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Potential article for BERA blog:

Impacting trainee teachers' self-efficacy with BAME pupils through real-world teaching resources

Dr Sheine Peart, Dr Hadiza Kere Abdulrahman and Dr Clare Lawrence

Race is currently high in the news agenda. The *Black Lives Matters* movement re-awoke societies awareness that racism remains an unresolved blight, and Meghan Markle's revelations have made us all re-examine just how accepting of diversity our societies really are.

Our concept of 'society' is nurtured in classrooms that continue to become more diverse (Choi and Lee, 2020) and it is important that teachers are confident to use classroom practices that address the presence of this diversity (Romijn, et al., 2020). However, research suggests that teachers continue to feel ill-prepared to deal with diversity (Slot, Halba, & Romijn, 2017) and this lack of confidence may create less effective teaching when working with learners from diverse backgrounds (Abd Wahid et al., 2018; Faez, 2012; Skepple, 2015).

Research indicates that having teachers who are confident to foster inclusive approaches is likely to result in pupils from more marginalised communities achieving higher levels of academic success, more motivation and greater self-confidence (Parkhouse et al., 2019). Changing demographics have witnessed a growing recognition of the need to incorporate effective multicultural perspectives into teacher education programmes (Castro, 2010; J. Kim & Jeon, 2017).

During a recent *Equality, Diversity and Inclusion* week at Bishop Grosseteste University in Lincoln, UK, Post Graduate trainee teachers had the opportunity to work together to create subject-specific, real world teaching resources for use in schools. The 'real world' aspect of this was that their materials have been commissioned for inclusion in teaching resources distributed by *Black History Month Magazine* to schools nationally in the UK. Through a series of different pre-project activities all trainees were provided with opportunities to extend their understanding of the experiences of the UK BAME community and, by working collaboratively in subject hubs, to develop their knowledge of this group through collaborative exploration.

Academics at the university are conducting research to investigate if this approach had an impact on these trainees' confidence to teach in ethnically diverse classrooms, and whether their sense of self-efficacy regarding their ability to teach a diverse range of pupils may have been positively affected, as suggested by recent research (Romijn et al., 2020). Qualitative data was collected from self-selected volunteers which was designed to explore the impact that completing development work of this kind has had on trainees' knowledge, understanding and perceptions. The principal questions which will be explored are:

- What impact did engaging in this project have on the PGCE trainees skills, knowledge, beliefs, attitudes and perceptions?
- What implications does engaging in this sort of development project have for teacher training programmes?

Early analysis of the data suggests that all the trainees who participated in this project were energised from engaging in this work and have increased confidence and sense of self-efficacy regarding teaching pupils from diverse, and specifically BAME, backgrounds. Further analysis, discussion and implications for future teacher education will be shared.

The pandemic has taught us that no country or society exists in isolation; we are truly all part of the global family. Perhaps now is the time to examine our relationships within that ‘family’ and to be ready to challenge – and be confident to challenge – ‘othering’ of any members of our communities.

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The team working on the project includes Dr Sheine Peart, Dr Hadiza Kere Abdulrahman and Dr Clare Lawrence. Dr Sheine Peart is a Reader in Access, Equality and Inclusion and is Programme Leader for the Doctor of Education. Her research interests include Social Justice and Inclusion; and Developing Educators and Trainees to Work with Diverse Groups. Dr Hadiza Kere Abdulrahman is a Senior Lecturer in Inclusive Education. Her research interests include finding ways to

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