

BEMIS MEETING
Wednesday 15 August, 1400 – 1500
The Centrum Building. 38 Queens Street, G1 3DX

Participants

Diversity Working Group Members

- Hakim Din, Former HMIE Inspector
- David Roy, Scottish Government

BEMIS

- Rami Ousta, Chief Executive Officer, BEMIS
- Tanveer Parnez, Director of National Development, BEMIS
- Danny Boyle, Parliamentary & Policy Officer, BEMIS

Agenda

1. Welcome and Introductions
2. Background and Purpose of Meeting (David)
3. Open Discussion

Comments/exchange with BEMIS to date

BEMIS are keen, following their meeting with SG officials, to assess with us how best they can provide assistance to the group and what rational can be progressed in the context of the group. While they fully value the data gathered and proposed areas of advancement, they would deliberate some potential strategic points that can be considered within a holistic approach to addressing the issue as part of a continuous future programme.

BEMIS fully respect the make-up of the group and complement its structure and focus; however, they would have liked to see the initial exploration points go beyond the noted ones in our remit. BEMIS also feel that the working group should have cover diverse and concerned groups / stakeholders rather than limited.

In addition, they encourage the group to explore equally other dimensions where they can investigate issues impacting on and within the EM communities themselves in relation to teachers' career opportunities and approaches: issues of perceptions, opportunities, experiences, youth and parents attitudes and awareness of teaching as a potential career, competency and development side (*we have considered these points throughout discussions and the report*).

BEMIS feel that when addressing this theme, the SG and us all should be operating within a strategic and well planned RACE EQUALITY approach rather than a mere ANTI DISCRIMINATION approach; stressing that if the approach is: that there is discrimination and let us sort it then we will be taking the wrong approach and lose on potential progressive action plan.

They want us to ensure that Race Equality and EM should go beyond statistics based on visible minorities only/ to stick to the legal definition of ethnicity and race as in the Equality Act 2010, and utilising legal and responsive terminologies and considerations EM VS BME or BAME.

Discussion points

- Reconfirming the purpose and remit of this working group, its timeline in terms of reporting and next steps.
- Their work around race and diversity, in particular diversity in the teaching profession and education sector.
- Their thoughts around barriers/issues to increasing BAME representation in the profession.
- Knowledge of any previous efforts made to increase BAME in the teaching profession.

Background – Scottish Government

- The Race Equality Framework for Scotland sets out the Scottish Government's approach to promoting race equality and tackling racism and inequality between 2016 and 2030.
- The Scottish Government is determined that Scotland should be doing all it can to advance race equality, tackle racism and address barriers that prevent people from minority ethnic communities from realising their potential.
- The Race Equality Framework's purpose is to put a lens on this work to ensure that this vision is achieved equally for people from all ethnicities, helping to build a Scotland where we can all share a common sense of purpose and belonging.
- To achieve this, the Race Equality Framework for Scotland will take a long term, partnership approach, working with all sections of society including the Scottish Parliament, public sector bodies and agencies, established networks and forums, voluntary sector equality bodies and communities.

Background – Scottish Education

- Following the publication of the Race equality framework, The Scottish Government Strategic Board for Teacher Education and the General Teaching Council of Scotland have established a short term working group on increasing the number of teachers from under-represented groups at all levels in Scottish schools, the first meeting took place in November 2017 and met again in January this year. The working group is chaired by Professor Rowena Arshad and supported by educational experts familiar with race related issues.
- The working group's remit will include considering existing evidence including relevant data extracted from the annual Teacher Census, engagement with Scottish education organisations and institutions and drawing on previous data and evidence previously published.
- Despite high attainment levels at schools and rates of entry to further and higher education after school, statistically, minority ethnic people are not receiving the labour market advantages which should be expected from their positive educational outcomes. Unemployment and underemployment are relatively high for minority ethnic groups, including minority ethnic graduates.
And more so within the teaching profession.

The Short Term Working Group will explore:

1. Whether Initial Teacher Education (ITE) programmes and associated recruitment activity are attractive and relevant to students from black and minority ethnic backgrounds;
2. Whether university admissions processes are sufficiently enabling to capture the range of possible applicants from diverse backgrounds;
3. Student placement experiences and the on-going support for students from minority backgrounds; and
4. The retention of student teachers and teachers from minority backgrounds.

Members

- Professor Rowena Arshad, University of Edinburgh (Chair)
- Ken Muir, General Teaching Council (Scotland)
- Dr Morag Redford, Scottish Council of Deans of Education
- Khadija Mohammad, Scottish Association of Minority Ethnic Educators (SAMEE)
- Hakim Din, Calabar Education Consultants, former HMIE
- Maureen McKenna, Association of Directors of Education Scotland (ADES)
- David Roy, Scottish Government
- Kelly Ireland, Scottish Government (Secretariat)

Working Group discussions and next steps

- During the working group's first meeting, members agreed to consult wider on this matter engaging with various organisations and institutions across the teaching profession. Writing to unions, universities, local authorities, voluntary sector and other interested organisations asking "***to what extend was racial diversity was considered within their organisation?***"
- The responses were varied but we were keen to pick up on the more interesting replies we received and seek some further information to help support the information gathering exercise for the group's consideration.

Conclusion

Vision for the group / Scottish Government

We will consider all responses from our stakeholder engagement sessions alongside a number of research documents we have gathered. It is expected the group will publish a report and recommendations during Autumn 2018, we will keep all of our initial stakeholders involved and circulate the output of the group widely.

We really appreciate you taking time out of your day to speak to us, thank you.

END

From: Redacted under S38(1)(b) Personal data relating to third party
Sent: 09 October 2018 10:27
To: ARSHAD Rowena <Rowena.Arshad@ed.ac.uk>
Subject: RE: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Rowena

Tomorrow at 4.30 is great for us, let me have your direct dial and I will call you at 4.30. I agree, we need to wrap this up as we have committed publically to publish the report in the autumn so if we could go through the comments tomorrow that would be great. Would you be happy to reply formally to CRER on the back of our conversation tomorrow following our agreement on the comments and next steps?

Speak to you tomorrow.

Thanks, Redacted under S38(1)(b) Personal data relating to third party

From: ARSHAD Rowena <Rowena.Arshad@ed.ac.uk>
Sent: 09 October 2018 10:02
To: Redacted under S38(1)(b) Personal data relating to third party@gov.scot
Subject: Re: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Redacted under S38(1)(b) Personal data relating to third party,

Yes.. I think they are very useful suggestions though I need to go through them one by one. I have no time today to do that but hope to look at it first thing tomorrow. I am off on leave on Friday 12th and then working abroad till Oct 29th. So we need to get this wrapped up so that you and Redacted under S38(1)(b) Personal data relating to third party can move on with the next bits. I have one day in between on Sunday 21st where I can look at emails and make further comment.

So shall we arrange to speak tomorrow -Wednesday or Thursday? Tomorrow.. I could manage at 4.30pm or on Thursday at 10am or at 11am (for now.. this might change as I am waiting on a colleague to write back about a meeting.. but I can work around that).

thanks,

Rowena

Professor Rowena Arshad OBE
Chair in Multicultural and Anti-Racist Education
Head of Moray House School of Education
University of Edinburgh

Old Moray House
Holyrood Road
Edinburgh
EH8 8AQ

also

Director of the Centre for Education for Racial Equality in Scotland (CERES)
<http://www.ceres.education.ed.ac.uk/>

Email: rowena.arshad@ed.ac.uk

or Redacted under S38(1)(b) Personal data relating to third party
(PA to the Head of School)

Telephone: +44 (0)131 651 6167 (PA to the Head of School)

'Liberating education consists in acts of cognition, not transferrals of information'
Paulo Freire: Pedagogy of the Oppressed

Book: Social Justice Re-examined

<http://ioexpress.co.uk/books/social-justice-equality-and-human-rights/social-justice-re-examined/>

The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336.



Sustainability Awards

Awarded

BRONZE - OFFICES



From: Redacted under S38(1)(b) Personal data relating to third party@gov.scot
Sent: 08 October 2018 10:11
To: ARSHAD Rowena
Subject: RE: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Rowena

Very helpful and useful to have further evidence to include in the draft to strengthen the final version.

I am not in the office today but will plan a call for tomorrow, what is your availability?
Redacted under S38(1)(b) Personal data relating to third party and I are free between 12-3.

Redacted under S38(1)(b) Personal data relating to third party

From: ARSHAD Rowena <Rowena.Arshad@ed.ac.uk>
Sent: 06 October 2018 19:00
To: Redacted under S38(1)(b) Personal data relating to third party@gov.scot
Subject: Fw: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Redacted under S38(1)(b) Personal data relating to third party,

Some very useful points but perhaps we could touch base on Monday or Tuesday on the phone on this. No doubt, you will get a view from Redacted under S38(1)(b) Personal data relating to third party.

thanks,

Rowena

Professor Rowena Arshad OBE
Chair in Multicultural and Anti-Racist Education
Head of Moray House School of Education
University of Edinburgh
Old Moray House
Holyrood Road
Edinburgh
EH8 8AQ

also

Director of the Centre for Education for Racial Equality in Scotland (CERES)
<http://www.ceres.education.ed.ac.uk/>

Email: rowena.arshad@ed.ac.uk
or Redacted under S38(1)(b) Personal data relating to third party
(PA to the Head of School)
Telephone: +44 (0)131 651 6167 (PA to the Head of School)

'Liberating education consists in acts of cognition, not transferrals of information'
Paulo Freire: Pedagogy of the Oppressed

Book: Social Justice Re-examined
<http://ioepress.co.uk/books/social-justice-equality-and-human-rights/social-justice-re-examined/>

The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336.



From: Jatin Haria <jatin@crer.org.uk>
Sent: 05 October 2018 22:46
To: ARSHAD Rowena; Redacted under S38(1)(b) Personal data relating to third party@gov.scot
Cc: Jatin Haria
Subject: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Rowena / Redacted under S38(1)(b) Personal data relating to third party

Thank you for the opportunity to comment on the draft report.

We've gone through the whole thing in greater detail than you (or even we) may have expected – this is because we think this getting a more representative teaching workforce in Scotland is of crucial importance for all our futures. Also, we are aware that there are people out there who do not agree with what your group are trying to achieve, so we've attempted to give you some commentary that will hopefully make your report and findings more robust.

We've given our views as comments to the document as attached.

Overall, we have to say we were somewhat disappointed by the draft. In particular, we felt that the report:

could have sought and analysed additional data;
needs to come up with SMART recommendations so that people can easily see if they are being actioned within agreed timescales;
needs to stop downplaying racism and discrimination, especially institutional racism - we feel this has happened throughout the report;
concentrates too much on the deficits and inadequacies of BME people (without any evidence to confirm these actually exist);

jumps to too many conclusions based on the views of a few people (e.g. in a focus group) without having hard evidence to back up claims; and needs to separate issues that may face newer migrants (e.g. English language skills, recognition of qualifications) from those faced by 2nd/3rd/4th generation BME people.

We hope you will find our comments useful and we are more than happy to discuss any of the issues raised in more detail if required.

If you are going to change the recommendations (especially to ensure they are SMART), we would welcome an opportunity to comment further on these once you have re-drafted them. And we look forward to seeing the final report in due course.

Thanks,

Jatin

Jatin Haria
Executive Director
Coalition for Racial Equality and Rights
8 John Street Glasgow G1 1JQ
jatin@crer.org.uk www.crer.org.uk

From: Redacted under S38(1)(b) Personal data relating to third party@gov.scot

Sent: 27 September 2018 17:45

To: Jatin Haria <jatin@crer.org.uk>

Cc: rowena.arshad@ed.ac.uk

Subject: Restricted - Diversity in the Teaching Profession

Hi Jatin

It was nice to speak to you today and thank you for understanding the error on our part around the confusion on the initial call for evidence. Your views are important to the development of this report therefore I have attached a copy of the draft for your thoughts, please feel free to suggest edits or comments on the document for the group to consider.

As you will understand, this document is confidential and has not been shared wider than the working group members and the strategic board for teacher education, and we do not plan to share the draft any further, with the exception of CRER.

If possible, a response by Thursday next week would be most helpful. Rowena or myself are more than happy to chat to you or your colleagues about this if that would help.

Many thanks,

Redacted under S38(1)(b) Personal data relating to third party
Learning Directorate: Workforce, Infrastructure and Reform Division
2B North, Victoria Quay, Edinburgh, EH6 6QQ

Redacted under S38(1)(b) Personal data relating to third party

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach coraichean, foillseachadh neo sgaoileadh, gun chead. Ma's e is gun d'fhuair sibh seo gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh agus fios a leigeil chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

Jatin Haria
Executive Director
Coalition for Racial Equality and Rights
8 JohnStreet, Glasgow G 1 1JQ
Tel: 0141 418 6530
jatin@crer.org.uk www.crer.org.uk

Begin forwarded message:

From: Jatin Haria <jatin@crer.org.uk>
Date: 5 October 2018 at 19:42:05 BST
To: Jatin Haria <jatin@crer.org.uk>
Subject: Emailing: Diversity in Teaching Profession Draft - CRER Comments Final

Your message is ready to be sent with the following file or link attachments:

Diversity in Teaching Profession Draft - CRER Comments Final

Note: To protect against computer viruses, email programs may prevent you from sending or receiving certain types of file attachments. Check your email security settings to determine how attachments are handled.

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

This email has been received from an external party and has been swept for the presence of computer viruses.

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

This email has been received from an external party and has been swept for the presence of computer viruses.

From: Jatin Haria <jatin@crer.org.uk>
Sent: 09 October 2018 12:21
To: ARSHAD Rowena <Rowena.Arshad@ed.ac.uk>; Redacted under S38(1)(b) Personal data relating to third party
Subject: FW: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Rowena / Redacted under S38(1)(b) Personal data relating to third party

One further comment: It would be useful if the report had an overarching goal/vision to recommend –e.g. something like:

“that by 2025 the number of BME teachers in Scotland’s schools should be at 4% (the 2011 Census figure) and that by 2030 the % of BME teachers in Scotland is at par with the overall Scottish BME population”.

Thanks,

Jatin

Jatin Haria
Executive Director
Coalition for Racial Equality and Rights
8 John Street Glasgow G1 1JQ
jatin@crer.org.uk www.crer.org.uk

From: Jatin Haria
Sent: 05 October 2018 22:47
To: rowena.arshad@ed.ac.uk; Redacted under S38(1)(b) Personal data relating to third party@gov.scot
Cc: Jatin Haria <jatin@crer.org.uk>
Subject: NOW WITH ATTACHMENT - Diversity in Teaching Profession Draft - CRER Comments Final

Hi Rowena / Redacted under S38(1)(b) Personal data relating to third party

Thank you for the opportunity to comment on the draft report.

We've gone through the whole thing in greater detail than you (or even we) may have expected – this is because we think this getting a more representative teaching workforce in Scotland is of crucial importance for all our futures. Also, we are aware that there are people out there who do not agree with what your group are trying to achieve, so we've attempted to give you some commentary that will hopefully make your report and findings more robust.

We've given our views as comments to the document as attached.

Overall, we have to say we were somewhat disappointed by the draft. In particular, we felt that the report:

could have sought and analysed additional data;

needs to come up with SMART recommendations so that people can easily see if they are being actioned within agreed timescales;

needs to stop downplaying racism and discrimination, especially institutional racism - we feel this has happened throughout the report;

concentrates too much on the deficits and inadequacies of BME people (without any evidence to confirm these actually exist);

jumps to too many conclusions based on the views of a few people (e.g. in a focus group) without having hard evidence to back up claims; and

needs to separate issues that may face newer migrants (e.g. English language skills, recognition of qualifications) from those faced by 2nd/3rd/4th generation BME people.

We hope you will find our comments useful and we are more than happy to discuss any of the issues raised in more detail if required.

If you are going to change the recommendations (especially to ensure they are SMART), we would welcome an opportunity to comment further on these once you have re-drafted them. And we look forward to seeing the final report in due course.

Thanks,

Jatin

Jatin Haria
Executive Director
Coalition for Racial Equality and Rights
[8 John Street Glasgow G1 1JQ](#)
jatin@crer.org.uk www.crer.org.uk

From: Redacted under S38(1)(b) Personal data relating to third party@gov.scot

Sent: 27 September 2018 17:45

To: Jatin Haria <jatin@crer.org.uk>

Cc: rowena.arshad@ed.ac.uk

Subject: Restricted - Diversity in the Teaching Profession

Hi Jatin

It was nice to speak to you today and thank you for understanding the error on our part around the confusion on the initial call for evidence. Your views are important to the development of this report therefore I have attached a copy of the draft for your thoughts, please feel free to suggest edits or comments on the document for the group to consider.

As you will understand, this document is confidential and has not been shared wider than the working group members and the strategic board for teacher education, and we do not plan to share the draft any further, with the exception of CRER.

If possible, a response by [Thursday next week](#) would be most helpful. Rowena or myself are more than happy to chat to you or your colleagues about this if that would help.

Many thanks,

Redacted under S38(1)(b) Personal data relating to third party
Learning Directorate: Workforce, Infrastructure and Reform Division
2B North, Victoria Quay, Edinburgh, EH6 6QQ
Redacted under S38(1)(b) Personal data relating to third party

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return. Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh agus fios a leigeil chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùedadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

Jatin Haria
Executive Director
Coalition for Racial Equality and Rights
8 JohnStreet, Glasgow G 1 1JQ
Tel: 0141 418 6530
jatin@crer.org.uk www.crer.org.uk

Begin forwarded message:

From: Jatin Haria <jatin@crer.org.uk>
Date: 5 October 2018 at 19:42:05 BST
To: Jatin Haria <[Jatin@crer.org.uk](mailto:jatin@crer.org.uk)>
Subject: Emailing: Diversity in Teaching Profession Draft - CRER Comments Final

Your message is ready to be sent with the following file or link attachments:

Diversity in Teaching Profession Draft - CRER Comments Final

Note: To protect against computer viruses, email programs may prevent you from sending or

receiving certain types of file attachments. Check your email security settings to determine how attachments are handled.

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

From: Redacted under S38(1)(b) Personal data relating to third party@crer.org.uk
Sent: 16 October 2018 13:47
To: Redacted under S38(1)(b) Personal data relating to third party>; Jatin Haria <jatin@crer.org.uk>
Subject: RE: Diversity in the Teaching Profession

Dear Redacted under S38(1)(b) Personal data relating to third party,

Thank you for your patience. I was out on sick leave yesterday, so I am just picking up your emails now.

Here is the information you were looking for:

1. **Fewer BME individuals appointed to teaching positions vs completing teacher training**
 - a. This information came from our finding that 2.7% of those enrolled in teacher training courses and 2.9% of those entering a teacher training course have a BME background (data request from the Scottish Funding Council). The Scottish Government reports through its Teachers Census 2017 that 2.0% of primary, 1.8% of secondary, and 1.4% of special school teachers have a BME background. Working from the proportions, we can see that there are fewer BME teachers than BME teacher training graduates.
2. **BME individuals applying for teaching positions at a rate near or above the population**
 - a. This is from our report BME Teachers in Scotland - https://docs.wixstatic.com/ugd/7ec2e5_cb7aff9ac0254e61aa16c1c578e91f45.pdf. FOI requests to local authorities found that, at the application stage, 19 local authorities had a higher rate of BME applications than the local corresponding BME population. Eight local authorities had a BME application rate over 4.0% (the national average, and an overrepresentation for 5 local authorities).
3. **Runnymede Trust**
 - a. There is no comparable research done in Scotland in line with the Runnymede Trust's report on English schools. This could be an area for future work. As far as I'm aware, our BME Teachers in Scotland report is the only quantitative research done into the disparity between application, shortlisting, and appointment rates (which found that the BME groups are overrepresented in application rates, but underrepresented in shortlisted and further underrepresented in appointment and staff in post).
4. **Disparity in application and appointment rates**
 - a. This is from our BME Teachers in Scotland report, available here https://docs.wixstatic.com/ugd/7ec2e5_cb7aff9ac0254e61aa16c1c578e91f45.pdf. It is a Scottish research piece, with information taken from FOI requests made to local authorities.
5. **Concentration of BME population in cities**
 - a. This data comes from the 2011 Scottish Census.
6. **BME Staff in HE**
 - a. This analysis came from CRER's work on to produce a report on the effectiveness of the PSED outcomes. <https://www.equalityhumanrights.com/en/publication-download/reviewing-aims-and-effectiveness-public-sector-equality-duty-psed-great-britain>. The information came from an analysis of employment data from Scottish public sector bodies.

I hope I have understood your questions. If there is anything else I can send along, please do let me know.

Many thanks in advance.

All the best,

Redacted under S38(1)(b) Personal data relating to third party

From: Redacted under S38(1)(b) Personal data relating to third party @gov.scot

Sent: 15 October 2018 12:24

To: Jatin Haria <jatin@crer.org.uk>

Cc: Redacted under S38(1)(b) Personal data relating to third party@crer.org.uk

Subject: RE: Diversity in the Teaching Profession

Hello Jatin and Redacted under S38(1)(b) Personal data relating to third party

Further to my queries below, a couple of other things to help develop the report further:

- You noted that “CRER’s own research demonstrates that this is a disparity between application, shortlisting, and appointment rates for BME applicants” - can you share this with me please? Is it a Scottish research piece?
- You noted that “The concentration of black and minority ethnic people in some cities in Scotland means there are higher numbers in certain areas e.g. 12% in Glasgow, 8% in Edinburgh, 8% in Aberdeen, and 6% in Dundee” – can you share this data source please?
- In the report it states “While the Working Group’s main focus is on the number of minority ethnic teachers working in Scotland’s establishments we would have also been interested in developing a better understanding of minority ethnic representation across the wider education sector including in universities, colleges, local and national Government.”. However, you noted that Data is indeed available so it’s a pity it was not accessed. Of all institutions in Scotland’s public sector landscape, FE has the highest % of BME staff – can you provide some background and a source for this please?

Apologies for further clarification but your comments are helpful and where possible, we would like to include them where we can reference.

Is it possible to have a response by lunchtime tomorrow?

Thanks,

Redacted under S38(1)(b) Personal data relating to third party

From: Jatin Haria <jatin@crer.org.uk>

Sent: 11 October 2018 15:56

To: Redacted under S38(1)(b) Personal data relating to third party @gov.scot

Cc: Redacted under S38(1)(b) Personal data relating to third party@crer.org.uk

Subject: RE: Diversity in the Teaching Profession

Hi Redacted under S38(1)(b) Personal data relating to third party,

My colleague Redacted under S38(1)(b) Personal data relating to third party can get back to you on all of these. However, she's not back in the office till Monday so I hope you can wait till then.

Jatin

From: Redacted under S38(1)(b) Personal data relating to third party @gov.scot

Sent: 11 October 2018 14:17

To: Jatin Haria <jatin@crer.org.uk>

Subject: Diversity in the Teaching Profession

Hello Jatin

I hope you are well, I am working through your comments and incorporating some of them into the latest draft, thank you very much for your time on this. I wanted to clarify some of your points and seek some further information that we might include in the draft report, could you please assist me with my queries below?

- From the BME Teachers in Scotland report finding number 6 reports that *there are far fewer BME individuals appointed to teaching positions than completing teacher training courses*. Is it possible to share the evidence source of this finding?
- One of your comments in the draft report notes that *CRER's own research demonstrates that BME individuals overall are applying for teaching positions at a rate near (and often above) that of the population*. Can you please share this evidence source?
- The Runnymede Trust research that is referred to in the comments from what I can find it all based on English schools, do you know if there is work done in Scotland that we could refer to? In particular around the points raised on barriers faced by BME teachers in the profession, disparity between applications, shortlisting and appointment rates. (papa G in the report)

Your further assistance would be greatly appreciated.

Regards,

Redacted under S38(1)(b) Personal data relating to third party

Learning Directorate: Workforce, Infrastructure and Reform Division

2B North, Victoria Quay, Edinburgh, EH6 6QQ

Redacted under S38(1)(b) Personal data relating to third party

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return. Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or

opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach coraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh agus fios a leigeil chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

DRAFT – 5 September 2018

TEACHING IN A DIVERSE SCOTLAND: INCREASING AND RETAINING MINORITY ETHNIC TEACHERS IN SCOTLAND'S SCHOOLS

Commented [JH1]: 'Recruiting'?

DRAFT AND CONFIDENTIAL



Foreword from the Chair

The lack of diversity in the teaching workforce has been a persistent and long term issue not just in Scotland but in many other countries across the world. This lack of diversity is becoming increasingly pressing and visible, as the pupil population in Scottish schools is getting more diverse. The Public Services, including teaching, need to reflect this change.

Scotland's Race Equality Action Plan for 2017-2021 *A fairer Scotland for all* asked the Strategic Board for Teacher Education (SBTE) to establish a short-term working group to look at how we might increase the number of teachers from under-represented groups at all levels in Scottish schools. In doing so, our report focussed on the holistic aspects that affect all ethnic minorities in choosing and remaining in teaching.

Some might argue that the demographics of the teaching workforce should not matter and what really counts is the quality of individual teachers. Our work does not question that young people are being well served by the Scottish teaching profession. However, the words of a young person I spoke with as part of my research on race equality matters rings out for me

'If I cannot see myself there, then I cannot imagine myself there.'

If we want to diversify the teaching profession and make it better, we need children and young people to imagine themselves as a teacher and to view teaching as an important and worthwhile profession of choice. We believe the recommendations within this report, once implemented, will begin to address the change that is needed to ensure that diversity is seen as the norm and our children and young people are able to learn from teachers who come from a range of diverse cultures and backgrounds.

What is very clear from our work is that improving the diversity of the teaching profession requires all who contribute to Scottish education to work collaboratively. We must confront institutional and cultural barriers to diversity, whether conscious or unconscious, and not shy away from addressing racial discrimination or harassment where it exists.

The energy that will be required to shift cultures and change behaviours should not be underestimated. We need to engage in positive action and understand that children and young people need high levels of knowledge, confidence and skills delivered by a diverse, highly skilled teaching profession to help them negotiate in today's ever-changing and complex world.

Professor Rowena Arshad OBE

Commented [RM2]: CRER's own research demonstrates that BME individuals overall are applying for teaching positions at a rate near (and often above) that of the population.

Recruitment should not be seen, according to the evidence we gathered, as a problem of just increasing interest in the field, but also of looking at barriers to recruitment, promotion, and retention which we suspect are related to racism and discrimination.

Acknowledgements

The Working Group members would like to thank all individuals, organisations, institutions and charities who provided evidence and offered advice in the writing of this report. The Working Group is very grateful for the written responses and time people took to meet with members to discuss this issue. This discussion and input was invaluable in helping the Group to understand the wide range of issues, policies and practices happening across the sector impacting on the diversity of the teaching profession. It informed members' understanding of the concerns and/or issues facing individual sectors and the cross-cutting factors which many local authorities, universities, schools and third sector organisations are facing. These discussions have provided an excellent opportunity to collaborate and further develop relationships across the education sector in our shared endeavour to encourage and support greater diversity in a crucial aspect of living in Scotland.

The Working Group would in particular like to acknowledge the contribution of the Educational Institute for Scotland and Glasgow City Council for sharing their recently completed surveys on minority groups and teaching. The findings from both surveys were timely and added significantly to the available evidence base in respect of minority groups and teaching in a Scottish context.

Contents

- 1. Executive summary**
- 2. Background and national context**
- 3. The Working Group and its methodology**
- 4. Key themes**
 - i. Closing the awareness gap**
 - ii. Attractiveness and status of teaching to students from minority ethnic backgrounds**
 - iii. Effectiveness of university admissions processes in capturing a diverse range of applicants**
 - iv. Student placement experiences and support for students**
 - v. Retaining student teachers and teachers from minority ethnic backgrounds and supporting their promotion at all levels**
- 5. Responsibility of the education sector**
- 6. References**

Annexes

- | | |
|---------|---|
| Annex A | Percentage of Teachers by Ethnicity |
| Annex B | Teacher characteristics: Proportions by gender, age, ethnicity and employment type, grade and mode of working by sector, 2017 |
| Annex C | Teachers by Ethnicity and Local Authority, 2017 |
| Annex D | Diverse Teachers for Diverse Learners – TESS Article |
| Annex E | Diversity in the Teaching Profession Working Group Membership |
| Annex F | List of organisations who responded to the call for evidence |

1. Executive Summary

The lack of ethnic diversity in the teaching profession is not new and requires all organisations involved in Scottish education to work together more effectively to make a sustained and meaningful difference. The Scottish Government's commitment to working with a variety of partners to address this issue is welcomed and the formation of the Working Group in conjunction with support from across the public sector provides the opportunity to make much needed progress in this area.

There was agreement from all who were interviewed, who took part in focus groups or provided written submissions that the make-up of the teacher workforce is not reflective of the Scottish population. There was awareness, particularly from local authorities, of the Public Sector Equalities Duties and of the need to address occupational segregation (e.g. primary teaching is still predominantly female). However, it was clear that 'race'/race equality was simply not on the agenda for many. While this may be because there is a relative lack of ethnic diversity in the population of some parts of Scotland, it does not detract from the responsibility of all key contributors to the teaching profession to work pro-actively to better ensure the workforce is representative of Scottish society. For example, universities offering teacher education programmes and employers need to more effectively support minority ethnic students and staff, who may feel isolated, and create genuinely inclusive environments for all teachers and pupils. This sense of guaranteed inclusivity and holistic support is central to attracting a wider range of Scotland's population to teaching as a life-long career. Action is therefore required and necessary from all involved in teaching, including universities, local authorities and schools to effectively engage with this issue by promoting teaching as an attractive and worthwhile career for minority ethnic students and then being committed to supporting them throughout their careers. Action is also required to educate all concerned on how such diversification can be supported and how everyday unconscious bias and racism become deterrents and disablers.

This report demonstrates that a number of systematic cultural and institutional factors are contributing to the overall failure to ensure a broader representation of ethnic groups in the teaching profession. Education is a vital public service that influences the lives of all children and young people living in Scotland. Children and young people today live in a world that is increasingly networked, diverse and complex. It is more important than ever that the education system reflects the diverse, fair and inclusive society we all want to live in. It is now time for change by using the information we have more effectively and collecting data to track improvements in the diversity of the teaching profession and create a culture and profession that fully represents the diverse workforce Scotland seeks to promote.

Commented [JH3]: Maybe not in his group's remit but it would have been useful to look at previous work on this (eg Scottish Executive's Race Equality Advisory Forum or the 'Recruiting ethnic minorities into teaching' (REMIT) group to see why their recommendations have not brought us to a better place than we currently are

Commented [JH4]: There is hard data to show this – stating that its just an 'agreement' plays down the actual numerical evidence

Commented [RM5]: CRER's research into the 2017 PSED outcomes demonstrated that public bodies are not looking into or taking action on race and employment in particular, and certainly not race in the teaching profession. In fact, nearly all the race-related equality outcomes dealt with language support (which could be a problem which is relevant for some recent migrants in some situations, but does not relate to established BME communities living in Scotland for several generations).

Commented [RM6]: This line could be a red herring of sorts – CRER would argue that the available evidence demonstrates that very little work is being done in bigger cities where the BME population is substantial. The 'small population' excuse should not be reinforced; work by Runnymede Trust has demonstrated that issues with diversity in the teaching profession is a problem in England as well, despite their larger BME population.

Commented [RM7]: CRER would question the use of 'unconscious bias' as a helpful term. The Scottish Parliament's Equal Opportunities Committee's report 'Removing Barriers: Race, Ethnicity, and Employment' found that initiatives such as unconscious bias training are not the solution to underemployment and can serve to mask underlying negative attitudes towards BME people, providing an excuse for racism to perpetuate.

In order to support that process the Working Group have proposed the following recommendations (these remain the subject of further discussion and agreement with those proposed as being in the lead for their delivery):

Closing the awareness gap

1. The current review of professional standards for teachers by the General Teaching Council Scotland (GTCS) should be used to ensure that race issues are explicitly referenced within the context of inclusion, equality and diversity.
2. Lessons should be learned from the approaches that have been taken to secure greater gender equality across the public sector by all education stakeholders and to consider how these same lessons can be applied to secure similar improvements for race and other under-represented groups.
3. All education stakeholders¹ should develop a plan to raise awareness of how everyday racism or bias (particularly the unconscious) manifests itself within education settings. This should be repeated to ensure new staff have opportunities for capacity building in this area.
4. Education Scotland should update all of their educational leadership programmes to assist school leaders understanding of how everyday racism or bias impacts in the workplace and to be able to identify steps for addressing this.
5. Local authorities, as employers of school staff, to ensure that the need to recruit and support a diverse workforce is understood by all relevant staff. COSLA should take steps to ensure that responsibilities in this area are more firmly embedded into their recruitment processes.
6. All education stakeholders should recognise multilingual teachers as particularly valuable members of staff able to enhance the learning of a wide range of pupils.

Attractiveness of Initial Teacher Education (ITE) to students from minority ethnic background

7. Local authorities, initial teacher education providers, the GTCS, Scottish Government and relevant third sector organisations who have experience in this area should take joint action to encourage young minority ethnic people from all backgrounds to identify teaching as a profession of choice.
8. GTCS to lead work with ITE providers and local authorities to explore how entry requirements might be adapted to support minority ethnic applicants to enter the teaching profession.
9. GTCS and Skills Development Scotland to work pro-actively with schools, local authorities and community organisations to encourage minority ethnic pupils into teaching.

¹ Scottish Government, Education Scotland, Local Authorities, ITE providers

Commented [RM8]: Overall, we find the set of recommendations to be weakly worded and difficult to measure implementation. Each recommendation should be reviewed and revised to be made as SMART as possible to ensure monitoring and evaluation can be done.

Commented [RM9]: CRER suggests not publishing with this proviso. The working group is an independent body and can recommend what it sees fit. Ideally, there would be agreement (in which case recommendations become actions), but if that is not possible, strong recommendations should be made without caveats. This way, the a response from the SG is required and the recommendation will be accepted or rejected. If recommendations are not clear and robust, there will be limited transparency or accountability for next steps.

Commented [RM10]: Does this address only senior positions and the few underrepresented areas? Overall, by and large, women are significantly overrepresented in the public sector. Relevant lessons would only look at promotion in this case, not recruitment.

Commented [RM11]: CRER would suggest not emphasising the unconscious too much. Institutional and structural racism, we believe, plays a much larger role. This recommendation should name Institutional Racism alongside everyday racism. Providing a caveat that bias is unconscious offers a 'get out' for public bodies who are neglecting their equality duties.

Commented [RM12]: As above.

Commented [RM13]: The EHRC report 'Effectiveness of the PSED Specific Duties in Scotland' examines the lack of change in employment figures for BME individuals in public bodies. Little has happened in the last four years, and it seems public bodies – including local and education authorities – are not taking necessary action to achieve employment equality.

A recommendation could ask that the EHRC better enforce employment requirements and investigate bodies who are not taking effective action.

Commented [JH14]: Need to be careful with this – whilst it may well be true, a teacher who happens to be multilingual is not paid for the additional skill they have and there is a danger of ghettoisation.

Commented [RM15]: The proportion of BME people entering teacher training, according to the SFC, is 2.9%. More research is needed to determine if the gap happens at the application or acceptance stage. We believe a more immediate problem occurs not in encouraging BME people to train and apply for jobs, but at the shortlisting and appointment stage of the recruitment process.

Commented [JH16R15]: Before we encourage we need to research why bme people are not considering teaching as a profession of choice just now

Commented [RM17]: This issue, we believe, is particular to new migrants and the acceptance of overseas qualifications and proficiency in English (which is not an issue for many migrants, according to the Census).

Much more research is needed to establish if the other issues referenced in this report – required level of English, for example – are actually affecting BME groups who do not face migration related challenges to a greater extent than the white population.

Commented [JH18R17]: Leaving the recommendation as it is – without clarifying its only for people as described in the comment above – reinforces the notion that black people are not as good as white people

Commented [RM19]: This recommendation has significant crossover with 7, and would be much stronger if condensed into a specific ask, such as an action plan or working group.

10. Education Scotland to ensure that materials available to teachers better reflects racial diversity as well as the contribution of Scotland's diverse population.

Effectiveness of university admissions processes in attracting a diverse range of applicant

11. Universities that provide teacher education should review their admissions procedures and take steps to ensure the varied skills and experiences of minority ethnic applicants are appropriately valued and that equivalencies are recognised and applied when offering places to those who may not have SCQF level 6 English.

12. GTCS, in conjunction with the Scottish Council of Deans of Education, to consider the potentially negative impact of interviews on all applicants as part of their current review of the Memorandum of Entry Requirements.

13. Universities providing teacher education should gather new data about application, interview and completion rates for minority ethnic students. This work should start in the 2019/20 academic year and the data shared with the Scottish Government's Diversity in the Teaching Profession Working Group.

Student placement experiences and support for students

14. Universities providing teacher education should use the recently published self-evaluation framework to evidence how they are embedding and improving, where appropriate, culturally-responsive pedagogy and anti-racist education systematically as part of their curriculum content to demonstrate compliance with the GTCS Standards for Registration (Professional Values and Personal Commitment).

15. As part of their accreditation of ITE Programmes, GTCS should ensure that ITE universities add specific guidance to programmes and placement handbooks providing clear advice to students on the support they can access if they experience discrimination or harassment as part of their student journey.

16. University Teacher Education Partnerships/Education Scotland should prepare more detailed guidance to support probationer teachers and teacher mentors to understand the legal and statutory requirements with respect to race equality and diversity and their rights as employees should they face discrimination or harassment.

Retaining students and teachers from minority backgrounds while supporting promotion at all levels

17. Local authorities to encourage and support minority ethnic teachers to consider and apply for promotion. Local authorities should also support minority ethnic teachers to apply for other promoted posts working in the wider education service. Local authorities to work with unions and professional associations to identify and action next steps.

Commented [RM20]: This recommendation is unclear – we assume it refers to curriculum materials, however. In terms of specific learning on race equality and anti-racist education, this is not the key issue, as teachers are not using curriculum materials that are pre-designed widely. They tend to create their own materials, but do not typically understand race well enough to do it well.

CRER has written a report for the SG Curriculum Resource Review Group that may be helpful here.

However, overall, teachers need to understand what they are looking for and how to use materials that are reflective without being stereotypical, as they will design their own content more often than not.

(Also, not sure this recommendation fits in this section, but in any case if the intention is to reduce racism in schools why be more explicit about this?)

Commented [RM21]: While data on SCQF level by ethnicity and subject is not publicly available, the SG does publish data on Curriculum for Excellence achievement. BME groups are obtaining CfE levels in reading, writing, and listening & talking at or above those of their white Scottish peers.

If this is referencing recognition of overseas qualifications, it should say so specifically. Otherwise, this is not a helpful statement based on evidence on attainment and CfE achievement.

Commented [RM22]: The way this is written makes it seem as though BME people are uniquely bad at interviews, which overlooks the discrimination which is present at this stage.

This section should evidence the claim and discuss the well-evidenced and discussed impact of discrimination and racism at the shortlisting and interview stage.

Commented [JH23]: Its too late now, but as this group has been meeting for over a year now and data gathering is a key issue, it's a shame that the group did not ask for this to happen for the 2018/19 intake!

Commented [RM24]: Reports of discrimination and harassment should be centrally collated and monitored so that analysis of the results of reports can be made.

Commented [RM25]: The way this is written makes it seem as though there is a deficit in BME teachers applying and does not make wider reference in the reasons for disparities in rates of promotion – e.g. institutional discrimination factors.

18. A national mentoring network for minority ethnic staff should be established by March 2019. This network should be developed and led by the GTCS, working in partnership with the relevant groups who have experience in this area. This network would match minority ethnic staff to selected senior school staff to develop confidence and capacity. The mentoring process should include the ability to spend time in another school or authority to shadow a promoted member of staff.

19. Scottish Government should consider how the annual teacher census can be better used to identify minority ethnic representation within Scotland's teacher population.

Responsibility of the Education Sector

20. All education stakeholders to ensure public facing opportunities e.g. website, promotional flyers, marketing brochures for ITE programmes or courses reflect the diversity of Scotland's population. All education stakeholders to ensure that conferences and high profile events include keynotes, presenters, discussants and workshop leaders from a range of diverse backgrounds.

21. Boards and other bodies involved in the governance of Scottish Education should ensure their membership includes representation from minority ethnic teachers. To include minority ethnic members of the GTCS, the Scottish Education Council, Teachers' Panel, Curriculum Advisory Board, the Education Leaders Forum and the Strategic Board for Teacher Education.

As with the wider objectives of the Race Equality Framework, the Working Group recognises that achieving the goal of increased diversity in the teaching profession will take a number of years to achieve. It believes that in the two year period following this report, the group should continue to meet on a regular basis to provide oversight of the implementation of this suite of recommendations.

Commented [RM26]: This is very deficit-based and has a massive risk of further disempowering people with a top-down approach. If this is done at all, this should be designed and driven by BME teachers themselves according to what they feel is needed. Making people spend time and effort jumping through hoops in order to benefit from mentoring, when their lack of confidence and capacity actually comes from the impact of constant racial microaggressions, will not lead to positive results. This network should arguably have a wider purpose, to be determined by the BME members, while also providing a space for support more generally.

Commented [RM27]: CRER research gathered information on teacher recruitment and staff numbers through FOI requests. This data significantly differed from that of the Teachers Census, with no reason given as to why. This should be investigated further.

Commented [RM28]: Recommendations which address structural and institutional barriers within local and education authorities which disadvantage BME applicant and teachers should be added. Bespoke work could be done with key authorities to evaluate applications and interview rejected applicants to learn about the process and barrier which are in place.

Overall, the review seems to be working on too little measurable evidence on what is actually happening.

2. Background & National Context

- a. The Scottish Government has a clear ambition to build an inclusive, fair, prosperous, innovative country, ready and willing to embrace the future. Advancing race equality, tackling racism and addressing barriers that prevent people from minority ethnic communities from realising their potential² are clear objectives of Scottish Ministers. Equality and Human Rights are at the centre of the Scottish Government's business and this is reflected in the Programme for Government³, in the economic strategy and in spending decisions.
- b. The [Race Equality Framework for Scotland](#) sets out the Scottish Government's approach to promoting race equality and tackling racism and inequality between 2016 and 2030. Its purpose is to put a lens on this work to ensure that this vision is achieved equally for people from all ethnicities, helping to build a Scotland with a common sense of purpose and belonging.

Commented [RM29]: The Race Equality Framework and the Race Equality Action Plan 2017-2021 have specific commitments to do with teacher diversity which would be useful to reiterate here.

The Scottish Government's ambition is to make Scotland the best place in the world to grow up and to make sure that everyone has the opportunity to learn in an inclusive environment.

- c. To achieve this, the Race Equality Framework for Scotland takes a long term, partnership approach, working with all sections of society including the Scottish Parliament, public sector bodies and agencies, established networks and forums, voluntary sector equality bodies and communities. It is within the context of a national commitment to race equality that this report on minority ethnic representation in respect of the teaching profession should be viewed.

Scottish Education

- d. The [Race Equality Action Plan \(REAP\)](#)⁴ was published in December 2017 assigning a number of recommendations to key policy areas across the Scottish Government with an aspiration that policy teams work collaboratively with stakeholders across Scotland to deliver the shared aims and ambitions in the framework.
- e. Education and Lifelong Learning was one of the primary focuses in the REAP and Government believes that image and perception are critical in helping to promote religion, culture and respect for diverse communities to children and young people. Representation in the classroom is important and children need to be exposed to a different narrative from people who they see as being in powerful positions.
- f. This report aims to provide a more nuanced analysis of the possible reasons why there is a shortage of minority ethnic teachers while proposing practical solutions to help support better representation in roles at all levels of teaching and education.

Commented [JH30]: Promote religion?

² [A Fairer Scotland for All – Race Equality Action Plan 2017-21](#)

³ [The Race Equality Framework for Scotland](#)

⁴ [A fairer Scotland for All: Race Equality Action Plan 2017-21](#)

- g. The lack of diversity in Scottish teaching is not a new issue and the level of representation of minority ethnic groups in the teaching workforce has remained relatively low for many years. Scottish society is however becoming more diverse and the teaching profession needs to keep pace with this change. There are a number of issues that have led to the underrepresentation of minority ethnic groups in the teaching profession in Scotland. These include the perceived attractiveness of the role, accessing teacher education programmes and a lack of clear and successful support once in post.
- h. Many white teachers and school leaders lack the experience of engaging and working with a diverse workforce. This leads to a mixture of awareness of the daily lived experiences of minority ethnic people. The lack of experience and awareness impacts on recruitment and selection into programmes of initial teacher education as well as the appointment and promotion of minority ethnic staff into senior positions. The disparity of perceptions was evident from our discussions with a range of respondents to our work and it is clear that equity literacy, which is an understanding of the existence of bias and inequity in our spheres of influence, is noticeably absent in some parts of the Scottish education system.
- i. If Scotland is to be successful in having a more diverse range of people in teaching as a career then the profession itself must take steps to engage and employ underrepresented groups. We have heard consistently that minority ethnic communities do not value teaching and this is supported by some of the available evidence from our work. In some instances this can be attributed to experiences as pupils which have resulted in an impression, rightly or wrongly, that it is not a profession in which minority ethnic people will succeed (Glasgow Report, Jan 2018)⁵. It should not therefore be a matter of waiting for communities to change their mind. A concerted effort is needed by organisations involved in Scottish education to raise the profile of teaching as a valuable and rewarding career.
- j. Collectively we must work to create a better balance across the teaching profession in relation to minority ethnic representation whilst highlighting the benefits and necessity of having such a diverse workforce that broadly represents the local population and the community it serves to enable fair and equitable employment opportunities for all. Whilst teacher recruitment is a matter for local authorities, the statistics presented support the argument for a wider network of stakeholders to look at this issue from a national perspective drawing on expert views and experience from across a range of sectors.
- k. As highlighted elsewhere in this report, action is being taken to raise this issue by teachers' representatives, some local authorities, a range of politicians and the Scottish Government through the REAP. The Working Group also notes that the suite of professional standards, managed by the GTC Scotland, are currently being revised and will contain a greater focus on equality and diversity. This is a potentially important development to impact on the skills and behaviour of both existing and future generations of teachers. However, it is important that race

⁵ The Glasgow City Council Research Paper - Ethnic Diversity in the Teaching Profession: A Glasgow Perspective

Commented [RM31]: CRER's own research demonstrates that this is a disparity between application, shortlisting, and appointment rates for BME applicants.

Research from the Runnymede Trust notes the barriers faced by BME teachers which are relevant to race and discrimination.

Is there robust research to back up the claim that a key issue is the perceived attractiveness of the position?

Commented [JH32]: There may well be a lack of experience and awareness. There may well be blatant racial discrimination as well.

Commented [RM33]: This is a key point in CRER's view. From our work on the Framework and beyond, the Education Sector, particularly at strategic levels, has an unwillingness to recognise racism and racial inequality. Happy to discuss this further in confidence.

Commented [RM34]: CRER feels that this report is not being represented fairly. While there were a few take-aways around the attractiveness of the profession, the report also found that:

- BME pupils responding said that they don't want to consider teaching as a profession because they have had mainly white teachers, have limited opportunities due to racism in the sector, and risk of facing harassment from white pupils. Even white pupils offered racism as a reason BME young people may not consider teaching as a profession.
- The feeling that teaching is not a well-respected profession seems to be drawn from particular communities and may not necessarily be applicable across the whole. Is there any hard evidence to support this?
- Some BME teachers responding said that they got into teaching because the profession was well-respected (as contrast to the perception noted). More white teachers than BME teachers felt that BME people did not get into teaching because it is not highly regarded as a profession.
- Twice as many BME teachers noted discrimination as a concern, with 66% concerned with discrimination from colleagues compared to 11% of white teachers.
- In terms of promoted posts, twice as many white teachers had been encouraged to apply than had BME teachers, and white people were twice as likely to have been appointed to a promoted post.
- 75% of BME teachers felt that promoted posts are difficult for BME teachers to obtain, compared to 10% of white teachers.
- When asked about possible barriers for any teachers getting a promoted post, white teachers noted availability of posts, lack of confidence, and lack of experience most. BME teachers noted lack of support, discrimination, and lack of confidence. Half as many BME teachers agreed that BME teachers had equal opportunities for promotion than did white teachers.
- More BME teachers were dissatisfied with their experience of teacher training than white teachers.
- There were more discrepancies when asked how to get more BME people into the profession, with significantly more BME teachers suggesting more positive role models, better engagement, addressing discrimination, improving BME pupil experiences, and providing access to mentoring than white teachers. More white teachers suggested language training than BME teachers.

It is important that where this report is referenced, priority is given to the views of BME pupils and teachers themselves, rather than the perception of white pupils and teachers.

Commented [JH35R34]:

issues are not lost within a broad umbrella of inclusion, equality and diversity and any revisions should clearly signal how and where race features within these standards.

National Data

- I. Currently, Scotland's teaching population is not reflective of Scotland's population. The statistical data illustrates a static position on the number of teachers from minority ethnic backgrounds and has shown very little change in nearly two decades. Scotland's Census 2011 recorded that the percentage of people in Scotland from minority ethnic groups is 4% and this compares to 1% reporting as being from a minority ethnic background in the 2017 Summary Statistics for Schools in Scotland publication. There is a need to be cautious around the classification of ethnicity as 5% of teachers choose to 'not disclose' this information.⁶
- m. The teacher census shows the number of teachers from minority ethnic backgrounds in promoted posts is disproportionately low. Evidence from focus groups suggested that teachers from a minority ethnic background did not feel properly supported or encouraged to apply for promotion. The small number of teachers in promoted posts has rightly been the focus of media interest and is an issue the Working Group is keen to resolve.
- n. The chart in Annex A shows the percentage of primary and secondary teachers by ethnicity between 2008 and 2017. Where this information has been disclosed, the average percentage in the primary sector is just under 1.1% and in the secondary sector is just under 1.8%.

Key figures from this chart shows that:

- The number of teachers from ethnic minority backgrounds across the whole profession is 672 or 1.4% of the workforce.
- The number of teachers from ethnic minority backgrounds in the primary sector is 253 or 1.0% of the workforce.
- The number of teachers from ethnic minority backgrounds in the secondary sector is 393 or 1.7% of the workforce.
- The number of teachers from ethnic minority backgrounds in the special sector is 26 or 1.4% of the workforce.⁷

Commented [JH36]: 4% is the overall BME population figure for Scotland. If our assumption that a large proportion of people enter teaching at a young age then a better comparison might be the % of BME 18-21 year olds in the population?

Commented [RM37]: It may be worthwhile mentioning population figures for the main cities in Scotland – 12% in Glasgow, 8% in Edinburgh, 8% in Aberdeen, and 6% in Dundee.

Commented [JH38]: 5% non disclosure is pretty good – not sure this comment is needed as it will serve to provide a get-out clause for those who do not wish to take action

Commented [RM39]: This is a key contrast from white teachers, according to the aforementioned Glasgow Report.

In terms of the number of teachers from ethnic minority backgrounds in promoted posts:

- The number of teachers from ethnic minority backgrounds in promoted posts across the whole profession is 75 or 0.6% of the total number.

Commented [JH40]: At some point, we need to disaggregate by secondary subject taught as well

⁶ Primary 4.8 % Secondary 5.8 % Special 5.2 %

⁷ The data contained in this spreadsheet is background information for the National Statistics Publication "Summary Statistics for Schools in Scotland, No.8 | 2017 Edition", released on the 12th of December 2017.

DRAFT – 5 September 2018

- The number of teachers from ethnic minority backgrounds in promoted posts in the primary sector is 19 or 0.4% of the total number.
 - The number of teachers from ethnic minority backgrounds in promoted posts in the secondary sector is 53 or 0.8% of the total number.
- o. The chart in Annex B shows the Teacher Characteristics: Proportions by Gender, Age, Ethnicity and Employment Type, Grade and Mode of Working by Sector, 2017.
- p. The number of teachers by ethnicity and local authority (all sectors combined, 2017) can be found in Annex C.

DRAFT AND CONFIDENTIAL

3. The Working Group and its Methodology

a. The Race Equality Framework (March 2016), highlighted a lack of information on the number of minority ethnic applicants to Initial Teacher Education (ITE) programmes, those securing places, those securing teacher posts, students dropping out and teachers leaving the profession⁸. Therefore a short term working group was established by the Strategic Board for Teacher Education in November 2017 to look at increasing the number of teachers from under-represented minority groups at all levels in Scottish schools.

b. The Working Group, chaired by Professor Rowena Arshad OBE, Head of Moray House School of Education and Co-Director of the Centre for Education for Racial Equality in Scotland (CERES), supported by educational colleagues with expertise in equalities issues, have worked together to consider new and existing data to explore:

- whether Initial Teacher Education (ITE) programmes and associated recruitment activity are attractive and relevant to students from minority ethnic backgrounds;
- whether university admissions processes are sufficiently enabling to capture the range of possible applicants from diverse backgrounds;
- student placement experiences and the on-going support for students from minority backgrounds; and
- the retention of student teachers and teachers from minority backgrounds.

c. A full list of the Working Group members and the organisations which took part in this work is attached at Annex E and F.

d. The Working Group used a range of methods to gather information to support the development of this report, including analysing recently published data such as the teacher census statistics and academic reports on diversity in the profession; consultation with Local Authorities and education organisations, stakeholder engagement sessions and the findings of two surveys conducted with teachers during the period the Group has been established.

e. Initially, the Working Group discussed common race equality issues in the Scottish context, utilised existing evidence and data, best practice and discussed previous experiences of race equality from a personal and professional perspective. The Group then engaged with a number of education organisations, institutions and charities to gather a more in-depth analysis of information on the race equality agenda across Scottish public life.

f. During the life of the Working Group, two important surveys were published which significantly aided this work. These were;

- The Glasgow City Council Research Paper - Ethnic Diversity in the Teaching Profession: A Glasgow Perspective (January 2018) which conducted a number of focus Groups and surveys with both teachers and pupils with English as an Additional Language (EAL) and general pupils and teacher surveys; and

⁸ <https://www.gov.scot/Publications/2016/03/4084>

DRAFT – 5 September 2018

- The EIS Members Experience of Racism Survey (Spring 2018). A survey of minority ethnic members on their experiences of racism and Islamophobia in education.

g. To raise awareness of the Working Group and its remit, an article promoting its work was published in the Times Education Supplement for Scotland (TESS) titled Diverse Teachers for Diverse Learners highlighting the working Groups remit and encouraging readers to get involved in the conversation (Annex D).

Commented [RM41]: It would be interesting to see this report and to have it available through an Appendix or otherwise.

DRAFT AND CONFIDENTIAL

4. KEY THEMES

(i) Closing the Awareness Gap

a. The Glasgow City Council Research Paper looking at Ethnic Diversity in the Teaching Profession found of the 490 respondents⁹ who responded to their survey, 49% of all minority ethnic teacher respondents indicated that they felt that discrimination relating to their ethnic background was a barrier to gaining promotion. Only 1.1% of white teachers indicated ethnicity was a barrier.

'I have no reason to think that promotion is more difficult for teachers from a minority ethnic background.' Headteacher, Secondary

Commented [RM42]: This is such a stark contrast that we believe it should be given more emphasis in the report. Discrimination is a key issue, but is not given appropriate prominence in the report.

'I don't see that promotion is any more challenging for staff from minority ethnic backgrounds. There are fewer teachers from minority ethnic backgrounds however from my experience I think they are proportionally represented at each level of the profession.' Headteacher, Primary

b. The Educational Institute for Scotland (EIS) survey of minority ethnic teachers found that 43% of respondents felt they had been overlooked for promotion. Comments from our meeting with the Regional Equality Councils and trade unions also pointed to perceptions of discrimination on grounds related to race.

c. Our discussions with minority ethnic focus groups repeatedly raised issues of racism and discrimination in the workplace. The EIS survey exemplified the types of racism (including Islamophobia) most commonly experienced by minority ethnic teachers. These range from the use of racist or Islamophobic language, racist attitudes from colleagues, invisibility of racial diversity within curriculum content, curriculum content that perpetuated racial stereotypes to racist attitudes and comments from parents and pupils (EIS, 2018). The EIS report provides examples of how racism is occurring in the workplace and we suggest that all school leaders read the section of open comments from survey respondents to raise awareness of how everyday racism is present within schools.

d. Despite the issues raised in both the EIS survey and our own fieldwork, workplace racism was rarely recognised or raised by initial teacher education providers and local authorities. Some respondents indicated they have never managed a race focused complaint as part of their role and therefore lack the knowledge or experience of recognising race related matters. Given that we know issues exist, it is surprising and disappointing to note that in some cases employer awareness of issues appears to be low. We are aware that several organisations such as BEMIS, AdvanceHE, CRER, and trade unions have developed race equality training courses and these may be of use to Education Scotland and ITE providers

Commented [RM43]: The ethnicity for the headteachers quoted here should be given. If they are white – as we suspect – then this goes to show that white headteachers remain ignorant about the struggles BME teachers face. These quotes should be placed in this context, as it reads currently as support for there not being a problem.

e. Respondents from surveys and discussion groups also observed positive aspects such as effective anti-racist policies, curriculum content which explicitly discusses and challenges racism and positive partnership developments such as

Commented [RM44]: If there is write-up from the focus groups, this should be made available.

⁹ Of the 490, 85.7% of the respondents identified as White Scottish or White Other and 12% identified themselves as being from a minority ethnic group

Commented [JH45]: Urge caution on promoting materials that have not been quality checked

'Show Racism the Red Card' (NASUWT and ITE Providers). There was acknowledgement that some subject areas such as Modern Studies or Religious Education appeared to be more proactive in challenging stereotypes. However, these examples were not at all widespread and tended to depend on explicit support for diversity issues from specific staff such as headteachers, local authority leads or classroom teachers.

f. The Working Group is concerned that the depth of disparity of understanding and awareness of issues is acting as a major barrier to diversifying the teaching workforce. In our view, this disparity of understanding is present throughout the arc of a teacher's career from applying to ITE courses, the student experience within programmes, seeking permanent employment and ultimately to applying for promotion. The impact of discrimination has both immediate and long-term implications. Being subjected to low level everyday racism in a school setting is impacting on an individual's level of morale, confidence and self-esteem. Daily micro-invalidations or knowing you are the 'other' is largely invisible to the majority but acutely felt by those on the receiving end. The corrosiveness of this experience eventually impacts on how an individual presents themselves, which can become a contributory factor in either thinking about or achieving promotion. Without a heightened awareness of the effects of discrimination, a recruiting manager could perceive a period of illness or reduced performance as being a failing on the part of the applicant as opposed to their reaction to unfair treatment. The impact of discrimination, conscious or unconscious, is therefore amplified and compounded.

Commented [JH46]: There are earlier steps as well – firstly thinking about teaching as a career, which would include their experience of school life as a pupil, and also the careers advice they may be given

g. In one focus group, the Working Group was asked to consider using Critical Race Theory (CRT)¹⁰ as a framework to inform the work of the group. The Working Group did not discuss CRT in depth but accepts that it is a useful framework to adopt in the journey towards better representation and participation of minority ethnic people in a range of areas.

Commented [JH47]: This is still suggesting that the recruiter needs to treat BME people more favourably – the issue is relevant, but some recruiters may well be discriminating against excellent BME applicants as well

h. A focus group of EAL teachers noted that their ability to speak multiple languages should be greatly valued by schools as opposed to being seen as a cause for concern. A small number of surveyed teachers highlighted that it could lead to them being pigeonholed into the EAL service and similar roles, rather than being offered generic teaching roles. (Glasgow Survey, Jan 18)

Commented [RM48]: It is good to see discrimination finally mentioned, but this is fairly far down in the report. It should be given more prominence – we would suggest its own section.

¹⁰ Critical Race Theory (CRT) is a framework that has been used in the US and increasingly in the UK to theorise, examine and challenge the ways race and racism impact on social structures, practices and discourses. The key tenets are that it accepts that racism exists, it considers the intersection of race with other forms of inequalities e.g. class, gender, disability, it accepts that within the context of the West there is a dominant view e.g. Whiteness it believes that the voices and lived experiences of those under-represented is central to informing action and finally that action is most likely when there is interest-convergence between those with power and those with less.

It is recommended that:

- The current review of professional standards for teachers by the General Teaching Council Scotland (GTCS) should be used to ensure that race issues are explicitly referenced within the context of inclusion, equality and diversity.
- Lessons should be learned from the approaches that have been taken to secure greater gender equality across the public sector by all education stakeholders and to consider how these same lessons can be applied to secure similar improvements for race and other under-represented groups.
Commented [JH49]: In relation to promotion, yes.
- All education stakeholders¹¹ should develop a plan to raise awareness of how everyday racism or bias (particularly the unconscious) manifests itself within education settings. This should be repeated to ensure new staff have opportunities for capacity building in this area.
- Education Scotland should update all of their educational leadership programmes to assist school leaders understanding of how everyday racism or bias impacts in the workplace and to be able to identify steps for addressing this.
- Local authorities, as employers of school staff, to ensure that the need to recruit and support a diverse workforce is understood by all relevant staff. COSLA should take steps to ensure that responsibilities in this area are more firmly embedded into their recruitment processes.
- All education stakeholders should recognise multilingual teachers as particularly valuable members of staff able to enhance the learning of a wide range of pupils.
Commented [RM50]: All of these recommendations could address institutional racism and discrimination more seriously. While everyday racism and bias does need to be addressed, institutions and structures much change too.
Commented [JH51]: See earlier comment about this

¹¹ Scottish Government, Education Scotland, Local Authorities, ITE providers

(ii) Attractiveness and Status of Initial Teacher Education (ITE) to students from minority ethnic backgrounds

a. Teaching in Scotland is an all graduate profession and there are currently nine education institutions offering programmes of Initial Teacher Education (ITE). To become a primary teacher in Scotland, an individual must have a degree or equivalent which allows them to teach in primary schools. To become a secondary teacher in Scotland, an individual must have a degree or equivalent in the subject they intend to teach, along with a degree-level teaching qualification.

b. Regardless of background and ethnic group, a key reason for choosing teaching as a career for all students is the desire to make a positive impact on the lives of children and young people. There is however a commonly held view by education stakeholders that people from minority ethnic backgrounds are less likely to consider teaching as a career than their white peers. This view had some support from minority ethnic participants in focus groups who indicated that teaching was not viewed as an attractive career by their families. One reason given was that teaching was not considered to be a profession with the same level of kudos as others, such as medicine and dentistry. (*Glasgow Report, 2018*)¹².

c. Minority ethnic teachers and young people also identified that there is a lack of positive role models from minority ethnic backgrounds and that teaching might be a more attractive career choice if there were more minority ethnic teachers working in schools. (*Glasgow Report 2018 and Focus Group comments*).

d. A range of other factors appear to discourage individuals from minority ethnic backgrounds to consider teaching as a career of choice. These include the lack of promotion prospects, poor experiences as students and probationers, experiences of discrimination, racial or other, from colleagues, parents and pupils and perceived low levels of pay. A focus group of teachers with English as an Additional Language (EAL) noted that there were a number of reasons why the respondents had chosen a career in teaching. Many of these related to more generic issues such as childcare or coming from families where generations before them had been teachers (*Glasgow Report, 2018*).

e. Some minority ethnic pupils who were asked about career options in teaching indicated that they did not hold the appropriate level of English qualification. All but two of a group of pupils from the Glasgow City Council surveyed commented they were going to university to study subjects such as mathematics, science, computing or business.

f. The requirement to hold a Higher English for entry into all teacher education programmes is worth further examination. Since 2013 Entry Requirements into secondary PGDE programmes also allow for entry with an ESOL (English as a Second Language) qualification while GTC Scotland have also introduced the ability for an ITE provider to accept a student who does not hold a Higher English on entry on the basis that they have qualified by the time they exit ITE.

¹² The Glasgow City Council Research Paper - Ethnic Diversity in the Teaching Profession: A Glasgow Perspective

Commented [RM52]: Is this view held by BME communities or white communities? What communities in particular were consulted to arrive at this conclusion?

Commented [RM53]: What was the size of the focus groups?

CRER would also suggest that white families may also compare medicine etc. and teaching in the same way – this may not be a BME specific problem, in contrast to racism and discrimination experienced.

Commented [JH54]: So if every BME graduate was taking up medicine and dentistry then there may be a point here – but it would be a safe bet that is not the case, so is being unemployed more attractive than a career in teaching?

Commented [JH55]: Contradicts the kudos claim above

Commented [RM56]: These factors are emphasised much less in the beginning of the report and especially in the recommendations.

There should be a suite of recommendations on racism and discrimination.

Commented [RM57]: This is not reflected in CfE achievement levels for reading, writing, and speaking.

If this is an issue only for recent migrants (which we believe it is), it should be framed as such.

The Working Group would question whether a degree of flexibility in respect of this requirement should be considered so that access to teaching courses can be widened for the largest possible number of applicants.

Commented [JH58]: See above comment

g. Minority ethnic pupils surveyed (Glasgow Survey, 2018), had not considered teaching as a career and stated that they had higher aspirations than being a teacher. Their career choices were very much driven by family expectations. The working group found this to be a particularly stark finding that would appear to signal a need to engage with pupils and the wider community about the importance of teaching and its status as a developing profession.

h. Discussions with union representatives and Regional Equality Councils highlighted the importance of family support and having family who have been teachers acting as role models. They recommended that work with minority ethnic parents and communities to encourage them to consider teaching as a profession of choice could have a significant impact for the future. The Working Group strongly welcomes the contribution the teaching unions and professional associations continue to make in supporting minority ethnic teachers and in highlighting the need to increase the diversity of the profession. Teachers' representative bodies should be seen as a key partner in the shared actions that will stem from this report as should organisations working closely with minority ethnic communities such as BEMIS, SAMEE, Regional Equality Councils, CRER and other more local agencies.

i. The Working Group is of the view that schools have a key role in encouraging minority ethnic pupils to identify teaching and supporting them in terms of direct application to undergraduate programmes; and that the Career Advisory Service also has an important role to play in terms of highlighting the benefits of teaching to all school pupils, not just those from minority ethnic backgrounds. For some the lack of visibility of 'race' in the Scottish curriculum was also raised as another potential barrier. It was suggested that there are not sufficient resources available to teachers which provide information about the positive contribution of minority ethnic people, including their history and inclusion as part of Scottish society.

Commented [RM59]: CRER has heard several concerns about careers advice in our policy work which suggests that career advisors tend to stereotype and discriminate against BME pupils. An overview of this system is needed to ensure that it does not perpetuate.

'Minority ethnic teachers sometimes feel they are teaching a curriculum that is not reflective or their culture or experiences.' Focus Group with Unions and Regional Equality Councils

j. The importance of changing the perception of the profession is key if we are to attract a broader demographic group into teaching. If as a minority ethnic pupil you have faced challenging times at school, then considering teaching might not be a first career of choice. However, survey evidence has showed (Glasgow and EIS) that minority ethnic people who have entered the profession have done so because they want to change the situation and improve the experiences of minority ethnic pupils for the future. A challenging situation can be harnessed as a positive recruitment strategy and COSLA and ITE providers are asked to reflect on how they can appeal to minority ethnic pupils to highlight that as a teacher you can make a difference to the lives of future generations of children and young people.

Commented [JH60]: This is a key issue and unless it is addressed many other actions will fail – it's a shame there is no recommendation in this report about improving BME pupil experiences at school

It is recommended that:

- Local authorities, initial teacher education providers, the GTCS, Scottish Government and relevant third sector organisations who have experience in this area should take joint action to encourage young minority ethnic people from all backgrounds to identify teaching as a profession of choice.
- GTCS to lead work with ITE providers and local authorities to explore how entry requirements might be adapted to support minority ethnic applicants to enter the teaching profession.
- GTCS and Skills Development Scotland to work proactively with schools, local authorities and community organisations to encourage minority ethnic pupils into teaching.
- Education Scotland to ensure that materials available to teachers better reflects racial diversity as well as the contribution of Scotland's diverse population.

Commented [RM61]: BME pupils overall have higher attainment and are more likely to attend college/university than their white counterparts. We believe they are more than qualified to meet the entry requirements.

If this is referencing overseas qualifications and problems for recent migrants, it should be clearly pitched as such.

Commented [RM62]: There should also be a recommendation which looks at the impacts of a poor understanding of race and racism on the way race equality is taught in schools, and the effect this has on BME (and white) pupils.

(iii) Effectiveness of university admissions processes in attracting a diverse range of applicants

a. In Scotland, new teachers undertake their professional education at one of nine providers of Initial Teacher Education. Universities and their Schools of Education therefore play a vital role in attracting individuals into a career in teaching. The accessibility of ITE programmes for minority ethnic students and their early experiences of university programmes as places of study and schools as workplaces are pivotal to the overarching theme of this report.

b. In response to the Working Group's call for evidence, University Schools of Education were aware of the need to diversify the teaching profession though not all recognised the need to be pro-active in the area of race. There was recognition of the need to consider contextualised admission¹³ offers but these are largely related to issues of socio-economic status, gender and caring responsibilities.

c. Some schools commented that all applicants were required to meet minimum entry requirements, faced similar interview questions and those enrolled are offered similar support. One university highlighted the need to be pro-active, such as establishing an ethos that resonated with minority ethnic students as well as the need to view race equality as part of the wider equalities agenda. Other organisations and institutions who responded to the call for evidence indicated that while all protected characteristics were addressed, they were less certain that all the characteristics had equivalent attention and coverage. Those who acknowledged the need for increased activity focussed on the university admissions process suggested that there needed to be awareness-raising among academic staff of race equality matters and that more needed to be done to encourage individuals from under-represented communities to apply.

d. Given entry to teacher education courses is in effect the only route into a teaching career in Scotland, admissions procedures are critical to the creation of a workforce that more accurately reflects the country's population. The working group explored with university staff, teachers and representative organisations the extent to which current admissions processes are capturing a diverse range of applicants. Very little data was available to support this discussion, as universities do not collect/publish data on the diversity of applicants at an individual programme level.

e. Each university is responsible for designing its own admissions process, but must meet legislative requirements in relation to fair access. Admissions processes vary between institutions but there is an expectation, set by the GTC Scotland, that prospective teaching students should be interviewed before being accepted onto a programme. During focus group discussions participants thought the interview process may act to disadvantage minority ethnic applicants or in some cases discourage them from applying. The question was raised whether an interview is needed for access to ITE programmes and whether universities could be more creative and flexible in the application of their admission processes.

¹³ Contextualised admissions is defined as contextual information and contextual data used by universities and colleges to assess an applicant's prior attainment and potential to succeed in higher education (HE) in the context of the circumstances in which their attainment has been obtained.

Commented [RM63]: This is consistent with CRER's experiences in which equality is generally agreed to be a good thing, but very little action – especially race specific action – is ever taken.

Commented [RM64]: CRER's PSED research demonstrates that in the Education Sector and the wider public sector, there is a lack of regard for race equality and little if any proactive work to improve. Oftentimes, a general equalities approach is taken which negates the particular issues of BME groups.

Commented [RM65]: Is data available on application vs acceptance rates? If not, this should be obtained to help pinpoint the problem accurately and without assumption.

Commented [RM66]: Who were involved in the focus groups? As before, preferring not to be interviewed may not be a BME specific problem, but may apply to various ethnic groups, including white groups.

An audit of interview processes should be done to detect the potential impact of bias. This should be reflected in the recommendations.

f. A focus Group of English as an Additional Language (EAL) teachers noted that in their view, the most significant reason for the low number of teachers from minority ethnic backgrounds relates to the difficulties in becoming a registered teacher in Scotland when training has been undertaken in another country, due to entry requirements or language skills. (*Glasgow Survey (Aberdeen discussion)*).

g. There was also recognition of the need to work with university admissions teams to ensure applicants are not overlooked because they may not meet the standard entry requirements or obviously demonstrate attributes that will guarantee a place on a programme. This is particularly important when considering applicants for whom English is not their first language. We are of the view that more can be done by University admission teams to consider flexibility and equivalencies to assist the diversification of cohorts while retaining quality.

h. Most focus groups also commented that more support for those with EAL is required during ITE. The Working Group is of the view that any new approach should mirror efforts to widen access to higher education and are not necessarily about providing direct support. With this in mind admissions procedures should value different experiences and skills held by applicants from a minority ethnic background alongside traditional academic criteria.

It is recommended that:

- Universities that provide teacher education should review their admissions procedures and take steps to ensure the varied skills and experiences of minority ethnic applicants are appropriately valued and that equivalencies are recognised and applied when offering places to those who may not have SCQF level 6 English.
- GTCS, in conjunction with the Scottish Council of Deans of Education, to consider the potentially negative impact of interviews on all applicants as part of their current review of the Memorandum of Entry Requirements.
- Universities providing teacher education should gather new data about application, interview and completion rates for minority ethnic students. This work should start in the 2019/20 academic year and the data shared with the Scottish Government's Diversity in the Teaching Profession Working Group.

Commented [RM67]: Need to again make a distinction that this is an issue for newer migrants, not an issue across the board for BME groups.

Commented [RM68]: This should be separated into 1) reviewing admissions to see where the disparity lies, and 2) looking at issues particular to newer migrants separate from those of established BME communities

Commented [RM69]: Need to determine whether this is a BME particular issue.

(iv) Student placement experiences and support for students

a. Student placements are a mandatory element of all ITE programmes and are crucial to providing students with experience of working in a school environment. All students should be fully supported and mentored throughout their placement and feel at ease as they learn about how to teach a class.

b. The Scottish Association Of Minority Ethnic Educators (SAMEE) are a charity supporting minority ethnic teachers by providing race, religion and culture training, while promoting diversity across the profession. SAMEE report that teachers from minority ethnic backgrounds are often faced with difficult challenges in the early part of their placement/career and are often not being asked to participate in team teaching activities because 'some' people can't understand them or have issues with the way they talk or what they wear.

c. As part of the Glasgow City Council Research Paper (Jan 2018) students were asked to rate their experience of their initial teacher education programmes. Participants largely (65%) agreed that they were satisfied with the course (as detailed below). Respondents that identified as White Scottish/White Other were more likely to have been satisfied with their experience of teacher education than minority ethnic respondents or those with Other or undisclosed ethnicities. (Glasgow survey). This may point to a need for ITE providers and schools offering student placements to be mindful of their responsibility to support all students while addressing their educational needs.

Commented [RM70]: This is a classic racial microaggression that operates in the wider context of institutional racism. It should be named as such and explored further.



d. The working group heard from across a range of focus groups involving minority ethnic teachers, unions and regional equality councils of minority ethnic students facing poor experiences on placement. These included schools not making allowances for Ramadan, religious holidays and the attitude of staff making some schools hostile environments for minority ethnic teachers. There was also concern that the mentoring of minority ethnic teachers was not always positive. There was a view that complaints were often dismissed, with many minority ethnic probationers, newly qualified teachers and teachers feeling unable to take the issue further due to lack of support from peers or management.

It is recommended that:

- Universities providing teacher education should use the recently published self-evaluation framework to evidence how they are embedding and improving, where appropriate, culturally-responsive pedagogy and anti-racist education systematically as part of their curriculum content to demonstrate compliance with the GTCS Standards for Registration (Professional Values and Personal Commitment).
- As part of their accreditation of ITE Programmes, GTCS should ensure that ITE universities add specific guidance to programmes and placement handbooks providing clear advice to students on the support they can access if they experience discrimination or harassment as part of their student journey.
- University Teacher Education Partnerships/Education Scotland should prepare more detailed guidance to support probationer teachers and teacher mentors to understand the legal and statutory requirements with respect to race equality and diversity and their rights as employees should they face discrimination or harassment.

Commented [RM71]: There should be an additional recommendation to conduct wider research into the experiences of BME teaches, as with the Runnymede Trust report Visible and Invisible Barriers.

(v) Retaining students and teachers from minority backgrounds while supporting promotion at all levels

a. We know that there are very few teachers from minority ethnic backgrounds in promoted posts in Scotland's schools. A teacher from a minority ethnic background appears to be less likely than a white colleague to be promoted. The results of the 2017 Teacher Census are supported by one of the main findings from the EIS survey, which states that nearly half of their respondents had experience of being overlooked for promotions (43%). Given the overall small numbers of minority ethnic teachers working in Scotland's schools, it is not easy to evidence the extent of this problem or why it occurs. However, focus group interviews suggest that issues in respect of racism (conscious and unconscious), nationality, language, clothing and religion do exist in Scottish schools and do play a role in respect of both retention and promotion.

b. The discussions the working group has undertaken and the responses we have received point to the need for a multi-pronged approach starting with the closing of the awareness and understanding gap of non-minority ethnic teachers, leaders and policy makers and the lived experiences of minority ethnic people (pupils and teachers). The ethos and culture of each school needs to embrace racial diversity as a positive rather than as a bolt-on issue to be addressed. There needs to be a review of the materials available to support the delivery of the curriculum to ensure better representation of diversity but also where and how 'race' issues feature, to include more positive content about the contributions of minority ethnic people across all subject areas but also to Scottish history and society. There is also a need to review the existing mechanism for how to report, discuss and address issues of racism in the workplace and to ensure follow on action is both informed and effective.

c. The Working Group is of the view that the key to improving promotional prospects for minority ethnic teachers is twofold. The first step is to improve the knowledge and understanding of school leaders and those on promotion panels about how race equality issues, conscious and unconscious impact in the workplace and by extension on the identity and esteem of minority ethnic staff. Such promotion panels should also be familiar with the possibilities of positive action measures as part of the Equality Act 2010. The second step needed is to raise the confidence of minority ethnic staff and to provide mentoring to enable them to have a positive attitude to apply for promotion and be successful. While the Working Group's main focus is on the number of minority ethnic teachers working in Scotland's establishments we would have also been interested in developing a better understanding of minority ethnic representation across the wider education sector including in universities, colleges, local and national Government. This data is likely to be available and would encourage a more holistic examination of the issue. We also feel that it would be useful for the annual teacher census to provide a more detailed breakdown of 'race' as opposed to focusing on general terms such as 'ethnic minority' and 'white other'.

Commented [RM72]: This point could be emphasised further – the onus should not be on the BME community alone; white leaders in the sector have a duty to learn about race equality and education themselves to ensure they are not perpetuating racism and racial barriers.

Commented [JH73]: This point would be stronger if this section was omitted

Commented [RM74]:

Commented [JH75]: Data is indeed available so it's a pity it was not accessed. Of all institutions in Scotland's public sector landscape, FE has the highest % of BME staff

Commented [RM76]: Should also conduct research with Scottish BME teachers, as with Visible and Invisible Barriers – the Runnymede Trust report.

Commented [RM77]: A breakdown of race is technically a breakdown of ethnicity and ethnic groups, in line with the Scottish Census. Would recommend caution with conflating these concepts.

It is recommended that:

- Local authorities to encourage and support minority ethnic teachers to consider and apply for promotion. Local authorities should also support minority ethnic teachers to apply for other promoted posts working in the wider education service. Local authorities to work with unions and professional associations to identify and action next steps.
- A national mentoring network for minority ethnic staff should be established by March 2019. This network should be developed and led by the GTCS, working in partnership with the relevant groups who have experience in this area. This network would match minority ethnic staff to selected senior school staff to develop confidence and capacity. The mentoring process should include the ability to spend time in another school or authority to shadow a promoted member of staff.
- Scottish Government should consider how the annual teacher census can be better used to identify minority ethnic representation within Scotland's teacher population.

Commented [RM78]: And closely monitor application and appointment rates to determine whether disparities and discrimination are present.

Commented [RM79]: Another recommendation should discuss ways to improve senior staff's knowledge of racism and discrimination.

5. Responsibility of the Education sector

a. This report draws attention to a number of specific issues and recommendations for action. There is, however, a wider public duty and a responsibility for all staff, leaders, sectors, organisations and institutions to promote race equality, improve representation and visibility and champion the work across the Scottish public sector to reduce racial discrimination.

b. The working group believes it is worth reminding the education sector of their responsibilities in this respect and would encourage pro-active engagement on diversity. In particular we recommend that the goal of appropriate representation in teaching should be mirrored by much greater representation in key aspects of sectoral governance such as governing bodies and key working groups.

It is recommended that:

- All education stakeholders to ensure public facing opportunities e.g. website, promotional flyers, marketing brochures for ITE programmes or courses reflect the diversity of Scotland's population. All education stakeholders to ensure that conferences and high profile events include keynotes, presenters, discussants and workshop leaders from a range of diverse backgrounds.
- Boards and other bodies involved in the governance of Scottish Education should ensure their membership includes representation from minority ethnic teachers. To include minority ethnic members on the GTCS, the Scottish Education Council, Teachers' Panel, Curriculum Advisory Board, the Education Leaders Forum and the Strategic Board for Teacher Education.

Commented [RM80]: There is something more to be said here about how current PSED work does not advance race equality or address discrimination faced by BME groups in the Education Sector. Needs to be additional commitment from leadership and accountability measures.

Commented [RM81]: Recommendation should emphasise that this not be tokenistic – should be meaningful inclusion of people with relevant expertise.

Commented [RM82]: Recommendation should also require GTCS etc to collect and publish data on their membership composition.

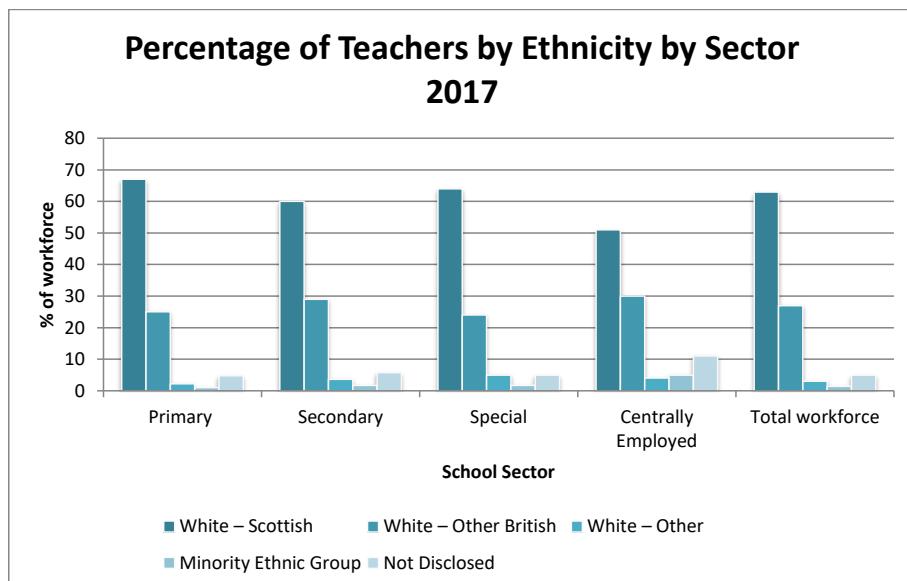
6. References

- The Glasgow City Council Research Paper - Ethnic Diversity in the Teaching Profession: A Glasgow Perspective (January 2018) which conducted a number of focus Groups and surveys with both teachers and pupils with English as an Additional Language (EAL) and general pupils and teacher surveys; and
- The EIS Members Experience of Racism Survey (Spring 2018). A survey of minority ethnic members on their experiences of racism and Islamophobia in education.

Commented [RM83]: CRER's quantitative report BME Teachers in Scotland would also have been a useful resource if anyone had asked us for it.

ANNEX A

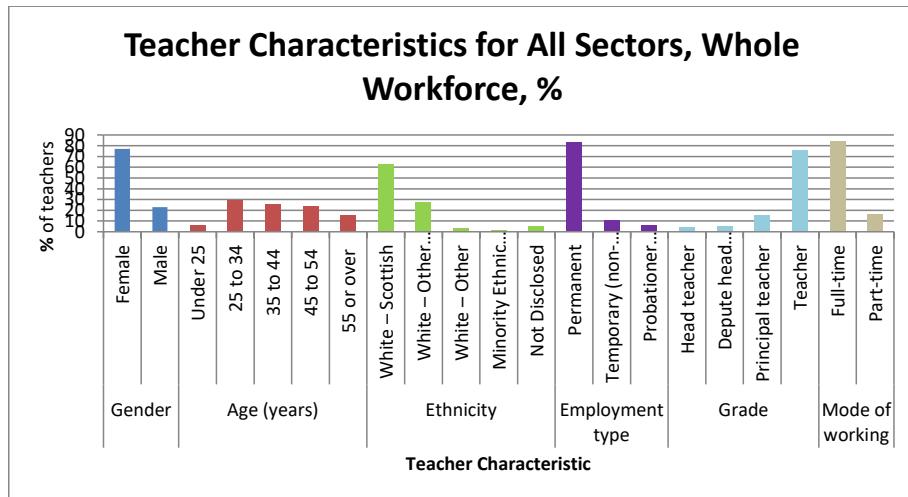
PERCENTAGE OF TEACHERS BY ETHNICITY



(1) Excludes grant aided schools.

ANNEX B

TEACHER CHARACTERISTICS: PROPORTIONS BY GENDER, AGE, ETHNICITY AND EMPLOYMENT TYPE, GRADE AND MODE OF WORKING BY SECTOR: 2017



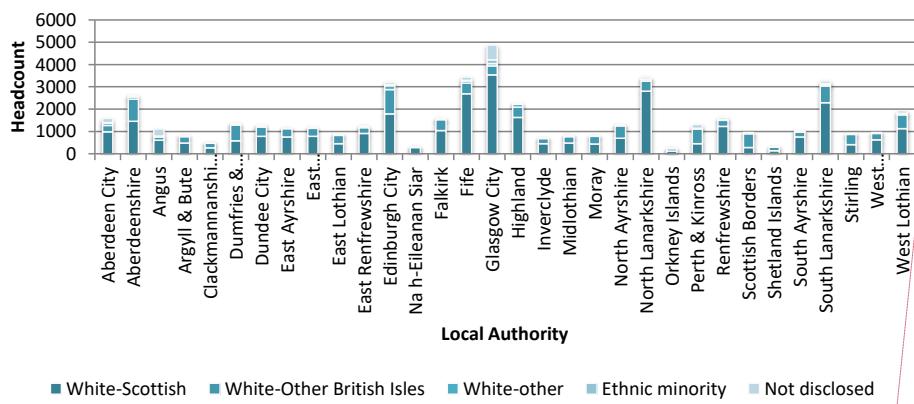
(1) Excludes grant aided schools.

ANNEX C

TEACHERS BY ETHNICITY AND LOCAL AUTHORITY, ALL SECTORS COMBINED, 2017 (FTE)

Ethnicity of Teachers by Local Authority, All Sectors, 2017 (FTE)

Commented [JH84]: This chart is almost impossible to decipher given the small numbers of BME staff



ANNEX D

Diverse Teachers for Diverse Learners

The number of teachers from ethnic minority backgrounds across the whole profession has declined from 1.9% of the total workforce in 2011 to 1.3% in 2016. In 2016, 639 teachers identified themselves as from a black/minority ethnic background. Of this, 229 are in the primary sector representing 1.0% of the workforce and 378 are in secondary representing 1.7% of the workforce. The number teachers from ethnic minority backgrounds in the special sector is 32 representing 1.7% of the workforce.

The lack of diversity within the Scottish teaching workforce on the basis of ethnicity was highlighted in a Scottish Government commissioned report by Kaliani Lyle 'Addressing Race Inequality in Scotland: The Way Forward' launched in December 2017¹⁴. In her report (Action 63) recommends the setting up of a short-term working group to increase the number of teachers from under-represented groups at all levels in Scottish schools.

I have been asked to convene this group. We will focus our efforts on four key areas:

- To explore whether Initial Teacher Education (ITE) programmes and associated recruitment activity are attractive and relevant to students from minority ethnic backgrounds;
- To consider whether university admissions processes are sufficiently enabling to capture the range of possible applicants from diverse backgrounds;
- To explore student placement experiences and the on-going support for students from minority backgrounds; and
- To consider issues related to the retention of student teachers and teachers from minority backgrounds.

Some might argue that the demographics of the teaching workforce should not matter and what really counts is the quality of individual teachers. Others might also argue that given minority ethnic pupils achieve better results than their white counterparts in Scotland, it demonstrates that the current teaching workforce are doing a sterling job. Our work does not question that young people are being very well served by the teaching profession. Our focus is on the need to diversify the workforce to better represent the communities we are part of. The words of Maya, a young person who I spoke as part of my research on race equality matters rings out for me... 'If I cannot see myself there, then I cannot imagine myself there'. This young person was referring to the lack of diverse teachers as part of their school experiences.

If we are wishing to diversify the teaching profession, we need young people like Maya to imagine themselves as a teacher and to view teaching as a profession of choice. We also want to explore how we better retain student teachers from minority backgrounds. Anecdotally, we hear student teachers/teachers talk about the importance of having a positive placement, probationary or work experience as important reasons for staying on in the profession. Given the drop in minority ethnic

¹⁴<https://beta.gov.scot/publications/addressing-race-inequality-scotland-way-forward/documents/00528756.pdf?inline=true>

teachers in the profession, we need to know what more needs to be done to enable minority ethnic teachers to stay on and to move into promoted posts if that is what they aspire to do.

Research to date on the experiences of minority ethnic teachers in Scotland and the UK find that being ‘different’ or ‘visible’ does impact on workplace experiences. Some of the impact is positive in that diversity is welcomed and harnessed. However, there is also unconscious bias. Noor, a secondary teacher, describes the types of throwaway insensitive comments that can impact.

We have students from Pakistan, India, Syria, Russia ...we have quite a mix in the classroom and there have been terminologies used in the classroom, colleagues have said things like, “oh, I think I am coming into a refugee camp” when they come into the classroom.

Other experiences are more damaging but are often less obvious to those not on the receiving end. Take the example of Miriam who is a student on placement at the moment. The school she is at is not used to working with minority ethnic people. The teacher she is placed with has complained about the way Miriam smells. Miriam’s university tutor does not think Miriam smells and is at a loss as to how to challenge the school without detriment to Miriam. Eventually, the tutor finds a way to talk to Miriam and finds out the student is being isolated and not supported. The teacher Miriam is placed with does not provide the conducive learning environment and support. This experience has impacted on Miriam’s self-esteem and her considering the profession in a positive way. It is unlikely that Miriam will encourage other minority ethnic people to consider teaching as a profession.

We are writing to a range of education stakeholders for advice and will be talking with minority ethnic teachers. If you have any suggestions you wish to the Group to consider, please do contact the secretariat for the group Kelly Ireland (Kelly.Ireland@gov.scot). We welcome any ideas that can assist our work.

Rowena Arshad
rowena.arshad@ed.ac.uk
@MorayHouseHoS

ANNEX E

DIVERSITY IN THE TEACHER PROFESSION WORKING GROUP

Professor Rowena Arshad, University of Edinburgh (Chair)

Maureen McKenna, Association of Directors of Education in Scotland (ADES)

Dr Morag Redford, Scottish Council of Deans of Education

Khadija Mohammed, Lecturer in Education, University of the West of Scotland,
SAMEE (Chair)

Ken Muir, General Teaching Council (Scotland)

Hakim Din, Calabar Education Consultants, former HMIE

David Roy, Scottish Government

Kelly Ireland, Scottish Government (Secretariat)

Commented [RM85]: There was a notable lack of third sector representation here.

ANNEX F

LIST OF ORGANISATIONS THAT RESPONDED TO THE CALL FOR EVIDENCE

Aberdeen City Council
Angus Council
Association of Head teachers and Deputies in Scotland (AHDS)
City and Guilds
Dundee Council
Dundee Council
East Renfrewshire
Edinburgh City Council
Education Scotland
Eilean Siar Council
General Teaching Council Scotland (GTC Scotland)
Inverclyde Council
Midlothian Council
Moray Council
NASWAT
North Ayrshire
North Lanarkshire
Racial Equality Councils
Renfrewshire Council
SCEL
School Leaders Scotland (SLS)
Scottish Association of Minority Educators (SAMEE)
Scottish Council of Independent Schools (SCIS)
Scottish Secondary Teachers Association (SSTA)
South Ayrshire
STUC Black Workers Committee
Strathclyde BME Group
The Educational Institute of Scotland (EIS)
The Royal Conservatoire of Scotland
University of Aberdeen
University of Dundee
University of Edinburgh
University of Glasgow
University of Stirling
University of Strathclyde
University of the West of Scotland
University Highlands and Islands
West Dunbartonshire Council
Voice