

Cardiff Partnership

for Initial Teacher Education

Partneriaeth Caerdydd

ar gyfer Addysg Gychwynnol i Athrawon

Global Majority Recruitment and Retention Plan

Cynllun Recriwtio a Chadw Mwyafrif Byd-eang



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Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh

In 2019 the Welsh Government commissioned the Education Workforce Council (EWC) to undertake a review of evidence about ethnic diversity in the school workforce. The data showed a stark under-representation in the teaching workforce with only 1.3% of teachers identifying as being from an ethnic minority against a learner population of 12%. Attracting more teachers from ethnic minority communities will require concerted actions across the whole Education sector, by a wide range of organisations, over a period of several years.

Cardiff Metropolitan University is currently preparing its submission for the Advance HE Race Equality Charter. In September 2021, the University established a Race Equality Working Group. The group led the development of our Institutional Action Plan that forms the foundational steps towards achieving our ambition of enhancing race equality across the University. They are in the process of exploring with all departments and faculties through a rigorous process of interrogating data and developing robust and sustainable strategies that address all forms of racial inequality. The ongoing work sets out to audit and address core areas such as staff recruitment and progression, the student pipeline (attainment gap, retention, student profile), grievances and complaints, and our teaching and learning practices. Currently, one of the key objectives for the University will be the development of long-term structures and strategies to ensure change beyond the attainment of the charter mark. In addition, from December 2020, Cardiff School of Education and Social Policy (CSESP) implemented a whole school approach to professional learning on race equity for all staff leading to an ITE Working Group working in outreach with Welsh Government, a range of partners and community stakeholders. Our work has progressed since in the development of our ITE focused action plan for recruitment and retention for students with Global Majority heritage. Cardiff Met, CSESP has invested considerable staff time in Welsh Government research, policy reform and development work, and in supporting the creation and implementation of the National Diversity and Anti-Racist Professional Learning (DARPL) Community of Practice to ensure the realisation of the Curriculum for Wales.

In line with Welsh Government priorities and Cardiff Metropolitan University's objectives, the Cardiff Partnership aims to be an equitable and welcoming place for all student teachers and staff involved in ITE. This involves being proactive in the education of different forms of racism ensuring that all stakeholders

~~This Cardiff Partnership strategic plan for 2023-26~~
(adapted from our original plan set out for 2021-24) acknowledges that it will be just the beginning in our longer-term commitment to addressing equity and diversity and our guiding principle 'Moving from 'Non-racist' thinking to 'Anti-racist action and leadership' indicates its trajectory and mission. Our original plan looked at small initial steps whilst our Phase Two plan here takes us to a smaller plan with long term sustained action at the core.

Our 2023-26 plan feeds into the Cardiff Partnership Improvement Plan and works within and alongside the Cardiff School of Education and Social Policy's Enabling Strategy and is also flexible enough to be able to adapt as new findings from our evaluations emerge. Ultimately, however, this plan aims to take action on the Charlotte Williams (2021) report recommendations and in consideration of Welsh



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Government Anti-Racist Wales Action Plan (ARWAP) in working towards an environment where everyone involved in ITE:

- feels enabled and supported to build curricula that reflects attention to the multiple and diverse contributions of Black, Asian and Minority Ethnic groups and individuals to specific disciplinary and cross disciplinary knowledge.
- feels enabled and supported to place these contributions in the context of the history and development of Wales as a multicultural society.
- understands the origins and manifestations of racism.

In addition to addressing the recommendations of the Charlotte Williams report, the group also recognises the recommendations from, among others:

Diversity and Anti-Racist Professional Learning (DARPL) <https://darpl.org/>

Davis, S, Haughton, C et al (2021) The Recruitment and Retention of teachers from Minority Ethnic Backgrounds in Wales. [The recruitment and retention of black, asian and minority ethnic teachers in wales – a qualitative research study. \(gov.wales\)](#) Research findings from this work undertaken by Cardiff Met CSEP, were used to co-construct this national policy reform and mandatory action-planning: Welsh Gov (2021) ITE BAME recruitment plan <https://gov.wales/initial-teacher-education-black-asian-and-minority-ethnic-recruitment-plan-html> Welsh Government (2023) Incentive to attract a more diverse teaching workforce <https://www.gov.wales/launch-incentive-attract-more-diverse-teaching-workforce>

Estyn (2021) *The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture* Available at: <https://www.estyn.gov.wales/document-page/20673/contents/document-details>

Lester, B. & Price, R. (2020) and (2021) Ethnic minority representation within the school workforce in Wales: Phase 2 and Phase 3 Reports for the Welsh Government. EWC: Cardiff Available at: <https://www.ewc.wales/site/index.php/en/about-us/policy-and-research/ewc-research/increasing-diversity-within-the-school-workforce-in-wales>

Race Alliance Wales (2021) *Show Us You Care: exploring the cumulative impact of racism upon racialised young people in the Welsh education system* Available at: <https://racealliance.wales/research/>

Welsh Government (2021) *Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan* Available at: <https://gov.wales/initial-teacher-education-black-asian-and-minority-ethnic-recruitment-plan-html>

Welsh Government (2023) A statement about DARPL [Anti-racist training launched for childcare and playwork professionals | GOV.WALES](#)

Welsh Government (2022) A statement about DARPL [https://gov.wales/anti-racist-training-launched-support-new-curriculum-wales?fbclid=IwAR1dg9drFaHhqEbyWH8sHOgXELwQLA\]-rqTqOuHRngx3JTHLPCwkGc](https://gov.wales/anti-racist-training-launched-support-new-curriculum-wales?fbclid=IwAR1dg9drFaHhqEbyWH8sHOgXELwQLA]-rqTqOuHRngx3JTHLPCwkGc) ITRE

Welsh Government (2022) Anti-Racist Wales Action Plan (ARWAP) https://www.gov.wales/sites/default/files/publications/2022-06/anti-racist-wales-action-plan_0.pdf

RECRUITMENT

PRIORITIES		ACTIONS TO DATE	REVIEW DATES
1	Continue to review existing recruitment processes and interview panel arrangements	Admissions processes have been reviewed to ensure all bias is eliminated. Pre-interview questionnaires have been devised and are sent to candidates and a group of 'Diversity mentors' have been recruited to ensure there is representation on panels for applicants from global majority heritage. Joining pack information has been updated to include diverse representation. Where unsuccessful, applicants with global majority heritage (self-identified) are offered written or verbal feedback on the shortcomings of their application supported by practical guidance on improving future applications. Entry criteria have been made more inclusive on Postgraduate programmes so that applications may now be considered from those who have achieved below a 2:2 Honours degree, but where higher qualifications and/or substantial relevant experience have been attained.	07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26
2	Ensure representation across aspects of equity, diversity and inclusion, with a particular focus on race equity in Cardiff Partnership marketing materials	The Cardiff Partnership website and social media pages have been updated to include greater representation from student teacher alumni with global majority heritage. This includes imagery and blogs. The PGCE banner video on the course page has been updated to include representation. All future prospectuses, brochures and social media campaigns have a focus on global majority representation, and we have increased role model case studies, including from student teachers who have benefitted from revised entry criteria. We aim to continue to give feedback regarding improvements needed for representation on marketing materials within and beyond ITE at Cardiff Metropolitan University.	07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26
3	Continue to develop widening access opportunities to reach and	There has been an increase in offering recruitment events with a widening access focus. This has included the creation of guidance documentation on	07.11.23 06.02.24 19.03.24 14.06.24

	recruit minority ethnic communities	routes into teaching, attendance at events in the community, recorded sessions for DARPL and teacher recruitment sites, and social network programmes. A Summer School has been developed and delivered over two summers with excellent evaluations and a tangible impact on increasing minority ethnic interest in ITE programmes. Increasingly we have worked with Educators Wales in community outreach to support the recruitment of teachers.	21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26
4	Plan and develop longer term recruitment legacy work for future generations within primary and secondary schools and youth groups.	We have begun work on visiting schools and colleges to encourage learners to 'get into teaching'. The action planning team will work with each other, partners and other teams across the university to further co-plan and develop visits / projects / activities / resources to support sustained long term aspirational conversations featuring Global Majority representation, about careers in teaching with learners from a young age. This is longer term work and can be considered in our work with student teachers and DARPL going forward.	07.11.23 06.02.24 07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26

RETENTION

PRIORITIES		ACTIONS TO DATE	REVIEW DATES
5	Continue to prioritise the retention of global majority student teachers	Trends in performance of student teachers with global majority heritage are closely monitored. A Global Majority Teachers Network group has been set up and meetings take place on a half termly basis. Support networks are in place to support the retention and withdrawal process. Over the last 4 years, retention of student teachers from a global majority background has improved by approximately 20%. Nearly all global majority student teachers successfully completed their programme.	07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26

PARTNERSHIP PROVISION

PRIORITIES		ACTIONS TO DATE	REVIEW DATES
6	Continue to ensure that Partnership Vision and Values positively commit to equity and diversity	The Partnership Vision and Values explicitly include a commitment to equity and diversity, and this has been updated on the Cardiff Partnership website and all relevant documentation. The Cardiff Partnership Teams site includes a channel dedicated to equity and diversity, which includes a direct link to DARPL to support professional development. Systems have been put in place to enable reporting procedures should student teachers experience racism, discrimination or harassment, not only in university, but also on placement. Clearer communication is available to support student teachers' cultural and religious rights for example: daily prayer / worship routines, fasting routines during Ramadan, celebrations during Eid, Diwali, Hajj and other religious festivals. Student teachers are provided with a concise, termly newsletter designed to support them in fostering racially equitable practices in their teaching, including signposting to DARPL resources and professional learning opportunities.	07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26
	Develop and nurture a 'Deliberate Curriculum' for ITE programmes that fosters race equity and cultural diversity	Since the start of this work, regular audits of the ITE curriculum have identified barriers to progress and informed staff professional learning on anti-racism, recognising discrimination and bias, and decolonising the curriculum. All ITE staff have undertaken Show Racism the Red Card training as a minimum, with approximately half engaging further through the DARPL Senior Leaders Series, DARPL resources, and professional dialogue with community members. As part of professional development, a triad of practitioners developed a model for evaluating and addressing equity and diversity across AOLEs and subjects, with outcomes shared internally and externally. This work has contributed to greater diversification in at least five AOLEs. An equity and diversity conference, now a well-established annual event in PGCE	07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26
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		programmes, has grown in both scale and scope. Student teachers report that it challenges their understanding of equity and diversity, prompts them to examine systemic inequities, and equips them with practical strategies to promote inclusivity in their own teaching. Focused, progressive sessions on diversity are also embedded in the BA (Hons) Primary QTS programme at levels 4, 5, and 6, with a new undergraduate module on anti-racism and social justice- co-designed with DARPL- launching in 2025-2026. In July 2025, representatives from four AOLES took part in deliberate curriculum conversations (DCCs) with the DARPL Community of Practice, academics, schools deepening their curriculum work, and community experts. These sessions created specialist, dialogic learning spaces to share ideas, explore questions, exchange examples, strengthen networks, and collaborate with partners including Oshun Education and The Black Curriculum. Equity and diversity now run as a ‘golden thread’ through SLT days, shaping tasks, reading materials, planning, and reflections, with explicit attention to the needs of Black, Asian, and minority ethnic pupils. Assessment criteria and research or enquiry tasks explicitly recognise and reward student teachers’ competence in cultural diversity.	
8	Continue to ensure research is embedded within the work of the Cardiff Partnership	The ITE Diversity working group engages in continuous professional learning through action research and dialogue. This has included presentations at conferences, the writing of journal articles, webinars, and peer to peer mentoring. Group members contribute to the CSESP Diversity, Equity & Inclusion Research Group. Several group members lead and contribute in the wider work of DARPL, Welsh Government, BAMEed Wales and within a range of local, national and international research networks. The British Educational Research Journal has published an article on the ongoing work of the Cardiff Partnership to reimagine a decolonised,	07.11.23 06.02.24 19.03.24 14.06.24 21.10.24 03.02.25 31.03.25 12.12.26 20.03.26 10.07.26

	anti-racist curriculum within ITE (https://doi.org/10.1002/berj.4007). Action research and continuous reflective practice around the development of our 'Deliberate Curriculum' is continuing. We will be liaising within the DARPL Phase Two research on recruitment and retention of minority ethnic student teachers, drawing on future findings and recommendations. Since starting this work, a few colleagues within ITE have – and are continuing to - develop a research specialism in antiracist practice. A blog outlining Our Strategic Journey Towards Anti-Racist ITE at Cardiff Met has been published on the DARPL website, is available for viewing and illustrates more fully to progress as outlined within this action plan.	
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