NEU

Here are some links and bullet points for discussion;

- **Systemic problems with data collection**
  Difficulties with a fragmented education system.
- **Evidence from casework**
  Unfortunately, not meaningful though some problems at times with individual employers.
- **Evidence from pay progression**
  Positive evidence (see enclosed spreadsheet - my analysis and notes in columns E & F). In 2018/19, ethnic minority workers seem less likely to apply for pay progression but more likely to get it when they do.
- **Proportion of ethnic minority staff in education**
  Nationally recognised as too low. Sheffield appears particularly problematic. Pay progression data indicates 6% BME teachers in Sheffield.
- **Curriculum initiatives**
  Government pulling one way with other initiatives pulling another. Some evidence that some (non-Sheffield) academies are adopting very problematic history texts. PSHE has a very important role, but anti-racism should be cross-curricular.

1. In your notes you talk about 'systemic problems with data collction'. What do you mean by this, and how does this help us to understand racism, and racial disparities in education in Sheffield.

2. Your notes for discussion highlights the research conducted by the Runneymede Trust commissioned by the NEU 'Barriers' - Visible and Invisible Barriers: the impact of racism on BME teachers. Identifies a range of issues for Black teachers in schools that include: i) lack of transparency around progression ii) diversity iii) lack of management support in incidents of racism.

3. In particular, you talk about systemic barriers based upon stereotypes, racial ideologies, glass ceilings and senior leadership limitations put on the capabilities. How is this reflected in Sheffield?

4. Given the UCL/IoE (2020) study that states that 46% of schools have no BAME staff, how is this reflected in Sheffield?

a. Can you talk through the main points of the staff progression information you sent the REC?

5. In the UCL/IoE study they state: Interviews suggested that the SLT plays the key role in creating multicultural capital within ethnically diverse schools, including by making a conscious effort <u>to increase their own racial literacy to end colour-blind or stereotypical approaches to BAME staff development</u>.

   a. These are issues that have emerged in our conversations with practitioners in Sheffield. Have you had these conversations about the need for i) racial literacy ii) more race conscious approaches so as not to ignore ethnic differences, needs and priorities?

   b. Have you come across the issue raised by BAME teachers where they argued: *the experience of battling racial inequalities was a 'hidden workload' for these teachers, which led to burnout, turnover and attrition.*

   c. In this study it says that all staff claims of racism (overt and covert) should be investigated, reported (and taken seriously). Is this something that happens in Sheffield? If yes then how? If not, what is the impact, and what needs to happen next?

6. In your decolonising education conference in 2019 in addition to recommending a review to the curriculum you make a recommendation for the need to: *Commit to review Initial Teacher Training to equip all trainee teachers with anti-racist strategies and tools, for the benefit of all students.*

   a. Has this been revealed as an issue in Sheffield schools?

   b. Is this one of the reasons why the NEU feels it necessary to promote its antiracist charter.

7. Can you say why it is important for the NEU to promote an antiracist charter in education?

a. How could the charter inform the REC recommendations for education?