypsyism/Romaphobia?

#### LINKS:



Excellent videos to support understandings of: Islamophobia: [What is Islamophobia? - YouTube Anti-Semitism](#) Also see this report from



Runnymede - [AVeryLightSleeper-1994. PDF \(runnymedetrust\)](#).

### Self-evaluation questions:

What are you doing well?


What do you want to change and why?



What barriers do you face and how can you overcome these? (See pp.30-34)

What changes will you make?

## II) Student teachers and Placements:

Practice Questions	Things to think about (with links to the literature review)	External links and practice notes and example:
<p>How well do you (ITE/T providers) know your placement schools in terms of their policies and practices around racism and anti-racism to ensure all students are learning in a safe environment to protect their wellbeing?</p> <p>Are Black and global majority students/trainees effectively supported to succeed on school placements?</p> <p>Are student/trainee teachers informed of their rights and responsibility to report racist incidents on placement? How do you support the reporting of such incidents?</p> <p>Are Student teachers supported to identify and deal with racist incidents.</p>	<p>Is there a clear statement in the Partnership Agreement with schools about racism towards visiting Black and global majority centre-based staff or students on placement, how to deal with racist incidents and reporting and recording racist incidents? (Also see course evaluation theme.)</p> <p>Is the health, safety and well-being of Black and global majority students and staff safeguarded in the centre and on school placements through race cognisant/ literate placements and practices? (ITE/T providers and schools are responsible for ensuring Black and global majority students/trainees do not suffer racism on placement.)</p> <p>Do Black Asian global majority students and staff have confidence that school and centre based staff will deal effectively with any racist incidents experienced by them?</p> <p>Are student teachers/trainees confident that they will be supported if they report racism on school placement without fear of repercussions which may affect their placement or future employment prospects?</p> <p>Are student/trainee teachers confident the reports of racist incidents will be taken seriously, and investigated in a timely and rigorous manner?</p>	<p>Please note there were very few examples of practice that provided holistic and systemic consideration of race and racism amongst providers who completed the survey or who agreed to share their practice with the research team. The absence of evidence in itself is noteworthy.</p> <p> <b>Practice notes:</b></p> <p>One HEI asks students to find out about their placement schools' race equality policies. They shared examples of how they have supported Black and Global Majority students when they have encountered racism – where one student suffered a series of racial microaggressions, they changed the placement school.</p> <p>One HEI is looking at better matching Black and Global Majority students with appropriate placement schools, i.e. race cognisant placements. They noted there is no policy at departmental level to address racist incidents and that racist incidents involving Black and Global Majority students in school are ignored.</p> <p>One HEI noted that one student had suggested ITE/T providers within a region should work together in supporting student teachers and local schools to deal with reports of racism in schools.</p>



See p.23 and pp.39-40, Bhopal and Ramie (2014); Lander (2011); Maylor (2015); Marom (2019); Warner (2019).



Also see pp.1-2 Olsson et al (2020)

**LINKS:**



NEU Barriers Report: The Impact of Racism on Black Teachers  
<https://neu.org.uk/barriers-report-impact-racism-black-teachers>



For guidance on dealing with racism in the classroom see this guide by Show Racism the Red Card: [Layout 1 \(squarespace.com\)](#)

Do schools and school-based staff show respect and accommodate the religious and cultural traditions of Black and global majority students on placement?

How do the placement schools and school-based staff show respect, and accommodate the religious and cultural traditions of Black and global majority students on placement? For example, can a Muslim trainee/student teacher be given leave to celebrate Eid?



**Practice Note:**

Of the providers who agreed to be interviewed about their courses, who were asked about religion, all noted that there was no provision to accommodate students' religious or cultural traditions. One provider noted there was no recognition of Eid on placement.



See p.9; 21; and Bhopal and Rhamie, p.41.

**Self-evaluation questions:**

What are you doing well?




What do you want to change and why?



What barriers do you face and how can you overcome these? (See pp.30-34)

What changes will you make?

### III) Leadership in Teacher Education

Practice Questions	Things to think about (with links to the literature review)	External links and practice notes and example:
<p>Is there committed and courageous leadership within ITE/T to advance anti-racism?</p> <p>Is there a senior manager who leads on race equality/anti-racism within your Faculty/school/department?</p>	<p>What is your personal understanding of how anti-racism can be embedded into the fabric of your department/school/faculty/SCITT? Does embedded practice consider expert knowledge across subjects and hence teacher educator training, as well as the wider institutional focus? Does it consider the support required by the institution and the course especially for BAGM teacher educators? Example journal articles, see pp.1-2.</p> <p> See p42-44: Research on the use of video-cued ethnography by Campbell and Valauri (2019). This could be used to develop a collective understanding of how racism affects the experiences of Black and Global Majority people. This could be used to generate discussions about how well attuned and prepared your department/school/faculty/SCITT is to the experiences of BAGM student teachers within your care.</p>	<p><b>LINKS:</b></p> <p> Reports on the lack of Black and Global Majority teachers in schools and in leadership positions: Visible Minorities, Invisible Teachers Runnymede Trust/ NASUWT <a href="#">Runnymede Trust / Visible Minorities, Invisible Teachers</a></p> <p> Making Progress? The Employment and Retention of BAME Teachers in England UCL <a href="#">Retention of teachers from minority ethnic groups in disadvantaged schools   IOE - Faculty of Education and Society - UCL - University College London</a></p>



The research on leadership within the literature review refers largely to the lack of BAGM people in leadership positions in schools (p6). A similar, if not worse situation prevails in ITE/T. How can ITE/T diversify its own workforce? How can ITE/T talent-spot and develop its own teacher educators and future teacher education leaders of colour?



See p16 (Davies and Crozier 2006, Arday and Mirza 2018)

Is there an effective anti-racist or race equality policy within the Faculty/School of Education?

Is the race equality/anti-racist policy monitored? Are staff and students engaged in the monitoring of the AR policy? If so, how frequently are they involved? How frequently is the policy monitored? What lessons are learnt from the monitoring? What actions are identified and implemented? Is your policy a living document that impacts on practices?



See pp.9-10 for a quote by Ahmed...; pp.10-11 for research by Osler; p.12 for research by Gillborn (2005) and Warmington (2018).



**Practice notes:**

Of the HEIs who agreed to be interviewed about their practice, many noted there were institutional Equality, Diversity and Inclusion policies but not specific departmental policies. One HEI noted the lack of leadership and understanding about race and racism within the education department and across the institution as a whole.

An institution monitoring placement grades noted fewer students from BAME heritage groups gaining higher grades. This resulted in an inspection of the grading criteria and the introduction of 3-way conversations between students, placement and university tutors as a means of gaining a better overview of students' achievement on placement .



Are all staff and students aware of, and expected to implement the race equality/anti-racist policy?



Teacher educators are essential in modelling anti-racist practice and challenging stereotypical thinking such as the deficit model of learners of colour. See p.14 on the essential role of teacher educators – specifically research from Leonardo, (2002 & 2009), Martin, (2006), Okagaki (2006), Ryan and Dixson (2006), Lachuk & Mosley (2012) and Flintoff et al. (2014).

Are there such challenges and role models evidence within your department/school/faculty/ITT provider?



See p.3 the research from Maylor (2014, 2015, 2018)



See p.37, and p.4 on white allyship



See p. 6; 9-12; 37; 41-42; 43-44; and pp. 1-3

#### LINKS:

Read Gillborn (2005). Education policy as an act of white supremacy: whiteness, critical race theory and education reform. *Journal of Education Policy*, 20(4), pp.485-505.



Advice on being an ally BAMEed [advice-5c20for\\_38970569.pdf](#) ([bameednetwork.com](#))



White ally podcast BAMEed [White Ally Podcast Episode – BAMEed Network](#)



Black White allyship: how strong are the ties that bind? [Black-white allyship: how strong are the ties that bind? - RACE.ED](#)

#### Self-evaluation questions:

What are you doing well?






What do you want to change and why?



What barriers do you face and how can you overcome these? (See pp.30-34)

What changes will you make?

#### IV) Staff training – teacher educators and school-based mentors:

Practice Questions	Things to think about (with links to the literature review)	External links and practice notes and example:
<p>Are the ITE/T staff and partnership committed to anti-racism?</p> <p>Do all staff, including mentors, receive training on anti-racism and do they have an understanding of how race and racism operate to disadvantage Black and Global majority students and staff in ITE/T?</p> <p>Are Black and global majority staff expected to lead this staff development or are White staff leading on anti-racist staff development?</p>	<p>When providers interview new staff for teacher educator posts, do they ask candidates about knowledge and understanding about race and racism?</p> <p>Have senior managers undertaken a needs analysis related to staff confidence, knowledge and understanding of anti-racism?</p> <p>Has the needs analysis led to staff training on anti-racist pedagogy and practice with centre and school-based staff?</p> <p>If expertise lies with only one or two staff members, what would happen if they left or re-tired? Will this education and training still take place?</p> <p> See p.14, pp.16-17, p.26 p.31, p39</p> <p>See, specifically, research by Leonardo, (2002 &amp; 2009), Martin, (2006), Okagaki (2006), Ryan and Dixson (2006), Lachuk &amp; Mosley (2012) and Flintoff et al. (2014). Do you and your staff understand how whiteness operates to counter any institutional change related to race and racism?</p> <p> See p.14 – just as student teachers use the 'tools of whiteness' (Picower, 2009) to counter anti-racism teacher educators can also use the sametools for the same purposes.</p>	<p> <b>Practice Notes:</b></p> <p>Of the HEIs that agreed to be interviewed who were asked about training, none offered specific staff or mentor training on anti-racism.</p> <p>One HEI noted that the mentors were aware of the content of the taught programme and that they were sent the readings. Mentors are also asked to comment about any aspect of the taught programme within the students' online portfolios.</p> <p>Another HEI noted most of the ITE tutors were White and did not have the confidence to deal with issues related to race. There was no tutor or mentor training related to race.</p> <p><b>LINKS</b></p> <p> See Middlesex University Reverse Mentoring Framework <a href="https://www.middlesex.ac.uk/reverse-mentoring-framework">Middlesex University Reverse Mentoring Framework (mdx.ac.uk)</a></p> <p> WTF? White privilege and the invisible race <a href="#">Whiteness: WTF? White Privilege and the Invisible Race - YouTube</a></p>

Is there continuous development for centre and school-based staff which incrementally builds their confidence, knowledge and understanding about race, racism and anti-racism?

How has the development of staff anti-racist practice, knowledge and understanding been evaluated and fed into on-going staff training?

As a partnership ITE/T do your staff should work with mentors and students to develop a culture of anti-racism?



See p24 (Leonardo et al, 2000; Aronson et al. 2020).

Is your ITE/T workforce predominantly white?

What challenges does that pose for developing anti-racist ITE/T for you as a provider?



See pp.18-19 – the work of Hobson and Whigham (2018 in Arday & Mirza, 2018)



Also see pp.16-17; 1-2.

#### LINKS:



How to be an Anti-racist Educator [How to be an anti-racist educator - RSA \(thersa.org\)](https://www.thersa.org/)

#### Self-evaluation questions:

What are you doing well?

What do you want to change and why?



What barriers do you face and how can you overcome these? (See pp.30-34)

What changes will you make?

## V) Course evaluation processes

Practice Questions	Things to think about (with links to the literature review)	External links and practice notes and example:
<p>As part of evaluating the effectiveness of your anti-racism teaching on the course, do you conduct an appraisal of, or formally reflect on your own or other colleagues' experiences of teaching anti-racism on the course?</p>	<p>As a course, how do you support and protect colleagues who teach anti-racism against negative student reactions? (see evidence about Black teacher educators, p.42)</p>  <p>How do your critical self-reflective conversations with colleagues work to support an embedded approach and 'training' related to anti-racism (see, for example, p.18)?</p> 	 <p><b>Practice note:</b></p> <p>One HEI evaluates the course content and within that the specific sessions on race, racism and anti-racism to inform subsequent course planning.</p>
<p>Do you conduct a specific appraisal of the experiences of student teachers from Black and Global Majority heritage groups in relation to the teaching of anti-racism on the course?</p>	<p>How do course evaluations impact your work with schools, especially regarding placements for BAGM student teachers? See p.22+, 40</p> 	
<p>Do you record any student experiences/ witnessing of racism during the course (including on placement)? <b>See student teachers and placement for more on racist incidents on placement.</b></p>	<p>If you do not have a formal system for reporting and recording racism during the course (by teacher educators, fellow students, placement teachers and pupils, and within systems and processes, and in pedagogical practices and policies), how will student teachers learn to recognise the manifestation of racism and its disadvantaging effects? How would an absence of a formal system for reporting and recording racism during the course be perceived by Black and Global Majority student teachers and tutors?</p>	<p><b>LINKS:</b></p>  <p>A useful guide for Bystander training: <a href="#">Bystander Intervention Resources   Hollaback! End Harassment (ihollaback.org)</a></p>  <p><a href="#">5 Ds of Bystander Intervention - YouTube</a></p>



See p.40 for lived experiences of Black and Global Majority student teachers and white student teachers' experiences of witnessing racism.

What do you perceive as the main obstacles or barriers to teaching anti-racism in your course?

How can course and self-evaluations enable you to overcome perceived barriers to teaching anti-racism? **See leadership section**

How can you more effectively build in and make time for anti-racism work?

**LINK:**



The book 'Anti-racist Scholar-Activism' provides a manifesto which may help address tensions in anti-racism ITE/T in Universities: **New book: Anti-Racist Scholar Activism (manchester.ac.uk)**



And see here for a video of Remi and Laura talking about their book: Anti-Racism seminar - **Anti-Racist Scholar-Activism, 26th January 2022 - YouTube**



**Practice Note:**

One HEI reported insufficient time on the course to develop students' in-depth understanding of race and racism. They noted there needed to be a better link between HEIs and induction of early career teachers and ECF.

**Self-evaluation questions:**

What are you doing well?

What do you want to change and why?



What barriers do you face and how can you overcome these? (See pp.30-34)

What changes will you make?



The National Association of School-Based Teacher Trainers