

Let's talk about race in initial teacher education: beginner teachers' perspectives and questions



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Background

- ‘When you first came in, I asked myself why does that black woman need a white woman to stand up next to her.’
- Deliberate conscious decision as colleagues
- Intersectionality – gender and class
- Marginality – first in the family
- Privileges
- RQ: What are beginner teacher perspectives about race in relation to teaching in schools?

Theoretical framework

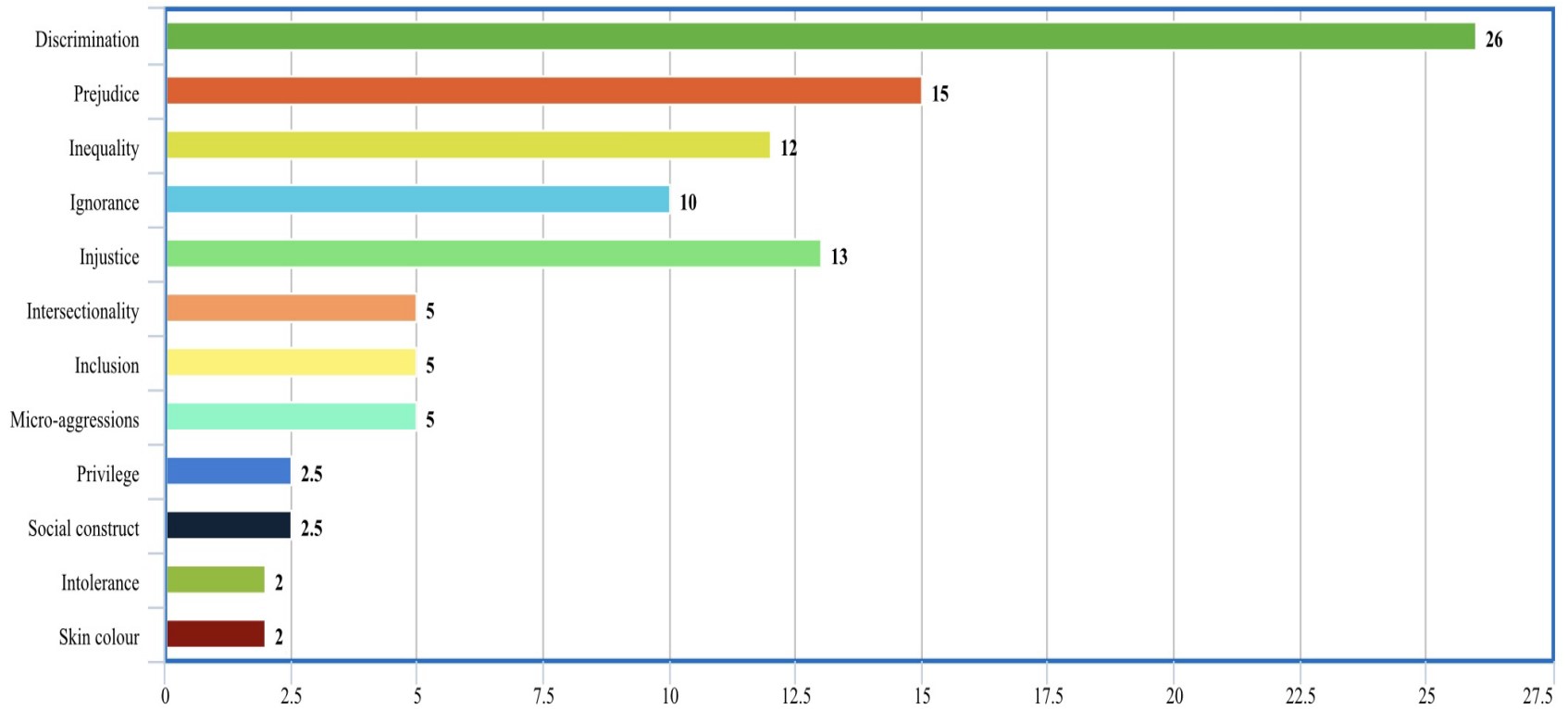
- Critical Whiteness and Critical Race Theory

Methodology

- Case study approach
- Inductive paradigm with an interpretivist approach (Cohen et al, 2013).
- The data collection followed a concurrent parallel design (Creswell, 2018) where qualitative and quantitative findings were analysed separately but drawn together for joint consideration in interpretation.
- Data from two cohorts of students undertaking the Postgraduate Certificate in Education (PGCE) at a University in London, England.
- Cohort one consisted of PGCE Primary students (n =320) and cohort two PGCE Secondary students (n=454).

As a beginning teacher what do the words 'race' and 'racism' mean to you?

Percentage of students (n=774)

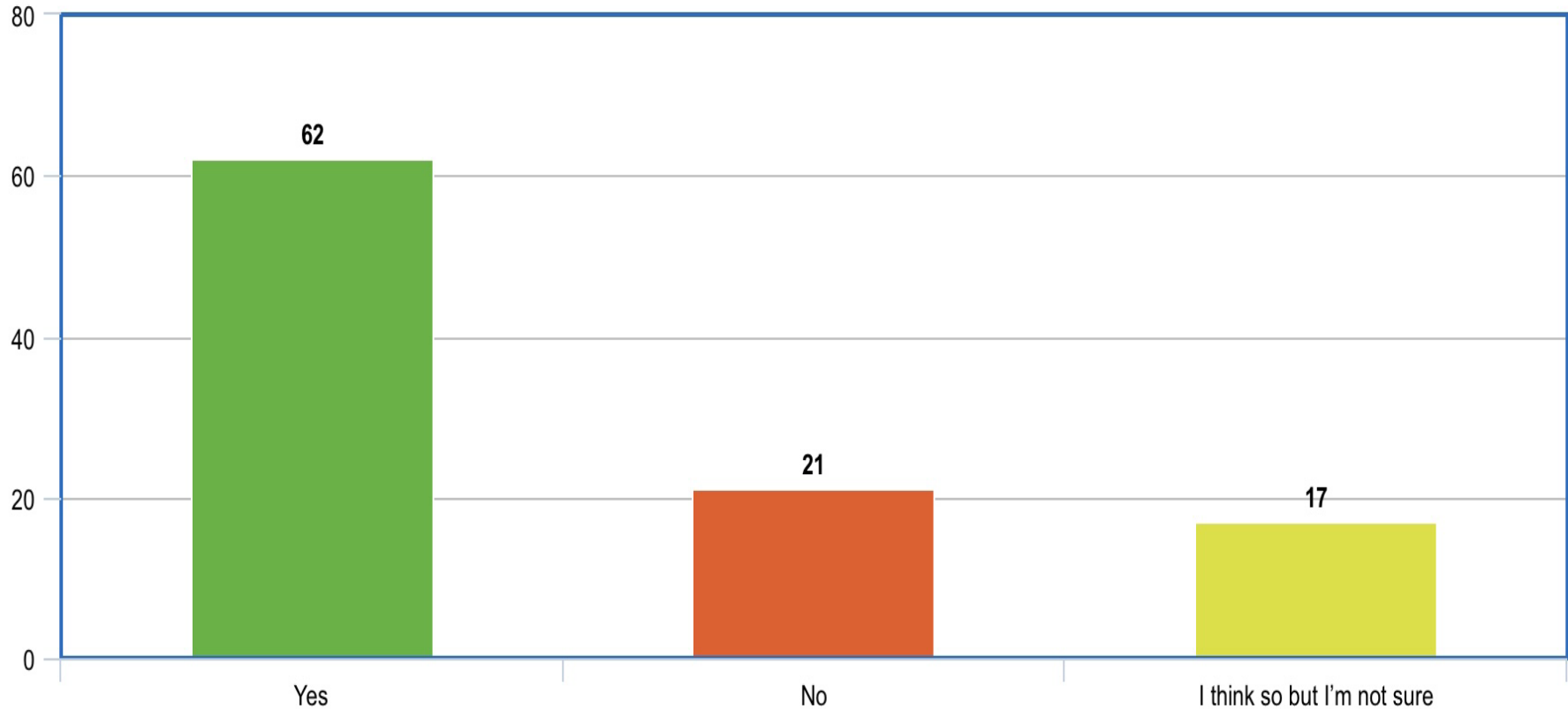


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- Developing beginner teachers ‘racial literacy’, the capacity of teachers to understand the ways in which race and racisms work in society, and to have the skills, knowledge and confidence to implement that understanding in teaching practice (Joseph-Salisbury, 2020) is integral to this endeavour.
- This is at odds with changes to the ITE curriculum, teachers’ standards and early career continuing professional development in England all of which require no explicit commitment to understanding race and racism, rather these issues are ‘embedded’ and threaded through initial teacher education and the professional teachers’ standards.

Have you seen or experienced racism in school?

Student responses (n=774)



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Data Analysis – Thematic Analysis

A priori themes' (King and Horrocks, 2010, p.168) were developed to reflect key ideas from literature: what Braun and Clarke (2006) term as being theoretically driven: a 'top-down' approach, a 'theoretical or deductive' means of considering the data 'driven by the researcher's theoretical or analytical interest and is thus more a detailed analysis' (2006, p84).

Inter-rater reliability
(Cohen, Morrison and
Manion, 2014)



Themes

Race evasiveness

Racialised 'other'

Diversity

Fear/concern/frustration

Language – high jacking

Subtle racism

Vignettes

- I've never seen so many white people
- Taking all our jobs
- Bomb Syria