



Recruiting, Training and Retaining African, Caribbean and Asian Teachers

Towards Transformational Initial Teacher Training



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FOREWORD

Racism is a complex system of privilege and poverty, of advantage and disadvantage, of power and oppression. It is explicit and implicit. It is conscious and unconscious. It is the air that we breathe. It impacts us all from birth.

But education has the potential to change all this. To bring social and cultural change, to be the engine of equity, the doorway to opportunity. I believe that rightly understood, the mission of education must be to destroy any and every barrier that stands in the way of equality and access.

So, the question is this; in the light of this great purpose, how will we all work together – Black, Brown and White – to harness the enormous power of education to first identify, and then stamp out the systems that create or are complicit with racism wherever they exist.

My contention is that in order to do this we need a new approach: a new approach to the curriculum, a new approach to pedagogy, a new approach to leadership, and a new approach to leadership recruitment and training.

Growing up mixed-race, with an Indian father, in the 1960s in South London, no one in leadership – anywhere – looked like me. The fact that kids today, 50 plus years later, are still experiencing the same distorted view of school leadership is extraordinary.

It's time to break the cycle of structural racism and white supremacy. It's time for change. That's why this ground-breaking report from *Dr Gabriella Beckles-Raymond* is so important. As she makes clear, the task of reimagining the training and support of teachers and leaders of education sits at right at the heart of promoting equity for the African, Caribbean and Asian communities.

But, more than that, here Gabriella poses a series of crucial questions that enable us to challenge the racial injustices that sit at the heart of Initial Teacher Training, before going onto propose new paradigms that will promote a more equitable ITT programme and curriculum.

Even as I write, Oasis is exploring the notion of becoming such an ITT provider – with a vision to build a programme that creates long needed change, by dismantling structural racism and promoting pathways of progression for African, Caribbean and Asian graduates into the world of teaching and educational leadership.

As I commend '*Recruiting, Training and Retaining African, Caribbean and Asian Teachers*' to you, I want to thank Gabriella not only because of the significance of her work, but because of the insight and opportunity it offers us all as we work to bring real change and transformation to education; as we break the cycle.

Rev. Steve Chalke MBE,

Founder of Oasis

EXECUTIVE SUMMARY

There is a need for more African, Caribbean, and Asian descended teachers in the schools workforce. This shortage is compounded by a structural intersectional racism within initial teacher training (ITT) and the education system more broadly that persists in the teacher's lifetime of pedagogy.

ITT providers are uniquely positioned at the nexus of theory and practice, as key knowledge producers, researchers, and practitioners, to directly address these two related concerns and to share best practice in the sector. As such, the purpose of this report is to propose a new conceptual framework that transforms and thereby reconstitutes present ITT provisions, where transformation means a more intersectionally just ITT provision.

This report uses education data, research and reports to break the prohibitive, systemic cycle of ITT provision. The report deconstructs the ways in which ITT provision is framed, delivered and monitored with respect to recruitment, training, and retention of African, Caribbean, and Asian descended people.

Part 1 reviews the current ITT landscape – focusing on recruitment, training and retention – with respect to addressing the shortage of African, Caribbean, and Asian descended teachers. The report finds that while African, Caribbean, and Asian descended people have rich educational traditions, there are structural barriers at every stage of the process from application to employment that disproportionately impact these groups. These structural barriers operate at the practical and theoretical levels in policy, research, and delivery of ITT and there are recommendations at the end of each section for ways to improve ITT provision.

Part 2 discusses the pros and cons of four narratives – role model, cultural, representational, and structural – that commonly underpin explanations and strategies for structural intersectional racism in education. This provides an insight into the efficacy of principles underpinning ITT interventions and an evaluative framework for future projects.

Part 3 provides a horizon scan of national and transnational social, political, economic and educational factors that can influence projects and interventions in the ITT space. In light of these wider forces and the current trajectory of ITT provision, it is time to seize the moment to develop initiatives that transform ITT provision so that ITT fully contributes to addressing the shortage of African, Caribbean, and Asian

INTRODUCTION

There is a broad consensus from educators to policymakers about the need for more African, Caribbean, and Asian descended teachers in our schools and academies.

“There is a chronic shortage of BME teachers in an education system where there is increasing diversity among its pupils, but the combination of an ineffective government recruitment strategy and increasing career dissatisfaction among BME teachers suggests another broken social mobility promise for black and ethnic minority groups.”

Alongside this, there have been numerous government reports and policy reforms in Initial Teacher Training (ITT), including the Government’s 2018 Statement of intent on the diversity of the teaching workforce, and the 2019 Teacher Recruitment and Retention Strategy. However, these have not addressed intersectional barriers and inequalities within ITT that have continued to impact the recruitment, training, and retention of African, Caribbean, and Asian descended teachers.

There is a need to directly link discussions of ITT provision with a commitment to eradicate racism and other intersectional injustices in our education system. Otherwise, these initiatives and invitations to renewed dialogue under the banners of ‘equality’, ‘diversity’ and ‘inclusion’ run the risk of continuing to silence the historical record of concrete and practical recommendations that have been echoed by researchers, educators and activists.

Conversations about race in education are not new. There have been persistent efforts to highlight and remedy the inequalities faced by African Caribbean and Asian descended pupils (Coard, 1971; Shepherd, 1987; Gillborn & Mirza, 2000). Similarly, the barriers experienced by African Caribbean and Asian

descended teachers have been consistently reported (Gilroy, 1976; Olser, 1997; Haque, 2017a & b). However, racism in ITT has received less attention in policy and research creating a gap in what can be considered best practice (Stevenson et al., 2019).

Forging new pathways towards best practice in ITT is crucial to eradicating racism and intersectional injustice in education.

AIMS

- 1. Provide a targeted overview of ITT provision;**
- 2. Highlight how existing ITT provision maintains racism and intersectional injustices;**
- 3. Introduce a framework for evaluating interventions to improve ITT provision; and**
- 4. Identify transformative principles to inform effective ITT provision.**

This report supports the development of ITT provision with a focus on improving recruitment, training and retention of African Caribbean and Asian descended people. As such it will:

METHODOLOGY

RATIONALE

The incongruence between the demand for a more just education system and the persistence of racism and intersectional injustice has led to long-standing calls for more African Caribbean and Asian descended teachers in schools and academies. This highlights the crucial role of ITT in educational transformation. However, there are two key issues here:

- 1. The conversation about race in education does not sufficiently attend to ITT provision; and**

2. The conversation about ITT provision does not sufficiently attend to racism and intersectional injustice.

The history of government guidelines has led to a volatile, compliance-driven environment whereby the focus on compliance crowds out the space and time to implement, test, and report on best practice.

APPROACH

This report therefore uses education data, research and reports to **deconstruct the ways in which ITT interventions are framed**, in order to ascertain what role ITT could play in getting more African Caribbean and Asian descended people into teaching.

Because racism is experienced and impacts people differently, this report **uses the language of intersectional injustice**, which necessarily entails racism.

This approach focuses on the **systemic features of ITT provision** rather than the individual experiences of applicants or features of single providers.

Ultimately, this report takes the approach of **identifying principles to guide best practice** rather than identifying examples of practices that sit within the spectrum of ITT provision.

SCOPE

The professional qualification required to teach in the UK is called Qualified Teacher Status (QTS). QTS can be achieved through a variety of different routes (see Whiting, 2016, for a detailed topography of ITT in the UK).

Postgraduate pathways account for 85.5% of total number of trainees (ITT Census 2019/20). As such, this report focuses on postgraduate ITT pathways with the exception of the Apprenticeship, which was launched in 2018 so data is limited and the Troops to Teachers/Military Bursary and Researchers in Schools programs which make up less than 0.1% of teacher trainees (NAO 2016).

GLOSSARY

- **Structural injustice** – organised processes, procedures and practices in government, education, employment, law, business that work to maintain unequal and unjust distribution of social resources
- **System** – A group of interacting, interrelated, interdependent entities including institutions, people, policies, networks etc.
- **Intersectional** – having mutually influencing features of social organisation formed by systems of race, class, gender, sexuality, age, ethnicity, nation, religion, (dis)ability, gender assignment, citizenship status.
- **African, Caribbean and Asian descended people** is used to resist lumping together ‘ethnic minorities’, while recognising realities of mixed heritage and colonial histories.

PART 1: INITIAL TEACHER TRAINING – UNSEEN, UNHEARD, UNKNOWN REALITIES

AFRICAN CARIBBEAN AND ASIAN TRADITIONS OF EDUCATION

African, Caribbean and Asian descended people in the UK, have very rich educational traditions dating back to ancient times through periods of enslavement and colonisation through to contemporary Britain.



In these regions, highly sophisticated systems of knowledge and learning were interwoven

elements of a complex blend of religious, political and cultural systems. These not only predated but helped shape education in Europe. Examples range from the earliest writing systems and books such as hieroglyphics, cuneiform and Sanskrit, to globally renowned libraries, universities and schools in cities of learning from Alexandria and Timbuktu to Takshasila and Xia of the Xia Dynasty (James, 1954; Bernal, 1991; Van Sertima, 1985; Peters, 2019).

During the era of enslavement and Britain's colonial rule it, the use of education for colonial domination introduced a different dimension of education into the heritage of African Caribbean and Asian peoples. Enslaved and colonised people were prohibited by law or otherwise restricted from learning to read and write (Slave Codes).

Despite these prohibitions, education was heavily used in the form of religious and secularised proselytization, to colonize indigenous groups and establish white supremacy (Rodney, 1981).

African Caribbean and Asian resistance to this legacy of using education to dehumanise and diminish life opportunities has underpinned a commitment to use education as a tool for liberation.

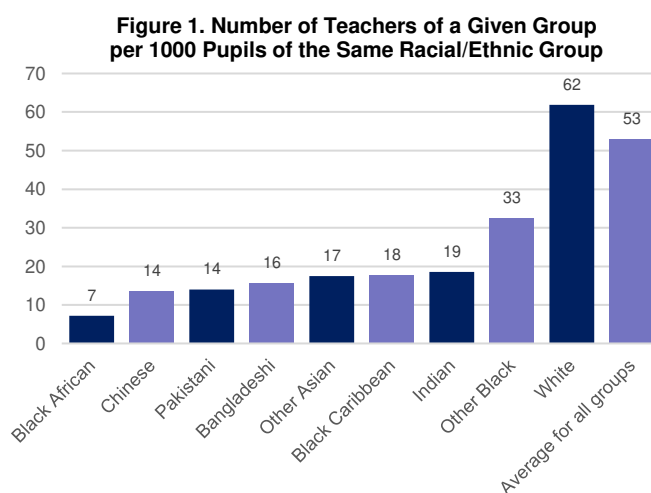
In our contemporary context, this is evidenced in efforts of these communities to educate themselves in the face of exclusion from and mistreatment by the British education system. Take for instance, the establishment and maintenance of supplementary, community, faith-based schools and private tutoring by volunteers, trained teachers and parents (Bryan, et al., 1985; Phillips & Phillips, 1998; Sudbury, 1998; Andrews, 2015).

"Teaching our own children is an absolute MUST. Thank you for pulling the schools together."

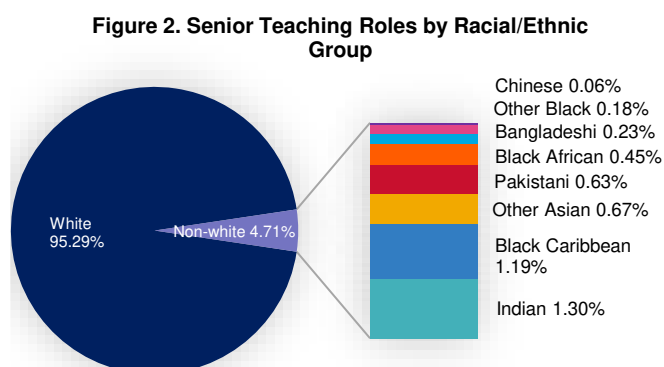
Testimonial, The National Association of Black Supplementary Schools

The historical commitment to education forms an important context for understanding current educational trends of underrepresentation among African Caribbean and Asian descended people, particularly at senior levels. (See Figures 1 and 2.)

What would ITT need to look like to ensure we can effectively recruit, train, and retain African, Caribbean, and Asian descended teachers, in order to help us understand and address issues of racism and intersectional injustice that lie at the heart of concerns with representation?



Source: DfE data 2019/2020



Source: DfE data 2019/2020

RECRUITMENT: UNSEEN POTENTIAL/ BARRIERS

BARRIERS TO RECRUITMENT

The government uses the Teacher Supply Model to predict and measure the number of teachers need annually.

Consecutive failures to meet established quotas have been describes in terms of an insufficient supply of teachers in general and African Caribbean and Asian descended teachers in particular (ITT Census, DfE 2018).

However, this framing of the shortfall of teachers masks problems at the level of recruitment and a failure to recognise existing untapped sources within African, Caribbean, and Asian descended communities that offer access to a rich repository of existing and prospective teachers, in places such as supplementary schools, Churches, Mosques, Temples, independent educators, and community spaces that continue the traditions of self-education.

Crucially, the government's guidance pertaining to recruitment remains colour-blind with little to no mention of how to attract potential recruits from specific racial/ethnic groups (Education Committee 2017, DfE Teacher Recruitment Bulletin September 2019, DfE ITT Marketing and Recruitment Guide).

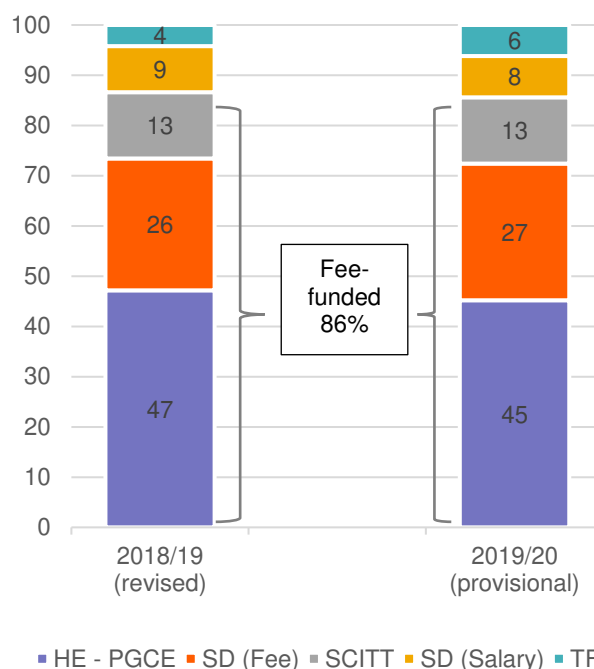
Where government reports have addressed racial/ethnic inequalities, the findings of these reports have not been adopted or incorporated into the strategic guidelines provided for ITT providers.

In the absence of a clear government commitment to address disparities around race/ethnicity in teacher recruitment, the fulfilment of teacher quotas is left to blind market dynamics. To the extent that the incentive for ITT providers to fulfil established quotas relies upon levels of profitability, the small market share accounted for by prospective African, Caribbean, and Asian descended recruits as a sheer minority, has proven not to be a priority for recruiters (Stevenson et al., 2019).

What would motivate ITT providers to recruit African Caribbean and Asian descended applicants?

ITT RECRUITMENT APPROACHES

Figure 3. Applicants by Route (%)



Source: DfE data 2019/2020

University providers tend to rely on their own historical legacy of recruitment pipelines, including institutional reputation, identity, and internal marketing targeting their existing pools of graduates (Whiting, 2016).

SCITT and Schools Direct are less able to rely on institutional reputation and identity because the structure of such provision often means there are numerous partners involved in delivering ITT directly through schools. As such, there has been a move by some providers to more robustly brand their offers (Whiting et al., 2014).

Conversely, Teach First has had a much more clearly defined recruitment strategy. Fashioned after the US program Teach America, it began by targeting top graduates to work in the most challenging schools.

Following some re-branding, their webpage now notes that, "we know educational inequality has also impacted those who want

to become teachers.” This is perhaps the most direct nod to African Caribbean and Asian descended recruits across the ITT sector.

BARRIERS TO ENTERING ITT

Prospective African, Caribbean, and Asian descended teachers face numerous barriers to entering ITT. These obstacles highlight the structural nature of the challenges facing these groups insofar as they exist both within and beyond the purview of ITT.

Specific to ITT, the complexity of the application process and the absence of support and guidance are a deterrent for all applicants (NAO, 2016). Moreover, even when African, Caribbean, and Asian descended applicants manage to apply successfully, they face higher levels of rejections than their white counterparts (Scott, 2016).

“I hated school so much. That is why I want to get my own business so that I can be independent. If you are working in an organisation where you have got to work with people then it is really difficult if you encounter racism.”

**African-Caribbean Student,
(Osler 1999)**

Even prior to this, the potential pool of applicants is narrowed in advance by racism in the education system. Injustices at school and university levels negatively impact both academic attainment and career choice. (Alexander et al. 2015; Shilliam, 2014; Hobson & Malderez, 2005; Gillborn & Mirza, 2000; Carrington and Tomlin, 2000; Osler, 1999; Coard, 1971).

Knowledge of the lack of career progression for African, Caribbean, and Asian descended teachers can also serve as a deterrent to would-be applicants. Research has shown that students have opted for careers that help them avoid the injustices they associate with education Osler (1999). As one aspiring teacher who had settled for a career in law said,

“The whole idea is to do something where you are going to be independent. Asians are found on courses which will lead to jobs of their own like accountancy, pharmacy, medicine, law.”

Student, (Osler 1999)

Prospective African, Caribbean, and Asian descended teachers also face financial barriers that exist at the intersections of race, class and gender that make non-salaried routes less attractive or affordable.

Table 1. ITT Route by Race/ Ethnicity

ITT Route	White	Non-white
Uni-led	77	23
SCITT	86	14
School Direct (fee)	87	13
School Direct (salaried)	80	20
Apprenticeship	77	23
Teach First	78	22

Source: ITT Census 2019/2020

RECOMMENDATIONS

- Discussions about teacher shortages should go beyond pure supply and demand logic to consider structural barriers that narrow options for African, Caribbean, and Asian descended people to enter teaching.
- Government strategies, report, guidelines, and related publications should explicitly encourage stakeholders to address racial disparities in ITT recruitment.
- ITT recruitment and marketing should explore creative and targeted strategies to access untapped sources of prospective recruits within African, Caribbean, and Asian communities.
- The government should support ITT providers to develop and deliver targeted ITT pathways that are financially viable and intersectionally just.

TRAINING: UNHEARD STORIES/ OPPORTUNITIES

African, Caribbean, and Asian descended teacher trainees enter ITT with a clear commitment to education as a transformative profession (Maylor et al., 2006). However, research shows their experiences of ITT are often mired by intersectional racism (Maylor et al., 2006; Haque & Elliot, 2017).

African, Caribbean, and Asian descended teacher trainees are caught in a double bind of systemic oppression given their exposure to intersectional racism that exists in both the university and school placement environments that typically goes unheard.

The challenge for ITT stakeholders, is to tackle both sets of systemic issues as they relate to the development and delivery of ITT pathways.

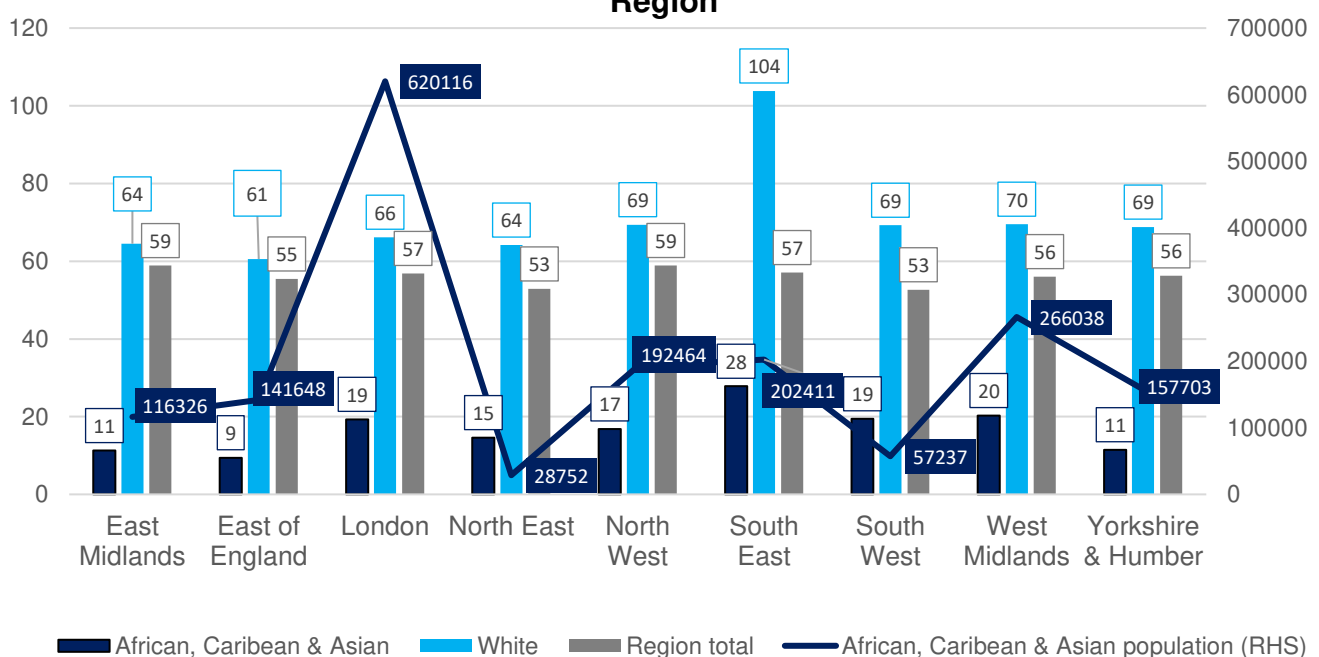
Although the proportional lack of African, Caribbean, and Asian descended teachers warrants attention (Figure 4.), a focus on representation only goes so far to underpin the kind of structural transformation that is needed across ITT and the education sector more broadly.

While the populations in the UK's major cities are very multi-racial/multi-ethnic, there are regions that are far less so. However, this should not preclude ITT providers in those areas from tackling intersectional racism. Proportional representation should not be a prerequisite for systemic change.

The key question is, then, what must ITT provision look like, if it is to both produce a teaching workforce that can deliver an intersectionally just education for all our children, and ensure the commitment and promise embodied in African, Caribbean, and Asian descended trainees is respected and valued?



Figure 4. Number of Teachers per 1000 Pupils of the Same Group by Region



Source: DfE data 2019/2020 & ONS 2011

Notwithstanding efforts by individual providers to tackle intersectional racism, ITT can be characterised as an environment that systemically silences matters of intersectional racism. This silence sits within, the broader educational context that has functioned as a frontline for operationalising hostile policies like anti-social behaviour orders (ASBO) and the Prevent Strategy that seek to criminalise African, Caribbean, and Asian descended youth – a phenomenon described as the ‘school to prison pipeline’ (Graham, 2016). The preference for the avoidance of this reality leads silencing to occur on at least three levels:

1. SILENCE IN ITT DEVELOPMENT

The DfE is silent about racism in determining ITT/ QTS best practice. Public bodies have had a statutory duty to ‘proactively promote racial equality.’ since the Race Relations (Amendment) Act in 2000. However, neither the DfE guidelines/criteria for ITT provision, the standards for QTS, nor the new Ofsted ITT Inspection Framework contain any specific or robust claims about how providers should prepare future teachers to deliver intersectionally just education.

“the true racist’ is defined by reference to someone trying to improve the representation of minority ethnic people in their workplace. This is the monsterisation of race equality: White people are portrayed as race victims; anti-racism is recast as racism; and the conditions are created for further and more extreme race inequity under the banner of ‘colour-blindness’.”

(Gillborn 2015)

The Ofsted Framework asserts that “Inspectors will assess the extent to which the partnership complies with the relevant legal duties as set out in the Equality Act 2010.” However, the provisions in the Equalities Act, alone cannot generate the kind of robust structural transformation the evidence makes clear is needed. The Ofsted Framework does explicitly outline the kinds of criteria needed to address inclusivity with respect to SEND

pupils, which suggests there is scope for doing something equivalent for matters of intersectional injustice.

The QTS standards fall short in a similar way. ITT provider criterion C1.3, contains a brief instruction to follow the 2010 Equalities legislation and the fifth QTS standard: requires teacher to, “have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these” (Teachers’ Standards). However, the statement is directed at questions of individual pupils’ (dis)abilities rather than structures like racism, sexism, classism, religious discrimination homophobia, or ableism. Similarly, DfE guidelines for ITT Core content (2019), and the Ofsted Framework say nothing about the relationship between social justice, teacher education, teaching quality and educational outcomes for all our children.

2. SILENCE IN ITT DELIVERY

ITT has been silent on intersectional racism in both the university and schools/academies elements of training. Calls to decolonise higher education, implicate course content, that informs teaching pedagogy in everything from, educational philosophy, theories of learning, behaviour frameworks, lesson planning, assessment and feedback teaching practice, models, and best practice on learning environments; their own pedagogical approaches; and trainee experience (Callender, 2019).

ITT providers, both university and school led, need to tackle intersectional racism within the school placement element of ITT. African, Caribbean, and Asian descended trainees encounter a whole host of issues from unsupportive teaching mentors, unclear and/or misleading information, to social isolation, barriers to professional progression, and inequitable performance reviews (Miller, 2019; Wilkins & Lall, 2011). The emphasis on professionalism as the currency of matriculation prioritises non-disruptive student progression tied to operational compliance and narrowly defined attention to pupil care. This ultimately becomes a silencing factor in the face of intersectional racism and its impact on trainees (Callender, 2019; Wilkins & Lall, 2011; Jones et al., 1997).

“The issues always seem to be racism and underachieving but less on the gifted and talented side...there is a middle class Asian society as well, you know the children of lawyers and solicitors and doctors and nurses. They’re not EAL children, yet it’s always assumed that if it’s a brown face, they speak another language.”

Trainee teacher (Wilkins & Lall 2011)

While individual ITT providers have their own internal race/ethnicity monitoring systems, policies, and practices, national data on withdrawals, performance reviews, failures/course incompletes are not tracked by race/ethnicity. Identifying problems and examples of best practice in ITT should be done not only on a case-by-case basis, but in relation to transcending systemic norms rather than mere compliance with colour-blind policies or achievement of commercial viability (Callender, 2019; Stevenson et al., 2019).

3. SILENCE IN ITT SUCCESS

Insofar as the government and ITT providers do not acknowledge education is an intersectionally racist environment, the burden of proof falls on people sharing their experience of intersectional racism rather than on the institutions who maintain and perpetuate it. This puts African, Caribbean, and Asian descended trainees in the double-bind of their own success functioning to both mask, silence and delegitimise claims about structural intersectional racism and as an indictment of other African, Caribbean, and Asian descended trainees who are less successful.



In addition to this misdirection, such an approach is problematic because it allows to interpret the success stories of African, Caribbean, and Asian descended people who accomplish great things in spite of structural intersectional racism as evidence of the absence of intersectional structural racism. This kind of silencing, not only disincentivises success it means that the kind of open communication that enables ITT providers to improve their services is restricted.

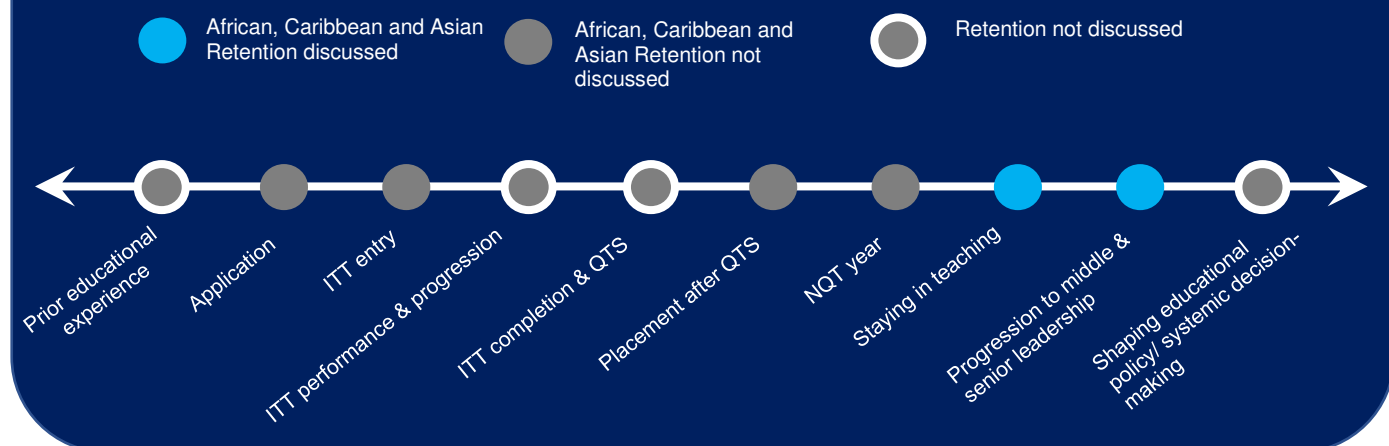
*“Some tutors were patronising... [****] told me my lesson was really good, and that I spoke really clearly...she sounded surprised! My friend did the PGCE a couple of years ago and she said she was the same with her. It was like she expected us to fail and was surprised when we didn’t.”*

Trainee teacher (Wilkins & Lall 2011)

RECOMMENDATIONS

- Discussions about best practice in ITT provision must explicitly acknowledge and directly address structural intersectional racism within ITT specifically and in education generally.
- Government strategies, guidelines, and related publications must provide explicit instructions and advice to ITT providers about developing and delivering intersectionally just ITT.
- Race/ethnicity ITT data must be nationally consistently recorded, monitored and shared in clear, accessible, and transparent ways.
- ITT stakeholders must work actively together to cultivate an environment of trust and open, honest communication to improve ITT and address the barriers African, Caribbean, and Asian descended trainees encounter.

Figure 5. Retention Junctures on the Teacher Journey



RETENTION: UNKNOWN INFORMATION/ POSSIBILITIES

The term retention is used in a variety of ways within the ITT context. As such, I will begin by setting out these definitions.

Retention (a): Whether and how long a teacher remains in the profession. This can be measured at differently points across a teaching career e.g. – one year, three years, five years, ten years.

Retention (b): Retention (a) according to ITT provider. E.g. How long university led ITT trained teachers remain in the profession compared to school led ITT trained teachers.

Wastage (a): Those who leave the profession completely (by death, retirement or leaving the service).

Wastage (b): Those who complete ITT training/ QTS but do not enter the profession.

Mobility: Those who leave one school for a teaching job in another location.

Returners (a): Those who leave teaching but might return/ want to return.

Returners (b): Those who after completing their ITT/QTS, choose not to teach but now want to return to teaching.

Common to these multiple uses of retention is a framing of the longevity of some element of

the teacher journey based on a chosen starting point and identified sites of disembarkation.

Insofar as retention is concerned with the pipeline from recruitment to placing qualified teachers in schools/ academies, are these definitions sufficient and what is the impact if they are not?

REFRAMING RETENTION

Retention is as important as recruitment for addressing the persistent teacher shortage in the UK (House of Commons 2016/17, DfE Teacher Recruitment and Retention Strategy 2019). Accurately defining the scope of retention is critical for understanding sites of attrition for potential and existing African, Caribbean, and Asian descended teachers. If the issue at recruitment was the unseen and the issue with training was the unheard, the challenge with retention is the unknown.

There are three key ways retention needs to be reframed or expanded if we are to effectively address the teacher shortage and the lack of African, Caribbean, and Asian descended teachers.

First, interestingly, retention in the sense of whether teacher trainees withdraw from ITT training is not nationally monitored. Individual ITT providers monitor and evaluate their own retention rates in this sense but are not required to report those figures. As such, ITT retention falls outside of the scope of retention

discussions. This is problematic given retention is concerned with the pipeline from recruitment to placing teachers in schools/academies.

However, research by some ITT providers demonstrates a number of retention issues affecting African, Caribbean, and Asian descended trainees, including disparities in course withdraw rates, progression through ITT training, and performance reviews, and progression to teaching, which impact progression into teaching and withdrawal (Wilkins & Lall, 2011; Basit, 2006).

Second, in addition to problems once a person is in ITT training, the challenges African, Caribbean, and Asian descended recruits/trainees have in navigating the ITT system, from recruitment to placement, must also be understood as retention issues. Retention is directly related to the prospect of a clear pathway to success. To retain is to promote and to promote is to retain. It is clear from the other measures that retention of African, Caribbean, and Asian descended recruits, trainees and teachers is a problem at every phase of the process. Indeed, everywhere there is a juncture, transition point between stakeholder/ provider, or a new procedure to go through, prospective African, Caribbean, and Asian descended teachers are disproportionately lost (Haque, 2017; Scott, 2016; Wilkins & Lall, 2011).

Third, insofar as official data can function as a validation of what becomes knowable, the lack of retention data in relation to ITT in general and to African, Caribbean, and Asian descended groups in particular, places issues that affect these groups outside the realm of what is known or important to know.

Importantly, the data, monitoring and evaluation of retention information is not done in a manner that permits intersectional analyses, which are particularly important for understanding the structural factors that impact African, Caribbean, and Asian descended women. The omission of and intersectional analysis is actually a feature across all elements of the ITT landscape, but I take it up here as in looking at intersectional issues and retention, we can shed light on

possible barriers that occur at other phases of the ITT process.

The teaching workforce is consistently comprised of more women than men. Currently, it is 76% and 24% respectively (School Workforce 2019). National data is consistent in collecting/ offering a break down according to gender. However, the data sources typically do not provide and do not enable an intersectional analysis. As such, there is no way to comprehensively monitor or review the kinds of intersectional issues that are consistently reported by African, Caribbean, and Asian descended women. For example, differential treatment in ITT and teaching, based on gendered and racialised stereotypes are a common feature of African, Caribbean and Asian descended women's experiences (Johnson, 2017; Wilkins & Lall, 2011; Park, 2017).

Moreover, the top five reasons for leaving teaching are workload, new challenge, the school situation, salary and personal circumstances (Smithers et al., 2003; Basit, 2006; House of Commons, 2017). Smithers, et al., (2003), which is one of the largest UK studies of teachers' reasons for leaving found that, "No evidence was obtained that teachers from the ethnic minorities are more likely to leave or their reasons for going differed from the majority." However, such a conclusion completely masks the nuances of what these reasons might mean for African, Caribbean, and Asian descended women in contrast to other groups.

"Under the coalition government, race equality funding for schools is no longer ring-fenced; in many areas funding has been cut or withdrawn entirely; and all dedicated programmes to support the recruitment and retention of Black and minority ethnic (BME) teachers have been cancelled."

(Gillborn, 2014)

Additionally, this kind of superficial interpretation, assumes African, Caribbean, and Asian descended trainees and teachers

fully disclose the reasons for their decision-making. This is a flawed assumption in a context of structural intersectional racism. As we noted in the previous section, openly sharing issues of discrimination requires the kind of trusting, open communicative context that is not characteristic of the education system.

The last intersectional unknown I want to highlight, again stems from the failure of national data collection, monitoring, and evaluation systems and platforms to include and enable the full range of protected characteristics – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity (Equalities Act 2010).

Although race, ethnicity, age and disability are typically recorded as categorical variables included in the list of ‘personal characteristics’ the data available and analysis of the data provided for categories other than gender is significantly more limited. Categories including gender reassignment, sexual orientation, marriage, pregnancy and maternity, the discrimination around which disproportionately impacts women, are not included. For example, see ITT Census and accompanying data tables, School Workforce, DfE and Higher Education Statistics Agency (HESA), and Office of National Statistics (ONS) data.

The negative impacts of omitting these ‘unknowns’ are numerous; but we can name a few of the most glaring:

- we are unable to identify, analyse and address multiple discriminations simultaneously;
- the challenges faced by those who are most likely to experience structural intersectional injustice are the least likely to be identified, analysed, or addressed;
- how structural intersectional justice issues are framed within ITT and education, and the terminology deployed to grapple with these, will be at best insufficient and at worst distorted to the point of masking and mis-characterising the most pressing issues.

RECOMMENDATIONS

- Retention must be reframed to include the full spectrum of issues that affect the ITT journey.
- Challenges and barriers encountered by African, Caribbean, and Asian descended people throughout the ITT as well as barriers they encounter in advance of applying process must be understood as retention issues.
- ITT pathways must be simplified to reduce the structural pressure points and/or effects of those pressure points at which African, Caribbean, and Asian descended recruits/trainees leave ITT and teaching.
- National databases, research, and related forms of data collection, monitoring and evaluation pertaining to ITT must include all protected characteristics and minimally provide or enable transparent intersectional analyses.
- The sector must develop and use terminology that facilitates best praxis, where best praxis means espousing values and taking action that eradicate structural intersectional injustice in ITT and teaching.



PART 2: NARRATIVES: THE PROS AND CONS

When seeking to explain racial injustices in education, the research can be categorised according to four kinds of narrative: 1) Role model; 2) Cultural; 3) Representation; and 4) Structural. Each of these narratives points to a particular response to remedy the problem of structural intersectional injustice in education. Identifying the narratives that underpin action is especially important in order to avoid the adoption of 'deficit model' and other pathologising identity-based narratives that can undermine the need for structural change. Setting out the four narratives below, therefore, provides an evaluative framework that enables us to identify examples of best praxis. Here best praxis is understood in terms of its impact on resisting, removing and repairing the damage done by intersectional racism.

ROLE MODEL NARRATIVES

Role model narratives seek to address structural intersectional injustices and inequalities in both student and staff outcomes by correcting a presumed lack of role models. They draw on the idea that we cannot be what we cannot see. Role models are an invaluable vehicle for all human learning. However, the extent to which policies and initiatives are effective, will depend on the narratives that underpins the work. Some pros and cons of role model narratives are outlined below.



Pros	Cons
<ul style="list-style-type: none"> role model narratives can give us ways to counteract the negative educational impacts of systemic intersectional domination that marginalises and diminishes African, Caribbean, and Asian descended people. 	<ul style="list-style-type: none"> role model narratives can imply negative educational outcomes are primarily the result of deficiencies within African, Caribbean, and Asian descended cultures, communities, and/or families.
<ul style="list-style-type: none"> role model narratives can help us appreciate that African, Caribbean, and Asian descended people draw from their personal, local, and global contexts to offer a rich range of examples for personal and professional success. 	<ul style="list-style-type: none"> role model narratives can imply people from those groups do not have existing role models within or beyond education and/or within their own personal, local or global contexts.
<ul style="list-style-type: none"> role model narratives can help us understand that inter-racial/ inter-category role modelling is possible and necessary for everyone. 	<ul style="list-style-type: none"> social-category-specific role model narratives can imply a specific identity is the primary determining factor for whom we select as a role model.
<ul style="list-style-type: none"> role model narratives can help us identify how role models can be used to improve ITT and wider educational outcomes. 	<ul style="list-style-type: none"> narrow and prescriptive role model narratives can undermine ITT and wider educational outcomes.

CULTURAL NARRATIVES

Cultural narratives seek to explain structural intersectional injustices and inequalities in both student and staff experiences, attitudes, and outcomes by cultural differences. They draw on the idea that there are fundamental cultural characteristics associated with African, Caribbean, and Asian descended peoples that account for their experiences, attitudes, and outcomes in education. Some pros and cons of role model narratives are outlined below.



Pros	Cons
<ul style="list-style-type: none"> cultural narratives can help us understand group-level phenomena and observe commonalities within and between groups. 	<ul style="list-style-type: none"> cultural narratives can be stereotypical and reinforce an essentialised view of African, Caribbean, and Asian descended people.
<ul style="list-style-type: none"> cultural narratives can help us be aware and appreciative of the value of African, Caribbean, and Asian cultures as they pertain to educational experiences and values. 	<ul style="list-style-type: none"> cultural narratives can be used to pathologise and devalue African, Caribbean, and Asian cultures and peoples.
<ul style="list-style-type: none"> cultural narratives can help us identify nuances in cultures that impact the educational experience. 	<ul style="list-style-type: none"> cultural narratives can be used to mask and/or scapegoat intersectional systemic injustices.
<ul style="list-style-type: none"> cultural narratives can help us understand the historical legacies of intersectional injustice that impact African, Caribbean, and Asian descended people in the UK. 	<ul style="list-style-type: none"> cultural narratives can be used to mask historical legacies of intersectional injustice.

REPRESENTATION NARRATIVES

Representation narratives seek to explain structural intersectional injustices and inequalities in both student and staff outcomes in terms of representation. Such narratives recognise African, Caribbean, and Asian descended people are marginalised and/or excluded from ITT provision in various ways and seek to reverse this by increasing African, Caribbean, and Asian representation within ITT provision. Some pros and cons of representation narratives are outlined:



Pros	Cons
<ul style="list-style-type: none"> representational narratives can assign agency to marginalised groups. 	<ul style="list-style-type: none"> representational narratives can deny agency insofar as they fail to recognise legitimate reasons why people choose not to engage.
<ul style="list-style-type: none"> representational narratives help us identify where there is a lack of proportionality which can be an indicator of injustice. 	<ul style="list-style-type: none"> representational narratives can imply African, Caribbean, and Asian descended peoples are unqualified and underserving of their positions and will compromise learning/ teaching.
<ul style="list-style-type: none"> representational narratives give us a concrete way of measuring structural justice outcomes. 	<ul style="list-style-type: none"> representational narratives that focus on measurables can miss or dismiss aspects of intersectional injustice that are not quantifiable and risk confusing means with ends.
<ul style="list-style-type: none"> representational narratives help us identify issues that are specific to systemically marginalised groups. 	<ul style="list-style-type: none"> representational narratives can mask the fact that everyone is negatively impacted by structural intersectional injustice.
<ul style="list-style-type: none"> representational narratives can help us identify people who are best placed to bring about change. 	<ul style="list-style-type: none"> focus on African, Caribbean, and Asian representation can imply they are the only people responsible for eradicating structural intersectional racism.

STRUCTURAL NARRATIVES

Structural narratives seek to explain inequalities in both student and staff outcomes in terms of systemic, structural, and

institutional factors. They draw on the idea that these larger scale elements are crucial in both forming and addressing inequalities. Some pros and cons of representation narratives are outlined below:

Pros	Cons
<ul style="list-style-type: none"> structural narratives enable us to see the level at which systemic injustice operates, which makes positive transformation possible. 	<ul style="list-style-type: none"> in the absence of appropriate strategies/ tools, structural narratives can be overwhelming, which can present a barrier to change.
<ul style="list-style-type: none"> structural narratives help us avoid explanations of poor outcomes that 'blame the victim'. 	<ul style="list-style-type: none"> structural narratives can be overly deterministic and overlook individual agency.
<ul style="list-style-type: none"> understanding intersectional structural factors or problems are useful for approaching change in principle and in practice. 	<ul style="list-style-type: none"> structural narratives that focus only on outcomes can overlook the need to establish strong principles to guide change.
<ul style="list-style-type: none"> structural narratives are necessary for us to appreciate intersectional realities of systemic injustice. 	<ul style="list-style-type: none"> monolithic structural narratives can reduce systemic injustice to singular isolated explanations.
<ul style="list-style-type: none"> intersectional structural narratives help us see how structural factors are intertwined with interpersonal factors. 	<ul style="list-style-type: none"> structural narratives can dismiss or gloss over interpersonal factors.

PART 3: LOOKING AHEAD

HORIZON SCAN

ITT does not sit in a bubble, disconnected from other factors within and beyond education. Below are some wider national and international points of reference to bear in mind as we move forward:



NATIONAL

- The combination of Covid-19, Black Lives Matter, and Johnsonism, have created a sense of urgency, recognition of, and desire to address intersectional structural injustice.
- Historically, moments of social awakening and/or shifts towards more open, equitable societies are followed by a starkly contrasting authoritarianism, conservatism, and right-wing backlash.
- The economic/political context of Covid-19 and Brexit, is likely to intensify this backlash.
- The economic uncertainty of Covid-19 has generated a significant rise in ITT applications this year.
- While this is positive in terms of the teacher shortage, historically both economic uncertainty and high demand has led to a great exclusion of African, Caribbean, and Asian descended applicants and teachers.
- DfE's preferred ITT pathway is school-based and has also suggested that QTS

needs to be more rigorous and challenging. It will also roll out a new Recruitment and Retention Strategy beginning Sept 2020, with the nation-wide implementation in 2021.

- The government might change at the next general election in 2024, as might the DfE's strategic priorities.
- Demographic shifts in the UK population mean there will be a rise in university age students from 2020 up until 2029 (Bekhradnia and Bailey, HEPI 2020)
- There is a possibility of university places being capped in the next few years (HEPI 2020).
- There are ongoing changes in technology and automation impacting what jobs/careers will be available in the future and how we work across different geographies locally and globally.

TRANSNATIONAL

- Structural intersectional racism is a global phenomenon and other countries such as Australia, Canada, US are experiencing similar challenges as the UK with respect to addressing issues relating to race, ethnicity and ITT. For example, unclear guidelines; lack of evidence on effective initiatives; little acknowledgement of intersectionality. (OECD 2017).
- ITT in some European countries is more rigorous, longer, better paid respected MA etc.
- Education, trade, and employments are global, and ITT must prepare future teachers to prepare their pupils for these global realities.
- African, Caribbean, and Asian descended people in the UK are more likely to have global networks, expertise, context familiarity, multiple language skills, cultural resources, an understanding that they can bring to ITT and teaching.

CROSSCUTTING RECOMMENDATIONS

To address the need for more African, Caribbean, and Asian descended teachers:

- Developments to improve ITT must be targeted, seamless, rooted in the wider educational and social context and directly address structural intersectional racism within higher education and schools/academies.
- Monitoring and evaluation of all aspects of ITT must be public principled-driven, evidence-based, intersectional, and transparent.
- Existing knowledge of structural intersectional racism in ITT, the education system, and beyond must feed directly into DfE and ITT stakeholder's guidelines, policies and practices.
- Further research on best ITT practice, which necessarily entails eradicating structural intersectional injustice, is necessary to advance the evidence-based development and improvement of ITT.
- The terminology and framing of ITT issues must be transformed such that structural intersectional realities are taken seriously and the conception of top quality ITT provision is necessarily facilitating a drive towards education intersectional justice.
- The scope of discussions aimed at improving ITT must link and feed into wider discussions within and beyond education to address intersectional racism across the sector.
- The national courses for delivering pedagogy to ITT must be enhanced by intersectionally anti-racist education across the board to provide a holistic knowledge base and flourishing cultural environment for both African, Caribbean and Asian descended and non- African, Caribbean and Asian descended teachers.
- ITT providers and stakeholders across the entire education sector must be upskilled to evaluate, administer and deliver education by means of a clear anti-racist, intersectionally just ethos.
- Commitment to achieving all of the above, must be demonstrated with sufficient allocation of time and resources for all relevant stakeholders.

Hidden Realities of Initial Teacher Training for African, Caribbean and Asian Groups

Recruitment

According to the mainstream narrative:

Applicant applies to an initial teacher training course via one of the routes...

...the lead provider interviews the applicant and organises the training...

However, this masks **unseen potential / barriers** (see boxes 1-4)

1. Even before the formal process begins, racism in compulsory and higher education diverts prospective applicants from reaching their potential, going further study or choosing careers in education.

3. Complexity and a lack of support and guidance disadvantage prospective applicants and providers.

Application Stage

2. Knowledge of poor career progression deters prospective applicants from choosing to enter teaching.

4. Financial constraints faced by racialised groups make non-salaried routes (which account for 86% of applicants) unattractive and/or less affordable.

University-led routes

School-led routes

Employer-led routes

University-led (Undergraduate)

University-led (Postgraduate)

School Direct (Fee)

School Direct (Salaried)

School Centred Initial Teacher Training

Teach First

Training

According to the mainstream narrative...

...the training is delivered by one or a range of providers and placement schools...

However, this masks **unheard stories / opportunities** (see boxes 5-8)

5. Development of teacher training curricula fails to meaningfully incorporate statutory guidelines (Equalities Act 2000) aimed at addressing intersectional injustice.

6. Delivery of training does not address the impact of racism on trainees at university and school levels.

University provider (Higher education institution)

Universities play a critical role as 'generators of knowledge' about educational philosophy, which means they influence the content of teacher training irrespective of the route.

School-centred initial teacher training provider

Some school-centred providers pair with a university to offer trainees a PGCE in addition to QTS.

7. Data on training is not disaggregated or designed to show or support research on trends in intersectional racism.

8. Raising concerns about Intersectional racism is dismissed as unprofessional. Instead, its impact on trainees is judged as failure, making silence on racism necessary for success and false proof that racism does not exist.

Retention

According to the mainstream narrative...

...this leads to qualified teacher status.

However, this masks **unknown information / possibilities** (see boxes 9-12)

9. The official scope of retention does not include ITT retention specifically. The latter is not monitored officially causing poor knowledge of retention

10. Qualitative research highlights racial disparities across a number of retention parameters, e.g. course withdrawal, progression through ITT training, poor performance reviews and entry into full time teaching.

Qualified Teacher Status

11. Of the available data on retention, measures are restricted to singular dimensions, e.g. race or gender or missing categories, e.g. marital status or sexual orientation, creating intersectional unknowns on the impact of racism in ITT on African, Caribbean and Asian women.

12. Issues affecting African, Caribbean and Asian groups at every stage of the ITT journey (including legacy and aftermath issues) should be classified as retention-related

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For more information on what Oasis is doing for Break the Cycle, please visit <https://www.oasiscommunitylearning.org/about-us/break-the-cycle>



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