

Anti-Racism is a Key Focus for Teacher Education Conference

TEAN Conference: www.tean.ac.uk

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In central Manchester, on Wednesday 22nd and Thursday 23rd of May, more than 150 teacher educators will gather to share their research and innovative practice. The annual conference of the Teacher Education Advancement Network (TEAN) this year includes a strong focus on anti-racism and on decolonising the teacher education curriculum. Across the UK there are only low numbers of Black and Asian teachers and only a tiny proportion of these teachers progress to become school leaders. TEAN is an independent network of teacher educators from across the UK and beyond, but the University of Cumbria provides support for its budget and administration.

At the TEAN conference Professors Vini Lander and Heather Smith, from Leeds Beckett and Newcastle University, will run a workshop outlining an anti-racist framework for initial teacher education. This framework outlines how all those running teacher education programmes need to take action to develop qualified teachers who are ready to work effectively in schools in our diverse society. Case studies presented by Alison Morgan and Emily Davies, from the University of Warwick, and by Heather Earnshaw from Edinburgh Napier University will provide insight into the challenges and benefits of making such practical changes within teacher education teams and programmes.

Part of that challenge is to 'decolonise' the curriculum of teacher education programmes and a workshop by Yonah Matemba, University of West of Scotland, will set out some principles and practical steps. A presentation by Sophie Vazour and Laura London from the University of East Anglia will evaluate their progress in decolonising their teacher education programme and the significance of moving to an anti-racist stance even when working in 'white spaces'. Part of the practical implications of an anti-racist curriculum in teacher education and in schools is ensuring that the choices of books we read with children reflects our diverse society, and this is illustrated in a study by Kalsoom Akhtar, Beth Marley and Catherine O'Leary from the University of Birmingham.

Doctoral research student Lorraine Anim-Addo will share her work in progress investigating why so few Black teachers become school leaders, even in the diverse city of London. Ian Cushing from Manchester Metropolitan University will examine the policy context and show why it is so challenging to develop critical thinking by new teachers and tackle social injustice through teacher education.

In addition to the strand focused on anti-racism the TEAN conference includes over 100 presentations covering a wide range of issues around teacher education. Keynote speaker Professor Gert Biesta, based at Edinburgh University and Maynooth University in Ireland, will

talk on 'Taking Teaching Seriously'. Keynote speaker Professor Lee Rusznyak, who is based at University of the Witwatersrand in South Africa, presenting on 'Classroom Conversations' will focus on high quality debrief of student teachers after observation of their teaching.

TEAN 2024 speakers on anti-racism and decolonising the curriculum

The Anti-Racism Framework for Initial Teacher Education (or Training)

Vini Lander¹, Heather Smith² ¹Leeds Beckett University, UK. ²Newcastle University, UK.

Mini-keynote: Diwali is not Indian Christmas - Cultural Capital through the Lens of Racial Literacy

Anjali Shah University of Chester, Chester, United Kingdom

Mini- Keynote: Reflections by a black educational researcher investigating the absence of black teachers from leadership positions

Lorraine Anim-Addo University of Sussex, Brighton, UK.

The First Steps Towards Creating an Anti-Racist Education Department: Curriculum, Pedagogy and Organisational Structures.

Alison Morgan, Emily Davies University of Warwick, Coventry, United Kingdom

Teacher educators moving from 'not racist' towards antiracist: an autoethnographic study of aiming to 'do' rather than 'document'

Heather Earnshaw Edinburgh Napier University, UK.

Decolonising the Teacher Education Curriculum

Yonah Matemba University of the West of Scotland, Ayr, UK.

Decolonising Initial Teacher Education and anti-racist education in 'white spaces': feelings of uncertainty and optimism

Sophie Vauzour, Laura London University of East Anglia, Norwich, UK.

"Because We Exist" - The Impact of Using Diverse Children's Literature on Student Teachers' Knowledge and Confidence

Kalsoom Akhtar, Beth Marley, Catherine O'Leary University of Birmingham, UK.

Using Life History Narratives to analyse the relative absence of Black teachers in positions of leadership in schools in London.

Lorraine Anim-Addo University of Sussex, Brighton, United Kingdom

Solidarity, criticality, and social in/justice in teacher education

Ian Cushing Manchester Metropolitan University