



BE ~~Ex~~cellence

Affirmative Action



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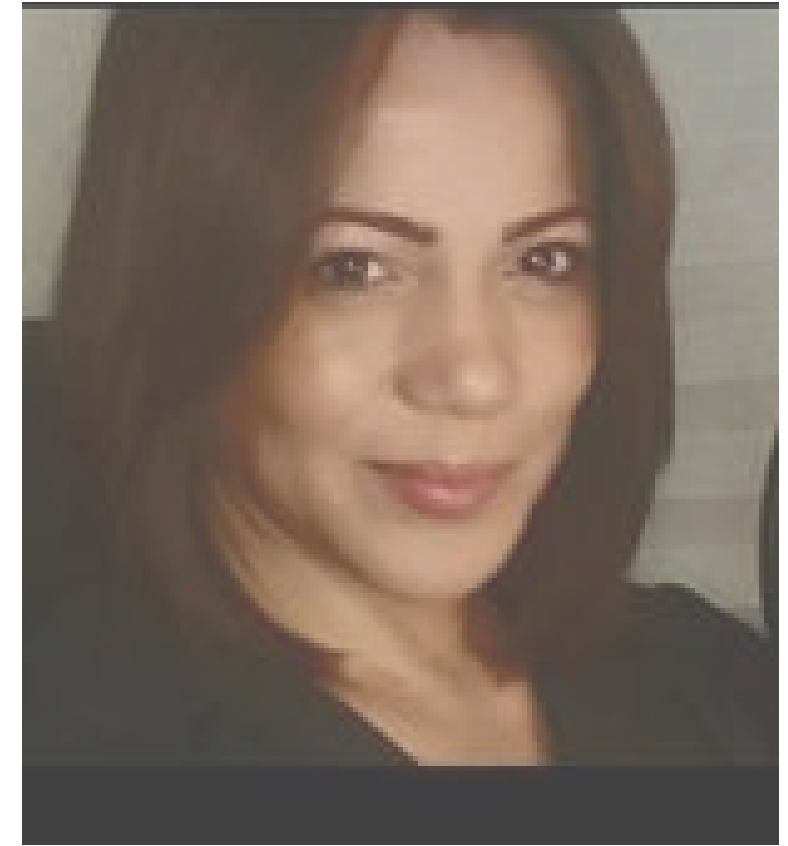
# Welcome

I would like to introduce you to a new Community Interest Company called, BE.Xcellence which is focused on affirmative action in education. We have developed a new FREE teaching assistants network, called TAN. We would be delighted for you to join us, to help raise the representation of Black Asian and minority ethnic, teaching workforce.

*Our organisational aim is to help increase the social mobility of Black Asian and minority ethnic community in South wales.*

BE.Xcellence is a service provider offering coaching, mentoring and training, covering various aspects of the class room experience. Please take a look at the document and let us know how BE.Xcellence can best suit your needs.

Thank you



*Donna Ali*

C.E.O BE.Xcellence



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Teaching Assistants Network

Join Us

# FREE TAN Membership

## Benefits:

- Monthly Meetings
- Informal Workshops
- Accredited and Non Accredited Training
- Online -Tools and Resources
- Shared Practice
- One to One Support
- Develop a Personal and Professional Pathway Plan
- Information and Sign Posting



# Teaching Assistants benefits:

- Personal and Professional Development
- Build Confidence
- Employability
- Improved Understanding of the Curriculum
- Understand School Standard Outcomes
- Feel More Valued
- Build Skills to Help Ensure Positive Classroom Management for all Learners


$$1 + 1 =$$

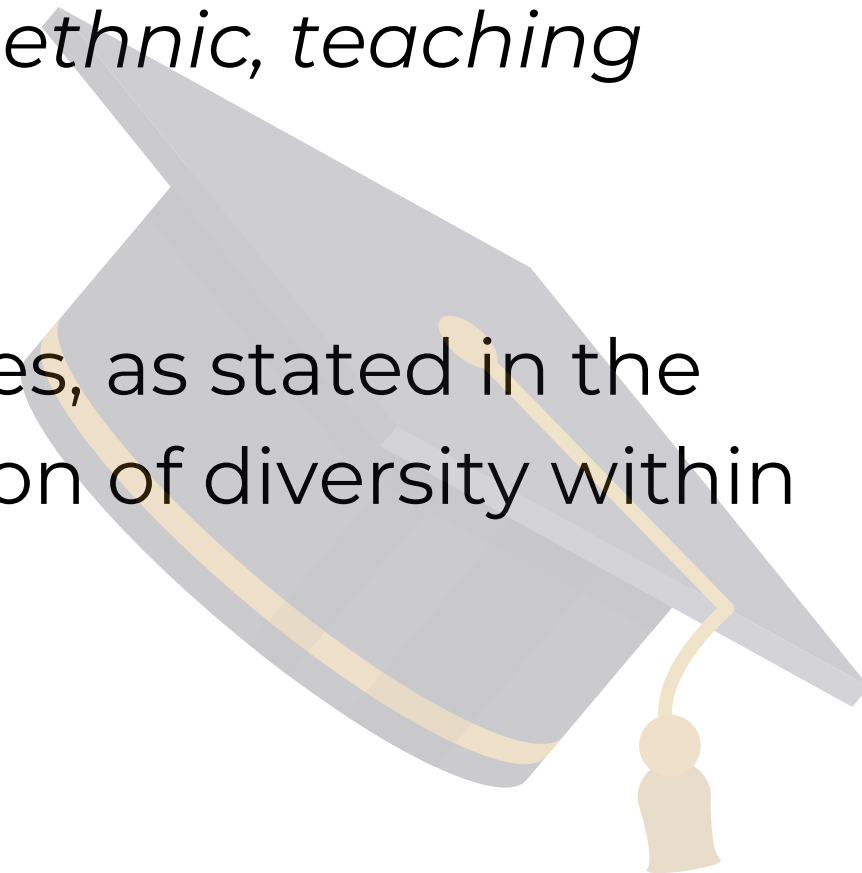
# Representation Matters

The Race Disparity Unit Report (2021), identified the underrepresentation of Black Asian and minority ethnic teachers occupying only 8.7% in the UK.

Recent research suggests representation of the Black Asian and minority ethnic workforce matters to the whole school culture.

*TAN is a solution-based network facilitated by BE.Xcellence, dedicated to providing support to the personal and professional development of Black Asian and minority ethnic, teaching assistants.*

In order for Welsh Government to achieve its vision for a more equal Wales, as stated in the Future Generations Act (2015), all pupils should experience a true reflection of diversity within their educational experience.





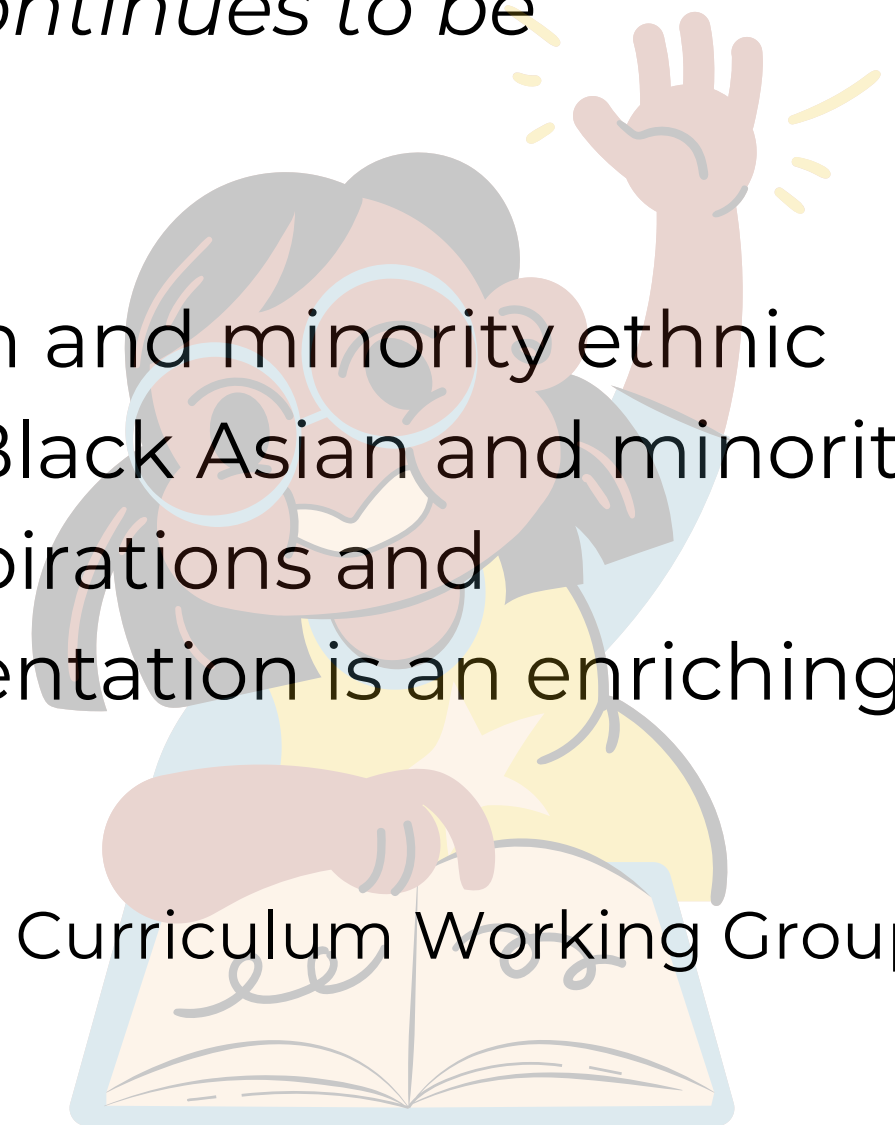
# Representation Matters

During recent focus groups led by Professor Charlotte Williams OBE, the importance of representation was reiterated. Teachers of Black Asian and minority ethnic background shared their experiences of working within the current education system.

*"Teachers claimed that the lack of representation reinforced discrimination and, as a result, serious breaches of inclusion and equality of professional standards, continues to be compromised" (Williams, 2021, p.40).*

Furthermore, it was stated that the lack of representation of Black Asian and minority ethnic teaching staff alongside the current curriculum has consequences for Black Asian and minority ethnic pupils, which contributes to feelings of lack of belonging and aspirations and achievement" (Williams, C, 2021, p. 40). Further findings claimed representation is an enriching experience for the whole school population.

Black Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group, (2021).



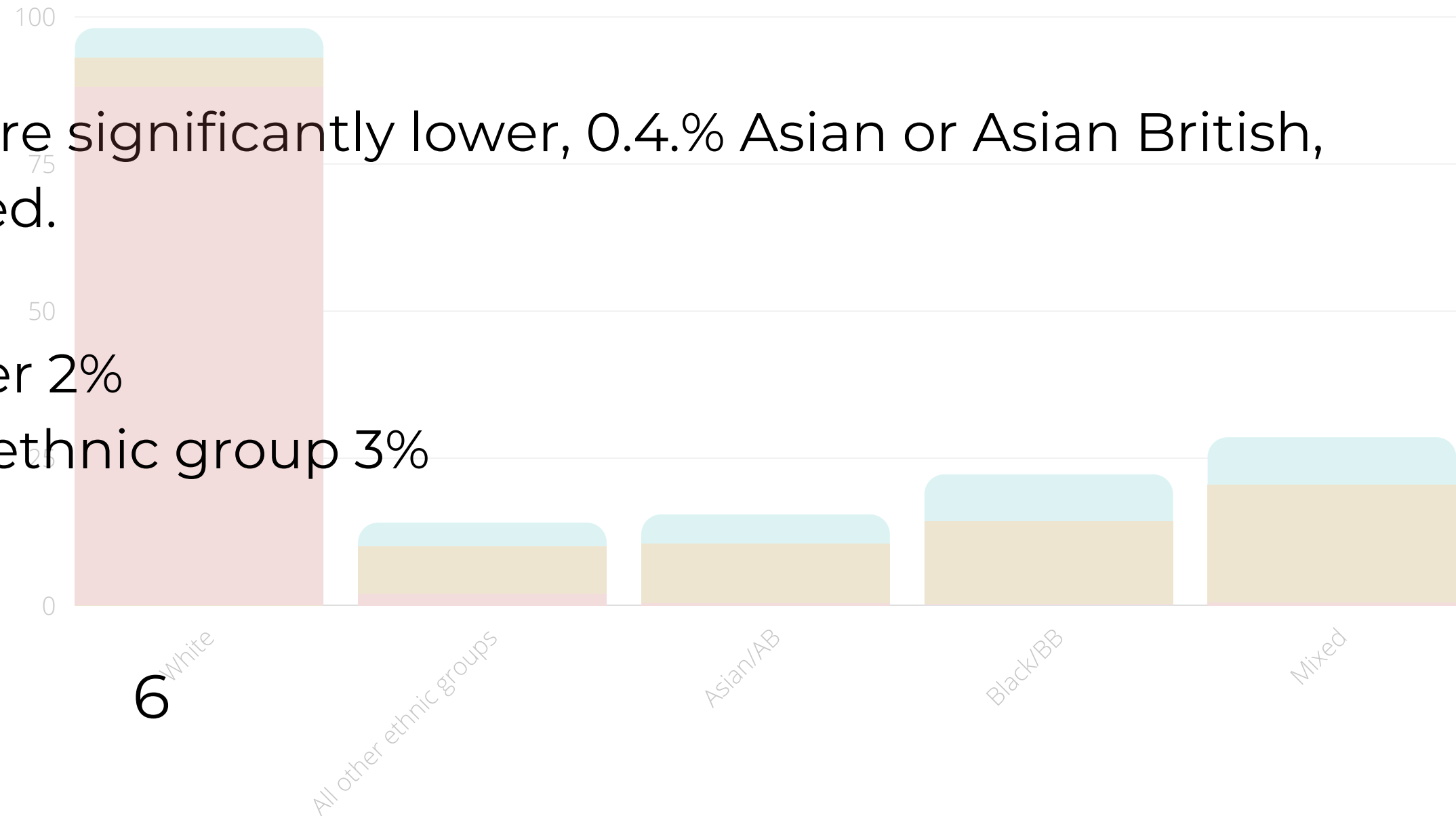
# Welsh Education Workforce

## Professional Teachers

According to recent research carried out by the Education Workforce Council, there are 35,545 registered teachers of which, 88% identified as White British.

Teachers who identified as non-white were significantly lower, 0.4.% Asian or Asian British, 0.2.% Black or British Black and 0.5% Mixed.

White other 2%  
Any other ethnic group 3%



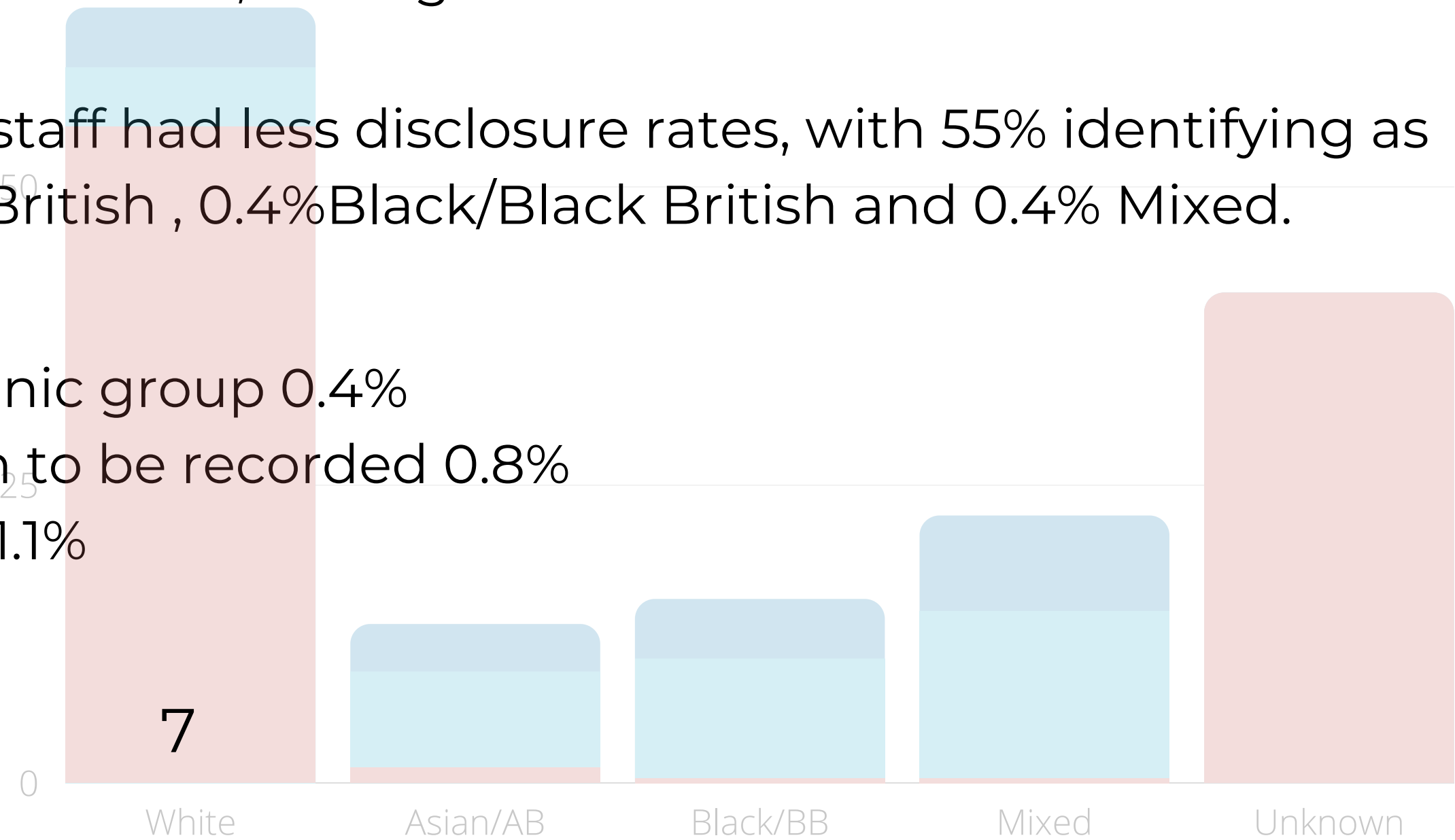
# Welsh Education Workforce

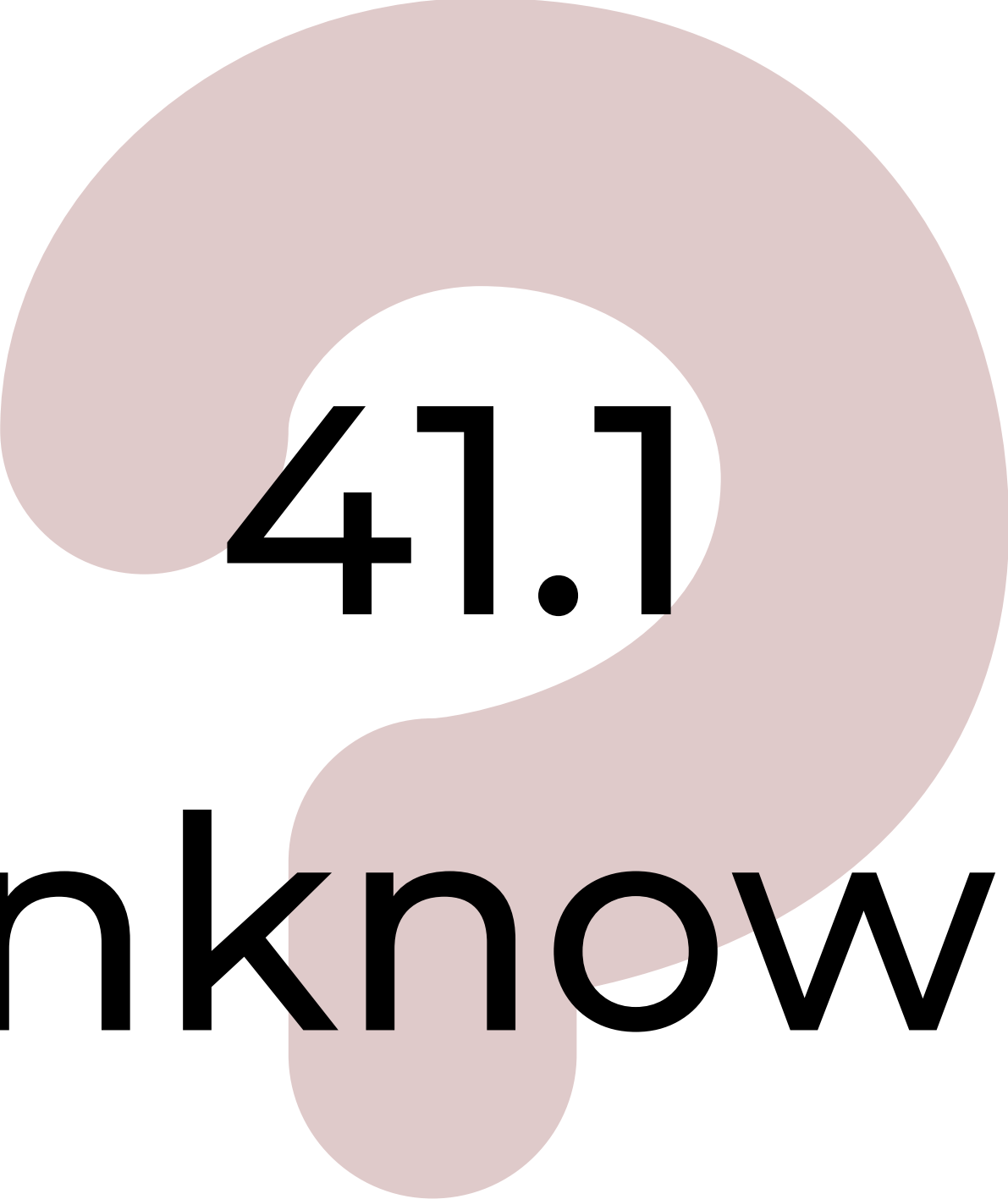
## Teaching Assistants

The Education Workforce Council's phase 2 report, also identified that the number of eligible teaching support staff is slightly higher with 37,545 registered.

The ethnicity of the teaching support staff had less disclosure rates, with 55% identifying as White/White British, 1.3% Asian/Asian British, 0.4% Black/Black British and 0.4% Mixed.

Another ethnic group 0.4%  
Did not wish to be recorded 0.8%  
Unknown 41.1%

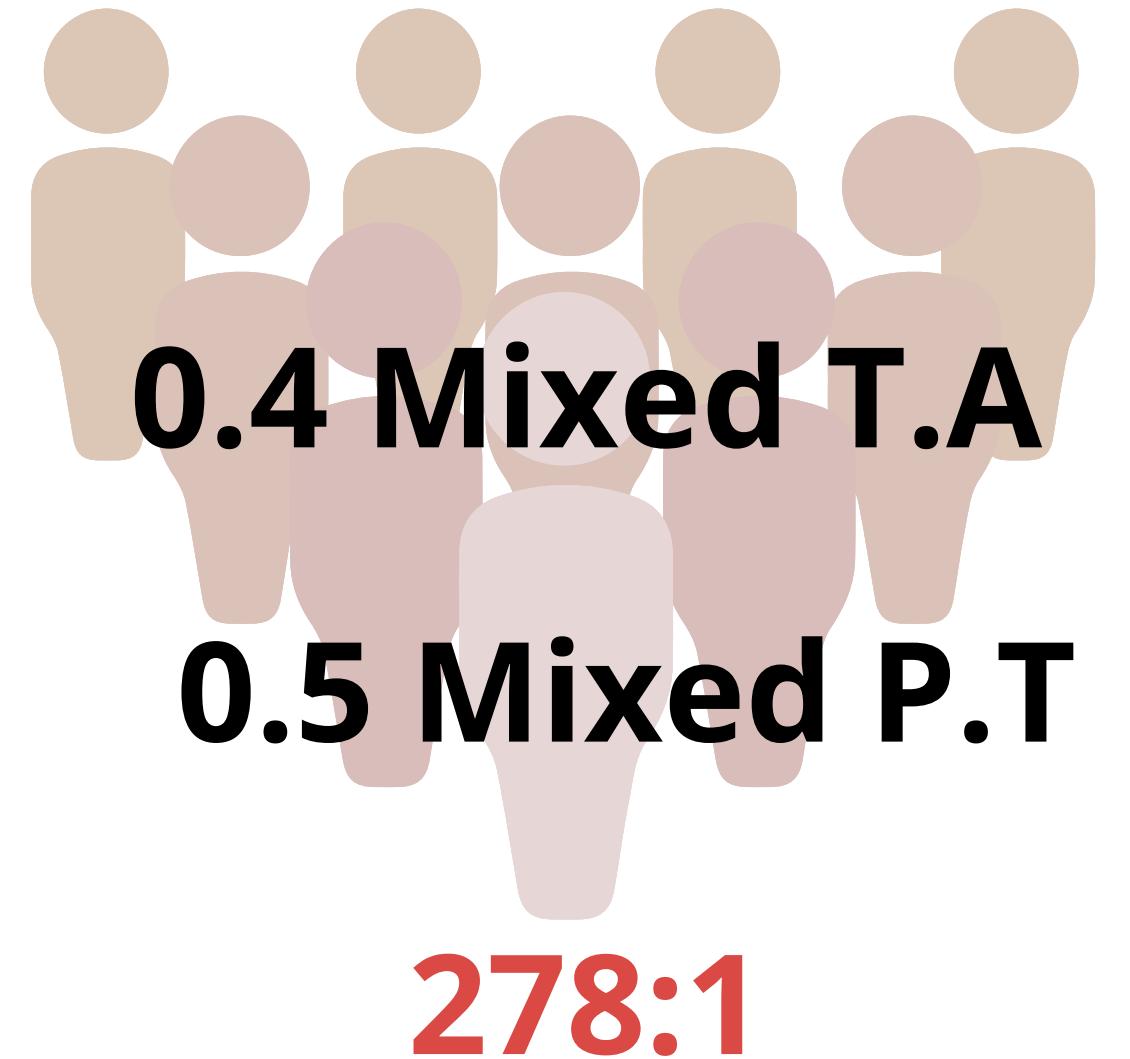
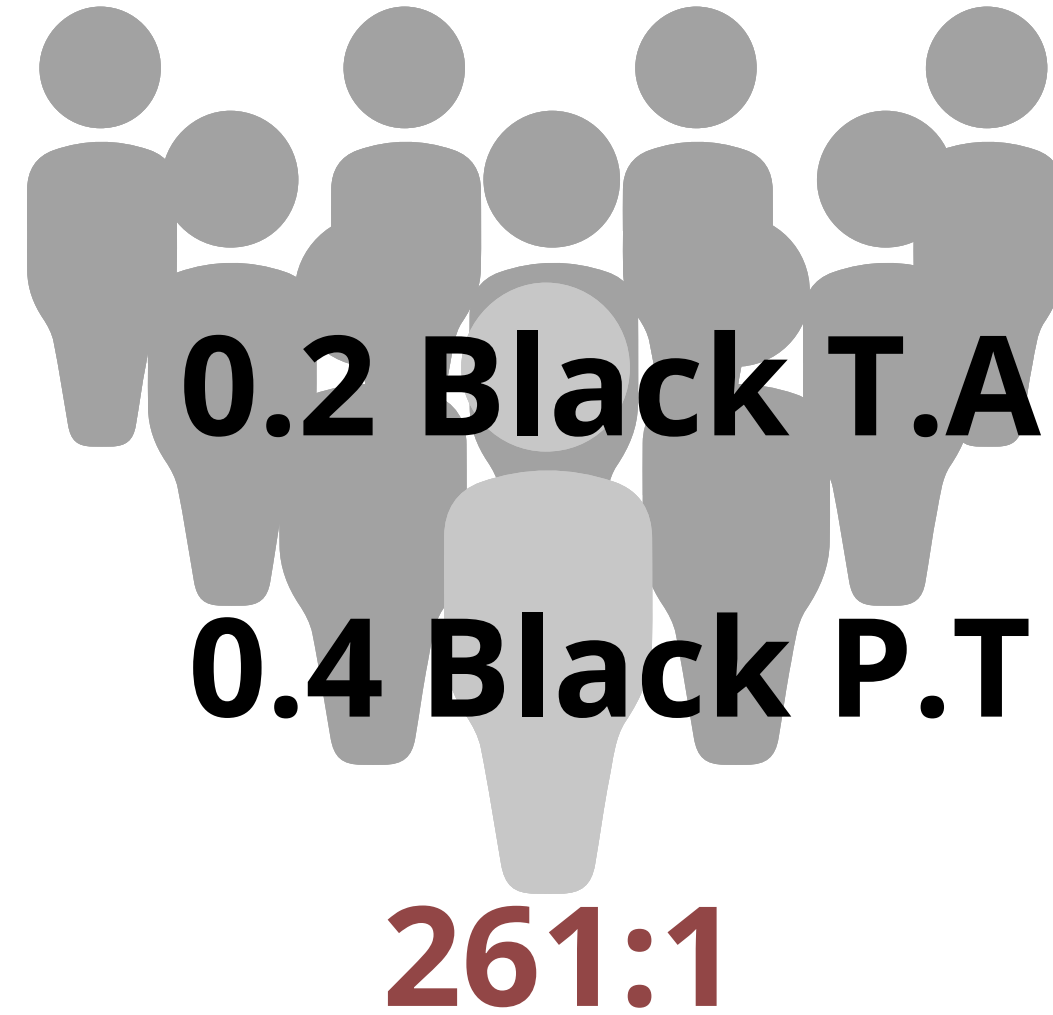




41.1

Unknown

# BAME Educational Workforce Ratio



White Qualified Teachers 88% Ratio 12:1

# Research tell us.....

*"Support Staff, often feel dissociated and detached from the wider school workforce, prone to weak or confused leadership and management and lacking in a distinctive voice".*



# Target Group Profile: 1

## Convenience/Work Life Balance



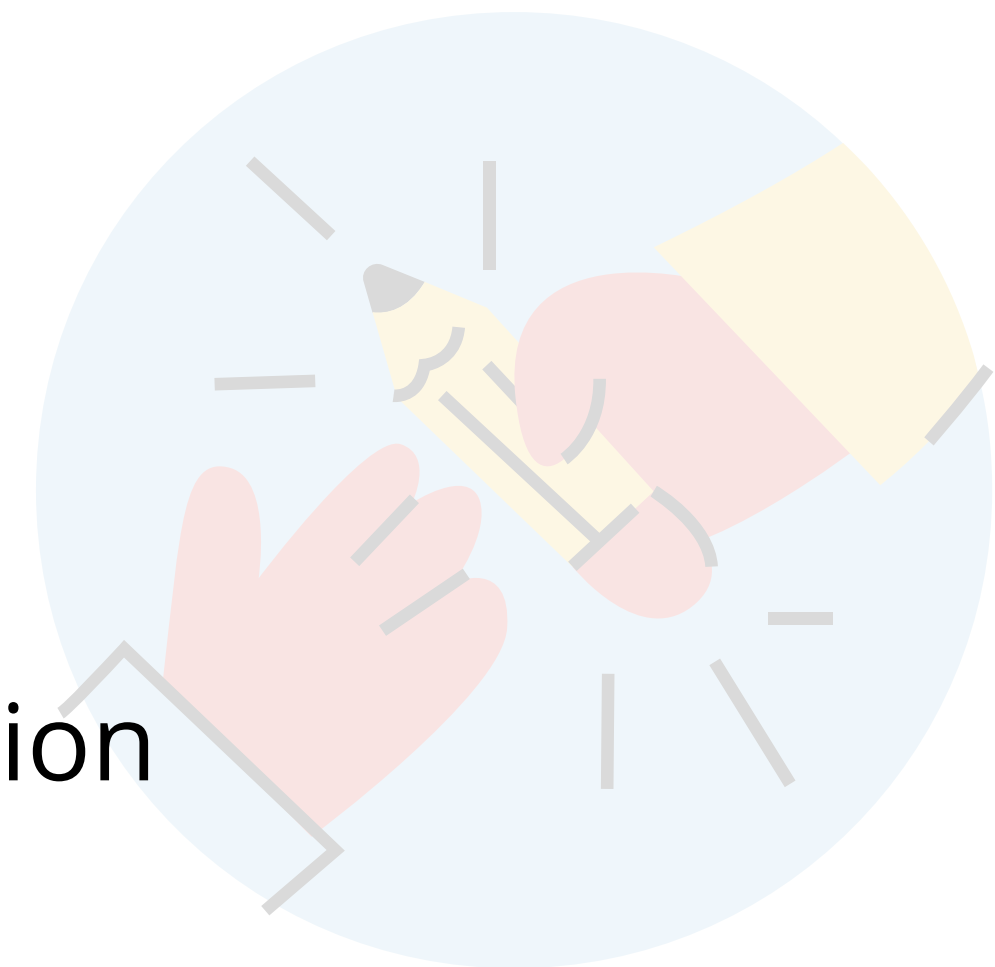
50% GCSE



43% Under 40 years

- Facilitate classroom management training
- Incidental Welsh
- Understanding of the school curriculum
- Understanding of the outcome standards

Confidence = Valued = Career Progression



# Target Group Profile: 2

## Convenience/Work Life Balance



**95% women**



**57% over 40**

- Personal development
- Professional development
- Wellbeing support
- Sign posting
- Coaching.

**Confidence = Valued = Raised Profile**



# Target Group Profile: 3

## Teaching Assistants- Personal Development



50% GCSE



43% Under 40 years

- Personal development
- Professional development
- Wellbeing support
- Sign posting
- Coaching

Confidence = Valued = Career Progression



## RESEARCH TO EVALUATE ETHNIC MINORITY RECRUITMENT TO INITIAL TEACHER EDUCATION AND THE TEACHING PROFESSION IN WALES

WE NEED YOUR VOICE TO HELP TACKLE THIS ISSUE. YOUR PARTICIPATION WOULD BE GREATLY VALUED AND WILL INFORM FUTURE POLICY AND PRACTICE ON ETHNIC MINORITY RECRUITMENT AND RETENTION IN WALES



1.3%  
of  
teachers



'1.3% of the 35,545 teachers on the register in Wales identified themselves as being from another ethnic group; that is 1,066 teachers'



Across Wales teachers are less ethnically diverse than the learners they are teaching. There is greater ethnic diversity among school learning support workers than teachers.

15

Among head teachers, deputy heads and assistant head teachers, only fifteen individuals from non-white ethnic backgrounds were identifiable on the register.



TO MAKE YOUR VOICE HEARD, CLICK ONE OF THE LINKS BELOW:

One-to-one Interview [https://cardiffmet.eu.qualtrics.com/jfe/form/SV\\_8cEkr1GOjL7bSpE](https://cardiffmet.eu.qualtrics.com/jfe/form/SV_8cEkr1GOjL7bSpE)

Focus Group [https://cardiffmet.eu.qualtrics.com/jfe/form/SV\\_4SztNdyZfVLw6oe](https://cardiffmet.eu.qualtrics.com/jfe/form/SV_4SztNdyZfVLw6oe)

Or email us: [SJChapman@cardiffmet.ac.uk](mailto:SJChapman@cardiffmet.ac.uk)

## YMCHWIL I WERTHUSO RECRIWTIO LLEIAFRIFOEDD ETHNIG I ADDYSG GYCHWYNNOL ATHRAWON A'R PROFFESIWN ADDYSGU YNG NGHYMURU

MAE ANGEN EICH LLAIS ARNOM I HELPŪ I FYND I'R AFAEL A'R MATER HWN. BYDDWN YN GWERTHFAWROGI EICH CYFRANOGIAD YN FAWR. BYDD HWN YN LLYWIO POLISI AC ARFER, RECRIWTIO A CHADW LLEIAFRIFOEDD ETHNIG YNG NGHYMURU YN Y DYFODOL



1.3%  
of  
teachers



'Nododd 1.3% o'r 35,545 o athrawon ar y gofrestr yng Nghymru eu bod yn dod o grŵp ethnig arall; hynny yw 1,066 o athrawon.'



Ledled Cymru, mae athrawon yn llai amrywiol yn ethnig na'r dysgwyr maent yn eu haddysgu. Mae mwy o amrywiaeth ethnig ymhlith gweithwyr cymorth dysgu ysgolion nag athrawon.

15

Ymhlith penaethiaid, dirprwy benaethiaid a phenaethiaid cynorthwyol, dim ond pymtheg unigolyn o gefndiroedd ethnig ar y gofrestr oedd wedi nodi nad oeddent yn wyn



ER MWYN I NI GLYWED EICH LLAIS, CLICIWCH UN O'R DOLENNI ISOD:

Cyfweliad un i un [https://cardiffmet.eu.qualtrics.com/jfe/form/SV\\_8cEkr1GOjL7bSpE](https://cardiffmet.eu.qualtrics.com/jfe/form/SV_8cEkr1GOjL7bSpE)

Grŵp Ffocws [https://cardiffmet.eu.qualtrics.com/jfe/form/SV\\_4SztNdyZfVLw6oe](https://cardiffmet.eu.qualtrics.com/jfe/form/SV_4SztNdyZfVLw6oe)

e-bost: [SJChapman@cardiffmet.ac.uk](mailto:SJChapman@cardiffmet.ac.uk)



We are a member of BAMEed Wales, run by Cardiff Met



Become a Member of :

  
**TAN**

**FREE Membership**

For further enquiries, please contact:

**[info@bexcellence.co.uk](mailto:info@bexcellence.co.uk)**

**Look forward to hearing from you.**

# References

Education Workforce Council (2020). Phase 2 Report for the Welsh Government on Ethnic minority representation within the school workforce in Wales. Cardiff. Welsh Government.

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<https://gov.wales/sites/default/files/publications/2021-03/black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf> (Accessed 22 June 2021)

