

# **Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools**

**November 2018**



**Scottish Government**  
Riaghaltas na h-Alba  
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## 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 and improve the teaching profession, we need children and young people to have a positive school experience, to imagine themselves as a teacher and to view teaching as an important and worthwhile profession of choice. Research demonstrates that Black and Minority Ethnic (BME) individuals overall are applying for teacher positions at a rate near (and often above) that of the wider population<sup>1</sup>. However, it is not just a matter of generating interest in Black and Minority Ethnic young people to consider teaching, it has also to be about dismantling any barriers to recruitment, promotion and retention. 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 racism, 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.

We need to be bold and aim high. We should aim that by 2030 the number of black and minority ethnic teachers in Scotland's schools should be at least 4% which is at a par with the Scottish Black and Minority Ethnic population as per the 2011 Census.

**Professor Rowena Arshad OBE**

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<sup>1</sup> BME Teachers in Scotland - An overview of the representation of BME Teachers in Scotland's Local Authorities, Coalition for Racial Equality and Rights (CRER)

## **Acknowledgements**

The Working Group members would like to thank all individuals, organisations, institutions and third sector organisations 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. The discussions 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 as 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.

Finally the Working Group received valuable advice and useful data from the Coalition for Racial Equality and Rights (CRER) and the Black Minority Ethnic Infrastructure Scotland (BEMIS) and their insights have helped to inform this report.

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## 1. Executive Summary

1.1 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.

1.2 Not only does Scottish national data show that the makeup of the teacher workforce is not reflective of the Scottish population, there was agreement from all who were interviewed, who took part in focus groups or provided written submissions with regard to diversity in the teaching profession, that action was now needed to address this. There was awareness, particularly from local authorities, of the Public Sector Equality Duties<sup>2</sup> 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. CRER's research into the 2017 Public Sector Equality Duties (PSED) outcomes<sup>3</sup> demonstrated that public bodies need to do far more to take action on race equality and to do so beyond provision of English language support.

1.3 A relative lack of ethnic diversity in the population of some parts of Scotland should not be an excuse for inaction. It is the responsibility of all key contributors to the teaching profession to work pro-actively to better ensure the workforce is representative of Scottish society and that the current workforce is able to recognise and address racism and promote equality for all. 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 and experiences 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.

1.4 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 racism as well as unconscious bias become deterrents and disablers.

1.5 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

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<sup>2</sup> [Public Sector Equality Duties](#)

<sup>3</sup> [Effectiveness of the PSED Specific Duties in Scotland](#)

diversity of the teaching profession to create a culture and profession that fully represents the diverse workforce Scotland seeks to promote.

### Implementation and monitoring

1.6 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. The Working Group intends to reconvene and expand its membership to monitor the implementation of the recommendations. 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.

### **Recommendations**

In order to support that process the Working Group have proposed the following recommendations.

#### Closing the awareness gap

1. The current review of Professional Standards for teachers by the General Teaching Council for Scotland (GTCS) should ensure that race issues are explicitly referenced within the context of inclusion, equality and diversity.
2. By August 2019 the SBTE should commission a plan to raise awareness of how everyday racism, institutional racism or bias manifests itself within education settings.
3. By August 2019 Education Scotland should update all of their educational leadership programmes to include content that develops understanding of how everyday racism, institutional racism or bias impacts in the workplace and to be able to identify steps for addressing this.
4. Local authorities should ensure that the need to recruit and support a diverse workforce is understood by all relevant staff. By August 2019 COSLA should indicate what steps they have taken to ensure that responsibilities in this area are firmly embedded into recruitment processes.
5. Local authorities and schools should recognise multilingual teachers as valuable members of staff who are able and capable of enhancing the learning of a wide range of pupils, not just pupils for whom English is an Additional Language.

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

6. Local authorities, ITE providers, Skills Development Scotland, 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 to identify teaching as a profession of choice.
7. Education Scotland, through its work with the Curriculum Resource Group, should ensure that curricular materials available to teachers better reflect racial diversity and

that quality anti-racist resources exist alongside appropriate staff development for teachers and clear guidance on how resources should be used.

#### Effectiveness of university admissions processes in attracting a diverse range of applicants

8. Universities providing ITE and the GTCS should examine national entry requirements, selection, admissions and interviewing practices to ensure that institutional barriers, conscious or unconscious bias do not deter applicants from being selected.
9. University admission systems for ITE to take steps to ensure the varied skills and experiences of minority ethnic applicants are appropriately valued and that equivalencies are recognised particularly for those with qualifications from overseas.
10. Universities providing ITE 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 to be shared with the Diversity in the Teaching Profession Working Group.

#### Student placement experiences and support for students

11. Universities providing ITE should use the Self-Evaluation Framework published in September 2018<sup>4</sup> to evidence the ways in which culturally-responsive pedagogies and anti-racist education are embedded in their curriculum content.
12. Starting in 2019, as part of their accreditation of ITE Programmes, GTCS should ensure that universities add specific guidance to programme and placement handbooks providing clear advice to students on the support they can access if they experience discrimination or harassment.
13. Local Authorities 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

14. Local authorities should recognise and support aspiring minority ethnic teachers and encourage them to apply for promotion both within schools and across the wider education service. As part of this local authorities should examine how racism, institutional racism, bias (conscious or unconscious), and lack of awareness act as blocks to the promotion of BME teachers. This should be done in partnership with BME teachers who can inform such an exercise.
15. 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 BME teachers and relevant groups who have experience in this area. The

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<sup>4</sup> [Self-evaluation framework for Initial Teacher Education](#)

mentoring process should include the ability to spend time in another school or authority to shadow a promoted member of staff.

### Responsibility of the Education Sector

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

## 2. Background & National Context

2.1 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 potential<sup>5</sup> 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 Government<sup>6</sup>, in the economic strategy<sup>7</sup> and in spending decisions.

2.2 The Race Equality Framework for Scotland<sup>8</sup> sets out the Scottish Government's approach to promoting race equality and tackling racism and inequality between 2016 and 2030. Its vision for Education and Lifelong Learning by 2030 is that "everyone has the opportunity to learn in an inclusive environment without disadvantage in relation to racial inequality or racism". The framework sets out how Scotland's educators should be confident to promote equality, foster good relations and prevent and deal with racism. 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, the SBTE was asked to consider how to address equality and diversity issues in the Scottish education workforce - this report sets out the Working Group's recommendations to support this specific action.

2.3 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

2.4 The Race Equality Action Plan (REAP)<sup>9</sup> 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 Race Equality Framework.

2.5 Education and Lifelong Learning was one of the primary focuses in the REAP and Scottish Government believes that image and perception are critical in helping to promote respect for diverse communities to children and young people. Representation in the classroom is important and children need to be exposed to diversity of people in powerful positions.

2.6 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.

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<sup>5</sup> [A Fairer Scotland for All – Race Equality Action Plan 2017-21](#)

<sup>6</sup> [Programme for Government](#)

<sup>7</sup> [Economic Strategy](#)

<sup>8</sup> [The Race Equality Framework for Scotland](#)

<sup>9</sup> [Race Equality Action Plan \(REAP\)](#)

2.7 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, disparity between application, shortlisting and appointment rates (CRER)<sup>10</sup> and a lack of clear and successful support once in post.

2.8 Non BME teachers and school leaders lack the experience of engaging and working with and within 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 or the presence of racial prejudice 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 the Working Group's discussions with a range of respondents 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. Not all equality areas receive the same parity. There has been a distinct lack of willingness to recognise racism or racial inequality as a live feature in Scottish society, though the Race Equality Action Plan is a constructive step forward.

2.9 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. Over the period of gathering views, we did hear that minority ethnic communities do not value teaching as a profession. Other reasons offered include the fact that the experiences of some BME pupils of the school system have resulted in an impression, rightly or wrongly, that it is not a profession in which minority ethnic people will succeed. This is explored in the Glasgow City Council research paper 2018<sup>11</sup>. This analysis demonstrates that a concerted effort is needed by organisations involved in Scottish education to raise the profile of teaching as a valuable and rewarding career for all.

2.10 We must work collectively 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. Whilst teacher recruitment is a matter for local authorities, the statistics presented in this report 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.

2.11 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

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<sup>10</sup> [BME Teachers in Scotland - An overview of the representation of BME Teachers in Scotland's Local Authorities, Coalition for Racial Equality and Rights \(CRER\)](#)

<sup>11</sup> Annex G

development to impact on the skills and behaviour of both existing and future generations of teachers. However, it is important that race 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

2.12 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<sup>12</sup> recorded that the percentage of people in Scotland from minority ethnic groups is 4% and this compares to 1% of the teacher workforce reporting as being from a minority ethnic background in the 2017 Summary Statistics for Schools in Scotland publication. 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.

2.13 The Teacher Census 2017 shows the number of teachers from minority ethnic backgrounds in promoted posts is disproportionately low. The evidence from the Glasgow City Council 2018 research suggests that teachers from a minority ethnic background felt that the lack of BME teachers in promoted posts was a reason why some choose not to pursue a career in the profession. The small number of BME teachers in promoted posts has rightly been the focus of media interest and is an issue the Working Group is keen to resolve.

2.14 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 show 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. (not disaggregated by subject area)
- The number of teachers from ethnic minority backgrounds in the special sector is 26 or 1.4% of the workforce.<sup>13</sup>

2.15 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.
- The number of teachers from ethnic minority backgrounds in promoted posts in the primary sector is 19 or 0.4% of the total number.

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<sup>12</sup> [2011 Scottish Census](#)

<sup>13</sup> [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.](#)

- The number of teachers from ethnic minority backgrounds in promoted posts in the secondary sector is 53 or 0.8% of the total number.

2.16 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. With the number of teachers by ethnicity and local authority (all sectors combined, 2017) set out in **Annex C**.

### 3. The Working Group and Its Methodology

3.1 The Race Equality Framework<sup>14</sup> highlighted a lack of information on the number of minority ethnic applicants to ITE programmes, those securing places, those securing teacher posts, students dropping out and teachers leaving the profession. Therefore, a short-term Working Group was established by the SBTE in November 2017 to look at increasing the number of teachers from under-represented minority groups at all levels in Scottish schools. The group have met 6 times over the last year.

3.2 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 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.

3.3 A full list of the Working Group members and the organisations who contributed to this work is attached at **Annexes E and F**.

3.4 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 Working Group has been established.

3.5 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 Working 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.

3.6 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)<sup>15</sup> which conducted a number of focus Groups and surveys with both teachers and pupils with English as an Additional Language (EAL) and general pupil and teacher surveys; and

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<sup>14</sup> <https://www.gov.scot/Publications/2016/03/4084>

<sup>15</sup> Annex G

- The EIS Members Experience of Racism Survey (Spring 2018)<sup>16</sup>. A survey of minority ethnic members on their experiences of racism and Islamophobia in education.

3.7 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**).

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<sup>16</sup> Annex H

## 4. Key Themes

### (i) Closing the Awareness Gap

4.1 The Glasgow City Council Research Paper looking at Ethnic Diversity in the Teaching Profession found of the 490 respondents<sup>17</sup> 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. Yet the two quotes below from headteachers, demonstrate a clear lack of awareness of the issues some black and minority ethnic staff face.

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

*'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

4.2 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 relating to race.

4.3 The 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.

4.4 Despite the issues raised in both the EIS survey and our own fieldwork, workplace racism was rarely recognised or raised by local authorities. Some respondents indicated they have never managed a race focussed complaint as part of their role and therefore lack the knowledge or experience of recognising race related matters. This contrasts with the finding from the same research that twice as many BME teachers noted discrimination as a concern, with 66% concerned with discrimination from colleagues compared to 11% of white teachers.

4.5 Given that we know issues exist, it is surprising and disappointing to note that in some cases employer awareness of issues appears to be very low. We are aware that several organisations such as BEMIS, Advance HE, CRER and trade unions have developed race equality training courses. These may be of use to Education Scotland,

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<sup>17</sup> 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

ITE providers and local authorities in considering how best to build skills and understanding of equality issues across the whole workforce.

4.6 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 '*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.

4.7 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 their experience of school as a pupil, applying to university teaching courses, 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 affects an individual's level of morale, confidence and self-esteem, even pupils from a non BME background offered racism as a reason for BME young people not choosing teaching as a profession, evidenced in the 2018 Glasgow City Council research paper.

4.8 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 personal, cultural and institutional 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 or confronting daily micro-invalidations. The impact of discrimination, conscious or unconscious, is therefore amplified and compounded.

4.9 In one focus group, the Working Group was asked to consider using Critical Race Theory (CRT)<sup>18</sup> 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.

4.10 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

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<sup>18</sup> 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.

being pigeonholed into the EAL service and similar roles, rather than being offered generic teaching roles as evidenced in the Glasgow City Council research paper.

**It is recommended that:**

- The current review of Professional Standards for teachers by the General Teaching Council for Scotland (GTCS) should ensure that race issues are explicitly referenced within the context of inclusion, equality and diversity.
- By August 2019 the SBTE should commission a plan to raise awareness of how everyday racism, institutional racism or bias manifests itself within education settings.
- By August 2019 Education Scotland should update all of their educational leadership programmes to include content that develops understanding of how everyday racism, institutional racism or bias impacts in the workplace and to be able to identify steps for addressing this.
- Local authorities should ensure that the need to recruit and support a diverse workforce is understood by all relevant staff. By August 2019 COSLA should indicate what steps they have taken to ensure that responsibilities in this area are firmly embedded into recruitment processes.
- Local authorities and schools should recognise multilingual teachers as valuable members of staff who are able and capable of enhancing the learning of a wide range of pupils, not just pupils for whom English is an Additional Language.

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

4.11 Teaching in Scotland is an all graduate profession and there are currently eleven education institutions offering programmes of 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.

4.12 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. A commonly expressed view by education stakeholders is that people from minority ethnic backgrounds are less likely to consider teaching as a career than their white peers.

4.13 We do not understand the extent or currency of such a view or whether this is fully shared by all black and minority ethnic communities and individuals. This view was echoed by some Racial Equalities Council members who indicated that teaching was not viewed as an attractive career by families they had engaged with. 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. However, while the Working Group accepts that teaching (or indeed other professions) may not be a profession of choice for some black and minority ethnic individuals, this should not be used as a reason for inaction by key education providers to both encourage black and minority ethnic people into teaching and to ensure the system is ready to accept a diverse workforce.

4.14 Minority ethnic teachers and young people who participated in the Glasgow research paper also identified that there is a lack of positive role models from minority ethnic backgrounds in teaching. A commonly held view was that teaching might be a more attractive career choice if there were more minority ethnic teachers working in schools.

4.15. What we do know is that more BME teachers were dissatisfied with their experience of initial teacher education than white teachers. (*Glasgow City Council, 2018*). While this point is derived from a single survey, this coupled with information from evidence sessions, would suggest ITE providers need to do far more to ensure BME student teacher experiences are addressed. The Working Group is therefore disappointed that the responses from university initial teacher education providers appear to lack pro-action in the area of race equality.

4.16 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. Discrimination from pupils, parents and colleagues was considered a deterrent to a career in teaching for significant proportions of BME respondents while much smaller proportions of White Scottish/White Other respondents identified discrimination as a barrier to people from minority ethnic backgrounds entering the teaching profession, evidenced in the Glasgow Council research paper. 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.

4.17 Some minority ethnic pupils who were asked about career options in teaching indicated that they did not hold the appropriate level of English qualification required to join all ITE courses in Scotland. 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 where entry is not dependent on a qualification in English.

4.18 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 English as a Second Language (ESOL) 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 gained the qualification by the time they exit ITE. 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, including, but not limited to BME students.

4.19 Some minority ethnic pupils surveyed (*Glasgow City Council, 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.

4.20 Discussions with union representatives and Regional Equality Councils highlighted the importance of family support and having family members 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 partners in the shared actions that will stem from this report as should organisations working closely with minority ethnic communities such as BEMIS, CRER, Regional Equality Councils, SAMEE and other more local agencies.

4.21 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. In so doing, the Careers Advisory Service should ensure that advice provided avoids stereotyping pupils or making assumptions about the aspirations of black and minority ethnic pupils. 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.

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

4.22 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, The Glasgow Council and the EIS survey evidence has showed 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.

**It is recommended that:**

- Local authorities, ITE providers, Skills Development Scotland, 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 to identify teaching as a profession of choice.
- Education Scotland, through its work with the Curriculum Resource Group, should ensure that curricular materials available to teachers better reflect racial diversity and that quality anti-racist resources exist alongside appropriate staff development for teachers and clear guidance on how resources should be used.

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

4.23 In Scotland, new teachers undertake their professional education at one of nine providers of ITE. 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.

4.24 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, disappointingly, not all recognised the need to be pro-active in the area of race. There was recognition of the need to consider contextualised admission<sup>19</sup> offers but these are largely related to issues of socio-economic status, gender and caring responsibilities. Some universities commented that all applicants to teaching are required to meet the same minimum entry requirements, undertake similar interviews and, once accepted onto courses, are then offered similar levels of support.

4.25 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. Overall, the universities do not appear to be proactively engaging with the issue of underrepresentation of BME students in the teaching profession.

4.26 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. Developing a more granular understanding of the range of applicants applying for ITE programmes is an area where the Working Group would expect progress to be made.

4.27 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 GTCS, 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

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<sup>19</sup> **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.

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. Future work on gathering data about admissions should also aim to develop a better understanding of the impact of the interview process on BME applicants.

4.28 The focus group of English as an Additional Language (EAL) teachers who participated in the Glasgow Council research 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.

4.29 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. This applies particularly to those who have recently arrived in Scotland. 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.

4.30 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 providing ITE and the GTCS should examine national entry requirements, selection, admissions and interviewing practices to ensure that institutional barriers, conscious or unconscious bias does not deter applicants from being selected.
- University admission systems for ITE to take steps to ensure the varied skills and experiences of minority ethnic applicants are appropriately valued and that equivalencies are recognised particularly for those with qualifications from overseas.
- 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 to be shared with the Diversity in the Teaching Profession Working Group.

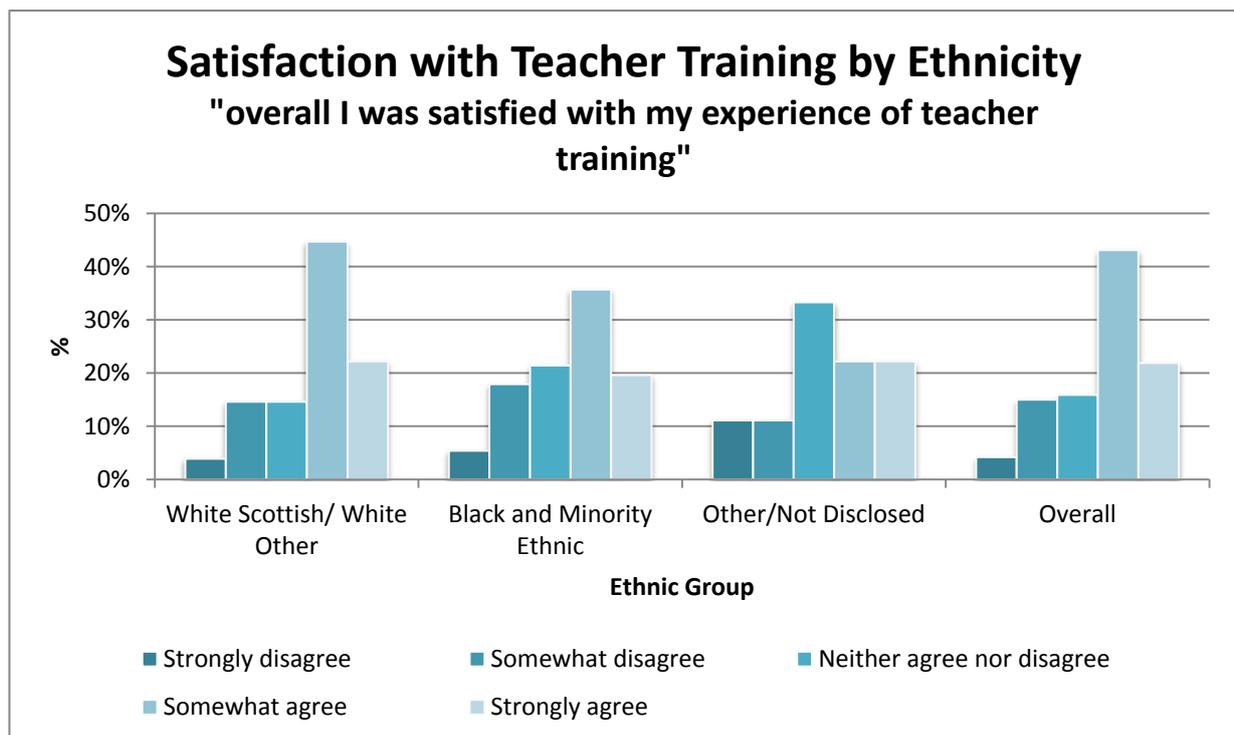
**(iv) Student placement experiences and support for students**

4.31 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.

4.32 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. This is a clear example of everyday racial micro-aggression/invalidation.

4.33 As part of the Glasgow Council Research Paper 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.

4.34 While this point is derived from one survey, this coupled with information from evidence sessions suggests that ITE providers need to do more to ensure BME student teacher experiences are addressed. The Working Group is therefore disappointed that the responses from university initial teacher education providers appear to lack a sense of activity in the area of race equality. The Working Group therefore suggest that ITE providers and schools offering student placements need to better understand how race issues play out and impacts on student experience at all levels from admissions to placements to in programme experiences.



4.35 The Working Group heard from a range of groups involving minority ethnic teachers, students, unions and regional equality councils who raised negative experiences of student placement as a significant issue. Examples included schools not making allowances for Ramadan and other religious holidays. There was also concern that the mentoring of minority ethnic teachers was not always positive. There was a view that complaints could be dismissed, with 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 Self-Evaluation Framework published in September 2018<sup>20</sup> to evidence the ways in which culturally-responsive pedagogies and anti-racist education are embedded in their curriculum content.
- Starting in 2019, as part of their accreditation of ITE Programmes, GTCS should ensure that universities add specific guidance to programme and placement handbooks providing clear advice to students on the support they can access if they experience discrimination or harassment.
- Local Authorities 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.

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<sup>20</sup> [Self-evaluation framework for Initial Teacher Education](#)

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

4.36 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, with twice as many non BME teachers being encouraged to apply for promoted posts as suggested by the Glasgow Council research paper. 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%) and 75% of BME teachers felt that promoted posts are difficult for BME teachers to obtain, compared to 10% of non BME teachers as reported in the Glasgow Council paper. 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.

*"I think one of the major difficulties in retaining teachers from BME backgrounds would be the lack of acknowledgement of racism (on an institutional and an individual level) in the profession." (Union BME Member)*

4.37 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. 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. 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.

4.38 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. Such promotion panels should also be familiar with the possibilities of positive action measures as part of the Equality Act 2010<sup>21</sup>. 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 applying 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 also have been interested in developing a better understanding of minority ethnic representation across the wider education sector including in universities, colleges, local and national Government. Research from the

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<sup>21</sup> [Equality Act 2010](#)

“Reviewing the aims and effectiveness of the Public Sector Equality Duty (PSED) in Great Britain”<sup>22</sup> found that of all institutions in Scotland’s public sector landscape, further education has the highest percentage of BME staff.

4.39 This data is likely to be available and would encourage a more holistic examination of the issue. The Group also feels that, if possible, it would be useful for the annual Teacher Census to provide a more detailed breakdown of the already included ethnicity and ethnic group categories as opposed to focusing on general terms such as ‘ethnic minority’ and ‘white other’. We do however understand that given the relatively low numbers from some ethnic groups, due to issues of confidentiality, it will often not be possible to publish this data.

**It is recommended that:**

- Local authorities should recognise and support aspiring minority ethnic teachers and encourage them to apply for promotion both within schools and across the wider education service. As part of this local authorities should examine how racism, institutional racism, bias (conscious or unconscious), and lack of awareness act as blocks to the promotion of BME teachers. This should be done in partnership with BME teachers who can inform such an exercise.
- 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 BME teachers and relevant groups who have experience in this area. The mentoring process should include the ability to spend time in another school or local authority to shadow a promoted member of staff.

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<sup>22</sup> [Reviewing the aims and effectiveness of the public sector equality duty \(PSED\) in Great Britain.](#)

## **5. Responsibility of the education sector**

5.1 The Working Group believes that race as an issue has fallen through the cracks, in that, each provider has assumed another provider or agency was taking lead responsibility for ensuring racial equality. The education sector needs to work as a whole to maximise impact. While there are common goals, each area has its own specific responsibilities to take forward.

5.2 It is also important that improving the numbers of black and minority ethnic teachers requires not only attracting people into the education sector but a need to retain these teachers. This requires the sector as a whole to reflect upon how it might currently be operating in ways that do not fully value black and minority ethnic staff. The evidence identifies marketing, recruitment and selection, university admission policies and experience while on placement as areas that require attention. However, what also requires attention is to consider areas beyond the scope of this Working Group such as that of the school curriculum and the ethos of the education sector itself in terms of its comfortableness with diversity in all its forms.

5.3 This report draws attention to a number of specific issues and recommendations for action within the education sector. There is, however, a wider public sector 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.

5.4 The Working Group believes it is worth reminding the education sector of their responsibilities in this respect and would encourage pro-active engagement on racial 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. Data on the composition of these groups should be publicly available.

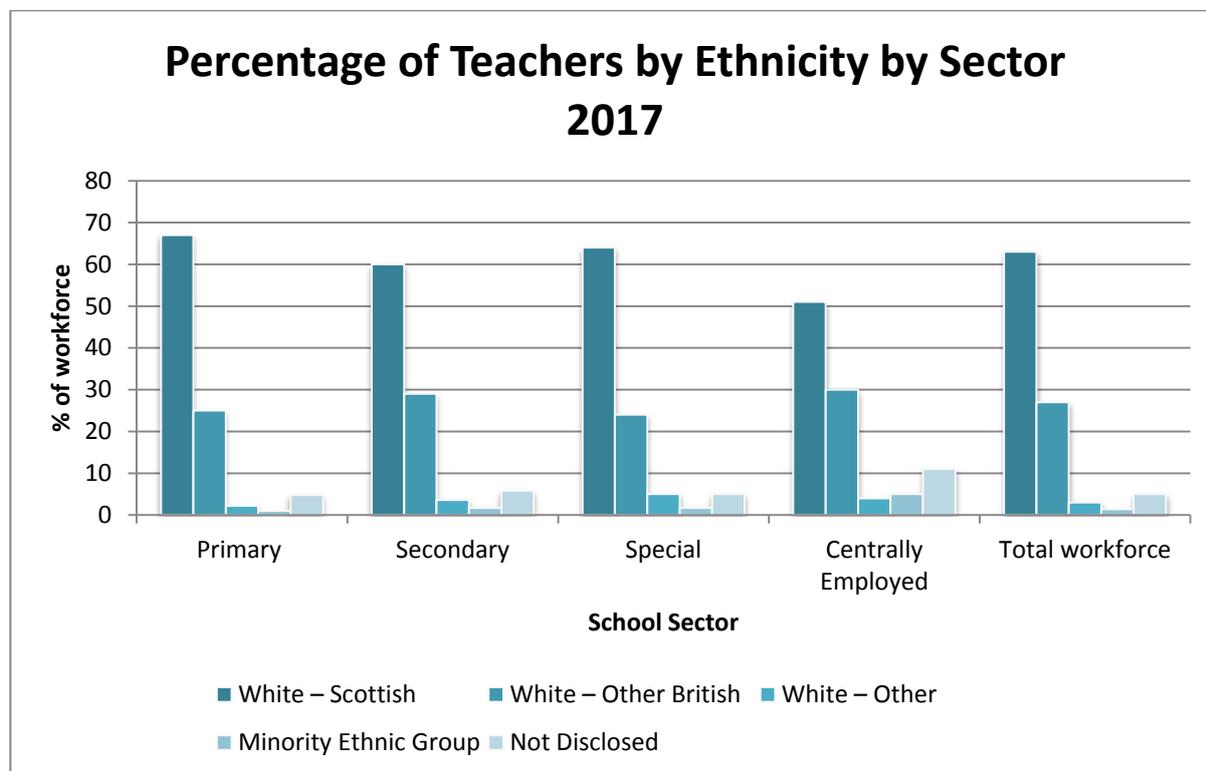
### **It is recommended that:**

- All education stakeholders must ensure public facing opportunities e.g. website, promotional flyers, marketing brochures for ITE programmes or courses reflect the diversity of Scotland's population and should 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, this includes the membership of the GTCS, the Scottish Education Council, Teachers' Panel, Curriculum Advisory Board, the Education Leaders Forum and the SBTE.

## 6. References

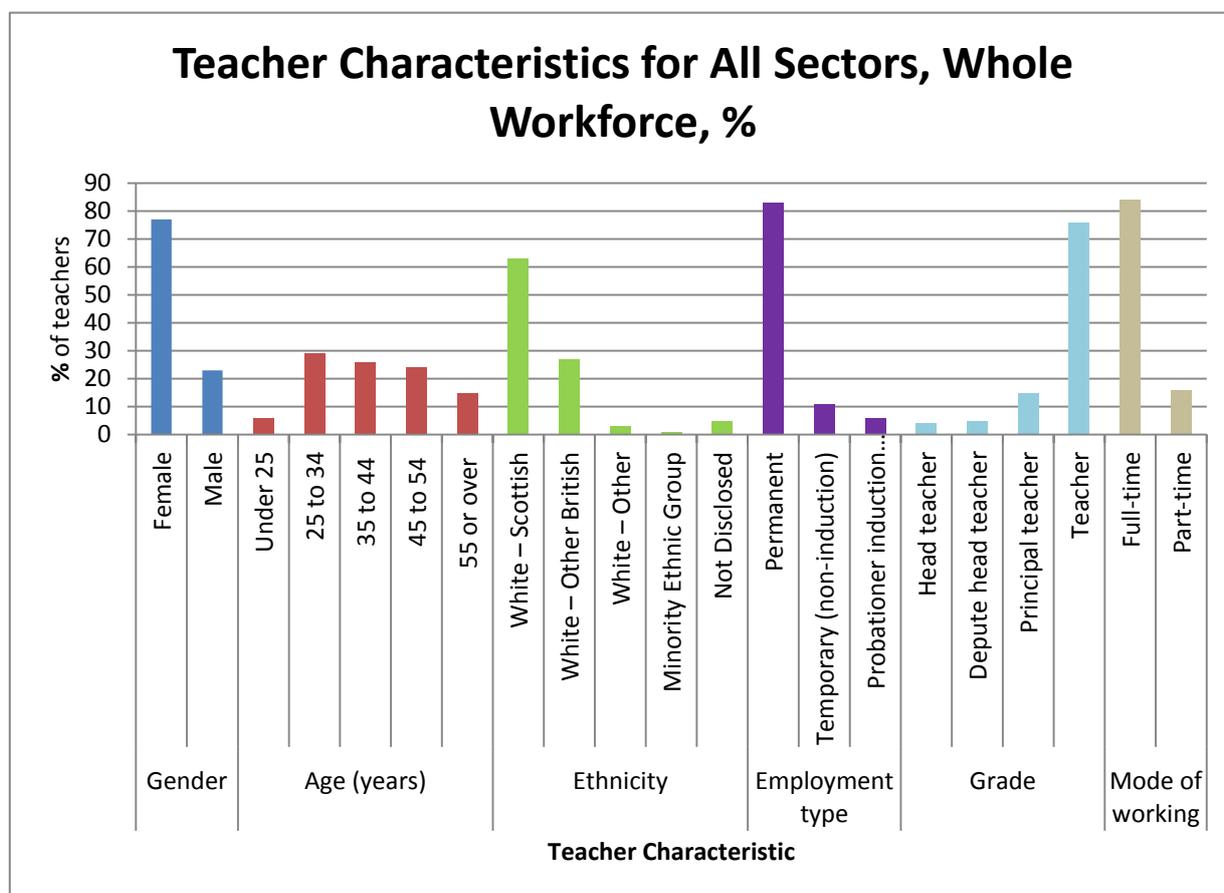
- A Fairer Scotland for All: Race Equality Action Plan 2017-21, Scottish Government (December 2017)
- BME Teachers in Scotland - An overview of the representation of BME Teachers in Scotland's Local Authorities, Coalition for Racial Equality and Rights (CRER) (2018)
- Education Scotland's Self-Evaluation Framework for Initial Teacher Education (2018)
- Race Equality Framework for Scotland 2016 – 2030, Scottish Government (2016)
- Reviewing the aims and effectiveness of the Public Sector Equality Duty (PSED) in Great Britain, Equality and Human Rights Commission (August 2018)
- Scottish Annual Teachers Census, Supplementary Data (2017)
- Scottish Census Data (2011)
- Scottish Government's Economic Strategy (2015)
- Scottish Government's Programme for Government (2017)
- The EIS Members Experience of Racism Survey. A survey of minority ethnic members on their experiences of racism and Islamophobia in education. (2018)
- The Equality Act (2010)
- The Glasgow City Council Research Paper - Ethnic Diversity in the Teaching Profession: A Glasgow Perspective (January 2018).

PERCENTAGE OF TEACHERS BY ETHNICITY



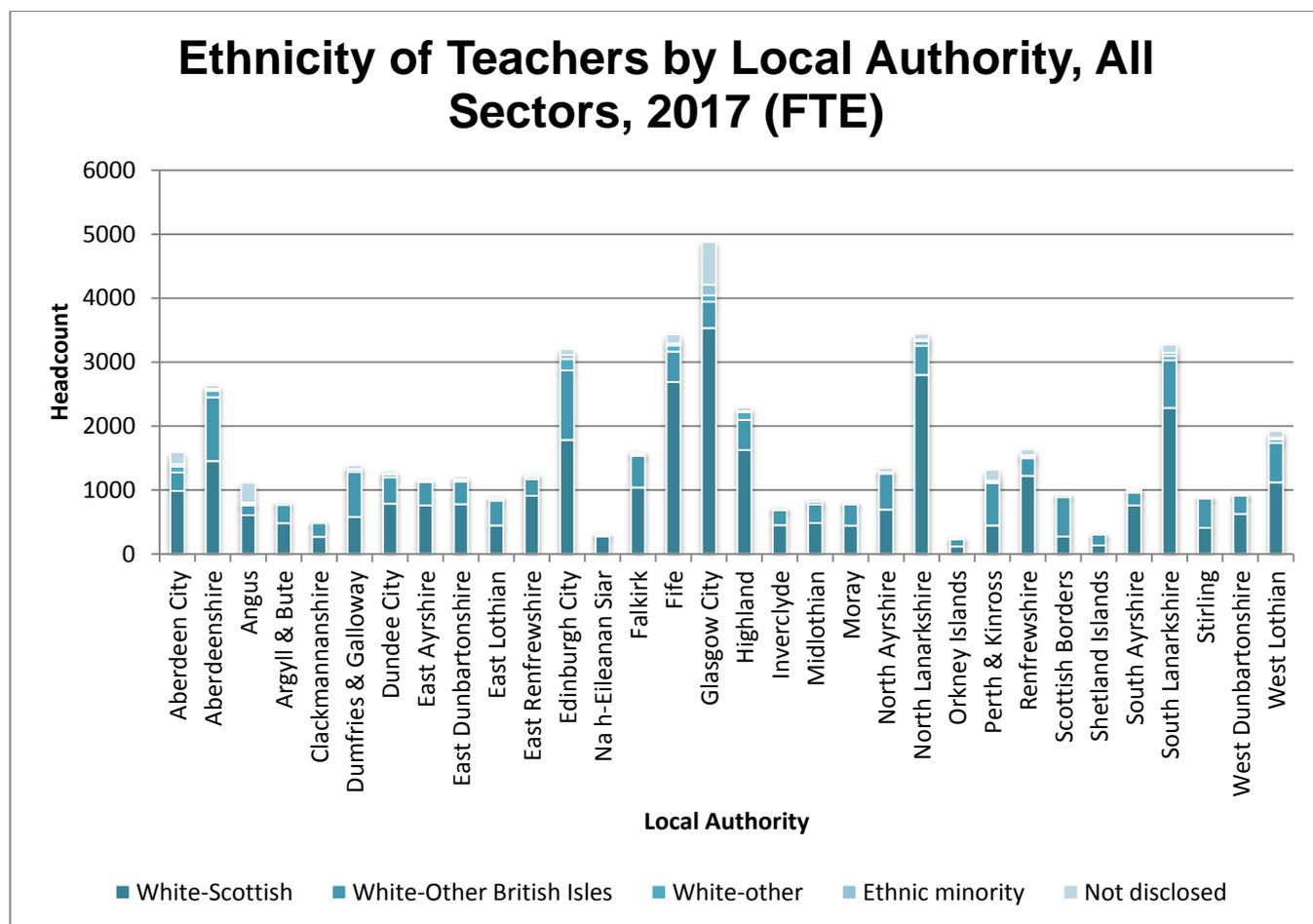
(1) Excludes grant aided schools.

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



(1) Excludes grant aided schools.

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



## 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 of 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 2017<sup>23</sup>. 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 to 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 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.

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<sup>23</sup> [Addressing Race Inequality in Scotland: The Way Forward](#)

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 use 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.

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**DIVERSITY IN THE TEACHER PROFESSION WORKING GROUP**

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

Professor 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)

**LIST OF ORGANISATIONS THAT RESPONDED TO THE CALL FOR EVIDENCE**

Aberdeen City Council  
Angus Council  
Association of Headteachers and Deputies in Scotland (AHDS)  
City and Guilds  
Dundee Council  
East Renfrewshire  
Edinburgh City Council  
Education Scotland  
Eilean Siar Council  
General Teaching Council Scotland (GTC Scotland)  
Inverclyde Council  
Midlothian Council  
Moray Council  
National Association of Schoolmasters Union of Woman (NASUWT)  
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  
Scottish Trade Unions Congress 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 the Union

Education Services  
Glasgow City Council

**Ethnic Diversity in the Teaching  
Profession: A Glasgow Perspective**

Dr Michele McClung  
Christina MacDonald  
Graeme Mason  
January 2018

## Section 1: Introduction

- Changing demographics in many contemporary western countries, including Scotland, has resulted in multi-ethnic societies. Despite this, the teaching workforce has not kept pace with the increased diversity of the student population across many of these countries (Howard, 2010 & Beck, 2014). Within Scotland in 2016 93.5% of teachers were indigenous white. Little is known about the 1% of teachers from the BME population (Black and Minority Ethnic). In terms of the ethnicity of the pupil population across Scotland 3.3% of pupils are from BME backgrounds (Scottish Government, 2016). Consequently, at their annual general meeting in 2015 the Education Institute for Scotland (EIS), Scotland's largest trade union, passed a motion that called for intelligence to be collected in respect of the BME teaching population across Scotland. Simultaneously, the Scottish Government announced a plan to work more closely with Local Authorities across Scotland as part of their aspiration to have a more ethnically diverse teacher workforce (BBC, 2015). This issue is not specific to Scotland, in England and Wales 12% of teachers are from BME backgrounds, however, 28.5% of primary and 24.2% of secondary pupils are from BME backgrounds (Department of Education, 2013).
- A review of current literature suggests that there are a number of reasons why teaching does appeal and why it does not appeal to young people from BME backgrounds. Wilson *et al* (2006) undertook a study that investigated the reasons why teachers chose their particular vocation. Teachers and head teachers participated and the study considered a number of factors, not just ethnicity. What could be determined was that gender, disability, sexual orientation and ethnicity all influenced an individual's decision to become a teacher. Also, the views of family and friends influenced their decision. Of the 65 BME teachers that participated in the study a significant proportion suggested that their ethnicity was a major influencing factor in their decision to become a teacher. Moreover, a significant proportion of these teachers believed that their ethnicity constrained them in their career. This is reflective of the research findings of work undertaken by Cunningham and Hardgreaves (2007) and Bhopal (2015).
- According to the Bureau of Investigative Journalism (September 2016), there are four main why people from BME backgrounds do not consider teaching as a career. These are:
  1. Racism within schools that pupils experience or witness.
  2. Amongst some BME groupings, such as the Asian Community, teaching is not regarded highly. Professions such as law and medicine are considered more reputable professions to go into from a family's perspective.
  3. Young people from BME backgrounds do not have enough role models in teaching to inspire them to take up teaching.
  4. Teachers from BME backgrounds tend to be paid less than the indigenous population. This was evidenced in a study commissioned by NASUWT in 2014 who found that BME teachers tended to be paid less than white teachers<sup>1</sup> and less likely to hold senior positions in schools.

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<sup>1</sup> Note that this was based on salaries in England and Wales and would not be applicable in Scotland.

- The consequences of this imbalance of BME teachers against BME pupils is of concern as empirical evidence demonstrates that this has a negative impact on the achievement and aspirations of minority ethnic children as often the only role models they see at school from BME backgrounds are administrators, janitorial staff and kitchen staff etc. (Wilkinson and Lall, 2011). However, it is widely recognised that that BME teachers make an important contribution to the learning experience of children (Wilkins and Lall 2011). Indeed, International Research indicates that teachers from BME backgrounds can impact positively on BME students self- esteem and academic performance and that all students can benefit from a diverse workforce (Howard, 2010).
- Glasgow has the greatest number and proportion of children from BME backgrounds compared to all other local authorities in Scotland attending its schools. In the 2016 annual school census 20.2% (circa. 14,000) of all pupils were from a BME background (Scottish Government, 2016). The proportion of teachers from BME backgrounds is not reflective of the BME pupil population with only 3.3% of all teachers in the 2016 school census having a BME background (Scottish Government, 2016). Education Services understands that this is not ideal and wants to address this inequity but before this can be tackled Education Services requires a better understanding of the issues and barriers. This report provides details of a study that was undertaken during 2017 which set out to explore some of the barriers faced by BME teachers in entering and working in the teaching profession. It also explores the views of pupils from all ethnic backgrounds in respect of the desirability of the teaching profession in 21st century Scotland.

## Section 2: Findings

### Research Questions

The study focussed on 4 areas. These were:

- Why did you / or would you choose teaching as a career choice?
- Why is there low numbers of teachers from BME backgrounds?
- How do we encourage people from BME backgrounds into teaching?
- Do teachers from minority ethnic backgrounds have equal opportunities for career advancement?

### Method

This was a mixed method study. There was four aspects to the study.

- A semi structured focus group with EAL teachers (English as an Additional Language);
- A semi structured focus group with pupils with EAL;
- A pupil survey opened to the general pupil population;
- A teacher survey opened to the general teacher population;
- BME groups are not homogenous in nature, so where possible and significant, specific minority groups will be referenced.

### ***Focus Group with teaching staff from the EAL Team***

- A general invite went out to all teachers within the EAL Service and five teachers attended the focus group. This equates to less than 5% of EAL teachers based within the city. The group were self-selecting and were Polish or Asian. The focus group was semi structured.

#### Teaching as a Career Choice

- 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. This was more prevalent in teachers from Eastern Europe who said that teaching was regarded as a prestigious career. Whereas, those from Asian backgrounds said that teaching was not viewed as a good career choice by their families and they tended to have chosen teaching as a second career as it helped with childcare.

#### Low Number of Teachers from BME Backgrounds

- According to the group, the most significant reason for the low number of teachers from BME backgrounds relates to the difficulties in becoming a registered teacher in Scotland when training has been undertaken in another country. However, the group did agree that one advantage to them being teachers was that they were bilingual, at the very least. One concern raised by a few of the teachers was that it could lead to them being pigeonholed into the EAL service and similar roles, rather than being offered generic teaching roles. Additionally, racism was an issue identified by the group as a reason for the low numbers of teachers from BME backgrounds. This was racism from pupils and parents. There was also a mention of the potential of institutional racism from some teachers as a contributory factor. It was noted that this had become more of a problem since the 9/11 attacks and changes to EU rules about immigration.

### Encouraging People from BME Backgrounds into teaching

- Having more teachers from BME backgrounds was identified as the key to encouraging young people from BME backgrounds into teaching. Essentially having role models was seen as being the most effective way. This was also seen as important for BME families and not just pupils.
- The lack of BME teachers in promoted posts was also seen as a reason for not encouraging BME young people to go into teaching.

### ***Focus Group with Pupils with EAL***

- This took the form of a semi structured focus group with an EAL class from Hillhead High. There were 10 young people who attended the session. The young people came from a range of ethnic backgrounds including Chinese, Somalian and Spanish. All of the pupils were in S5 or S6.

### Teaching as a Career Choice

- Largely this group of BME pupils reported that they had a positive school experience. Pupils felt they were treated fairly and that they fit in well with their peers. They recognised the need to go to school and identified the purpose being to get into university. Interestingly, the majority of the pupils advised that being from a BME background did not impact on their school experience. All of them had decided what they would do on leaving school. All but two of the pupils were going to university to study subjects such as mathematics, science, computing or business. None of the pupils had considered teaching and stated that they had higher aspirations than being a teacher. Their career choices were very much the result of family expectations.

### Low Number of Teachers from BME Backgrounds

- One key theme that emerged throughout the study was the need to have a Higher English and that many pupils therefore did not qualify despite having good exam results. A contributing factor for young people was the need for ongoing support with English for three or four years after arriving in Scotland but that this was in a separate EAL class rather than general support across the curriculum.
- Young people also identified that there is a lack of positive role models from BME backgrounds and that teaching might be a more plausible career choice if there were more BME role models in their school. More generally, pupils thought that teachers are under a lot of pressure as they are responsible for the future of their pupils and that they would not want to have that level of responsibility.

### Encouraging People from BME Backgrounds into teaching

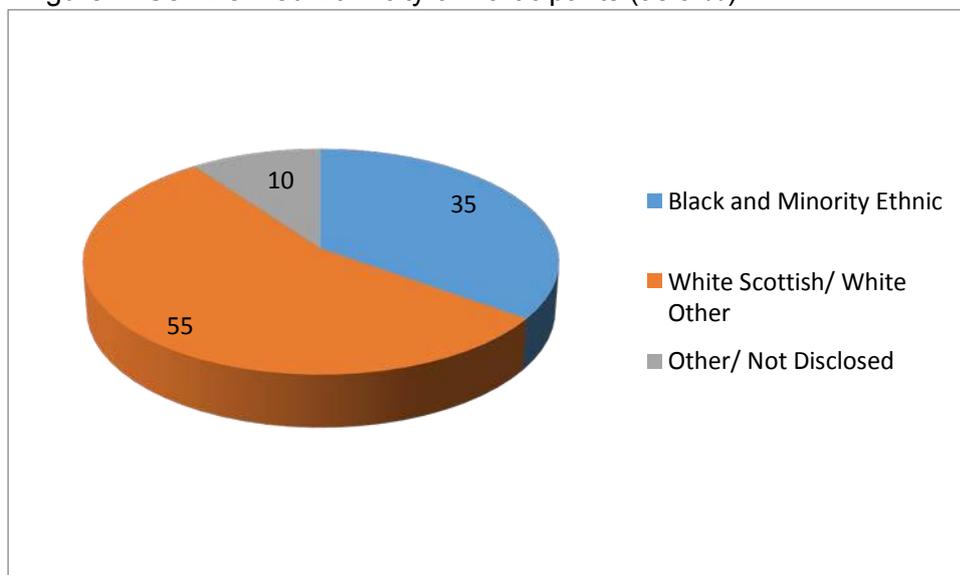
- Young people identified targeted publicity as the key to encouraging BME people into teaching. Salary scale was also identified as a factor that dissuaded people from going into teaching. Some pupils suggested that more language courses in schools to improve the levels of English amongst BME pupils would also help. English levels among BME pupils were mentioned a lot – they generally felt that they didn't have the appropriate level of English to even consider a career in teaching. It was also suggested that more encouragement from

parents into a career in teaching may have a positive effect. Although all parents had an influence over pupils' career choices and encouraged their children to get a good education to get a good job, no pupils thought their parents would be upset if they chose a career in teaching.

### ***Pupil Survey***

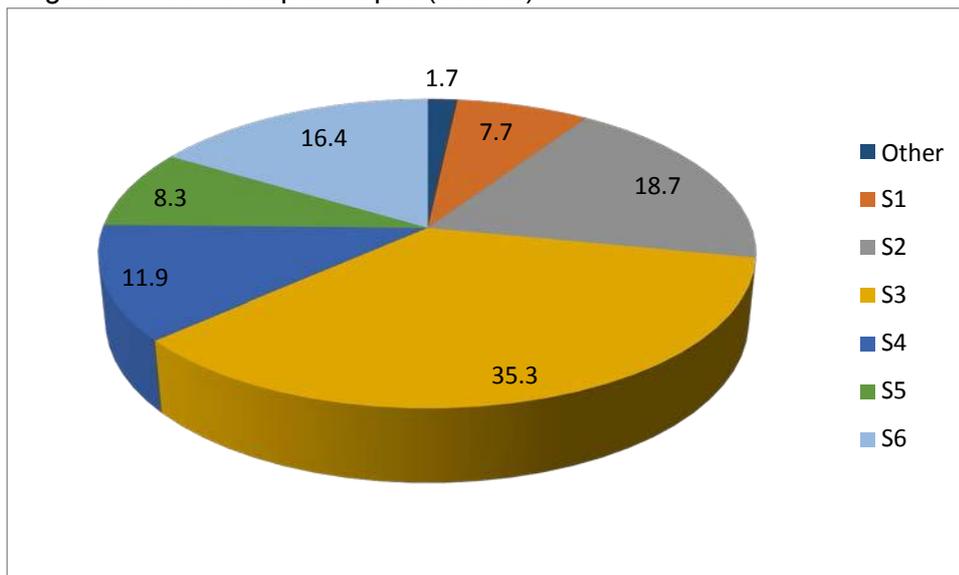
- The pupil survey contained a combination of closed and open questions. It was distributed to all schools via Headteachers' accounts and they were asked to disseminate the request to pupils to ask them to participate in the study. In total 513 secondary school pupils completed the survey. This equates to 2% of the secondary population. As demonstrated below in Figure 1, just over one third (35%) of all pupils who participated in the survey defined themselves as being from a BME background, over half (55%) defined themselves as White Scottish or White Other and the remaining 10% defined themselves as other or chose not to tell us their ethnicity.

Figure 1: Self Defined Ethnicity of Participants (as a %)



- As demonstrated below in Figure 2, the greatest number of pupils who participated were in S3 (35.3%). This may be partly explained by the fact that the survey was run at the end of the exam diet. However, there is a reasonable spread of pupils participating from all stages.

Figure 2: Year Group of Pupils (as a %)



- As part of the pupil survey pupils were asked what their study and career plans were on leaving school. This is demonstrated in Figures 3 and 4. What can be determined is that a greater proportion of pupils from BME backgrounds intend to go to university (73.5%) or to college (15.5%) than those White Scottish/ White Other Pupils (53.1% and 22.9% respectively).

Figure 3: Planned Destination on Leaving School

	Black and BME	White Scottish/ White Other	Other/ Not Disclosed	Total
Other (please	3.2%	6.9%	5.7%	5.5%
College	15.5%	22.9%	26.4%	20.9%
University	73.5%	53.1%	64.2%	61.1%
Employment	1.9%	7.3%	0.0%	4.7%
Apprenticeship / Training	5.8%	9.2%	3.8%	7.4%
Voluntary Work	0.0%	.8%	0.0%	.4%
Total	100.0%	100.0%	100.0%	100.0%

- Pupils were asked to indicate what area of study/ career they were considering after school. To be meaningful this has been divided into 3 categories as noted below in Figure 4. What is evident is that a higher proportion of pupils from BME backgrounds intend to study/ have a career in Science, Medicine, Law & Engineering (54.3%) compared to on 33.6% White Scottish/ White other pupils. Conversely, a higher proportion of pupils from White Scottish/ White Other backgrounds (40.1%) indicated they intended to study / have a career in Social Science, Education, Business, Sport, and Languages compared to only 20.8% of pupils from BME backgrounds.

Figure 4: Pupils Planned Area of Study (as a %)

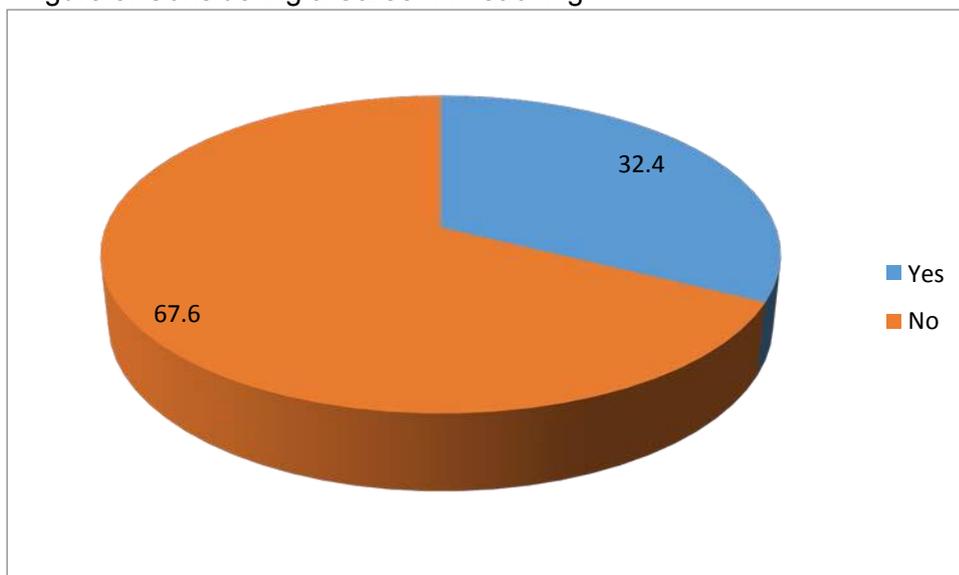
	Black and BME	White Scottish /White Other	Other/ Not Disclosed
Science, Medicine, Law & Engineering	54.30%	33.60%	64.60%
Social Science, Education, Business, Sport, Languages	20.80%	40.10%	18.90%
*Other	24.60%	26.10%	16.70%

\*This included service sector.

#### Teaching as a Career Choice

- As demonstrated below in Figure 5, one third of pupils (32.4%) indicated that they would consider a career in teaching. However, ethnic status was not a determinant in this with 34.8% of pupils from a BME background considering a career in teaching and 35.1% of pupils from a White Scottish/ White other background considering a career in teaching.

Figure 5: Considering a Career in Teaching



- A desire to work with children coupled with a desire to help others was cited as the main reason for wanting to pursue a teaching career. A significant proportion of pupils also highlighted that they thought they were good at explaining things and this is why they had considered a teaching career. Another common theme identified with regards to the desire to have a teaching career relates to the opportunity to shape future generations and the rewards of being a teacher. There was nothing markedly different in responses from different ethnic groups. However, it could be noted that where good holidays was cited as a reason for choosing a teaching career, this was most prevalent amongst pupils either from the White-Other or White Scottish groups. Amongst pupils in the White Scottish category P.E. teaching in particular came up frequently as a particular choice of course to teach.

Conversely, young people from all ethnic backgrounds cited a lack of interest in working with children or not being good with children as a reason why they hadn't considered a career in teaching. Children being hard to control and disruptive was mentioned as was a lack of confidence to stand up in front of pupils and also finding it difficult to explain things was another reason that recurred. This was particularly apparent amongst African/Caribbean young people

and also White Scottish pupils. Low pay was another of the main reasons why young people had not considered teaching as a career and again this was one of the main reasons that were highlighted frequently across ethnic groups. Based on their own experience at school, many identified stress levels in teachers as one of the main factors that put young people off a career in teaching. This again was a very common theme amongst most ethnic groups. In addition, having higher aspirations than teaching was frequently mentioned as a reason why young people did not want to become teachers. This was particularly prevalent amongst pupils from Pakistani/Indian backgrounds who indicated a desire for a career in science and medicine.

#### Low Number of Teachers from BME Backgrounds

- Whilst racism and discrimination did not come out as a reason why pupils did not personally consider teaching as a career, this was identified as one of the main reasons why young people thought that BME pupils did not choose teaching as a career. A language barrier was also one of the main reasons cited. This was prevalent across all ethnic groupings. However, although the two themes above were the most common responses as to what barriers exist to discourage young people from BME backgrounds from going into teaching. The low status of a teaching career was particularly prevalent as a response from pupils from Pakistani/Indian groups and also White Scottish pupils. For Pakistani/Indian pupils the reason above coupled with poor parental perception of a career in teaching came out as a common theme. This was not reflected across other ethnic groups. A lack of positive role models from BME backgrounds was also highlighted as a reason for not choosing teaching as a career. Again, this was highlighted by pupils from Pakistani/Indian backgrounds and also White Scottish pupils. A significant number of White Scottish pupils also mentioned that BME pupils having a poor experience at school themselves may discourage them from becoming teachers in future.

#### Encouraging People from BME Backgrounds into teaching

- There were several suggestions as to how people could be encouraged into teaching. This ranged from long term support to improve language acquisition to improving salaries. These were common responses across all ethnic groupings. It was also suggested that having more BME role models as teachers would be good to help highlight the positive elements of teaching to pupils. For example, offering more opportunities to BME pupils to experience teaching as a career was a very popular suggestion. Workshops/open days/work experience were all suggested as opportunities to advertise teaching as a career for BME pupils, as well as giving them the chance to experience it first hand and decide if this was a suitable career for them. Pupils from African/Caribbean and Pakistani/Indian backgrounds highlighted this as a positive way to encourage BME pupils into teaching. As well as improving the perception of teaching as a career choice, improving the experiences of pupils at a school level was also suggested as a way to encourage people back into schools to become a teacher. Pupils suggested that this would be achieved by a greater focus on inclusion of BME pupils to help improve school experiences.

- **Low number of teachers from minority ethnic backgrounds**

***Pupils told us:***

*'Because teachers are manly white' (S6, Caribbean, gender unknown) 'It's not considered to be such a high status career' (S5, Female, Asian)*

*'Parents don't really support this career.....they believe it is not a good job as it is not highly paid' (S6, Female, Indian/ Pakistani).*

*'It is not considered a respectable high paid job. Parents would prefer their child became doctor' (S6, Female, Indian/ Pakistani).*

*'People choose not to go into teaching because of discrimination and racism' (S6, Male, Scottish).*

*'There are few opportunities from people from ethnic backgrounds and they can face discrimination and bias' (S3, Female, African).*

*'Because of the pressure of being discriminated against and treated differently for not being like the majority..... people think it is no longer a thing but there are many racists' (S5, Female, Indian/ Pakistani).*

*'Because they might not get the same level of respect from pupils of another race' (S6, Female, Pakistani).*

*'They may feel society does not welcome them into this field or may just not be interested in this as a career' (S6, Female, Pakistani).*

*'So many white teachers show bias towards white students meaning the ethnic minority students do not feel as though they would be accepted by white teachers if they were to go into teaching' (S6, Female, White Scottish).*

- **Encouraging people from minority ethnic backgrounds into teaching**

***Pupils Told Us:***

*'Offer more money and provide different courses to improve English' (S2, Female, African)*

*'Make teaching seem like a more respectable job in comparison with a teaching job at the university' (S6, Male, Chinese)*

*'There are a lot of improvements needed in Scottish communities.....firstly we are not a community as such..... We are segregated according to the way we are portrayed by our ethnicities' (S5, Female, Pakistani).*

*'To provide workshops to help people have a greater understanding of what teaching involves' (S3, Female, Indian)*

*'Because the majority of teachers in Scotland are white' (S4, Female, Pakistani). 'No one ethnic group should be encouraged more than another' (S5, male, White).*

*'Discrimination' (S6, Female, White)*

*'It could be because ethnic minority groups might not always have the best experience at school and this might put them off teaching' (S3, male, White)*

*'Helping pupils from ethnic minority background have a better experience at school might encourage them into teaching' (S3, male, White)*

*'Bring teachers from ethnic minority backgrounds in to do presentations about teaching' (S6, White, Female) Provide better quality and more specific training for pupils from ethnic minority backgrounds to tutor or mentor them with a view to going into teaching' (S6, Female, White)*

*'Help them improve their English at school' (S2, Female, Arab)*

*'Good teachers setting a good example and showing us that being a teacher is possible' (S4, Female, ethnicity unknown)*

## Teacher Survey

- The survey was disseminated using the online survey platform Survey Monkey to all staff working in Early Years, Primary, Secondary and ASL establishments in Glasgow. The survey consisted of 16 closed questions, including a space for additional comments. A total of 490 staff completed the survey. Over two thirds of respondents (69.6%) were female with a similar proportion having worked in the teaching profession for at least ten years (72.5%). The greater part of respondents were between 31 and 55 years of age (67.6%). Over half of respondents work in secondary schools (56.1%) with approximately a quarter (24.7%) working in primary schools. The remainder (19.2%) work in Early Years or ASL establishments with some respondents working across different sectors.
- As demonstrated below in Figure 6 most respondents (85.7%) identified as White Scottish or White Other while just over a tenth (12%) defined themselves as being from a minority ethnic background. The remaining 2% defined themselves as Other or chose not to disclose their ethnicity.

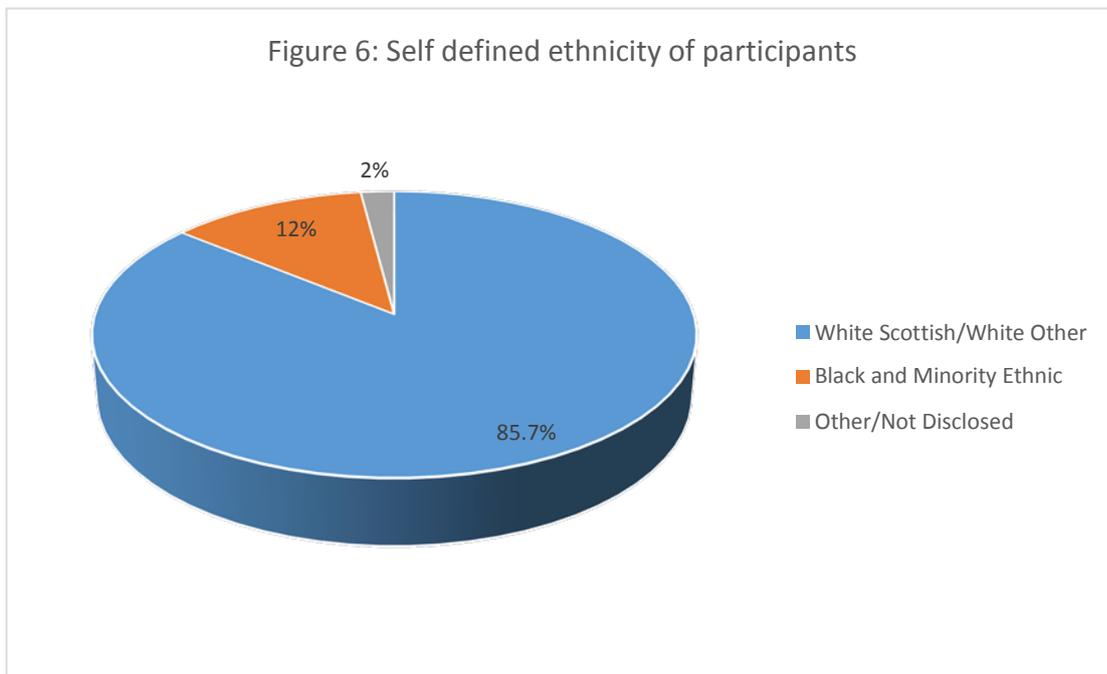


Figure 7 provides a breakdown of the ethnicities of all BME respondents the majority of whom identified as Pakistani (57.6%).

Figure 7: Minority ethnic background

Minority Ethnic Background	% of BME respondents
Asian - Pakistani / British / Scottish	57.6%
Asian - Indian / British / Scottish	13.6%
Mixed or multiple ethnic groups	10.2%
African - African / British / Scottish	5.1%
Other - Arab	5.1%
Asian - Chinese / British / Scottish	3.4%
Asian - Other	3.4%
African - Other	1.7%
<b>Total</b>	<b>100.0%</b>

Figure 8 shows that overall a significant proportion (41.4%) of participants listed their designation as teacher. However it is notable that while just under a third (31.8%) of White Scottish/White Other respondents are Head or Depute Head Teachers, no respondents from minority ethnic backgrounds have been promoted beyond a Principal Teacher post at this point.

- Of the respondents from minority ethnic backgrounds currently in post as Principal Teachers all identified their ethnicity as Pakistani and are working in primary (16.7%), secondary (58.3%) and ASL (25%) establishments.

Figure 8: Designation

Designation	White Scottish/ White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
Teacher	38.7%	59.3%	50.0%	41.4%
Head Teacher	23.5%	0%	10.0%	20.4%
Principal Teacher	20.7%	20.3%	20.0%	20.6%
Depute Head Teacher	8.3%	0.0%	0.0%	7.1%
Other	7.4%	13.6%	20.0%	8.4%
EAL Teacher	1.4%	6.8%	0.0%	2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

- Participants were asked to indicate the reasons why they chose a career in teaching (Figure 9). In general, a desire to make a positive impact on pupils' lives (78.8%) and an enjoyment in working with children and young people (76.3%) were the main reasons cited for entering the teaching profession. This was broadly consistent across all respondents that disclosed their ethnicity with a slightly higher proportion of staff from minority ethnic backgrounds noting a desire to make a positive impact on pupils' lives as a reason for choosing a career in education.
- Participants from minority ethnic backgrounds were more likely than their White Scottish/White Other colleagues to have gone into teaching as a result of the profession being valued and respected, the opportunity to work in any country or the opportunity to use a second language. By comparison a greater proportion of White Scottish/White Other respondents chose to work in education as the result of a positive personal experience of school.

Figure 9: Reasons for entering teaching profession

Reasons	White Scottish/White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
To make a positive impact on pupils' lives	78.1%	85.7%	66.7%	78.8%
Enjoy working with children and young people	77.6%	75.0%	33.3%	76.3%
Positive personal experience of school	38.4%	28.6%	11.1%	36.6%
Variety - every day is different	37.6%	32.1%	22.2%	36.6%
Job security	36.6%	39.3%	44.4%	37.1%
The teaching profession is valued and respected	19.1%	37.5%	0%	21.0%
Flexibility of hours / work life balance	18.5%	25.0%	11.1%	19.2%
Family in teaching profession	13.8%	10.7%	11.1%	13.4%
Teachers can work anywhere in the world	11.5%	32.1%	0%	13.8%
Negative personal experience of school	5.7%	5.4%	11.1%	5.8%
Other	2.9%	5.4%	33.3%	3.8%
Female friendly environment	2.1%	5.4%	11.1%	2.7%
Second language provided EAL teaching opportunity	1.8%	12.5%	0%	3.1%

- When asked to rate their experience of their initial teacher training course participants largely (65%) agreed that they were satisfied with the course (as detailed in Figure 10 below). It is apparent that respondents that identified as White Scottish/White Other were more likely to have been satisfied with their experience of teacher training than Black and Minority Ethnic respondents or those with Other or undisclosed ethnicities.
- Among participants from BME backgrounds satisfaction with teacher training was more prevalent among staff who identified as Indian.

Figure 10: Overall experience of teacher training course

Overall I was satisfied with my experience of teacher training	White Scottish/ White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
Strongly disagree	3.9%	5.4%	11.1%	4.2%
Somewhat disagree	14.6%	17.9%	11.1%	15%
Neither agree nor disagree	14.6%	21.4%	33.3%	15.9%
Somewhat agree	44.7%	35.7%	22.2%	43.1%
Strongly agree	22.2%	19.6%	22.2%	21.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

- Over two thirds of staff (68.8%) agreed that they are satisfied with their job in education (Figure 11). As with teacher training, respondents that identified as White Scottish/White Other are more likely to be satisfied with their job than Black and Minority Ethnic respondents or those with Other or undisclosed ethnicities.
- Of all BME respondents Pakistani teachers were more likely to be satisfied in their job.

Figure 11: Overall job satisfaction

Overall I am satisfied with my Job	White Scottish/ White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
Strongly disagree	6.6%	5.4%	11.1%	6.5%
Somewhat disagree	12.3%	16.1%	11.1%	12.8%
Neither agree nor disagree	9.7%	21.4%	44.4%	11.9%
Somewhat agree	44.1%	35.7%	22.2%	42.6%
Strongly agree	27.3%	21.4%	11.1%	26.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

- As demonstrated in Figure 12 a lack of minority ethnic role models in the teaching profession (48.2%) and an expectation in minority ethnic communities to enter other professions (37.5%) emerged as two of the main reasons respondents believe such low numbers of people from minority ethnic backgrounds are working in education.
- However there are some marked differences between the responses of White Scottish/White Other respondents and Black and Minority Ethnic respondents when asked for possible reasons why there is not more ethnic diversity in Glasgow’s teaching population. While three quarters (75%) of BME participants felt that promoted posts are difficult to obtain for teachers from minority ethnic backgrounds less than ten percent (9.4%) of White Scottish/White Other participants identified lack of promotion as an issue. Pakistani and Indian respondents in particular considered prospects for promotion to be limited for teachers from minority ethnic backgrounds.
- In addition potential discrimination from pupils, parents and colleagues was considered a deterrent to a career in teaching for significant proportions of BME respondents while much smaller proportions of White Scottish/White Other respondents identified discrimination as a barrier to people from minority ethnic backgrounds entering the teaching profession. Indeed, while two thirds (66.1%) of BME respondents view potential discrimination from colleagues a discouraging factor only around ten percent (10.7%) of White Scottish/White Other respondents felt this would be a consideration for minority ethnic applicants.

Figure 12: Reasons for low numbers of minority ethnic teachers

Reasons	White Scottish/White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
There is a lack of minority ethnic role models in the teaching profession	46.7%	62.5%	22.2%	48.2%
There is an expectation in minority ethnic communities to enter other professions (e.g. science, law, medicine)	37.9%	39.3%	11.1%	37.5%
Language barriers deter people from minority ethnic backgrounds from choosing a career in teaching	29.8%	25.0%	55.6%	29.7%
Teaching is not a highly regarded profession in some minority ethnic communities	20.6%	14.3%	11.1%	19.6%
Pathways into teaching are restricted for qualifications obtained	20.6%	35.7%	11.1%	22.3%
Potential discrimination from pupils	20.1%	44.6%	22.2%	23.2%
Potential discrimination from parents	17.5%	44.6%	22.2%	21.0%
Other	16.7%	16.1%	44.4%	17.2%
Potential discrimination from colleagues	10.7%	66.1%	22.2%	17.9%
A negative personal experience of school	9.9%	19.6%	11.1%	11.2%
Promoted positions are difficult to obtain for teachers from minority ethnic backgrounds	9.4%	75%	11.1%	17.6%
Teachers from minority ethnic backgrounds are often restricted to working in the EAL sector	8.4%	21.4%	11.1%	10.0%

- Similar themes emerged when participants were asked to identify ways of encouraging people from minority ethnic backgrounds into the teaching profession. As Figure 13 shows having positive role models from minority ethnic backgrounds in teaching posts (57.1%) and engaging with minority ethnic communities to promote careers in teaching (56.3%) were popular suggestions across all ethnicities, although significantly more so among BME respondents. A substantial number of respondents (45.3%) also identified increased support with English in schools for pupils from minority ethnic backgrounds as a possible way of increasing the likelihood of BME young people becoming teachers.

- However over three quarters (78.6%) of BME respondents felt more must be done to address discrimination or harassment experienced by teachers from minority ethnic backgrounds compared to only around a third (33.7%) of White Scottish/White Other respondents.
- Moreover, having more positive role models from minority ethnic backgrounds in management posts was more frequently mentioned by BME respondents (71.4%) and a notably higher proportion of BME respondents felt pupil access to mentoring/coaching with teachers from minority ethnic backgrounds would be useful (58.9% of BME respondents compared to 28.2% of White Scottish/White Other respondents).
- It is also worth noting that BME respondents selected a broader range of ways of encouraging people from minority ethnic backgrounds into the teaching profession which suggests this group of participants feel more measures must be taken to address the imbalance in the ethnic composition of Glasgow's teaching workforce.

Figure 13: Ways of encouraging people from minority ethnic backgrounds into teaching

	<b>White Scottish/ White Other</b>	<b>Black and Minority Ethnic</b>	<b>Other/Not Disclosed</b>	<b>Overall</b>
More positive role models from minority ethnic backgrounds in teaching posts	55.9%	82.1%	22.2%	57.1%
More engagement with minority ethnic communities to promote careers in teaching	54.8%	71.4%	22.2%	56.3%
More positive role models from minority ethnic backgrounds in management posts	46.0%	71.4%	11.1%	49.8%
Increased support with English in schools for pupils from minority ethnic backgrounds	45.7%	44.6%	33.3%	45.3%
Do more to address discrimination or harassment experienced by teachers from minority ethnic backgrounds	33.7%	78.6%	22.2%	39.1%
More accessible pathways into teaching for candidates with overseas qualifications	32.6%	35.7%	11.1%	32.6%
Improve the overall school experience for pupils from minority ethnic backgrounds	30.0%	50.0%	22.2%	32.4%
Pupil access to mentoring/coaching with teachers from minority ethnic backgrounds	28.2%	58.9%	0.0%	31.5%
Training specifically tailored to teachers from minority ethnic backgrounds	18.3%	23.2%	0.0%	18.5%
Other	11.0%	12.5%	44.4%	11.8%

- It is evident that White Scottish/White Other respondents are twice as likely as their BME colleagues to have been appointed to a promoted post (please see Figure 14). While it is true that a smaller proportion of BME respondents have applied for a promoted post at some point in their career to date it is also true that BME respondents were much less likely to have been encouraged by their manager to do so.
- Indian and Chinese respondents in particular noted a lack of encouragement with regards to pursuing promotion.

Figure 14: Applying for a promoted post

<b>Statement</b>	<b>White Scottish/ White Other</b>	<b>Black and Minority Ethnic</b>	<b>Other/Not Disclosed</b>	<b>Overall</b>
I have been encouraged by my manager to pursue a promoted post	64.8%	30.2%	14.3%	59.8%
I have applied for a promoted post	74.4%	45.3%	28.6%	70.1%
I have been appointed to a promoted post	65.1%	32.1%	14.3%	60.2%

- Participants were asked to consider any barriers they themselves could face with regards to gaining a promoted post. The availability of suitable posts was perceived to be a barrier to promotion by over 40% of respondents across all ethnicities.
- A greater proportion of BME respondents perceived lack of support from management to be a barrier to advancement when compared to their White Scottish/White Other colleagues (62.3% and 20.0% respectively) and BME respondents more commonly cited discrimination, lack of confidence and awareness of suitable posts as factors in preventing promotion (Figure 15).

Figure 15: Barriers to gaining a promoted post

Barriers	White Scottish/ White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
Availability of suitable posts	42.1%	47.2%	57.1%	43.0%
Lack of confidence	32.0%	56.6%	0.0%	34.5%
Lack of experience	30.7%	39.6%	28.6%	31.7%
Caring/family responsibilities	29.9%	17.0%	0.0%	27.8%
Lack of support from management	20.0%	62.3%	28.6%	25.3%
Access to training	18.9%	34.0%	28.6%	20.9%
I do not want any further promotion	17.3%	11.3%	28.6%	16.8%
No barriers	16.5%	1.9%	0.0%	14.5%
Other (please specify)	10.4%	9.4%	42.9%	10.8%
Discrimination related to my age	8.8%	15.1%	14.3%	9.7%
Awareness of suitable posts	8.5%	20.8%	28.6%	10.3%
Discrimination related to my religion or belief	5.6%	30.2%	28.6%	9.0%
Lack of qualifications	5.1%	7.6%	0.0%	5.3%
Discrimination related to my sex/gender	4.3%	9.4%	0.0%	4.8%
Discrimination related to my disability	1.6%	1.9%	0.0%	1.6%
Discrimination related to my ethnic background	1.1%	49.1%	28.6%	7.4%

- As Figure 16 demonstrates there is notable disparity in the responses of White Scottish/White Other respondents and BME respondents when asked whether or not they believe teachers from minority ethnic backgrounds have equal opportunities for training and advancement. Over half (55.7%) of White Scottish/White Other respondents felt teachers from minority ethnic backgrounds have equal opportunities for training and advancement compared with just less than a quarter (24.5%) of BME respondents. This is consistent with responses received elsewhere in the survey with regards to promotion.

Figure 16: Equal opportunities for training and advancement

Statement	White Scottish/White Other	Black and Minority Ethnic	Other/Not Disclosed	Overall
I believe teachers from minority ethnic backgrounds have equal opportunities for training and advancement	55.7%	24.5%	57.1%	52.0%

- **Low numbers of teachers from BME backgrounds & how to encourage people from BME backgrounds in teaching?**

**Teachers told us:**

*“I don't believe that enough is done to address racial harassment experienced by staff in schools and this is a major barrier to those from ethnic minority backgrounds opting for teaching as a career.” (Secondary Principal Teacher, Female, White)*

*“I genuinely feel that as the number of pupils from ethnic backgrounds increases the number who train to become teachers will increase. The pupils from this school from minority backgrounds have been increasing over the last six years and I think that some of these pupils will get into teaching as their experiences in this school have been positive.” (Secondary Principal Teacher, Male, White)*

*“You tend to feel very isolated being the only person from an ethnic minority in a school, everyone in my school is very friendly, supportive and inclusive but it can feel very strange having many pupils of a similar ethnic background and yet you yourself are the only adult from a minority. I hope more people get into the profession!” (Primary Teacher, Female, African)*

*“Lack of understanding of the issues faced by teachers from minority ethnic backgrounds is a barrier to attract more people in the teaching profession. A better support system and monitoring of teacher experiences needs to be in place together with training for all staff to combat any form of discrimination.” (ASL Principal Teacher, Female, Pakistani)*

- **Equal opportunities for career advancement for teachers from minority ethnic backgrounds**

**Teachers told us:**

*“I find it very difficult to gain support from senior management regarding moving on to a further promoted post. I am currently a principal teacher and moving to a depute post seems extremely challenging.” (Secondary Principal Teacher, Female, Pakistani)*

*“Personally, I feel that my school is supportive of all teachers, regardless of ethnicity. We have a number of ethnicities within the school, all of which are respected as much as any other staff member. I do not feel race or ethnicity is a barrier for promotion whatsoever - it is all performance and interview based the way it should be. I feel that Glasgow is a very inclusive authority.” (Secondary Teacher, Female, White)*

*“In my experience, I feel that people in management tend to hire others in promoted posts that they feel comfortable with. Having things in common with the person interviewing or the person who is in authority will mean that those people will feel more secure in giving you that promoted post. If you are from a different ethnic background you may have less in common, therefore they may feel less inclined to give you the post as they feel less comfortable with you.” (Primary Teacher, Female, Asian-other)*

*“There seems to be a lack of race relations training within Glasgow schools. Non-ethnic colleagues engage less with ethnic colleagues than with their non-ethnic colleagues. Sadly there is a culture of “white privilege” or “institutional racism” within the Scottish Education System. We have to educate the management within our Scottish Schools on race relations and promote BME staff.” (Secondary Teacher, Male, Pakistani)*

*“I believe when I entered the profession, there was much more discrimination from others, especially from management (senior and middle), I believe those barriers have been broken, and I think there are more ethnic teachers in the profession (more in Primary than secondary) but more needs to be done.” (Secondary Principal Teacher, Female, Pakistani)*

*The problem is not having enough teachers from ethnic minority backgrounds. The problem is that teachers are not being promoted in management at all. The religious political climate is a huge hindrance for Muslim teachers. I have observed the number of ethnic minority teachers coming to this school as probationers and not being selected when there is a vacancy and instead non-ethnic minority are being employed. There is no justification in the selection process and given the school that we are in - we need more and more from ethnic minority backgrounds. (Primary Teacher, Female, Pakistani)*

## Section 3: Summary and Conclusions

- This report considers a study that was carried out during 2017 across schools in Glasgow. Teachers and pupils participated in the study and shared their views and experiences on having an ethnically diversity teacher workforce. What is evident from the research is the similarities in the experiences and views of all four groups that participated in the study. Largely, this is reflective of literature and other research studies both UK wide and nationally.
- To summarise the following could be determined from the study:

### Teaching as a Career Choice

- Ethnicity was not a factor in determining career choice for teachers.
- Respondents across all ethnicities enter teaching primarily to make a positive impact on pupils' lives and because they enjoy working with children and young people.
- One third of pupils suggested that they would consider teaching as a career but ethnicity was not significant factor in this choice.
- A number of pupils said that their parents had higher aspirations for them than becoming a teacher, especially Indian/ Pakistani pupils.
- The majority of staff had a positive experience of teacher training although White Scottish/White Other staff were more likely to have been satisfied with their experience of teacher training than Black and Minority Ethnic respondents or those with Other or undisclosed ethnicities.
- Similarly the greater part of participants agree that they are satisfied in their job, however satisfaction levels are highest among White Scottish/White Other respondents.

### Low number of teachers from BME backgrounds

- Teachers highlighted the difficulties in becoming registered as a teacher in Scotland as one of the reasons for there being low numbers of BME teachers.
- Racism and discrimination from pupils and parents was also identified as a reason for low numbers of BME teachers.
- Pupils identified that the need for ongoing support with English to support them to achieve the required level of language acquisition which would enable them to train as teachers, even if they had good exam results in other subjects.
- A substantial percentage of respondents across all ethnicities felt the low number of teachers from minority ethnic backgrounds could be attributed to a lack of minority ethnic role models in the teaching profession.
- It was a commonly held view among BME respondents that promoted positions are difficult to obtain for teachers from minority ethnic backgrounds and that this would have an impact on the numbers of minority ethnic teachers. Comparatively few White Scottish/White Other respondents took this view.
- A notably higher proportion of BME respondents identified potential discrimination from pupils, parents and colleagues in particular as discouraging people from minority ethnic backgrounds from entering the teaching profession.

## Encouraging young people from BME backgrounds into teaching

- Teachers identified the lack of BME teachers in promoted posts as a factor which discouraged BME people into teaching.
- Increasing the profile of teaching and perhaps running workshops/open events to target people from BME backgrounds was identified as a possible way to attract those from BME backgrounds into teaching.
- Improving the school experiences of BME pupils was identified as pivotal to encouraging them to become teachers.
- Having positive role models from minority ethnic backgrounds in teaching/management posts and engaging with minority ethnic communities to promote careers in teaching were popular suggestions across all ethnicities with regards to encouraging people from minority ethnic backgrounds into a career in teaching.
- Substantial numbers of teachers and pupils identified increased support with English in schools for pupils from minority ethnic backgrounds as a possible way of increasing the likelihood of BME young people becoming teachers.
- Among BME respondents addressing discrimination or harassment experienced by teachers was identified as a key factor in raising the number of minority ethnic teachers.
- BME respondents in particular identified pupil access to mentoring/coaching with teachers from minority ethnic backgrounds as a way of encouraging young people into the profession.

## Opportunities for career advancement

- White Scottish/White Other staff were more likely to have been encouraged to apply for and subsequently gained a promoted post than Black and Minority Ethnic respondents or those with Other or undisclosed ethnicities. No BME respondents were Head or Depute Head Teachers.
- When asked to identify barriers to career advancement a common theme among all respondents was the availability of suitable posts.
- A greater proportion of BME respondents perceived lack of support from management to be a barrier to advancement when compared to their White Scottish/White Other colleagues and a notable percentage of BME respondents felt discrimination impedes their career progress.
- Overall just over half of respondents believe teachers from minority ethnic backgrounds have equal opportunities for training and advancement with only a quarter of BME respondents agreeing that opportunities for training and advancement are equal across ethnicities.

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## The EIS Members Experience of Racism Survey (Summary Report)



### Survey of EIS members on their experiences of racism and Islamophobia: summary of findings

May 2018

#### Background

- In spring 2018 the EIS conducted a survey of Black and Minority Ethnic (BME) members on their experiences of racism and Islamophobia in education. Responses came primarily from the school sector (67% overall); 43% of respondents were secondary teachers and 24% were primary teachers. Around a quarter of respondents were from further and higher education (24%). 'Other' accounted for 8% of responses, and nursery for 1%.
- The majority of respondents described themselves as 'Asian, Asian Scottish or Asian British' (63%) with the second largest group of respondents being 'African, Caribbean or Black' (16%). People from mixed or multiple groups accounted for 9% of respondents, and 8% chose 'other' and specified their ethnicity. The most commonly reported ethnicity in the comments field was 'Arab'.

#### Survey findings

1. **A significant majority (71%, or nearly three-quarters) of all respondents had experienced racism in their capacity as a teacher or lecturer.**

In response to being asked, "*Have you experienced racism in your capacity as a teacher or lecturer?*", 71% of members said Yes. 14% said No and 10% were not sure. (4% preferred not to say).

2. **Respondents were evenly split on whether the racism they had encountered was motivated by Islamophobia, although a significant minority felt that it was; there were different views among different groups.**

When asked, "*Do you believe that any racism you may have experienced in your capacity as a teacher/lecturer was motivated by Islamophobia?*", 40% said yes and 40% said no, with 20% unsure. People from an Asian background were more likely to attribute racism to Islamophobia, with 52% of these respondents saying yes to the above question, and only 26% saying no.

**3. Manifestations of racism seen most commonly were racist language used by learners (mentioned over half of respondents) and racist attitudes among learners (mentioned by nearly half).**

- The most to least common manifestations of racism observed were:
  - Learners using racist or Islamophobic language – **56%**
  - Learners showing racist or Islamophobic attitudes – **46%**
  - Colleagues showing racist or Islamophobic attitudes – **44%**
  - Being overlooked for promotion - **43%**
  - Curriculum content which lacks ethnic diversity - **41%**
  - Colleagues using racist or Islamophobic language - **26%**
  - Being bullied or harassed on the grounds of race or religion - **25%**
  - Witnessing bullying of a colleague based on race or religion - **24%**.
  - Parents showing racist or Islamophobic attitudes – **24%**
  - Being singled out (e.g. Muslim asked to comment on terrorism) –**22%**
  - Curriculum content which perpetuates racial stereotypes - **22%**
  - Having less access than colleagues to Professional Learning - **16%**
  - Having less access than other colleagues to mentoring - **15%**
  - Being unfairly disciplined - **16%**
  - Parents using racist or Islamophobic language – **15%**
  - Seeing racist/Islamophobic graffiti - **13%**
  - Curriculum content which perpetuates Islamophobia - **13%**
  - Encountering policies which discriminate against different races – **12%**

**4. Many respondents had experienced unhelpful curriculum content.**

- Over four in ten (41%) respondents reported having seen curriculum content which lacks ethnic diversity. This figure was higher among Asian respondents: nearly half had seen curriculum content which lacks ethnic diversity (48%).

**5. Reduced access to workplace opportunities was a strong theme.**

- Nearly half of all respondents had experience of being overlooked for promotion (43%) and a quarter (25%) had experience of being bullied or harassed on the grounds of race or religion.

**6. Being singled out was not an uncommon experience for BME teachers.**

- Being singled out (e.g. a Muslim teacher asked to comment on a terrorist incident) had been experienced by a fifth of Asian respondents (20%).

**7. Some positive aspects were observed, in particular curriculum content designed to challenge racism, and establishment-based activities to challenge racism, with nearly two thirds of respondents having encountered anti-racist curricula.**

- More than half (56%) of all respondents had encountered effective anti-racist policies, but only around a tenth (9%) had seen effective anti-Islamophobia policies.

- Encouragingly, 62% had seen curriculum content which challenges racism. Just under a fifth (18%) had seen content which challenges Islamophobia. Over half of all respondents had seen establishment-based activities/events designed to challenge racism (56%), although only a quarter (25%) of African, Caribbean or Black respondents had seen such activities. Positive developments remarked upon included the activity of Show Racism the Red Card, and materials in Modern Studies and Religious Education which challenge stereotypes.

**8. The majority of respondents did not believe that their establishment's efforts to tackle racism were effective.**

- Only 13% answered Yes; a third (33%) answered No; nearly a quarter (24%) were unsure; 6% preferred not to say; 23% were not aware of any efforts.

**9. The vast majority of respondents did not believe that their establishment's efforts to tackle Islamophobia were effective.**

- Only 5% said Yes; just over a quarter (27%) said No; nearly a third (32%) were unsure; 4% preferred not to say; a third (33%) were not aware of any efforts.

**10. The great majority (nearly four-fifths) of respondents had not had opportunities to undertake meaningful professional learning on racism.**

- 75% said they had not had such opportunities; only 25% said they had.

**11. Only a very small minority of respondents had had opportunities to undertake meaningful professional learning on Islamophobia.**

- Just under a tenth of all respondents (9%) answered Yes; 91% answered No.

**12. Just under a third of respondents had had opportunities to undertake meaningful professional learning on equality legislation.**

- 30% of all respondents said Yes and 70% said No.

**13. A tenth of respondents had had opportunities to undertake meaningful professional learning on fostering good relations between people from different ethnic backgrounds.**

- 10% said Yes, and 90% said No. Asian respondents answered 88% No/12% Yes, a slightly higher positive response than for all respondents. Few African, Caribbean or Black respondents had had this kind of professional learning (only 8%).

**- Members' comments on their experiences of racism and Islamophobia**

- Comment fields were used to capture more qualitative data about members' experiences of racism and Islamophobia, to accompany the quantitative data. These showed that respondents have had a range of negative experiences in Scottish schools and colleges. Text analysis showed dominant words in the comments relating to the first broad question, about having experienced racism or not, as

- |                |                    |
|----------------|--------------------|
| - Pupil - 32%  | - Accent - 16%     |
| - Skin - 21%   | - Classroom - 16%  |
| - Racist - 16% | - Management - 11% |

- Text analysis showed dominant words in the comments relating to the final question (a broad, 'any other comments' question) as:

- |                    |                          |
|--------------------|--------------------------|
| - School - 19%     | - Racist Incidents – 13% |
| - Colleagues – 19% | - EIS – 13%              |
| - Education – 19%  | - Attitudes – 13%        |

- These give some insight into the issues arising. Further analysis of all the text responses revealed a range of dominant themes:

- unequal opportunities at work for BME members
- disrespectful and prejudicial treatment of people perceived as 'other', including
  - women who wear hijab
  - racist language being common
  - poor recording of racist incidents and a sense of tokenism
  - concern about both pupils' and colleagues' attitudes.

#### - **Unequal opportunities for BME members**

- Barriers to success in the workplace were mentioned by many respondents in their comments.

- *“Difficult to get a promotion. I mean how many hijabi or Asians do we see in HT, PT or DHT roles. I have been teaching 9 years and yet to meet one. Sad times.”*
- *“Caused barriers to promotion.”*
- *“Always a no when I asked for things.”*
- *“Unreasonable demands have been made.”*
- *“Racism in further education is embedded in the system. For example, you do not progress in your career according to your qualifications and experience. You stay behind where everyone else easily moves forward. As someone from an ethnic minority, you have to always work harder and longer than others. Becoming a manager or having a managerial role is kind of considered that it is not something that is not for you although it is never discussed. You are simply counted out...”*
- *“I have been discriminated against by my peers when I was in a promoted post. The college management has used the disciplinary procedure to discriminate against me. I have been discriminated against when applying for my own post during a college restructure.”*
- *“The head teacher was very cold and dismissive of me and my teaching. This further affected my confidence in the classroom.”*

- *“If you are from a minority working at a college, you do not progress like your peers and colleagues. You work on temporary contracts for years and you may not become permanent.”*
- *“I have registered so many times for courses only to be informed that the course was full. Other people somehow managed to get their name on the list.”*

- **Disrespectful and prejudicial treatment**

- There was a theme of disrespectful and prejudicial treatment of people perceived as ‘other’, which showed that rather than being valued for enhancing diversity, and bringing social, cultural and linguistic capital into education, many BME people from different backgrounds (including British BME people) have been mocked. Several women mentioned comments being made about their appearance when wearing hijab.

- *“People laughing at my name”*
- *“Children referring to Urdu as a made up gobbledygook language”*
- *“making fun of me by putting accents on (despite being born here and having a British accent)”*
- *“is that a kilt you are wearing on your head” (reference to my checked hijab)*
- *“Comments from some staff about my Hijab”*
- *“Initially did not wear headscarf, when I did overwhelmed with comments as to why”*
- *“I was told whilst under my desk fixing boxes if I was praying to Mecca! Again by the same member of staff I was told that once Scotland was independent, that me and all my kind would be chucked out of the country.”*
- *“Name calling, belittling, ignore etc.”*

- **The prevalence of racist language**

- Several respondents specifically mentioned racist language.
  - *“I was called a racist remark by an angry 8 year old pupil when I did not do as he wanted. I was informed of a racist remark a pupil had made about me to another pupil.”*
  - *“Racist graffiti appeared on my classroom door.”*
  - *“A pupil verbally abused me using my skin colour as his main target.”*
  - *“Have recently been called “black bastard”. Also have had “Allah hu*

*Akbar" shouted by pupils as they have walked past me."*

- *"The first racist remark was 'Paki'"*
- *"Was called suicide bomber".*

#### - **Tokenism**

- Some members suggested that minimal real effort is being made to challenge racism.

- *"Lovely posters, competitions on diversity. At this rate equality for staff in the further education sector might prevail in about 500 years if we are lucky."*
- *"While I think that there are policies in place, they are not fully practised in everyday life."*
- *"In my experience, most schools resist Anti-Racist Education"*
- *"There are modules that address equality and diversity but lecturers and learners can easily choose the protected characteristic they are most comfortable with. Not effective for challenging attitudes."*
- *"All the good practice amounts to "lip service"."*
- *"Procedure for reporting and recording such incidents is a very vague area."*

#### - **Colleagues' attitudes**

- Whilst the most commonly experienced form of racism was hearing learners using racist language, several comments indicated concern about colleagues' attitudes and behaviour, either explicitly (e.g. comments) or implicitly (e.g. a failure to record racist incidents).

- *"A lot of racist incidents are not recorded effectively although they are dealt with in house."*
- *"Comments from some staff about my Hijab and making assumptions about my rights being oppressed and where I would 'fit in' better! ??"*
- *"My colleagues are very ignorant of how the talk of Prevent, bias reporting and general talk of terrorism affects me. They find it very uncomfortable to talk about it with/in front of me, nor ask for my opinion/insight. They are also not confident in separating words associated with Islam (e.g. Allahu Akbar) and terrorist acts."*
- *"[I have experienced racism] by pupils and colleagues."*
- *"Many discussions amongst teachers are very uninformed and based on media related sources."*

- **Other themes of note**

- Several members commented on having been **misidentified** or mis-recognised as Muslim:
  - *“I am not Muslim. However, due to my ethnic appearance people have presumed I am.”*
  - *“I have been misidentified as Muslim.”*
  - *“while not being Muslim, people look at you as Muslim because you are coloured and treat you on the basis of what they hear on the news about Islam. You can be Buddhist, Christian, Muslim but for the colour of your skin, you pay the price of things which you are not even associated with”*
- A few respondents suggested that attitudes have **deteriorated** in recent years, and some cited a negative impact of terrorist attacks on discourse in their establishments.
  - *“After 9-11 the situation in schools has deteriorated. Some hidden some overt and Donald Trump has given a licence to the racists. Very sad that some Scots have gone down this ugly route. A lot is hidden and between white colleagues...especially after a terrorist incident.... very sad!”*
  - *“The first I got a comment, it was after the 2015 Paris attacks. An S2 child stated to me, unprovoked, that his grandpa has told him to tell his Muslim friend to go home. This boy later then, again unprovoked, asked me "Are all Muslims terrorists?" and a few weeks later asked me "Have you ever thought of becoming a terrorist?".”*

**Training** was mentioned in some responses.

- *“In the current environment I think there needs to be some form of training given to all staff on how to discuss with learners when incidents (specifically terror related that have been carried out by so called Muslims) take place around the world. As teachers we have to be able to educate them and change any opinions formed due to mis information and what learners see/hear/read in the media.”*
- *“We have had online training on equality legislation but there was no discussion. I think open discussion about it is what is needed with the people who run organisations. This discussion needs to be done in the presence of the police, law experts, equality activists. We only have online training so that if somebody looks from outside organisations can say, "look, we have trained our staff on equality and we are fully complying with the law and the legislation" After that, nobody asks a word about the practice...”*

## - Commentary

- The data suggests a clear issue of teachers and lecturers facing workplace racism, in many forms, including exposure to racist language and attitudes, unequal workplace opportunities, and being 'othered' and disrespected. Nearly three quarters of all respondents had experienced racism within an educational establishment, and the proportion was higher among specific ethnic groups. This suggests that concerted efforts are needed to challenge the culture in which this happens, and to support members who have these experiences.
- The EIS has its part to play in this but other partners, including COSLA, ADES, Education Scotland and Colleges Scotland, have vital roles. This digest of the survey findings is being shared with partners and their responses to the issues raised is being sought. The EIS is actively considering how it can better support BME members and enhance anti-racist activity across educational establishments; and it is hoped that partners will do likewise.
- BME teachers' access to professional learning on racism and other related equality matters is a matter of concern. It may be the case that workload issues and the cover crisis are preventing teachers from accessing professional learning (these were identified as obstacles to accessing equality training in a prior member survey) but race appears to exacerbate access issues.
- It is concerning that colleagues' attitudes and behaviours were commonly mentioned by respondents. This reinforces the importance of a whole-establishment approach that consider the experiences of staff and learners as inter-related. The EIS will continue to reiterate that the learning environment is the working environment, and vice versa, and to seek, via local negotiating fora, the development of comprehensive anti-racist policies which translate into real actions. The survey suggests that current efforts to tackle racism are not considered effective, are often not known about, and invoke a degree of weariness and cynicism, so it is vital for some real change to now occur.
- The EIS will continue to advocate for actions to diversify the teaching profession and for enhanced employer support of BME staff. We will also continue to remind members that obligations to promote race equality are shared equally among all teachers, in keeping with the professional standards that apply to all teachers, and with the Equality Act 2010. **More information:** National Officer (Education and Equality), Jenny Kemp/ [jkemp@eis.org.uk](mailto:jkemp@eis.org.uk) /T. 0131 225 6244.



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