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## EXECUTIVE SUMMARY

# INTRODUCTION

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

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

A broad consensus from educators to policymakers about the need for more African, Caribbean, and Asian descended teachers in our schools and academies. The Government’s 2018 Statement of intent on diversity of the teaching workforce and the recruitment strategy How we recruit is not addressing the needs of our diverse workforce and the need to recruit more African, Caribbean and Asian descended teachers.

Our recruitment strategy discussions on recruitment with a focus on recruitment to racial diversity and our education system are not addressing the needs of our diverse workforce and the need to recruit more African, Caribbean and Asian descended teachers.

Conversations about race in education are not new for African, Caribbean and Asian descended pupils. Coleda and Pridmore (2018) and Maza (2018) have highlighted the need for African, Caribbean and Asian

descended teachers to be consistently represented in the workforce. Haque (2018) has argued that as a result of government policy and recruitment practices, the teaching workforce is not diverse enough.

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

## AIMS

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

The report supports the development of a provision with a focus on recruitment to racial diversity and the need to recruit more African, Caribbean and Asian descended pupils. As such, it will

## METHODOLOGY

### RATIONALE

The connection between the need for a more diverse education system and the persistence of racism and intersectional injustice as a result of government policy and recruitment practices in the education system is a well-known one. How we recruit is not addressing the needs of our diverse workforce and the need to recruit more African, Caribbean and Asian

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



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# RECRUITMENT: UNSEEN POTENTIAL/ BARRIERS

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## TRAINING: UNHEARD STORIES/ OPPORTUNITIES

African Caribbean and Asian students  
to access training with a career  
opportunities to education as a transition  
process. Maylor et al. How various  
researchers have explored social  
mobility by different racial groups. Maylor et  
al. Haq, Enot

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**RETENTION: UNKNOWN INFORMATION/  
POSSIBILITIES**

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**Wastage (b):** os w o co p, t l

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## PART 2: NARRATIVES: THE PROS AND CONS

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## CULTURAL NARRATIVES

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# PART 3: LOOKING AHEAD

## HORIZON SCAN

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## TRANSNATIONAL

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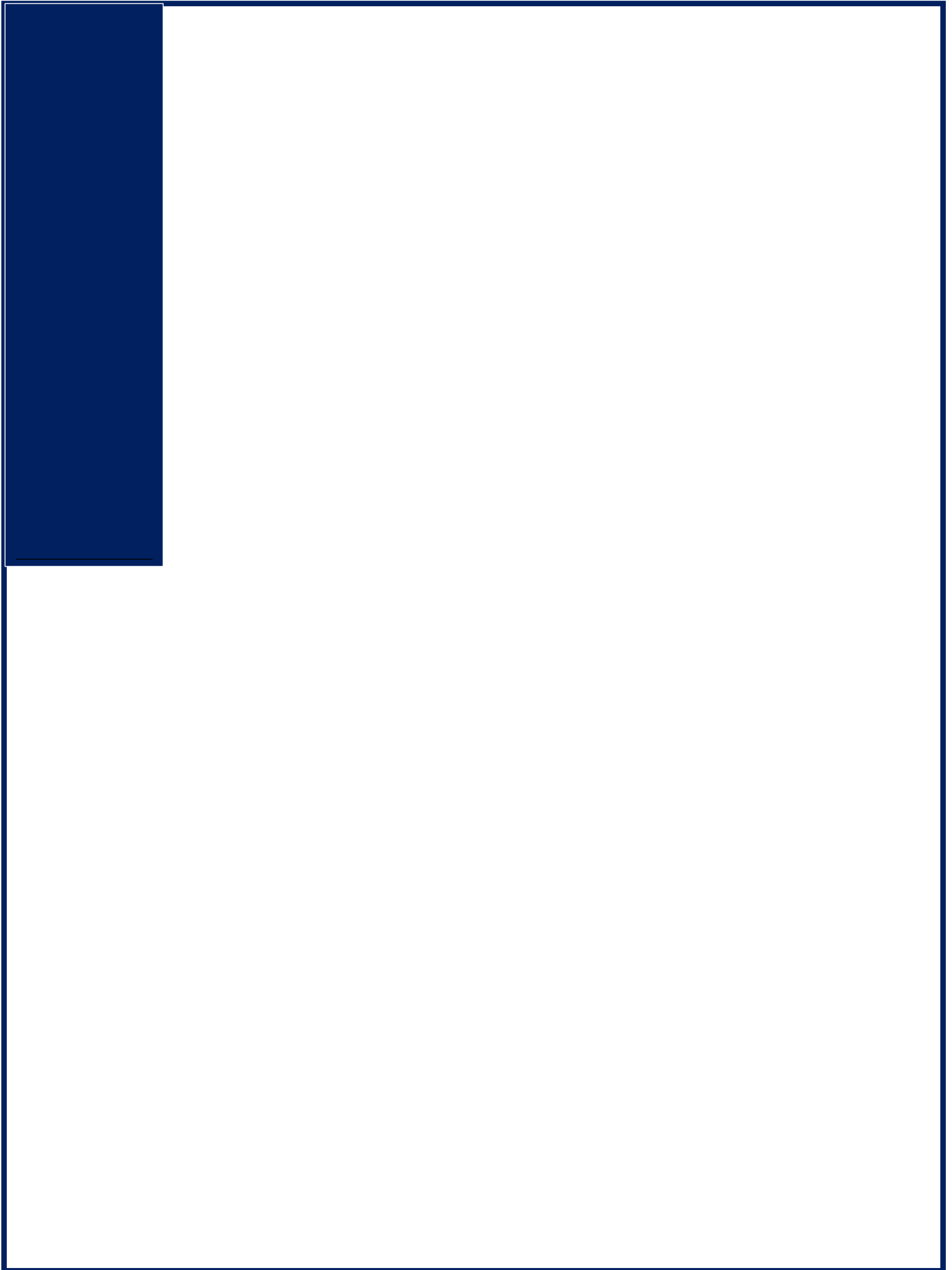
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