

**Racial Identity, Context and Practice: An IPA study exploring the experiences of Black Educational Psychologists in the UK.**

A thesis submitted for the degree of Doctorate in Child, Community and Educational Psychology

The Tavistock and Portman NHS Foundation Trust

University of Essex

September 2023

## **Acknowledgments**

I would like to begin by thanking the wonderful EPs who willingly shared their experiences and insights for this research, I hope this research does your contributions justice. Your voices have been immensely valuable in shining the light on such a pertinent matter, both personally and universally. You have taught me a lot, and the field of educational psychology is very blessed to have you.

I would also like to thank my researcher supervisors, Dr. Rachael Green and Dr. Katy Cole, as well as my personal supervisor, Dr. Hannah Lichwa, for their support, patience and guidance this past year.

Last but not least, thank you to my incredible family & friends (and Spice!) for all your belief and love in the last few years. Your encouragement has been a constant source of strength and happiness throughout this challenging yet insightful journey. A special shout out of course to my faith for always having my back. God is truly good.

## Abstract

In the wake of heightened awareness of racial injustices following the murder of George Floyd and the resurgence of the Black Lives Matter movement, there has been an increased emphasis on addressing systemic racism and promoting equity in various fields, including education and psychology. Despite years of efforts to address long-standing racial disparities, research in psychology and the UK education system continues to highlight inequalities, particularly in the treatment of children and young people from minority racial groups. Whilst some current literature has attempted to address these issues, the voices of individuals directly affected by these injustices and working within these systems are frequently overlooked.

This thesis aims to explore the experiences of Black Educational Psychologists (EPs) working in the UK and seeks to understand how their racial identity has influenced their professional journey and current practice. By highlighting the perspectives of Black EPs, this research hopes to offer distinctive and valuable insight into their experiences of working in psychology and the UK education system as well as their experiences of anti-racist and culturally responsive practices.

The research recruited six EPs who identified as either Black British, Caribbean and/or African. Semi-structured interviews were conducted using Interpretative Phenomenological Analysis (IPA) to analyse their experiences. The analysis elicited overarching themes highlighting the *'impact of racial discrimination within educational psychology'*, *'unjust treatment towards Black EPs'*, *'the importance of representation, shared identity and allyship'*, *'anti-racist work and community support as an integral part of EP practice'* and *'maintaining perseverance and commitment despite inequities'*. The findings are discussed in relation to psychological theory and existing literature with implications for the practice of EPs, EP services and training providers.

## Table of Contents

<b>Acknowledgments.....</b>	<b>2</b>
<b>Abstract.....</b>	<b>3</b>
<b>List of Tables and Figures.....</b>	<b>8</b>
<b>1 - Introduction.....</b>	<b>9</b>
<b>1.1 Language and Terminology.....</b>	<b>10</b>
<b>1.1.1 Race and Ethnicity.....</b>	<b>10</b>
<b>1.1.2 Racial Discrimination and Identity.....</b>	<b>11</b>
<b>1.1.3 Inequity and Inequality.....</b>	<b>12</b>
<b>1.2 Theoretical Lens and Frameworks.....</b>	<b>13</b>
<b>1.2.1 Social GRRRAAAACCEEESSS.....</b>	<b>13</b>
<b>1.2.2 Bronfenbrenner’s Ecological Systems Theory.....</b>	<b>13</b>
<b>1.2.3 Critical Race Theory (CRT).....</b>	<b>14</b>
<b>1.2.4 Intersectionality Theory.....</b>	<b>15</b>
<b>1.3 History and Context.....</b>	<b>16</b>
<b>1.3.1 Emergence of Black Psychologists.....</b>	<b>16</b>
<b>1.3.2 The Pandemic within a Pandemic: COVID-19, Murder of George Floyd, and Black Lives Matter (BLM).....</b>	<b>17</b>
<b>1.4 Racism &amp; Inequity in the Psychology Profession.....</b>	<b>18</b>
<b>1.4.1 Experiences of Psychology practitioners.....</b>	<b>19</b>
<b>1.4.2 The EP Profession.....</b>	<b>20</b>
<b>1.4.3 Anti-Racist and culturally responsive practice in the EP field.....</b>	<b>20</b>
<b>1.5 Personal Experiences.....</b>	<b>21</b>
<b>1.6 Rationale for study.....</b>	<b>22</b>
<b>1.7 Relevance and Impact of Research.....</b>	<b>23</b>
<b>2 - Literature Review.....</b>	<b>25</b>
<b>2.1 Chapter Overview.....</b>	<b>25</b>
<b>2.2 Purpose of the Literature Review.....</b>	<b>25</b>
<b>2.3 Search Strategy.....</b>	<b>26</b>
<b>2.4 Literature Selection.....</b>	<b>28</b>
<b>2.5 Analysis of the Literature.....</b>	<b>31</b>
<b>2.6 Critical Appraisal of Studies.....</b>	<b>31</b>

<b>2.6.1 Aims and Designs .....</b>	<b>31</b>
<b>2.6.2 Sampling and Participants.....</b>	<b>32</b>
<b>2.6.3 Methods of Data Collection and Analysis.....</b>	<b>33</b>
<b>2.6.4 Theoretical Analysis .....</b>	<b>35</b>
<b>2.6.5 Researcher Lens .....</b>	<b>36</b>
<b>2.7 Themes of Literature Review.....</b>	<b>37</b>
<b>2.7.1 Being Black in a leadership position.....</b>	<b>37</b>
<b>2.7.2 The intersections of race &amp; gender on professional identity.....</b>	<b>39</b>
<b>2.7.3 The impact of being a minority in the workplace.....</b>	<b>42</b>
<b>2.8 Conclusions .....</b>	<b>43</b>
<b>2.9 Summary of Literature Review.....</b>	<b>44</b>
<b>2.10 Rationale for Current Study.....</b>	<b>45</b>
<b>3 - Methodology.....</b>	<b>47</b>
<b>3.1 Research Paradigm.....</b>	<b>48</b>
<b>3.1.1 Ontology.....</b>	<b>48</b>
<b>3.1.2 Epistemology.....</b>	<b>48</b>
<b>3.2 Aims and Purpose.....</b>	<b>49</b>
<b>3.3 Research Design .....</b>	<b>49</b>
<b>3.4 IPA.....</b>	<b>49</b>
<b>3.4.1 Phenomenology .....</b>	<b>50</b>
<b>3.4.2 Hermeneutics.....</b>	<b>51</b>
<b>3.4.3 Idiography .....</b>	<b>52</b>
<b>3.5 Alternate Approaches.....</b>	<b>53</b>
<b>3.5.1 Thematic Analysis.....</b>	<b>53</b>
<b>3.5.2 Narrative Approach Analysis.....</b>	<b>54</b>
<b>3.6 Selection of Participants .....</b>	<b>54</b>
<b>3.7 Recruitment Process .....</b>	<b>55</b>
<b>3.8 Data Collection .....</b>	<b>57</b>
<b>3.9 Semi-Structured Interviews .....</b>	<b>57</b>
<b>3.10 Interview Schedule.....</b>	<b>58</b>
<b>3.11 Ethical Considerations .....</b>	<b>58</b>
<b>3.11.1 Informed Consent.....</b>	<b>58</b>
<b>3.11.2 Right to Withdraw.....</b>	<b>59</b>
<b>3.11.3 Debriefing.....</b>	<b>59</b>

<b>3.11.4 Confidentiality .....</b>	<b>59</b>
<b>3.11.5 Potential Distress.....</b>	<b>60</b>
<b>3.12 Data Analysis.....</b>	<b>61</b>
<b>3.12.1 Stage 1 - Reading and re-reading .....</b>	<b>61</b>
<b>3.12.2 Stage 2 – Exploratory Noting.....</b>	<b>62</b>
<b>3.12.3 Stage 3 – Constructing Experiential Statements.....</b>	<b>62</b>
<b>3.12.4 Stage 4 – Searching for connections across experiential statements ....</b>	<b>63</b>
<b>3.12.5 Stage 5 – Naming the Personal Experiential themes (PETs) and consolidating and organising them in a table.....</b>	<b>63</b>
<b>3.12.6 Stage 6 – Continuing the individual analysis of other cases.....</b>	<b>63</b>
<b>3.12.7 Stage 7 – Working with PETs to develop Group Experiential Themes (GETs) across cases.....</b>	<b>64</b>
<b>3.13 Quality of Research .....</b>	<b>64</b>
<b>3.13.1 Sensitivity to context.....</b>	<b>65</b>
<b>3.13.2 Commitment and rigour .....</b>	<b>66</b>
<b>3.13.3 Transparency and coherence.....</b>	<b>66</b>
<b>3.13.4 Impact and Importance.....</b>	<b>67</b>
<b>3.14 Reflexivity and disclosure of researcher biases.....</b>	<b>67</b>
<b>4 - Findings.....</b>	<b>69</b>
<b>4.1 Chapter Overview.....</b>	<b>69</b>
<b>4.2 Summary of Participants Findings .....</b>	<b>70</b>
<b>4.3 Grace.....</b>	<b>70</b>
<b>4.4 Empress.....</b>	<b>78</b>
<b>4.5 Levi.....</b>	<b>88</b>
<b>4.6 Thandi.....</b>	<b>99</b>
<b>4.7 Josiah.....</b>	<b>105</b>
<b>4.8 Angela.....</b>	<b>112</b>
<b>5 - Discussion .....</b>	<b>126</b>
<b>5.1 Discussion of GETs .....</b>	<b>126</b>
<b>5.1.1 Impact of racial discrimination in Educational Psychology.....</b>	<b>126</b>
<b>5.1.2 Unjust treatment towards Black EPs.....</b>	<b>129</b>
<b>5.1.3 Anti-racist work and community support as an integral part of EPs core practice.....</b>	<b>132</b>
<b>5.1.4 The importance of representation, shared identity and allyship.....</b>	<b>133</b>

<b>5.1.5 Maintaining perseverance and commitment in the EP profession despite inequities .....</b>	<b>135</b>
<b>5.2 Implications for practice and potential areas of further research.....</b>	<b>136</b>
<b>5.2.1 Individual EPs.....</b>	<b>136</b>
<b>5.2.2 EP Services.....</b>	<b>137</b>
<b>5.2.3 Training providers &amp; Academia.....</b>	<b>139</b>
<b>5.3 Limitations of the research.....</b>	<b>140</b>
<b>5.4 Dissemination of findings .....</b>	<b>141</b>
<b>5.5 Self-Reflexivity.....</b>	<b>141</b>
<b>6 - Conclusion.....</b>	<b>143</b>
<b>References .....</b>	<b>145</b>
<b>Appendices .....</b>	<b>156</b>
<b>Appendix A: List of Studies Included in Literature Review.....</b>	<b>156</b>
<b>Appendix B: Data Extraction Table.....</b>	<b>157</b>
<b>Appendix C: CASP Qualitative Study Checklist 2018 .....</b>	<b>163</b>
<b>Appendix D: Ethical Approval .....</b>	<b>174</b>
<b>Appendix E: Recruitment Poster.....</b>	<b>175</b>
<b>Appendix F: Ethics Application Form (TREC).....</b>	<b>176</b>
<b>Appendix G: Screening Questionnaire for participants.....</b>	<b>209</b>
<b>Appendix H: Interview Schedule.....</b>	<b>212</b>
<b>Appendix I: Example of interview transcript with exploratory noting for Angela .....</b>	<b>214</b>
<b>Appendix J: Example of Angela’s PETs, sub-themes of PETs and experiential statements.....</b>	<b>243</b>
<b>Appendix K: Development of GETs with PETs.....</b>	<b>249</b>
<b>Appendix L: Final table of GETs with links to PETs and PET sub-themes .....</b>	<b>251</b>
<b>Appendix M: Participant Information Sheet.....</b>	<b>255</b>

<b>List of Tables and Figures</b>	
<b>Table 1 – Search terms for the literature review</b>	<b>27</b>
<b>Table 2 – Inclusion and exclusion criteria</b>	<b>27</b>
<b>Table 3 – Overview of research framework</b>	<b>46</b>
<b>Table 4 – Inclusion criteria for selection of participants</b>	<b>53</b>
<b>Table 5 – Participant information</b>	<b>55</b>
<b>Table 6 – Highlights the PETs for Grace</b>	<b>69</b>
<b>Table 7 – Highlights the PETs for Empress</b>	<b>78</b>
<b>Table 8 – Highlights the PETs for Levi</b>	<b>88</b>
<b>Table 9 – Highlights the PETs for Thandi</b>	<b>98</b>
<b>Table 10 – Highlights the PETs for Josiah</b>	<b>105</b>
<b>Table 11 – Highlights the PETs for Angela</b>	<b>112</b>
<b>Table 12 – Summary of Findings</b>	<b>121</b>
<b>Figure 1 – PRISMA diagram</b>	<b>30</b>



## 1 - Introduction

Black Educational Psychologists (EPs) are an under-represented group in the psychology profession and although the importance of diversifying school and educational psychology has been recognised (Blake et al., 2016), there has been limited research into the experiences of Black EPs who are a minority in the profession. Within the UK education system, the mistreatment of children and young people (CYP) from minoritised groups continues to present itself. Alongside Gypsies-Roma, Irish Traveller and children of mixed White and Black Caribbean heritage, children of Black Caribbean heritage remain within the highest percentages of CYP who are being permanently excluded from school (Department for Education, 2023).

Issues around anti-Blackness, White saviourism, and colour-blind racism can also be seen in the education system, through hiring practices, discipline policies and school culture (Sondel et al., 2019). Racial microaggressions amongst Black children, in particular Black girls are common, and these experiences can occur from as young as early childhood education (Essien & Wood, 2020). Although there has been research into the experiences of Black children in the education system, there has been little research into the experiences of Black EPs who are working in an education system where these inequalities continue to exist.

Therefore, this thesis aims to explore Black EPs' experiences of working in the UK system, with a focus on their racial identity and context of their services and schools. It also seeks to explore their experiences and involvement in anti-racist and culturally responsive practice. This introductory chapter will define key terms which will be used throughout the thesis and explore some of the theoretical concepts which relate to race and identity. A history on some of the injustices in Psychology and the EP profession will then be discussed, before giving an overview on some of the experiences of psychology practitioners from minoritised groups. Subsequently, it will then outline the researcher's position and the rationale and aims of the research.

## 1.1 Language and Terminology

### 1.1.1 Race and Ethnicity

Race can be defined as *'one of the main groups to which people are often considered to belong, based on physical characteristics that they are perceived to share such as skin colour, eye shape, etc.'* (Cambridge University Press, 2023).

Ethnicity can be defined as *'a large group of people with a shared culture, language, history, set of traditions, etc.'* (Cambridge University Press, 2023). Culture, race, and ethnicity are terms that are commonly used in literature and can often be used in a confusing and contradictory manner (Dein, 2006). The concepts of race and ethnicity allow for classification of individuals and the influence of race and ethnicity on how individuals are defined and treated has been used as a social and political divider for many years (Shavers et al., 2001).

Race can be described and understood through a social constructionist lens, which is the idea that race is not fixed and is socially constructed through historical, cultural and political contexts (Alcoff, 1999). Alcoff (1999) argues that race is imposed upon individuals by society based on their physical characteristics which is then used to categorise them through hierarchically structures, social meanings and stereotypes. Within this research, it is acknowledged that all participants identify racially as Black. However, their experiences as Black individuals will be understood within their own personal experiences as well as acknowledging the social constructs around race that exist.

In England and Wales, there is an agreed list of ethnic groups that are commonly used when asking for an individual's ethnicity which are usually generated by a Census, which is a data collection method to give a picture of all the people and households in parts of the UK (Office for National Statistics, 2021). For this research, the ethnic groups for those who identify as Black are listed as follows:

- Caribbean
- African
- Any other Black, Black British, or Caribbean background

Typically, groups are given different names and identifiers to describe their groups. Arguably, broad terms such as Caribbean and African outline the heterogeneity within populations and can create definitive ethnic labels to describe groups, without taking other areas of identity into consideration (Agyemang et al., 2005). Broader terms such as Black, Asian and Minority Ethnic groups (BAME) and Black and Minority Ethnic (BME) are also often used to categorise non-white people, however research has shown that there is some rejection and indifference towards some of these acronyms and it can continue to alienate whilst also preserve the concept of Whiteness (Parry et al., 2023). It could be argued that terms such as BAME suggest a shared experience of racial discrimination and inequality and erase the heritage and identity of some of these groups (Francis, 2022).

Furthermore, research has found that terms such as BME and BAME can be seen as superior to Black individuals and speak to the stigmatisation of being Black in Britain (Solanke, 2017). Heterogeneity can allow for further division and difference among non-White groups and allow for a hierarchy positioning to take place (Delan, 2020). It is therefore important that categorisation does not reinforce existing power hierarchies, which exist within the societal and political constructs. The use of the word 'minoritised' can allow for identification of the various manifestations of unjust power where inequity and discrimination exist (Delan, 2020). Therefore, within this research the term minoritised groups will be used to acknowledge that these participants exist in the UK where Black people are minoritised, despite being part of the global majority.

### ***1.1.2 Racial Discrimination and Identity***

Racial discrimination is defined as being treated differently because of your race (Equality and Human Rights Commission, 2010). The Equality Act (2010) provided legal protection against discrimination as it states that individuals must not be

discriminated against because of their race. Research has highlighted that racial discrimination can have a significant impact on the experiences of those from minoritised groups and impact negatively on their mental health (Jelsma, 2022; Schouler-Ocak, 2023). Schouler-Ocak (2023) evidence suggested that racial discrimination can negatively impact mental health over a life span and is generally related to poorer health. Racial discrimination experiences can also predict greater anxiety symptoms, even amongst children (Walker, 2022). This raises a question of the inequitable experiences that minoritised groups can face throughout their lives.

Racial identity can be defined as a “sense of group or collective identity based on one’s perception that one shares a common racial heritage with a particular racial group” (Berwise & Mena, 2020). Adolescence can be perceived as a critical period when a youth’s racial identity development begins to escalate and take more of a prominent form (Watford et al., 2021). Some research has explored racial identity specifically to individuals who identify as Black (Hypolite, 2020) and has found that there are common experiences that inform a shared racial identity, but still recognise the importance of diversity that exists amongst ‘Blackness’ (Hypolite, 2020). The prominence of racial identity is also further isolated when in majority White settings as a minoritised group (Mngaza, 2020).

### ***1.1.3 Inequity and Inequality***

Inequity and inequality are two terms that are often used interchangeably but have different meanings and implications. Inequity refers to a lack of “justice” or “fairness” and inequality refers to differences or disparities between individuals or groups (Annie E. Casey Foundation, 2020). Both terms will be referenced throughout the research and are used to explain some of the inequitable practices in education and psychology which ultimately have an impact on the difference in outcomes between demographic groups.

## **1.2 Theoretical Lens and Frameworks**

This section will provide an overview of the theoretical lens and frameworks that have been developed to understand and analyse complex social issues around race, identity, cultural contexts and how these can all be applied to research to facilitate discussion around oppression and privilege.

### **1.2.1 *Social GRRAAAACCEESSS***

Exploration of issues around racial inequality can typically adopt a theoretical framework to further investigate racial identity and discrimination. One example of this is the '*Social GRRAAAACCEESSS*', a term first coined by Burnham (1993) to highlight different areas of identity. This framework allows for exploration of difference in aspects of identity such as race, gender, age, ability, and culture for example. Within this framework, aspects of identity can also be grouped into 'visible-invisible' and 'voiced-not voiced' traits. The visible-invisible quadrant refers to whether an aspect of identity is visually present and obvious or not and the voiced-not voiced refers to whether an aspect of identity can be named or spoken about. Race can be seen as typically one of the most visible areas of difference that an individual first notices and can therefore lead to greater bias on first impression.

### **1.2.2 *Bronfenbrenner's Ecological Systems Theory***

Bronfenbrenner's Ecological Systems Theory (1979) is a theory which explains how social environments shape human development. More specifically, it states that a child's development and interaction within its environment has a profuse impact on their progress dependent on their quality of life and context. Bronfenbrenner divides an individual's environment into five different systems which are listed below:

- Microsystem – The child's immediate environmental setting
- Mesosystem – Relationship between the groups from the first system

- Exosystem – Factors that affect an individual’s life but do not have a direct relationship with the individual
- Macrosystem – The cultural elements that affect the individual and everyone around them
- Chronosystem – Socio-history or events associated with time

The microsystem is stated to be the most influential level as it is in the most immediate environmental setting, and includes contexts such as family, work, and school. All parts of the system have implication for educational practice and emphasise the importance of environmental factors, personal characteristics, and contextual factors in shaping development. This is particularly relevant to the focus of this research which is interested in experiences of Black EPs in the context of their services.

The macrosystem emphasises the significance of cultural elements in influencing the individual and others around them, which is applicable to the experiences of Black EPs who are from different cultural backgrounds. On a broader chronosystem level, the socio-historical impact of anti-Blackness systems (Robertson, 2023) can be applied to the experiences of Black EPs working in the field of psychology, which has been shown to have its own history rooted in racism (APA, 2021).

### **1.2.3 Critical Race Theory (CRT)**

CRT was first introduced in the United States (US) in 1989 by Kimberlé Williams Crenshaw and is an intellectual movement and a framework of legal analysis which states that race is a socially constructed category used to oppress people of colour (Caldwell, 1996). It also highlights that the laws and legal institutions in the US function to create and maintain racial inequalities and is dedicated to applying understanding of institutional racism in the hopes of eliminating race-based unjust hierarchies. CRT applications and practices have been adopted in the UK as issues around institutional racism are arguably prominent (Gillborn, 2006). For example, the British education system has continuously highlighted massive disparities in the experiences of Black males in education (Christian, 2005).

In the context of Psychology, CRT tenets have been used to help make sense of experiences of individuals from minoritised groups. Proctor et al (2023) used CRT to explore a Black male's experience of a school psychology program. Although this research did not find that the participants race or racism was a barrier to relationships with his program peers or faculty, it did highlight that racism negatively impacted their experience at field-based internships. Therefore, CRT can be a useful research lens to recognise how race is viewed in society. Although my research has not adopted a CRT specific lens for analysis, it holds in mind the impact that race has in this research due to the social constructs and inequalities that exist in Psychology and Education.

#### ***1.2.4 Intersectionality Theory***

Intersectional Theory is mainly used as a critical framework and was also introduced by Kimberlé Crenshaw (1989). Intersectionality Theory aims to offer different explanations of the ways in which heterogenous members of specific groups might experience the workplace differently depending on identity markers such as ethnicity, sexual orientation, or class for example (Atewologun et al., 2016). The concept of intersectionality emerged from the racialised experiences of women from an ethnic minority in the US (Atewologun et al., 2016) and specifically highlighted how marginalised they can become in society.

Intersectionality can be used as a strategy to understand dynamics in the workplace (Thatcher et al., 2023). With the rise of Equality, Diversity, and Inclusion (EDI) responsibility in services, research has shown that Intersectionality can offer institutions a way to engage the political and social currents which are represented in broader society (Deas & Mina, 2022). Although, it is important to recognise that no identity group has monolithic viewpoints and experiences, and intersectionality can only offer a wide view of experiences relating to identity. Intersectionality framework will not be applied directly to my research, but it will be considered when understanding the experiences of each professional based on how they have chosen

to identify themselves, and the role that intersectionality may play in this, particularly for Black women who may often experience Misogynoir (Damas, 2023).

### **1.3 History and Context**

Due to the impact of historical influences on racial identity, this section will provide a brief history of the links between race and psychology and highlight more recent influences of racial discrimination to provide a context for the views presented in this research.

#### ***1.3.1 Emergence of Black Psychologists***

Robert Guthrie (1976) provided an early account of the historical view of psychology where he looked at the history of early Black psychologists alongside the key tenets of racism in the US. The inequities in Psychology and specifically anti-Black practices led to the formation of the first group of Black psychologists in 1938 and then the Association of Black Psychologists (ABP) in 1968 in the USA (Summers, 2020). This included more than 200 Black Psychologists who held positions in various academic, public, and governmental programmes to challenge racism and poverty. ABP highlighted and declared that the primacy and importance of their Blackness was over their status as psychologists and often Black scholars have studied the phenomenon of race with the objectivity of the scientific approach whilst at the same time being deeply affected by it as victims (Thelwell, 1968; Grills et al., 2018).

Albert Beckham was the first recognised African American to hold the title School Psychologist (Proctor, 2022), which is the American equivalent of Educational Psychologist. Beckham contributed widely to work researching the use of IQ tests on Black children and childhood behavioural problems which have led to the imprisonment of African American children. However, despite his immense contributions which added to the diversity of the field very early on, Beckham had been consistently ignored in school psychology literature (Graves, 2014).



In the UK, Waveney Bushell is arguably known as one of the first Black EPs to pioneer within the profession in Britain (Aiyegbayom, 2005). Bushell carried out a vast amount of work around the inequalities with Black West Indian children who were mistakenly sent to educationally subnormal schools in the 1960s and 70s. Bushell also spoke openly about the prejudices and discrimination that she faced as a Black EP within her 22-year career (Meheux, 2022).

### ***1.3.2 The Pandemic within a Pandemic: COVID-19, Murder of George Floyd, and Black Lives Matter (BLM)***

The public outrage over the police killing of George Floyd and Breonna Taylor in the Summer of 2020 spurred examination of the persistence of racism and racial injustice in America from people within the US and around the world (Proctor, 2022). Despite incidents across both the UK and US displaying police brutalities and killings across history for many years (Akala, 2018) and BLM being present since 2013, the murder of George Floyd became a more widely public outrage in highlighting how prevalent racism still is in society.

The COVID-19 pandemic was felt severely for the Black community and parallels can be drawn between the impact of COVID-19 and the anti-Black systemic racism which fuelled the re-emergence of BLM (Pennant, 2021). The disparities of Black males and females being more likely to die from COVID-19 related deaths in comparison to White ethnicity males and females (Liebman et al., 2020) caused further anguish in the Black community. This was amplified following the case of Belly Mujinga who was a Black woman working for TFL who contracted the virus and later died, following being spat upon by a commuter (Pennant, 2021). These incidents heightened the call for more protection and safe spaces for the Black community and highlighted the relevance of intersectionality and identity markers that also go beyond race & gender such as being Black queer or transgendered (Bowman, 2021).

Advocating for social justice, equity and inclusion in the workplace has become an increasingly common agenda to promote anti-racist movements in organisations both in the USA, UK and other parts of the world (Bohonos & Sisco, 2021). Some

workplaces and educational institutions have tried to instil strategies for change to address some of the ways in which anti-Blackness and liberal White supremacy are manifested in some of these faculties (Bell et al., 2020). The need for equity in the workplace has not always been discussed or actioned, and the importance of diversity within leadership and workforces continues to be some ways organisations are attempting to dismantle systemic racism in organisations (Tometi, 2023). However, it is important that this is not just symbolic gestures and companies are engaging in on-going action-based work around these deep-rooted issues.

#### ***1.4 Racism & Inequity in the Psychology Profession***

The history of psychology arguably has roots in White supremacy due to the racist and colonialising history in which psychologists have been professionalised into narrow forms of theory and praxis which have neglected culture, religion, and diversity (Newnes, 2021). In 2021, the American Psychological Association (APA) apologised to ‘people of colour’ for their role in promoting, perpetuating, and failing to challenge racism (American Psychological Association, 2021). It was agreed that they had failed in their role in leading the discipline of psychology and were complicit in contributing to systemic inequities.

Intelligence testing is one form of psychological assessment which is often carried out by psychologists despite inequities in standardisation samples and within-and between-group differences (Hiermeier & Verity, 2022). The inequity within intelligence testing and incidences in education can be highlighted in the scandal of Black children in schools in Britain where many were sent to schools for the ‘educationally subnormal’ due to cultural bias (Coard, 1971). Presently, statistics show that Black Caribbean young people in English schools still mirror some of Coard’s findings and highlight the urgent need to transform the structure and culture of English schools (Wallace & Joseph-Salisbury, 2022) as Black Caribbean pupils are still socially constructed as “underachievers”, particularly boys (Demie, 2022).

### **1.4.1 Experiences of Psychology practitioners**

A lack of inclusivity and diversity continues to be an issue in the psychology profession (Health and Care Professions Council [HCPC], 2021) and literature consistently suggests that under-represented groups will experience stress from being a minority and often be subject to discrimination or mistreatment (Falcon, 2023). Falcon (2023) doctoral thesis researched the experiences of Black male clinical psychologists and his main themes suggested that they did not feel they belonged in the field and were victims to threatening stereotypes due to how Black men are perceived in society.

Although there is little research into this area in the UK, there has been some exploration into the Black psychologist communities in other parts of the world. Graves et al., (2014) researched recruitment, retention, and inclusion of Black students in USA school psychology programs and found that they often left due to discriminatory practices. The importance of Black psychologists was highlighted very early on, and many Black scholars called for Black psychologists to be at the forefront in developing culturally relevant psychological interventions (Jordan et al., 2001). However, research has shown the obstacles in doing so as Black psychologists themselves face difficulties due to how white-centred psychology is (Jordan et al., 2001).

Research in the UK has explored some experiences of trainee clinical psychologists from minoritised backgrounds on doctoral programmes and found that they often encounter avoidance and resistance in supervision and in the classroom, as well as complexities around cultural identity (Shah, 2010). Similarly, research from trainee counselling psychologists from minoritised backgrounds highlighted that they often experienced a lack of sense of belonging and support which often resulted in feeling misunderstood (Daloye, 2022). This lack of diversity is often reflected in the Eurocentric bias of psychology training courses and the lack of minoritised groups and representation. Daloye (2022) did however find that participants reflected positively on their experiences of connecting with clients from a minoritised groups,

which links with previous research around the positives of supporting individuals with shared identity markers.

### ***1.4.2 The EP Profession***

Historically and presently, the inequalities in the English education system and EP practice continue to be highlighted. The psychology and EP profession continues to be predominately White female despite efforts to diversify the workforce (HCPC, 2021). The HCPC diversity data report in the UK (2021) highlighted that Black practitioner psychologists were the least represented in the profession. There were 139 Black psychologists in comparison to 4,192 White psychologists and it is not known how many of these psychologists are EPs as there has been no data collection into the demographics of the EP profession in the UK. Research has shown staggered inequalities in access to higher education regarding identity markers such as ethnicity, race and gender (Rola et al., 2023). Discussions have also been had around access to the doctoral training to become an EP in the UK and social graces such as class, alongside other intersections, have been identified as barriers to accessibility into the profession (Lissack, 2020).

### ***1.4.3 Anti-Racist and culturally responsive practice in the EP field***

As the APA committed to addressing systemic racism following 2020, this called for educational psychology to also action how they would be committing to anti-racist approaches (Lopez, 2022). Many services began to create anti-racist working groups and think in greater detail about how they were promoting culturally responsive practice and engaging in anti-racist work as a profession. Mngaza (2021) highlighted that trainee EPs and other students should have access to learning about how positivism, eugenics, social policy, and racism all play a crucial part in the profession in the hopes of generating new ideas and shifting old narratives. Many EPs in the UK are working in multicultural societies and need to ensure they are developing their culturally responsive practice skills to provide the best outcomes for the CYPs that they are supporting (Sakata, 2021). When working in diverse societies, it is important

that EP services are developing community-based outreach practices and understanding some of the culturally based views around Special Educational Needs (SEN) and other areas of need (Lawrence, 2014).

EPs can be placed in positions to support some of the inequities in education and the EP field to reduce racial discrimination (Francis, 2022). However, there has been little to no research into the experiences that Black EPs and professionals have in engaging in anti-racist work, which may also directly impact them. Although there are a small number of Black EPs compared to the wider EP demographic population, organisations such as Black and Ethnic Minority EPs Network, Educational Psychologists “Race” and Culture Forum (EPRCF), Black and Ethnic Minority Educational Psychology Community (BEEP) and Trainee EP’s Initiative for Cultural Change (TEPICC) are some networks which have centred race and racial justice in their discourse (Mngaza, 2021) and allowed for more networking of EPs from minoritised groups.

### **1.5 Personal Experiences**

Interest in this research area has derived from the researcher’s own personal experiences of being a Black trainee EP in a predominately White institution and cohort group. This will now be explored in first-person perspective of the researcher.

When starting the doctorate in 2020, this was during Covid-19 and directly following the murder of George Floyd. Whilst working as an assistant EP there was some conversation around what this meant for our team and how this may have affected individuals based on their own identity and personal experiences. However, this was limited and when starting my training course these conversations became more explicit but at times often felt unsafe to have, particularly being the only Black person on the training course.

Throughout my experiences as a Trainee Educational Psychologist (TEP), I have recognised the need for the experiences of minoritised groups and Black professionals to be further explored particularly whilst working in environments which

continue to highlight systemic racism and injustice and therefore may be more triggering. I have been involved in the facilitation of open evenings for under-represented groups as part of my university's aim to diversify the training course and have mentored potential prospects as part of a scheme to support individuals from minoritised groups to access doctoral training. Although this has felt like steps in the right direction for the profession, it still does not fully recognise how systems will ensure inclusivity once individuals are within the system. Besides from university personal supervision, which aims to be a supportive and containing space to explore your experiences of training with a qualified EP, there has been little space to reflect on my own personal experiences of covert racism and micro-aggressions that have occurred whilst training and how this will continue to present itself as I progress in the EP field.

Whilst working in services and directly in schools, I have experienced the positive and negatives aspects of engaging in conversations around anti-racist practice and trying to enact change around this area both in services and schools. I have also recognised how EPs are sometimes positioned based on their racial identity. These instances have caused me to reflect on my own experiences, but also experiences of other Black EPs in the field.

## **1.6 Rationale for study**

A scoping literature search identified that there has been no explicit research exploring the experiences of Black EPs in the EP working profession in the UK. A recent thesis publication by Meah (2023) examined the experiences and perspectives of EPs from various minority ethnic backgrounds regarding their training and current practice. Meah highlighted areas in training courses in England and within local authorities that EPs believe should be improved. The study shed light on the challenges faced by both trainee and qualified EPs and provided opportunities for participants to share examples of effective practices. However, while the research explored diverse experiences among different ethnic minority groups, it did not investigate the experiences of one specific ethnic group in-depth.

Further exploration in the literature unveiled a gap in research specifically examining the experiences of Black EPs within the UK. Consequently, this study aimed to focus exclusively on EPs identifying as Black to provide a detailed analysis of the experiences within the Black community. As previously noted by Solanke (2017), the use of terms like BAME and BME may contribute to the stigmatisation of Black individuals in Britain. Therefore, grouping diverse ethnic minorities together did not feel appropriate for this research.

There has been some research into Black and minority ethnic professionals in different fields where they have challenged racism in the workplace and the impact this has had, although this has mainly been in medical professions in the UK such as the National Health Service (NHS). For example, Carter (2018) explored two case studies where Black Self-Organised Groups promoted race equality within the NHS following inequalities faced by Black staff members. Additionally, there has been some research into Black children in predominately white school settings (Mngaza, 2020) and Black professionals working in white dominated fields (Ramdeo, 2022) and therefore further exploration into Black EPs will continue to build on this niche area of research in the hopes of supporting minoritised groups further and raising awareness.

Boyd (2019) suggested that due to teacher inequalities it is important that young people have representation of professionals that look like them and support them, and possibly may have more relatable experiences. Exploring the experiences of Black EPs could build upon this recommendation. In addition, M'gadzah (2020) released an article addressed to the Association of Educational Psychology and White EPs to raise concerns about racism and discrimination which is faced by Black senior managers and recognised a need for more of an understanding of the lived experience of Black EPs.

## **1.7 Relevance and Impact of Research**

This research aims to explore Black EPs' experiences of practising as an EP in the UK education system, both in relation to the services and schools that they work in

and their involvement in anti-racist and culturally responsive practice. It is important to recognise that being a Black psychologist does not represent a homogenous group and although some experience around racial issues may look similar (White, 2011), the individual experience will be kept at the core of this research and the researcher will adopt a reflexive stance throughout. The results of this study hope to offer great insight into Black EPs experiences and useful strategies and considerations into how to ensure inclusivity around racial identity is at the heart of practice for professionals and the children and young people (CYP) that EPs support.



## **2 - Literature Review**

### **2.1 Chapter Overview**

The aim of a literature review is to ascertain what is already known about a topic through integrating existing data on a subject and critically appraising its quality (Siddaway et al., 2019). Understanding the context of existing literature and identifying any gaps is an essential part to carrying out a review in the hopes of informing rationale for future research (Aveyard, 2019).

This chapter will firstly begin by outlining the process of a systematic literature through explaining the search strategy that was conducted to locate existing literature specific to the topic. The research articles which best fit the inclusion criteria will then be critically analysed in detail to identify what is already known in this area. Finally, the rationale for my current research based on the existing literature found in this chapter will be detailed.

### **2.2 Purpose of the Literature Review**

The purpose of this literature review was to explore what is already known about the experiences of Black educational or school psychologists. However, an initial scoping exercise conducted between December 2022 to February 2023 to gain insight into the subject area, found that there was very limited research in this area. Much of the research was USA based, and there were some limited studies which had explored the experiences of Black School and Sports Psychologists. A lot of the USA-based research, was conducted on doctoral students exploring their experiences of training, rather than on qualified psychologists.

There was some UK-based research which explored the experiences of Black and other minoritised ethnic groups trainee and qualified Clinical Psychologists' experiences. However, these mainly included dissertations and although there were

some peer-reviewed journal articles in this area they were either exploring trainee experiences or different minority ethnic groups and therefore did not solely focus on the experiences of Black individuals.

Subsequently, the review question was therefore expanded to include a broader range of research which would look more directly at the experiences of a range of Black professionals working in the United Kingdom to inform the initial research area. A literature search was used to explore and critically examine experiences of Black professionals, who were typically the minority working in different domains within education and academia. The literature reviews therefore aimed to answer the following question:

- ***What does existing literature tell us about the experiences of Black professionals who are working in psychology and education in the UK?***

### **2.3 Search Strategy**

The search was run on the 23<sup>rd</sup> June 2023, using three databases via EBSCOhost to cover relevant disciplines in psychology and education. The databases were APA PsychInfo, Education Resource Information Centre (ERIC) and Education Source. The search terms are detailed in Table 1 below. To ensure the most suitable papers were found, a Boolean search was conducted, using 'AND' between search terms one to three. Asterisks were used to allow for associated terms of each word with different endings to be included. The terms were searched for in abstract and text only to narrow down the search bracket to ensure only relevant articles were included. The inclusion and exclusion criteria are highlighted in Table 2.

Table 1. Search terms for the literature review

Search term	Search place	Search terms	Search results
1	Abstract	educational psycholog* OR clinical psycholog* OR school psycholog* OR psycholog* OR education OR school* OR counselling psycholog* OR psychology teacher* OR professional*	16,069,135
2	Abstract	lived experience* OR experience* OR view* OR attitude* OR perception* OR opinion	18,438,091
3	Text only	black OR ethnic minorit* OR bame OR bme OR ethnicit* OR race OR culture OR background* OR minorit*	2,748,485

Table 2. Inclusion and exclusion criteria

	Inclusion Criteria	Exclusion Criteria
Study type	<ul style="list-style-type: none"> <li>• Full text articles</li> <li>• Academic journals that have been peer reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Limited access to articles</li> <li>• Non-peer reviewed articles</li> </ul>
Time and Location	<ul style="list-style-type: none"> <li>• Written in English</li> <li>• Those that took place in the UK</li> <li>• Those published between 2003 and 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Written in a language other than English</li> <li>• Those that took place outside the UK</li> <li>• published before 2003</li> </ul>
Scope	<ul style="list-style-type: none"> <li>• Articles that covered topics relevant to the experiences of Black professionals</li> <li>• Articles that referred to these experiences in education,</li> </ul>	<ul style="list-style-type: none"> <li>• Articles that did not cover the experiences of Black professionals</li> <li>• Articles not about education, such as those that centred</li> </ul>

	<p>psychology, and other related professions</p> <ul style="list-style-type: none"> <li>Articles with a research design (quantitative, qualitative or mixed- methods papers)</li> </ul>	<p>around the medical field, were excluded.</p> <ul style="list-style-type: none"> <li>Articles without a research design (Not quantitative, qualitative or mixed-methods papers)</li> </ul>
--	---	--

## 2.4 Literature Selection

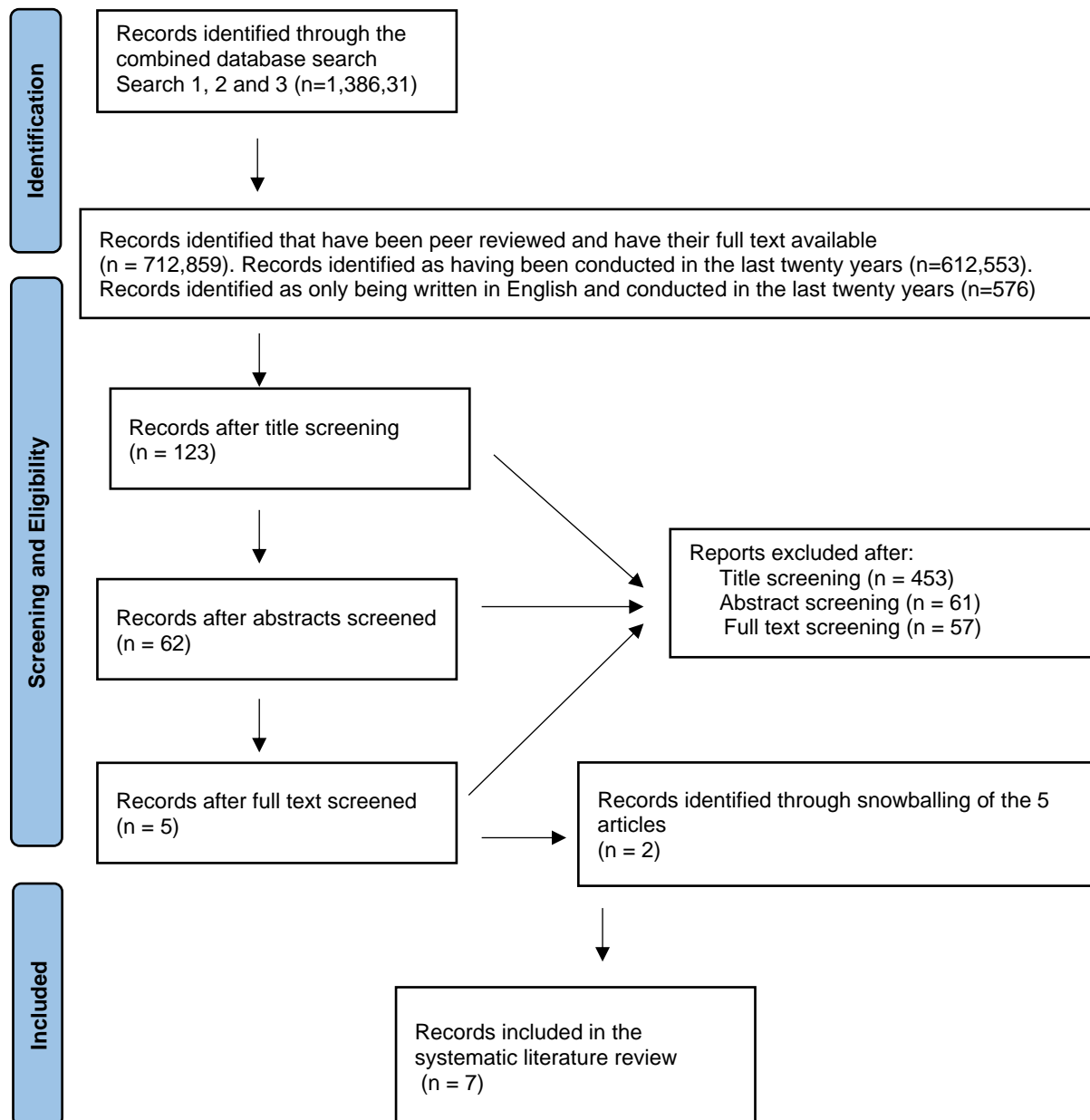
Following the systematic search strategy, a total of 1,386,31 papers were returned once search one, two and three were added. This was then narrowed down to 712,859 once only peer reviewed papers that had link to a full text were included. A total of 612,553 was then returned once only studies conducted in the last twenty years were included to ensure its relevance. Finally, a total of 576 was then returned once papers that were only written in English and were geographically conducted within the United Kingdom.

The 576 articles were then further evaluated using the scope section in the inclusion and exclusion criteria (Table 2). As Yannascoli et al., (2013) highlight it is important that a first-pass review is conducted through reading the titles of each research article to exclude studies that are irrelevant. This process meant that many articles, which included experiences within different professions, which were not relevant to psychology or education for example were removed. This also included removing experiences of students, children and young people. A few studies were also duplicated. This resulted in 123 articles remaining following a review of the titles. A second-pass review was then conducted, which meant the abstracts were read to ensure articles were relevant to minority ethnic experiences specifically in either psychology or education, which resulted in 62 articles remaining. Finally, a third pass review in which the full text of each article was read to ensure it included an appropriate research design and answered the review question to solely explore the experiences of Black professionals. A total of 57 articles were removed which left 5 articles to be included in this review.

Although an initial scope had previously been conducted, a further hand-search was carried out to see if there was any other relevant literature which had not been identified in the search process. Key journals relating to different topics of psychology, race & ethnicity and education were hand-searched. Although, there was some research found about Black professionals in sport and exercise psychology this was all USA based and therefore is not included in this literature search.

Lastly, a snowball sampling technique was carried out by reviewing the reference lists of articles already identified for inclusion which produced a further 2 relevant articles. This resulted in a total of 7 articles meeting the inclusion criteria for this literature review (see Appendix A for the list of studies). The Critical Appraisal Skills Programme (CASP, 2018) Qualitative Research Checklist was used to review the quality of the selected literature in a consistent and replicable way (see Appendix C). The full process of the search strategy has been illustrated in Figure 1 using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram (Moher et al., 2009).

Figure 1. PRISMA flow diagram detailing identification, screening eligibility and included articles for the literature review.



## **2.5 Analysis of the Literature**

All studies were based in the United Kingdom and explored a range of experiences of Black professionals either working in academia or education. Information on the data extraction of the studies included in the review are shown in Appendix B. Most studies took a gendered approach, either focusing on female or male Black professionals. An exploration of Black professionals, both male and female, in leadership and higher positions were also highlighted across different articles. All articles used different methods of qualitative research to obtain their data with a range of different methodologies. Critical Race Theory (CRT) was the main theory discussed alongside Intersectionality Theory and Black Feminist Theory which were used to analyse the data through a specific lens. The findings from these articles have been themed under relevant headings, based on different common themes that were found and experiences that were noted. Using prompts from the CASP, the different qualities and relevance of findings will be critically evaluated as they are discussed.

## **2.6 Critical Appraisal of Studies**

### ***2.6.1 Aims and Designs***

All the studies started off by detailing the rationale for their research in the different areas of the Black professional experience of working in the United Kingdom in a range of different domains. Most studies displayed a clear aim of their research and highlighted the lack of existing research within the area. Researchers identified the importance of research in this area, and some referred to their own researcher positioning within this, particularly if they shared similar identity markers such as race, gender, and professional background.

Rollock (2019), Stockfelt (2017), Wright et al., (2007) and Curtis (2017) all aimed to explore the experiences of Black professionals in academia. Rollock (2019) and Curtis (2017) had a particular focus on Black professionals in positions of leadership

in a higher education institution. The remaining three articles (Tembo, 2021; Callender 2018; Miller & Callender 2018) aimed to detail the experiences of Black professionals working in educational settings such as early years and schools. To address these aims, all studies used qualitative methodology to gather views of participants. This included a mixture of methods to collect the data including semi-structured interviews (Tembo, 2021; Rollock 2019; Stockfelt 2017; Miller & Callender 2018; Wright et al., 2007, Curtis, 2017), focus groups (Curtis, 2017), Life history interviews (Callender, 2018) and narrative interviews (Stockfelt, 2017).

Some studies used a mixture of semi-structured interviews, focus groups and narrative interviews. All articles appeared to choose appropriate methods to address the aims of the research. Qualitative research allows for rich data to be produced of an account of the researcher's voice and due to exploration of experience, in relation to such pertinent topics these methods seemed most appropriate. Three studies used CRT as a design method to specifically examine the aspects of race which were explored during the interview process (Tembo, 2021; Callender, 2018; Miller & Callender, 2018). This will be further explored in methods of data collection and analysis.

### ***2.6.2 Sampling and Participants***

Participants were recruited in a variety of ways, through both purposively sampling using social media, circulation of emails and directories and opportunistic sampling of participants who were available and within the network of the researcher. Most researchers used social media, emailing directories, and made use of different professional groups and networks (Tembo, 2021; Rollock, 2019) which are all appropriate methods of participant sampling. Callender (2018) and Stockfelt (2017) adopted a more direct, personal approach to gaining participants. Callender (2018) stated that they used their personal network but didn't go into detail as to what this entailed. This could create room for bias, for example if Callender (2018) interviewed participants that she knew on a personal level and had a rapport with. This may have allowed for interviewer bias and influence of dynamic in the interview process, particularly as life history interviews were used which allows for information to be



captured on a deeper level. However, it could be argued that personal networks were used due to the sensitivity of the topic and method of interview. Participants were also interviewed twice over the course of two years, which may have meant that a more relational approach was necessary for the process.

As Stockfelt (2017) adopted a narrative inquiry method of interviewing and was involved in the process, she adopted a more personal method of sampling participants through emailing participants directly by searching them up on departments and media. It could be argued that this could allow for bias, or pressure from the interviewee to respond and take part as it is a direct email. However, Stockfelt (2017) adopts a very pertinent personal position within her article and firstly introduces the topic through acknowledging herself as a Black woman and activist. She specifically states that unlike previous research projects, she has adopted this research from a personal place and therefore her method of sampling clearly reflects this. Although clear ethical considerations are not fully stated, Stockfelt (2017) provides a detailed account of contacting participants and the process of conducting the interviews.

The remaining articles, Wright et al., (2007), Curtis (2017) and Miller and Callender (2018) didn't state how their participants were sought or highlight their consideration of their positioning and relationship as researcher to participants. A statement regarding ethical approval and ethical issues was also not clearly stated. These were all peer-reviewed journals and therefore, may have been limited on the lengths of papers to include this information and details of this may be entailed in the original source of the research. However, this still highlights a limitation in the methodological aspects of sampling and participants as it is not clear who participants were and how they were sourced to be deemed relevant for the research.

### ***2.6.3 Methods of Data Collection and Analysis***

As previously highlighted, in line with the aim to gather participants' views of their experiences of working in academia and education all the studies listed used qualitative methods of data collection to conduct their research and analysis. A

mixture of semi-structured interviews and focus groups were mainly used. Semi-structured interviews are a common method of conducting qualitative research and combine a mixture of pre-set open questions with the opportunity for the interviewer to explore further based on responses that are given (Rubin & Rubin, 2012). Focus groups are another type of interview method, which bring together a group of people to answer questions in a moderated setting, where there will usually be a similar demographic amongst the group (Krueger & Casey, 2015).

All studies, aside from Callender (2018) used semi-structured interviews alongside other methods to collect their data. Focus groups (Curtis, 2017), life history interviews (Callender, 2018) and narrative interviews (Stockfelt, 2017) were also used. The range of different methods of data collection reflects on the aims of the research areas of each study, and how much time the researcher may have had to conduct the research. For example, Curtis (2017) had five phases of data collection over a longer time span, which implies she had a longer amount of time to conduct her data based on the research. This allowed for a mixture of interviews and focus groups, which would typically take longer to analyse. A question around a more in-depth consideration of ethical issues could be posed here as this wasn't specifically highlighted. Particularly when using qualitative data collection methods such as interviews and focus groups and on pertinent topics around racial identity, it is important that the researcher highlights how the participant will be contained throughout the space.

Typically, qualitative studies allow for a rich, deeper insight into the data and therefore participant numbers are usually smaller. The highest number of participants was Rollock's (2019) research which explored the experiences of 20 Black female professors. The lowest number was 4 participants (Miller & Callender, 2018) who interviewed 4 Black male headteachers. Although, qualitative research allows for deeper insight it's generalisation and reliability are often questioned due to small participant numbers. Despite this, due to the nature of research involving participant groups who are niche in their field, the small numbers would allow for greater reliability as there is a smaller generalisation. Rollock's (2019) research exploring Black female professors found that there were only 25 in the UK and

therefore her interviewing 20 of them, allows for good reliability despite the smaller numbers.

Different methods of analysis were used across the articles, which mainly included narrative and thematic analysis (Tembo, 2021; Callender, 2018; Stockfelt, 2017) . CRT, Intersectionality and Black Feminism were theoretical lenses used to analyse the data. Some of the studies didn't particularly state which analytical method they used for their data (Rollock, 2019; Wright et al., 2007). Wright et al., (2007) didn't clearly define their methodology and analysis, although did state that their findings were mainly from the women's narrative – which could suggest a narrative analysis. Again, due to limited word count in an article it may have been that the researcher didn't feel it relevant to include all parts of their methodological process, however this leads to ambiguity around a clear and appropriate methodology.

#### ***2.6.4 Theoretical Analysis***

As all studies have a focus on the experiences of Black professionals, particularly in reference to their race, ethnicity, and gender. CRT, Intersectionality and Black Feminism are key theories used to analyse the data in the articles (Tembo, 2021; Callender, 2018; Miller; Callender, 2018; Curtis, 2017). This allowed for findings to be discussed through a particular lens and focus, mainly on the importance of CRT to explain inequalities within a system such as education and academia and the impact this has on the individual who is a minority in a White system and subject to racism.

Although CRT derived from the USA, it has become more predominate in UK research over the years (Tembo, 2021). It is used within the articles to examine narratives of the participants and the influence on their experiences with reference to their race. Callender (2018) uses CRT as the primary methodological and analytical tool to explore racialised, gendered and class subjectivities whilst looking into the experiences of Black male teachers. Alongside this, intersectionality theory was often used alongside CRT or individually to explore the impact of different identity markers on experiences of being Black and working in the UK. Stockfelt (2017)

explores a niche area of research looking into the experiences of Black Female Academics. Her research labelled 'We the Minority-of-Minorities' highlights the impact of intersectionality on the experiences of these Black Women. In her findings, the intersectionality of being Black and Female is highlighted, and gender plays a key role in understanding the experiences of these women working in academia alongside White women and men.

An intersectional frame is also used by Curtis (2017) to analytically explore how culture and social categories overlap but also how vital Black Feminism is, particularly when looking at the experiences of Black women in leadership positions. Curtis (2017) also used a range of different research methods, such as interviews and focus groups and adopted a 'Walk and Talk' interview style in parts of her process. Curtis acknowledges her positioning as a Black woman leader working in the early years field, which meant that she was an insider within her own research which reflects on her different choices of data collection and preference in using Black Feminism. Acknowledging how gender can separate and divide a woman's consciousness, in particular Black women in society, was an integral part of this research. However, it is important to question how reflexive the researcher was in this case, due to being an insider, and whether this had been taken into full account when conducting the interviews.

### **2.6.5 Researcher Lens**

Authors of four studies provided accounts of their relationship between themselves and participants, regarding different identity markers such as their race and gender. Tembo (2021) highlighted that he is a Black male with experience of early childhood education and care profession. Tembo (2021) notes the difficulty with relational aspects of research when conducting qualitative research in a field that you are also a part of. He highlights the impact of 'sameness' and how similar experiences may be presented in different ways based on the researcher's positioning. Despite this, he recognises that this doesn't take away from the findings of his research and may have allowed for more richness and transparency.

Both Rollock (2019) and Stockfelt (2017) acknowledge the importance of their identity as Black females, and both highlight intersectionality theory and how their gender and race impact on their experiences of working in academia. They both detail their own identity and explore reflexivity in reference to their data collection and analysis. When conducting research with interviewees who are familiar to the researcher, and possibly in similar fields to themselves, it is essential that the researcher adopts a flexible conversational style within the research parameters and is acutely aware of their positionality and fluidity of their roles (Buys et al., 2022).

Highlighting difference in identity as well as similarities is important to acknowledge as this may impact on potential research bias. Callendar's (2018) exploration of Black male teachers and her identity as a Black woman is noted in the article. She speaks to the importance of acknowledging her gender as a factor and how her positioning of being a woman may have influenced the nature of the interview. She acknowledges how if it were a Black male, this could have changed some of the narratives of the conversation. She also highlights an age difference, with her being older, and references the importance of being cognizant to identity markers as a researcher based on your participants.

## **2.7 Themes of Literature Review**

Findings from this literature review were reviewed by producing three themes to address the literature review question (Ayeyard, 2015). The themes were identified through comparison of each article, in relation to their findings.

### ***2.7.1 Being Black in a leadership position***

Three studies specifically explored the experiences of Black professionals in leadership or who were deemed to be at a higher status in their career. Literature suggests that Black professionals are a minority in the leadership field and are less likely to be assigned to leadership roles, and therefore these studies aimed to explore the experiences of these individuals at this level. Rollock (2019) researched

the niche experiences of Black female professors and drew upon existing data which suggested that White academics are around three times more successful in their applications for professorship when compared with their peers from Black and minority ethnic groups. It was also found that 72% of Black and ethnic minority professionals, working in higher education, had been subject to bullying and harassment in the workplace. Rollock's (2019) findings revealed a range of themes relating to this data, such as the experiences of Black women's pathway to Professorship. Participants spoke about not knowing that being a professor or academic at a higher level was a possible career option, which may be due to the lack of exposure or prospects of seeing Black academics in these positions. Bullying and racial harassment was a common theme amongst participants, and a couple participants stated they had to take legal action because of unfair treatment in their roles.

Similarly, to Rollock's (2019) findings, Curtis (2017) explored Black women's experiences in leadership with a focus on the complexities of intersectionality and the role gender and race play in leadership and management. Overall, findings highlighted how Black women in these positions represent an element of tokenism as they are not given the voice they should have due to isolation and racism in their fields. Findings also highlight the personal drive to be aspirational and overcome some of these barriers in these positions through creating a supportive network amongst your own community. Similarly, being a social justice advocate and committing to the community through their cultural insight and competence was a key part of their roles as leaders.

Appearance as a Black woman leader were prominent findings (Rollock, 2019; Curtis 2017) and Black women's hair and physical embodiment become key symbols of their racial and ethnic difference in the workplace. The cultural norms and expectations of what traditional academia looks like can be seen to go against Black women's appearance (Rollock, 2019). However, a participant noted that it is important for her to embrace her natural hair as a sense of pride and defiance, although she states that this isn't always easily done by every single Black woman as some people may avoid this in fear of not progressing. A leader's choice of clothing and traditional hairstyles (such as braids, afro, dreadlocks, or weave)

became a key consideration for Black women in positions of leadership (Curtis, 2017) and spoke to the complexities of what must be considered due to race and gender.

Miller and Callender (2018) explored Black male headteachers' experiences of career progression. Findings focused on the limiting and facilitating structures to becoming a Black professional in a leadership position. As Rollock (2019) also found, previous research shows the disparities in race and leadership positions. Miller and Callender's (2018) research highlighted that race and ethnicity were a hinderance to the progression of teachers from a Black and ethnic minority to senior roles. Unfair treatment and stereotypes were limiting factors to progression whilst facilitating structures were support and mentoring for Black and ethnic minority leaders as well as sustaining Black leadership through schemes and programmes. The importance of protecting Black professionals' experiences through providing a collective supportive space appeared to be key findings in research (Rollock 2019; Miller & Callender 2018; Curtis 2017) and highlight the need for Black professionals to be supported amongst others, particularly in isolating leadership roles.

### ***2.7.2 The intersections of race & gender on professional identity***

Intersectionality is highlighted in most of the papers, with specific reference to how it impacts on experiences and identity in professional roles (Rollock 2019; Callender 2018; Stockfelt 2017; Wright et al., 2007, Miller & Callender 2018, Curtis 2017). These studies particularly had a focus on gender identities, as well as race, which shows the role intersectionality can have on experiences. Rollock (2019), Stockfelt (2017), Wright et al., (2007) and Curtis (2017) researched Black women, with some exploring Black women in leadership roles more specifically (Curtis 2017; Rollock 2019). However, Callender (2018) and Miller and Callender (2018) researched the experiences of Black males.

Some findings spoke specifically to the marginalisation that Black women face whilst working in academia (Wright et al., 2007) and how the intersectionality of being Black and a woman can have more negative effects (Stockfelt, 2017). Stockfelt

(2017) found that Black female academics are more likely to experience penalties within their roles due to this intersection, although being Black was perceived to be experienced more negatively than being a woman. Comparisons were made to White women working in academia, and findings found that there was often unfair treatment toward Black women academics compared to their white counterparts, especially in leadership positions (Rollock, 2019). It was also found that it took Black women a lot longer to climb up the leadership ladder and make progress in their careers in comparison to White women (Rollock, 2019). These findings highlight the inequalities within the system on both a racial and gender level, however, still recognises that race is still seen as the biggest discriminator.

The low number of Black academics, especially Black professors, and those in leadership positions (Stockfelt, 2017; Wright et al., 2007) in the UK, raises an exploratory question of what the experiences of these Black academics are (Wright et al., 2007). When gender and race are negotiated within a predominately White patriarchal, hierarchical, and Eurocentric higher educational space, the lived experience of Black females becomes complex (White et al., 2007). Participants in Wright's study highlight how they experience "*tacit, unwitting racism or sexism which is very much embedded in the system*". Microaggressions, such as a student or other staff members not acknowledging that you are a lecturer based on your appearance of being Black and a woman demonstrates the ways in which discrimination manifests itself in academia settings. Stockfelt (2017) also highlighted that Black women respondents discussed not feeling completely able to be themselves in their places of work and needing to look for support and reward outside of their institutions as they can often be seen as invisible to White colleagues.

The insight into race, ethnicity and gender point to ways that social and professional identities are in a constant battle (Callender, 2018). Two studies explored the experiences of Black male, teachers and headteachers, currently working in education. Callender (2018) highlighted the significance of Black, male teachers for Black students due to the disparities that young Black boys face in the education system. Callender (2018) recognises that representation is an important factor to



help young Black boys feel more connected and have appropriate role models to support with the issues that they often face.

Callender (2018) found that similarly to Black women, Black men felt they had to justify their position and role in the workplace and their credibility was often questioned by other colleagues. The role of the Black man in society was also highlighted and participants were aware of how Black men are generally perceived, i.e., dressing in a particular way or being perceived as angry or scary. One participant spoke about making sure he didn't fit into a specific box and would go against this by dressing more formal. Similarly, in Miller and Callender's (2018) research which looked at Black male leaders, the limiting structures of stereotyping and judgements of placement into a box was prominent. Participants spoke about being mistaken for a caretaker or their capabilities being questioned.

Although there are shared experiences between male and female Black professionals, there are also some disparities in their experiences, particularly when considering leadership roles. Male participants in Miller and Callender's (2018) research revealed feeling encouraged and supported by White colleagues to enter leadership although stated that it was isolating and lonely when they got to that position. Some of the Black male teachers (Callender, 2018) didn't use race to define themselves and didn't feel it should be a significant factor in their identity as teachers. When exploring women's positioning to becoming a professor in academia respondents spoke to the lack of support from White colleagues and that often being a hindrance to success. Curtis (2017) found that 80% of women cited racial bias as a barrier that affected their effectiveness as leaders and therefore saw race, as well as gender, as a prominent factor. However, it is important to note that these studies explored experiences of academia in higher institutions in comparison to other educational settings such as primary and secondary schools. This could suggest a difference in the role of race and gender, in different sectors of education. However, it could also speak to the difference that gender roles play in the experience of Black professionals.

### ***2.7.3 The impact of being a minority in the workplace***

All these findings in some way highlight the lack of Black professionals in their fields and speak to them being the minority within the workplace. Tembo (2021) explored the experiences of Black educators in White settings in early childhood education and care. Themes in this research focused on Blackness and identity, being the Black role model, covert racism, and critical pedagogy. The literature identifies the pressure of being a role model for children, particularly in spaces where there aren't many Black professionals. Most participants saw their race as a salient factor to their identity but felt they were unable to be their true authentic self as their role often felt tokenistic.

The complexities as a minority, particularly if you are the only one, raises questions around how these professionals are viewed in the community as well as by their colleagues. Tembo (2021) explored racist practices that were common for some of the participants in their roles, often by parents and other members of the community. Callender's (2018) exploration of Black male teachers also highlighted how the authenticity of teacher status had been questioned for some participants, particularly those who were seen to have trained at more prestigious institutions, which suggests that Black professionals can be viewed as less intellectual.

Rollock's (2019) findings acknowledge how overt and covert racism manifests within roles as most participants speak about their pathway to professorship as being characterised by undermining and bullying. One theme in particular spoke to strategies to improve self-care and survival as a Black professor in less diverse institutions. This often presented as Black professors having to be more vigilant and analyse situations with White counterparts to avoid undesirable or challenging workplace encounters. However, they acknowledged that this is exhausting and stressful and contributes to the extra layer of consideration that Black professionals must have in the workplace. The importance of White allyship was also noted (Rollock, 2019) and at times, this would include mentorship arrangements or being a direct support for their progression. Support from White colleagues was also highlighted in Miller and Callender's (2018) research; due to the lack of Black

headteachers, participants spoke about only being able to seek advice from White headteachers who were willing to support as mentors or sponsors. This then enabled them to think about the importance of Black headteachers to also mentor other Black and ethnic minority teachers to help them attain leadership positions.

Tembo (2021) and Callender (2018) both speak to the positioning of Black role models in the workplace and although this can have a positive impact and be a driving force in their roles, it can also be a source of pressure when you are a minority in your field. An extra level of responsibility is often undertaken for capabilities as a teacher or academic to be noted as they can often be questioned more than other professionals (Miller & Callender, 2018; Rollock, 2019; Callender 2018). Callender (2018) interviewed Black male teachers twice throughout their career, when they had initially qualified and then 12-24 months into their careers. Findings suggest that Black men's experiences through the lens of CRT highlights the salience of race in the professional and personal lives of the teachers and the ways in which these impact on how they negotiate their racialised identities in schools. The combination of both CRT and intersectionality shaped the liminal experiences of Black male teachers in this research. Discussions from some of these papers also highlighted the importance of collectiveness and communal kinship (Curtis, 2017). It raises the question of what experiences would look like for these individuals if they were the majority in their fields.

## **2.8 Conclusions**

The findings from the literature review recognise the difficult experiences that Black professionals in academia and education have when working in these fields. It highlights the different elements that Black professionals must consider when working in these settings, particularly when they are taking up a leadership or higher position in their role. The role of identity, both professional and racially, was explored in most of the research with a mixture of feelings around how race presents itself for the individual. Some of the findings found that everyday racism and discrimination was a common occurrence in the workplace and race was a huge factor in how an individual was treated or viewed in their role. However, some participants viewed

race differently and spoke about this not being a key competent to how they experience their role. Overall, there was a consensus from most of the research that Black professionals may find it difficult to be their true authentic self at work due to being a minority or not wanting to show too much of one's personal or professional identity in practice in fear of this being misjudged or not being safe enough to do so.

The intersectionality of gender, race and class was explored, and some studies looked at their findings through a CRT lens to address the racial inequalities and structural racism that is embedded in a lot of these systems. The importance of community and support and mentorship for Black professionals was seen as a key finding in some of the research and was discussed as a facilitating structure to enable Black professionals to thrive in their roles. Recruitment and progression were explored in different ways as a theme in some of the research, and the inequalities of Black professionals being able to access leadership positions was discussed, although experiences around this seemed to vary amongst men and women. Overall, findings allowed for a rich insight into some of the experiences of Black professionals – particularly those in niche positions of leadership where they made up a small minority of Black professionals. Most of the research spoke to the lack of existing research in this area, and therefore the prominence of some of this research to allow for the voices of Black professionals to be heard.

## **2.9 Summary of Literature Review**

Overall, findings from these papers exemplify how Black professionals experience the working world in the UK within education and academia. A focus on the prominent issues around racism, stereotypes and questions of capability was a common theme in most of the papers. However, in the context of the injustices, there was also a voice of defiance, resilience and determination that was conveyed through some of the respondent's accounts. It highlights how Black professionals are choosing to take up space in what can sometimes be an isolating environment.

Most of the papers provided a strong research design and findings, which prove to be valuable in contributing to a field where there is minimal research in the area. Some

areas around ethical issues, relationship between researcher and participants and often the recruitment strategy was not always clearly stated in the literature, which could pose a question around some of the reliability and validity of the studies. Typically, with qualitative research the small numbers also make it hard to generalise to the wider population, although it could be argued that the population of Black professionals working in these field is limited which would impact generalisability. Findings from most of these papers has allowed the experiences and narratives of Black professionals in the UK to be made apparent and contribute to an academia which is predominately White.

## **2.10 Rationale for Current Study**

This literature review has identified that there is limited existing literature on the experiences of Black professionals in the UK. Although Black professionals in education and academia have been explored, this is limited and there has been no studies directly exploring the experiencing of Black EPs who are typically the minority in their profession. EPs work within the education system and experience a high level of academia, either previously at master's level or current doctoral training. They may therefore share some of the experiences highlighted in the studies around training and work culture. However, the EP role is also distinct from that of a teacher, academic or other psychologists. Therefore, a rationale remains for further study into the experience of Black EPs.

Acknowledging this literature speaks to the experience that Black professionals in particular face and how they navigate their personal and professional identities, gain leadership positions, and manage the dynamics of a complex system where structural racism still presents itself. Acknowledging the current climate following the aftermath of George Floyd and the rise of initiatives aiming to support Black individuals, there is a value in conducting research that seeks to understand and inform Black EPs experiences of practice. It will also be valuable to gain insight into different genders, localities and positioning of these EPs within their professional careers, particularly as intersectionality posed as a key theory in existing literature findings.

The importance of education and academia continues to be highlighted in research and the inequalities within this are often where EPs are involved. However, the experiences of Black EPs who may also be impacted by some of these inequalities and experiences are yet to be solely explored and raise a question as to why their voices have not been captured.

### 3 - Methodology

The following chapter will outline the methodological choices made and the philosophical underpinnings of the research. First, research paradigms will be explored in relation to the ontological and epistemological positioning. This will be followed by the aims and purpose with a detailed discussion regarding the research design. Participant selection, recruitment and data collection will then be discussed before moving into the process of data analysis. Finally, the researcher will discuss the quality and ethical considerations before concluding with a personal description of their reflexivity.

The research questions are listed below, and Table 3 provides an overview of the research framework.

- **RQ1.** What are the experiences of Black EPs working in the UK?
- **RQ2.** How can these experiences of Black EPs be understood in relation to their racial identity and context of the services and schools that they support?
- **RQ3.** How have Black EPs responded to anti-racist and/or culturally responsive practices in their services and schools?

Table 3. *Overview of research framework*

<b>Ontological Position:</b>	Relativist
<b>Epistemological Position:</b>	Constructivist
<b>Theoretical Perspectives:</b>	Phenomenology, Hermeneutics, Idiography
<b>Methodology:</b>	Qualitative; Interpretative Phenomenological Analysis (IPA)
<b>Data Collection:</b>	Semi-structured Interviews
<b>Participants:</b>	Six qualified Black EPs currently practicing in the UK

### **3.1 Research Paradigm**

To successfully accomplish the aim of research and to elicit an adequate response to what is being investigated, it is crucial to carefully select a suitable paradigm. A clear paradigm is described as the fundamental belief system or worldview that directs the investigator in understanding the crucial aspects of research (Guba & Lincoln, 1994).

#### **3.1.1 Ontology**

Ontology aims to address what the nature of reality is and what there is to know Crotty (2003). Researchers are urged to fully understand and define the ontological stance along a realist to relativist continuum (McCartan & Robson, 2015). Realist ontologies believe that reality is objective, observable with the senses, and based on universal truths (Wilig, 2013). Essentially, a world that does not exist in accordance with human cognition and perceptions (Crotty, 1998), but a preferred strategy of positivist, quantitative investigations. A different ontological perspective, known as relativism, holds that "reality is in the form of various, intangible mental creations, socially and experientially based, local and specific in nature" (Guba & Lincoln, 1994, p.110). In this research, a relativist ontological position fits into the subjective life experiences of Black EPs. Despite their shared racial identities, each participant will have a distinct and pertinent view of their experiences as a Black EP and their own created reality based on their experiences.

#### **3.1.2 Epistemology**

Epistemology describes how we come to know what we know and whether knowledge may be discovered through objective science or created subjectively (Crotty, 1998). A constructivist epistemology encourages people to build their own interpretations of the human experience (Crotty, 1998). The constructivist perspective in this case concentrates on how an individual's associated meaning contributes to the production of truth. As the experience of the participants may be situated within a socio-political,



cultural, and historical context of race, ethnicity and prejudice, a constructivist epistemology is relevant for the current study. An in-depth understanding is key to investigating Black EPs experiences which can be achieved through a constructivist stance. It is then vital for the researcher to be ethically positioned to individually interpret the data from each participant.

### **3.2 Aims and Purpose**

This research aims to explore the experiences of Black EPs currently practicing in different parts of the UK. As the voice of Black EPs is underrepresented and they are a marginalised group in the EP profession, this research aims to actively explore their lived experiences as an EP and is primarily exploratory. It is hoped that this research will be able to explore how racial identity and context can shape experiences of working in a UK education system. Additionally, it seeks to explore Black EPs experiences of engagement with anti-racist and culturally responsive practice. The aim is to gain a wider insight into these experiences, to reflect and think about what impact this could have on the EP profession and the work carried out in services and schools.

### **3.3 Research Design**

A qualitative research design is necessary to uncover the fundamental characteristics of a phenomenon depicted by the rich detail of the various viewpoints of individuals (Cline et al., 2015). Researchers using qualitative methods are curious about how people interpret important aspects of their environment. It is vital for researchers to utilise techniques to capture this subjectivity beyond what can be inferred from positivist, causal explanations.

### **3.4 IPA**

IPA is a qualitative research approach which aims to examine how people make sense of major life experiences (Smith et al, 2022). The following section will use aspects of Smith et al (2022) book entitled 'Interpretative Phenomenological Analysis: Theory, Method & Research' to explain the processes of IPA in more depth. IPA uses an idiographic approach and wants to know in detail what the experience for the individual

is like and what sense the person is making of what is happening to them. IPA aligns with a constructivist epistemology and recognises that there will be similarities and differences between individuals within the community with shared identity and experiences. The IPA approach is used in many qualitative research studies to investigate and interpret the lived experiences of people who have experienced a similar phenomenon.

IPA studies have a small number of participants and aim to reveal something of the experience of each of those individuals (Smith et al, 2022). Data collection often tends to be in the form of semi-structured interviews and the transcripts of interviews are then analysed through a systematic qualitative analysis. IPA aims to capture rich quality data and for the purpose of this research, it will explore the experiences of Black EPs and make meaning of their experiences with links to their racial, identity, context, and involvement in anti-racist practice. It is integral that IPA researchers fully immerse themselves into the researcher role and allow for participants to bring all their experiences.. Researchers must 'bracket off' their prior knowledge, context, and views of participants. By allowing researchers to view the world through the participants' contextual lens and adopting a phenomenological stance aids a shift in this perspective. The theoretical perspectives central to IPA are phenomenology, hermeneutics and idiography which will be discussed in greater detail below.

### ***3.4.1 Phenomenology***

Phenomenology is the study of experience and specifically has an interest in thinking about what the experience of being human and what matters to us in the world. Within phenomenological philosophy, psychologists are concerned with the rich source of ideas about how we examine and comprehend lived experience (Smith et al, 2009). Husserl, Heidegger, Merleau-Ponty and Sartre are four phenomenological philosophers who adopted a similar core phenomenology, but each have their own distinctive way of developing this.

Phenomenology also recognises the importance of IPA researchers ensuring they 'bracket off' their previous experiences which could include their previous knowledge,

perceptions, and context of their participants to fully access their world in a non-judgemental way and interpret their sense of the world. In this research, participants are required to explore their experiences of practicing as an EP and are encouraged to think in a rich reflective way about their racial identity and context of their experiences on both a personal and professional level. It is therefore important for the researcher to 'bracket their own views' to fully immerse themselves in each participant's experience.

Phenomenology is an interpretative process in which the researcher makes an interpretation of the meaning of the lived experiences (Alase, 2017). Adopting this phenomenological approach helps with IPA researchers understanding the world through each individual participants' contextual lens. Husserl recognised the importance of the researcher to obtain a reflexivity stance to conduct the most effective qualitative research projects (Smith et al., 2022).

### **3.4.2 Hermeneutics**

The second underpinning of IPA research is Hermeneutics which is described as the theory of interpretation and pertains to how we position ourselves to draw meaning from verbal and written communication (Smith et al., 2022). When carrying out IPA research, understanding the experience of participants is interpretative and focused on the sense of meaning that participants make from their own experiences. The researcher is therefore positioned as attempting to make sense of the experience that the researcher is attempting to make 'sense' of themselves. Within a phenomenological approach it is important that researchers adopt a participant's perspective whilst fully acknowledging that the goal to achieve this isn't wholly achievable. Reflexivity can help with gaining this perspective and is a key part of IPA research which seeks to establish the links between participants, phenomena, and themselves (Smith et al., 2022).

Schleiermacher, Heidegger and Gadamer are three main theorists within this area. Schleiermacher (1998) was the first to write systemically about hermeneutics and described interpretation as involving a "grammatical and psychological interpretation"

(Smith et al., 2022, p.17). He recognised the importance of ensuring that when interpreting research data, it must accommodate the wider context in which the text was originally produced. Therefore, within my research it will be vital to maintain this position when interpreting data, through reflexivity and 'bracketing'.

Heidegger followed on from Schleirmacher's theory of interpretation and recognised the importance of individual's interpretations. Specifically, he emphasised that our interpretation of an individual is based on previous experiences, preconceptions, and their subjective stance. Further explanation around the importance of an individual's cultural context is explored and Schleirmacher highlights that this has an impact on linguistics, language, and expression of meaning within communication.

In this research, all participants self-identify as racially Black, but they exhibit a range of demographic characteristics, including cultural heritages, age, gender, and context of where they currently practice in the UK. Half of the participants were also not born in the UK. Therefore, it is important to note how language and colloquialism may differ between them based on their heritage and context. For example, words may be used in different ways to convey alternative meanings which may not align with a typical English definition. Hermeneutics can account for the influence this may have on the researcher's interpretations of these forms of communications.

### ***3.4.3 Idiography***

The final core aspect of IPA to be explored is Idiography which highlights the importance of focusing on the individual rather than looking to a group or population of people. Idiography is concerned at seeking a rich detailed account of an individual's experience through examining the participant's individual perspective through a single case study lens. Smith et al. (2022) highlight the importance of focusing on the individual across all stages of research and analysis, asides from the final stage of the process which requires the researcher to look at overarching group experiential statements in the data.

Although it is important to choose a homogenous set of participants when using IPA, it is essential to bear in mind that, despite shared racial identity and possible experiences, every individual brings a unique experience, and this should be examined individually. This is particularly important when conducting IPA research, as it allows for a more in-depth understanding of the individual's perspective. The researcher must consider the unique individual's experience and avoid making generalisations based on shared identity or experience. By adopted an individual lens, the research can gain a comprehensive understanding of the phenomenon.

### **3.5 Alternate Approaches**

The following section will examine two additional methodological approaches that were initially considered appropriate for this research. The rationale for selecting IPA will be highlighted within this.

#### ***3.5.1 Thematic Analysis***

Thematic analysis is another method used in qualitative research which aims to determine themes or patterns in data in an inductive or deductive manner (Braun & Clarke, 2021). Thematic analysis appears more relevant when wanting to find similar themes between group members rather than idiographic experiences of them as individuals. IPA allows for a richer and detailed experience of participants lived experiences on an individual level and this was crucial when wanting to explore the rich and detailed experiences of Black EPs. Thematic analysis focuses on the description and exploration of a group (Braun & Clarke, 2021) and therefore it felt more suitable to match this research to an IPA method with an individual focus and smaller sample (Smith et al., 2022).

### 3.5.2 Narrative Approach Analysis

Narrative approach encourages participants to tell a story with a focal point on their experience and has a particular focus on the use and structure of language. The basis for this approach is the researcher analysing the method of storytelling, making sense of meaning and other contextual information (Smith et al., 2022). Although narrative approach appeared fitting with the research, IPA was deemed more suitable due the focus on how Black EPs experience the phenomena of their racial identity, context, and practice. The use of IPA appeared more suitable for drawing upon the experiences of these factors on the practice of Black EPs.

### 3.6 Selection of Participants

Smith et al. (2022) suggest that professional doctorates may have different demands when conducting research, but typically recognise that 6-10 participants are common for research at doctoral level. In this study, six participants were recruited for research following reflections regarding time constraints. It was essential that all EPs met the inclusion criteria and shared a particular set of experiences to preserve homogeneity. Therefore, a considered approach was taken when determining the inclusion criteria that would be most beneficial for identifying appropriate participants. See Table 4 for the inclusion criteria with the rationale.

Table 4. *Inclusion criteria for participants*

Inclusion Criteria	Rationale
<b>A qualified EP who has been practicing for a year or more</b>	Qualified EPs who have been practicing as an EP for longer than a year. This ensured that participants had been somewhat settled in a service and would have had a significant length of time being able to practice as an EP post qualifying and therefore could reflect on this in more detail during interviews.

<b>Currently practicing in England</b>	EPs currently practicing within England to further support homogeneity by enabling a wider relatively matched context and similar process of training to become an EP within an English education system. However, it is important to recognise that socio-environmental context factors will be vastly different depending on where services are located which is why context has been highlighted as an important element of this research.
<b>Identified as being from a Black ethnic heritage</b>	Individuals who identify as Black, Black British, Caribbean, African or any other Black background. This was solely to research the experiences of EPs from this background and their experiences practicing within the profession.
<b>Experience or involvement in anti-racist practice and/or culturally responsive work within their services and/or schools</b>	EPs have had to be involved in anti-racist practice and/or culturally responsive work. This was essential to gain greater insight into work that has been carried out and the role and positioning they have played in this. It was also crucial to understand their experiences of this in relation to their racial identity.

Following confirmation of ethical approval (see Appendix D), the recruitment process involved sharing a recruitment poster (see Appendix E) on twitter and other social media sharing sites. Emails were also sent to organisations such as the Black and Ethnic Minority Educational Psychology (BEEP) and Educational Psychologists' "Race" and Culture Forum (EPRCF) to share with their networks.

### 3.7 Recruitment Process

Recruiting participants aimed to follow the original process proposed in the ethics application form (see Appendix F) and were mostly recruited from twitter and email responses. Once participants showed interest, they were sent the participant information sheet for further details and a screening questionnaire which allowed

opportunities to find out more about their demographic and for them to answer any questions. Initially, recruitment started off slow and this may have been due to it being a holiday period at the start of process. However, once term time commenced, greater responses and more potential participants came forward. Participants were welcomed on a first come first served basis and the screening questionnaire (see Appendix G) determined whether they met the inclusion criteria.

The research aimed to include a diverse group of EPs working across various regions of England to capture a wide range of experiences among Black EPs. By the fourth participant, it became apparent that two EPs were practicing in different areas of England which prompted recruitment to proceed on a first-come-first-served basis. By the sixth participant, all eligible participants had met the inclusion criteria. However, there was consideration regarding the need for two additional participants, as the original proposal stated six to eight participants. Upon reflection during supervision with a research supervisor, it was agreed that six participants would suffice due to time constraints within the doctoral process and the thorough analysis required with IPA. Therefore, when four more potential participants expressed interest, they were informed that the recruitment process had ended. Once all participants were recruited, interview times were scheduled via Zoom between the interviewee and interviewer. Table 5 highlights the relevant demographic information for the final participants.

Table 5. *Participant information*

Ethnic Group	Born in the UK	Gender Identity	Age Category	Region where they currently practice	Years as a qualified EP
Black British	Yes	Female	41-50	South of England	10+ years
Black Caribbean	No	Female	50+	South of England	20+ years
Black African-Caribbean British	Yes	Male	31-40	South of England	2 years
Black British	Yes	Female	31-40	South of England	2 years
Black African	No	Male	31-40	North of England	2 years



Black Caribbean	No	Female	31-40	South of England	10 years
-----------------	----	--------	-------	------------------	----------

### 3.8 Data Collection

In this research, a semi-structured interview was conducted with all participants. The interviews were recorded in both video and audio formats to enable descriptive validity and verbatim transcription, which was undertaken by the researcher. The data was stored under strict GDPR guidelines and deleted once transcribed. Although a lengthy process, this allowed for an extensive and rich appreciation of the qualitative data and allowed the researcher to immerse themselves in the process to better inform the analysis.

### 3.9 Semi-Structured Interviews

Semi structured interviews are typically used in IPA research (Smith et al., 2023) and aim to allow participants to reflect in thoughtful conversation on possible complex experiences. It is imperative that the skills of the researcher facilitate this by the researcher allowing for an open safe space. It is important for the researcher to use skills such as probing questions, prompts and attentive listening skills to support personal exploration, particularly when researching such pertinent issues. In line with the research and understanding the importance of offering a voice to individuals from a typically marginalised group in the EP field, it was vital for participants to feel comfortable to engage in the research.

In this research, full disclosure regarding the positioning of the researcher was provided to the participants before the interview, and reference to the feelings around racial issues that may arise during the interview were voiced. Although a semi-structured format was used, it was important to allow for participants to bring experiences that they felt throughout the interview process. Therefore, the interview questions were used as a guide to allow for flexibility.

### **3.10 Interview Schedule**

The interview schedule (see Appendix H) was created using the different areas of research that the study aimed to explore. This included their journeys to becoming an EP with reference to their own educational and work experiences before completing EP training. Their involvement in anti-racist practice was also explored. As stated, this was used as a guide and the researcher adopted a flexible approach based on participants' responses. It was important to allow for questions to be guided by the individuals' interpretations and therefore freedom was allowed for participants to direct the conversation, whilst remaining on the aims of the research. The importance of empowering the voice of the EPs was prioritised.

### **3.11 Ethical Considerations**

Ethical considerations ensure that research is reliable, credible, and conducted with respect for all individuals involved. Approval to conduct this research was granted by the Tavistock and Portman NHS Foundation Trust Research and Ethics Committee as presented in Appendix D. The research was also carried out in alignment with the following: BPS Code of Ethics (British Psychological Society (BPS) et al., 2018), BPS Code of Human Research Ethics (BPS et al., 2021) and GDPR guidelines (General Data Protection Regulation Compliance Guidelines, n.d). Relevant to this research, five primary ethical concerns will now be presented to highlight how the safety and fair treatment for all participants was prioritised.

#### **3.11.1 Informed Consent**

All participants were of appropriate age and had good written and verbal English skills to give informed consent to participant in the research.

### ***3.11.2 Right to Withdraw***

The right to withdraw was discussed prior to starting the interview and in the debrief at the end to remind the participant that they could remove themselves and their data from the study at any point up until analysis. However, if after analysis participants specifically request for their data to be destroyed then this would be actioned. This was highlighted in the participant information sheet which was shared with participants prior to interview (see Appendix M).

### ***3.11.3 Debriefing***

The BPS (2014) guidelines on ethical human research encourage immediate aftercare through debriefing after an interview process. This is vital to help participants reflect once the interview is completed. Once the recording was stopped, participants were encouraged to check in with themselves, consider how much they had shared and how they felt about it, and consider any potential self-care options following engagement. Furthermore, any additional questions they had were answered, and they were reminded of the support options available.

### ***3.11.4 Confidentiality***

To safeguard participant confidentiality, the researcher avoided sharing any identifying information with anybody else. Any additional identifying information on participants including their names and the boroughs which they worked in was deleted. To reduce the possibility of improper exposure, the participant's names were changed, and any additional identifiable information from their transcripts was deleted or substituted. All participant data, including audio recordings, screening documents, and other materials was securely maintained in accordance with legal requirements and the university's data protection policy.

Due to the small number of Black EPs in the educational psychology field, it was critical to use extra caution when maintaining confidentiality in this study. This was emphasized again during the interview process, and considerable efforts were made to ensure that participants were not identifiable by using regions rather than specific localities of services, especially for those EPs who are one of a few or the only ones in their service. Only one participants' transcript was presented in Appendix I to maintain confidentiality.

### **3.11.5 Potential Distress**

It was acknowledged that racial issues may arise due to the topic being focused on racial identity and lived experience. These may be positive and/or negative and therefore anticipated risks were put in place before the interviews took place. When discussing the topics of race, identity and discrimination, an awareness of the potential for emotional distress was crucial to consider. Several precautions were put in place to reduce and defend against this. Before, during, and after interviews, participants were encouraged to emotionally check in and feel empowered to name any distress or needs. Each engagement with participants hoped to convey a sympathetic and empathetic approach to improve their comfort and ease when replying to the researcher.

It was recognised that it may be emotionally distressing for participants to openly discuss personal issues around their identity in the practice. There may be a possibility that participants have experienced racism or racial trauma on a personal and/or professional level and therefore precautionary measures were included:

- By providing participants with an information sheet (see Appendix M) ahead of time, they were able to get transparent information about the subject being researched as well as precise information about what the research would entail. Participants were made aware that racial identity and lived experiences as an EP would be discussed in detail which enabled them to decipher whether they would be comfortable discussing this.

- Attempting to provide a containing environment throughout the interview process by having frequent check ins to allow for the participant to feel as safe and minimise any distress.
- The use of free association questions which were open ended and aimed to allow the participant to select the information they wanted to share in the interview process.
- Checking the feelings of the participant at the end of the session and signposting to any additional support where required.

### **3.12 Data Analysis**

Smith et al. (2022) framework was used to structure the process of data analysis, which will be listed in the stages below. All participant's data was analysed using the same process. Whilst Smith et al. (2022) provide a framework for analysis, it is not expected that exact replications are completed, and they also encourage the researcher to be able to explore the data autonomously using different methods to help them make sense of the meaning of the data.

#### ***3.12.1 Stage 1 - Reading and re-reading***

The first stage of IPA analysis involves becoming immersed in the data through repeatedly listening to and re-reading the transcript (Smith et al., 2022). The process of transcribing interviews supports the researcher to examine and notice key changes in participant's tone, speed, and hesitations, which helps the researcher to internalise the participant's voice to provide a deeper sense of their experiences. At this stage of research, it is essential to utilise reflective skills and spaces such as supervision as a research diary to process how the data impacts the researcher's own emotional reaction. This is particularly important in between interviews to ensure the researcher is 'bracketing' as much as possible.

### **3.12.2 Stage 2 – Exploratory Noting**

At this stage of analysis, the transcript was organised in a table to allow the researcher to make exploratory notes alongside the participant's own words. Exploratory comments were created through semantic content and use of language, which were then categorised into three areas. This categorisation supports the researcher through the analysis process and is listed below based on Smith et al. (2022) process:

- Descriptive – *Describing the content of what the participant has said, the subject of the talk within the transcript and sometimes summarising important elements of a passage*
- Linguistic – *Exploring the specific use of language by the participant and pointing to what these linguistics features may be contributing to our understanding of the participant's experience*
- Conceptual – *Engaging at a more interrogative and conceptual level with the material. This may take a more interrogative form where the researcher aims to explicitly ask questions of the data*

Each participant was analysed for descriptive, linguistic, and conceptual separately, which was colour coded to make it easier for the researcher to distinguish. See Appendix I for the process of exploratory noting for one participant. Only one transcript has been shown to ensure anonymity, however full transcripts can be made available on request.

### **3.12.3 Stage 3 – Constructing Experiential Statements**

This third stage of analysis involved scaling down the volume of data whilst maintaining its richness through creating experiential statements. These statements were written in the column next to the explanatory notes, which can also be seen in Appendix I. This involved the researcher moving away from the participant's words to include more of their perspective, although this remains rooted in the participant's lived experience.

#### **3.12.4 Stage 4 – Searching for connections across experiential statements**

This stage of analysis requires the participant to begin to develop a process of how the statements fit together. Whilst most statements were included, some were discarded based on their relevance to the overall research questions and its scope. Holding the research questions in mind, the researcher began organising clustering of statements based on participants' experiences. This creative process involved moving statements around and trying different cluster groups to gradually construct patterns across the statements.

#### **3.12.5 Stage 5 – Naming the Personal Experiential themes (PETs) and consolidating and organising them in a table**

Each cluster of experiential statement is given a title to describe its characteristics, which then become the participants PETs. Smith et al. (2022) describe PETs as '*personal*' because they are at the level of the person, '*experiential*' because they relate to the individual experience and '*themes*' because they are now no longer tied to a specific and local instance.

This process was also carried out using colour coding and all statements number linked to each section of the transcript. Most of the analysis was conducted between two monitor screens due to the researcher's preference at the time. The researcher compiled a list of experiential statements directly from the analysed transcript and searched for patterns in the list using the cut and paste function to move statements around as suggested by Smith et al. (2022). It was important, when doing this that it was repeated several times to ensure the same flexible and dynamic approach as manually. Appendix J shows the different PETs and experiential statements for one participant as an example of this process.

#### **3.12.6 Stage 6 – Continuing the individual analysis of other cases**

The process of stages 1-5 was repeated for the five other participants. At this stage, it is important to treat the next participant on its own terms, to ensure their own individuality is being prioritised and that each case is treated as a universe of inquiry. However, it is not uncommon for researchers to be influenced by what they have already found, and some similar features may begin to occur across different transcripts. However, this systematic process allows for new analytic entities to emerge for each participant and the researcher continues to mitigate a 'bracketing' stance to maintain IPA's idiographic nature.

### **3.12.7 Stage 7 – Working with PETs to develop Group Experiential Themes (GETs) across cases**

This stage of analysis provides the first opportunity for the researcher to begin to think about the similarity and differences across the PETs to produce Group experiential themes (GETs) which act as scaled up versions of the PETs and can be described as overarching themes in the research. To maintain an IPA approach, it is important for the researcher to highlight the shared and unique experiences across the contributing participants during this process rather than creating a 'group norm' or 'average'.

In this research, all the PETs fit different patterns that were utilized to create GETs. Because some of the PETs had different sub-themes, they were better suited in different GETs, so some were transferred. The researcher employed a colour-coded theme to categorize all the varied participant PETs as new developing GETs (see Appendix K). A final table was created to highlight the GETS with links to the PETs and PET sub-themes (see Appendix L).

### **3.13 Quality of Research**

Smith et al. (2022) emphasise the importance of a fair assessment of validity and research quality. They reference the diverse approaches to thinking about validity which can be reflected on using different frameworks. Yardley (2000) presented four broad principles for assessing diverse qualitative research approaches: '*sensitivity to*



*context*, *commitment and rigour*, *transparency and coherence* and *impact and importance* (Smith et al., 2022). These four principles will be discussed below.

### **3.13.1 Sensitivity to context**

The extent to which the researcher can demonstrate the various and meaningful ways they have been sensitive to the context determines the quality of a piece of research (Smith et al., 2022). It is important to note that the nature of this study revolves around the concept of individual and group identity, and how these perceptions of self and others are intricately linked on a personal but wider contextual level. The impact of local and global events such as the murder of George Floyd which led to more recognition around the BLM movement and more work being carried out in services around anti-racist practice has heavily contextualised this study, significantly influencing both its design and outcomes.

The interview procedure is an area where the researcher must also be attentive to the subject and the context of the larger study (Smith et al., 2022). It was necessary to show empathy and compassion for the participants' shared experiences to critically examine the idea of identity and its impact on practice. The researcher had to account for Social GRRRAACCEEESSS (Burnham, 2013) and power dynamics that can unknowingly surface and the participants' visible and invisible differences. The researcher was required to reflect and recognise how their own identity as a Black woman currently training on the EP course would impact their role during the interview process. It was important for the researcher to disclose to participants at the start of the interview about the risk of over identification and emotional responses to the content of discussion. The researcher emphasised the importance of solely adopting a researcher role to minimise this.

Participants were encouraged to ask questions and reminded of their right to withdraw or take a break in the process, particularly due to the nature of the research. It is hoped that the researcher's position as a seeker of knowledge and the participants' position as experts of their lived experience both contributed to framing a positive reflective interview space.

### **3.13.2 Commitment and rigour**

Commitment and rigour are essential aspects of qualitative research. The researcher committed to treating participants' contributions with respect and compassion through a deep rich analysis of their transcripts thoroughly. Although this was time-consuming, it was essential to use a rigorous approach to ensure the richness of the data was captured, and the interpretations of the researcher were informed by the participant and their context. Throughout the interview process, the researcher often asked clarifying questions to confirm meaning. Further consideration was then taken at later points in the analysis process to ensure the same level of consistency and rigor was applied to participants across each stage. The use of critical and reflective spaces in research supervision, honed the researcher's skills in committing to being reflexive, 'bracketing' and conducting a fair, rigorous analysis to capture the richness of the data for each participant.

### **3.13.3 Transparency and coherence**

Yardley (2008) emphasises the importance of transparency and coherence in research to ensure its validity. A detailed and highly descriptive write-up provides an effective way to ensure validity. Each stage in this methodology process is outlined with clear rationale provided as to the decisions made to justify the current approach. This includes transparency surrounding the philosophical paradigm, study design, and the participant recruitment and interview stages. The findings of this research also include an in-depth analysis process of the research data which highlight the process. Carefully selected verbatim accounts and extracts are also included in the findings to ensure transparency and coherence.

The researcher's dedication to reflexivity pushes transparency even further by acknowledging known biases and actively seeking to manage and incorporate them into the research. The researcher should reflect on open and honest disclosure and exposition of positionality, which was highlighted throughout the research.

### **3.13.4 Impact and Importance**

Impact and Importance are the final two measures to check the validity and quality of the research (Yardley, 2008). The reader should judge how well this research addresses the research objectives, fills a gap in the literature, advances the critical debate, and recognises Black EPs as an underrepresented minority. Here, the case is made for the study's significance and influence by highlighting that Black EPs are from a minoritised group in the profession and their voices have not been commonly heard. It is important to explore their experiences and interlinks between racial identity, context, and practice.

Following the murder of George Floyd, services and communities began having more explicit conversations around the impact of racism in society. This has also been prominent in education and the field of psychology. This study seeks to be impactful by exploring Black EPs experiences of working in the UK to inform allied professionals and university providers about the implications of how racial identity presents itself in the workplace and academia. Disseminating these findings will further the study's impact and build awareness of these participants' experiences in educational psychology.

### **3.14 Reflexivity and disclosure of researcher biases**

This final section will be written from the first-person perspective of the researcher, reflecting on the personal-professional crossover embedded in this study. My interest in this area of research stemmed from my own racial identity and experiences as a Black trainee EP in a White dominated cohort group and service.

Before starting EP training, I had experience of working in varied roles with diverse groups of CYP and professionals from a range of different backgrounds where discussions around racial identity were typically common, whether that was with other colleagues or in my personal life. I have also facilitated training and held focus groups with school staff during my training to explore racial inequities within the EP field. This

involved guidance from Frank Lowes Thinking Space (2013) and Social Graces (Burnham, 2012), which allowed me to gain more understanding in navigating these spaces particularly where feelings around racial discomfort may arise. Within this training, participants were asked to choose which aspects of the social graces they identified with the most and least. This allowed for individuals to recognise the importance of Intersectionality and further highlight where some of their blind spots around different identity markers may be. Taking part in this activity, as well as facilitating it allowed me to feel more confident navigating conversations to discuss these differences.

I recognise that my identity as a Black woman could result in over-identification occurring with other Black colleagues, CYP and families which is something I have explored in supervision and reflective spaces. I have reflected on the dangers of this and have used these experiences when carrying out this research. Lastly, I ensured I was open about the impact of my own over-identification at the beginning of the interview to ensure that myself and participants are not influenced by shared personal experiences, racial identity, and other social graces. This also re-enforced my positioning as a researcher.

## 4 - Findings

### 4.1 Chapter Overview

This chapter aims to present the researcher's interpretations of data gathered from six participants in response to the following three research questions:

- **RQ1.** What are the experiences of Black EPs working in the UK?
- **RQ2.** How can these experiences of Black EPs be understood in relation to their racial identity and context of the services and schools that they support?
- **RQ3.** How have Black EPs responded to anti-racist and/or culturally responsive practices in their services and schools?

This chapter will be led by contextual information for each participant to acknowledge the idiographic nature of the individuals. A detailed outline of each participant's Personal Experiential Themes (PETs) and sub-themes will then be explored. A summary of the findings will conclude the chapter before moving onto the discussion chapter where the overall Group Experiential Themes (GETs) will be explored in more detail.

Within this section the following typographic representations will be used when quoting each participant's voice from the interviews:

- Verbatim quotes from each participant are *italicised*
- Participants quotes are distinctively numbered at the end of each quote based on the paragraph number of the original transcript
- The use of ellipsis "[...]" highlights where a quotation has been cut
- The use of ellipsis on its own "..." indicates a pause in speech
- The anonymisation of participant's contextual information of where they currently work and other relevant, but protective information will be denoted by [ ], for example [LOCATION].

## 4.2 Summary of Participants Findings

This section outlines the participants' contextual information as well as the PETS and sub-themes which were derived from analysis of their interview transcripts. It is important to note that not all PETS have their own sub-themes and sub-themes were only created when there was a range of subjects under one theme. Each of the sub-themes for the PETS with the relevant experiential statements are further explored in each participant's section below.

An example of Angela's transcript can be found in Appendix I and full transcripts can be made available upon request to ensure maximum anonymity. Participants will remain unidentifiable and anonymous throughout. Pseudonyms will be used, and context of services will be mentioned according to regions rather than specifics of the area.

## 4.3 Grace

Grace is a specialist senior EP who has been practising as an EP for over ten years. Grace was born and educated in the UK and is currently working in a service in the South of England. Grace identifies as Black British and female. Graces' table of PETS is highlighted in Table 6 below.

Table 6. *Grace's PETS*

<b>Graces' PETS</b>	<b>Sub Theme of PETS</b>
<b>Navigating discrimination in the EP role</b>	Using your voice to call out discriminatory practice
	Lack of fair treatment towards Black EPs
<b>Impact of lack of diversity and inclusivity within educational psychology</b>	

<b>The importance of being a culturally responsive and anti-racist service</b>	Services are responsible for ensuring anti-racist practice is at the centre of their work
	Change needs to happen through systems applying a culturally responsive lens
<b>The positive benefits of shared identity and representation in the EP role</b>	
<b>Resources needed to progress career as a Black EP</b>	Going above and beyond and having confidence in self
	Importance of your own educational experiences and family upbringing

#### 4.3.1 Navigating discrimination in the EP Role

Grace discussed how discrimination can be prominent in the EP role and identified how she has experienced discrimination based on her racial identity. She also highlights how she has used her voice to call out discriminatory practices in different services and schools. Grace acknowledges the challenges that Black professionals can face in calling out discriminatory practice and re-calls an incident that occurred in her early career.

##### 4.3.1.1 Using your voice to call out discriminatory practice

*“Perhaps, earlier on in my career, I might not have you know, felt confident enough to raise that. In fact, I do. Reflect. Now, when I was in [LOCAL AUTHORITY], there was a white colleague. So there was one other black psychologist EP. And erm this white colleague always used to mix our names up. And like, that’s just not okay. And we like I never used to say, you know, I might have said Oh, [NAME] like that’s my name. But actually now I think I would have more stridently said, Look, this is not okay. You keep mixing things up. We don’t look alike. We don’t like this is not and been more forthright in addressing it where I didn’t as a young, newly qualified EP.”*

The interlink of racial identity and professional status and how these impact on your confidence as you navigate a career system are highlighted by Grace. Grace speaks to her experience of a White colleague continuously getting her and another Black EPs name mixed up, which can be seen as an act of microaggression. Although Grace was unable to explicitly call out this behaviour at the time, she recognises that having time in the role to feel confident, find her voice and becoming a senior may have contributed to her feeling more able to call out discrimination.

*“So that's like adultification. And the clinical psychologist who was a young white woman was, like erm sexualizing the behaviour of that child and saying that she was flirting with the CAMHS specialist nurse. And I had to remind them of the recent child Q, it was recently in the child Q and about adultifying and sexualizing the, the behaviours of black children. And actually, then I presented them with an alternative scenario, using my own children, as an example.”*

The recent incident of child Q, where a young Black female was stripped search in a secondary school is raised as an example to show the serious negative implications of Adultification. Grace's personal example using her own children, shows how crucial this is to Grace and how shared racial identity may impact on how you view or see behaviours.

*“[...] And my white colleague had said she was really surprised about why the Black professional didn't raise it. But I wasn't surprised. Because you wouldn't, you'd feel uncomfortable raising it because you wouldn't want to be the person that was seen to have a chip on your shoulder might feel like you'd be looked upon in a certain way. So it's having that lens that you look through things and have a different understanding to white colleagues, perhaps?”*

Grace's statement that “you wouldn't want to be the person that was seen to have a chip on your shoulder” speaks to the difficulties that Black EPs may have in calling out these issues as they can be perceived a certain way. Grace also highlights the importance of allyship from White colleagues and indicates that calling out racism is everyone's role as an EP regardless of your racial identity or lived experience.



#### **4.3.1.2 Lack of fair treatment towards Black EPs**

Grace touches upon her personal experiences of discrimination as well as the inequalities that exist in the system when it comes to racial identity. Grace highlights that Black colleagues must work harder than White colleagues and reflects on her previous experiences of discrimination when going for a senior position in a previous service.

*"[...] other discrimination that I, I believe that I have erm experienced is when I went for the acting no when I went for the permanent, early years senior specialist role, and erm I was .. my manager at the time said, Oh, we're going to make it an external advert, whereas the person before me who was white, had just had a conversation with that the manager and had been given the job without any formal erm interview."*

Grace recognises that Black colleagues may have to prove themselves more, particularly when going for a skilled position which highlights the inequitable practices that she has faced in her career.

*"I'd given birth 10 days ago. So I was on maternity leave. And I made sure that I came in and and did my interview face to face. They also said, oh, you know, you can do your interview online, this was before COVID. And I was like. Nah, I want to be in with everybody else. I don't want any experience. Yeah and I got the job"*

Grace highlights how she had to ensure she was given the same equal opportunities as everybody else to secure her role as a senior. Although Grace had just given birth, she had to go above and beyond her own capability at the time to ensure she was treated fairly during the interview process.

*"Erm I want to say about erm so I got the senior role but just getting the sen.. like it wasn't like just getting the senior role I you know, we always have this thing about when we're black we have to do above and beyond and work harder than everybody else."*

Grace states that she has had to go the extra mile to prove her capability as a senior specialist and recognises that the pressures to be seen as equal to White counterparts is heightened in the workplace. This further emphasises the inequalities and lack of fair treatment that Black EPs face in their roles.

#### **4.3.2 Impact of lack of diversity and inclusivity within educational psychology**

Grace discusses some of the issues around a lack of diversity and inclusivity within Educational Psychology, particularly in relation to racial identity and other aspects of her social graces such as being a woman in leadership. She highlights the issues around assessment tools such as cognitive assessments which aren't inclusive to all the children that are supported and often perpetuate cultural bias.

*“Even now like so educational psychology to me, is very white middle class. Very blonde girl. Yeah. young blonde, white. It still doesn't seem to have moved on very far from that.”*

Grace states that the profession is still dominated by white middle-class women, despite her being in the profession for many years. This highlights some of the issues around intersectionality and how class, race & age all play a significant factor in who is accepted in the profession. Furthermore, it shows how isolating the profession may be as Grace states that she was the only Black person on her training course.

*“And I was challenging about our use of cognitive assessments with black children. And because that's something that's difficult, and it takes a lot of sort of difficult thinking. I received some pushback in that meeting about and the pushback came in the form of let's just like it was almost like it's too hard to think about. And it's too hard to think about what we do differently.”*

Grace accentuates the issues around inclusivity and assessment tools. Despite there being evidence to suggest the use of cognitive assessment are cultural bias, Grace highlights how she received pushback when raising this. She highlights the importance of thinking about what assessment tools are used and profoundly states *“Well I haven't*

*used cognitive assessment since then”* which highlights her choice to not use tools which she feels are cultural bias.

### **4.3.3 The importance of being a culturally responsive and anti-racist service**

Grace shares the importance of services using culturally responsive tools and prioritising action based anti-racist practice to deal with some of the inequitable practices in the profession. She highlights the role that EPs play in contributing to this.

#### **4.3.3.1 Services are responsible for ensuring anti-racist practice is at the centre of their work**

*“Umm and something else is just identifying where being like, explicit about the culture of the children and young people were working with. So, making that part of the psychological formulation that x is a black boy. And that being a black boy, along with x, x, x risk factors means that he's more vulnerable. umm for example, risk of exclusion and making that explicit”*

It is importance to Grace that culture and race are included in formulations when carrying out assessments and the implications of this are clearly stated due to the discriminatory factors which often impact Black boys.

*“So we're making moves towards being more culturally responsive. And also, we're aware that it's ongoing. So it's not like, oh, by the end of next year, that's done tick. You know, this is a standing item on our team meeting agendas.”*

Grace describes a range of practises that her service is adopting in the hopes of becoming more culturally responsive in their approach. This includes having a culturally responsive working group, a cultural assessment tool and ensuring anti-racism is a core part of their development. She highlights the importance of this work being on-going and a part of regular common practice.

#### **4.3.3.2 Change needs to happen through systems applying a culturally responsive lens**

The importance of working as a collective and adopting a systemic approach to tackle these inequalities and be more culturally responsive is seen by Grace as a key part of EP practice. Grace addresses the importance of this to implement change.

*“There's like wider erm sort of forums and things like the BEEP organisation that I have been attending, like, webinars and events, and that's more like definitely more prominent now than when I start first started as an EP. So I think that's really good for the profession.”*

Grace recognises the difficulty with implementing change without it being collective. Organisations such as BEEP highlight the importance of EPs with shared identity and heritage to have a space to feel valued and seen or heard, which is important to Grace. Grace further states that *“I feel like less empowered as an individual EP, to affect change. In those ways”* which highlights her views on the importance of joint collective work.

#### **4.3.4 The positive benefits of shared identity and representation in the EP role**

Grace identifies that representation and having shared identity with other colleagues is important, particularly when you are in a senior position.

*“So I think that helps having another black person within the senior leadership team. Erm it helps to have like an advocate and a champion. And that's not just black people.”*

Grace explores her own experiences of discrimination and lack of support around racial issues throughout her EP journey but recognises that it has been helpful having another colleague who is Black as part of senior membership. However, Grace recognises that it shouldn't just be Black people but also other colleagues from different races which further indicates the importance of allyship.

*“But the team is more diverse in [LOCAL AUTHORITY]. So I noticed that um yeah, so it feels like our teams quite like representative of the community that we serve.*

*Quite a few of the team also live in [BOROUGH]. So it's like you they know, the community that they serve in as well. And they're connected with them. So I think that's a good thing as well."*

Grace highlights the importance of representation in the EP role and the positive implications of having a team that reflects the population that EPs work with. Having shared identity or a shared experience allows for further connection which Grace recognises to be a positive factor when supporting the community. This further highlights the importance Grace places on advocacy and the relevance of having shared identity and understanding with CYP and their families based on your own personal lived experience.

#### **4.3.5 Resources needed to progress career as a Black EP**

Grace speaks in detail about her journey to becoming a senior specialist EP and different things that she has entailed during this time. Grace raises some difficulties in reference to her identity of being a Black woman, but also highlights the importance of her own values and upbringing which have empowered her along the way.

##### **4.3.5.1 Going above and beyond and having confidence in self**

*"So I left and then very quickly, in [LOCAL AUTHORITY], I was able to, you know, they valued me and what I could offer, and I was able to get, you know, career advancement."*

Grace touches upon some of the inequalities she faced when trying to progress in her career. Grace made bold moves and chose to move to another service where she felt valued and therefore more able to advance in her career. Grace's current service is more racially diverse, and she shares that there is also another Black member of staff in senior leadership. This highlights the importance of shared identity and diversity which may support confidence and in Grace's case, a place where she felt valued and her skills as a psychologist were recognised and appreciated.

*“it's knowing your your value, but then having colleagues that, that that can recognise your value and that are willing to stand up and advocate for you.”*

Grace's experiences suggest she values support from colleagues and has strong beliefs about what she can achieve. She speaks to seeking out her own opportunities when becoming a senior and describes finding a mentor when prepping for an interview *“an operational director, who coached me to prepare for my interview and my application”*. Grace has gone above and beyond in her career to progress as an EP and states that *“it's something to do with like my personal character”*. Grace's experiences highlight a hard work ethic and an aim to always strive for excellence in her career.

#### **4.3.5.2 Importance of your own educational experiences and family upbringing**

*“...but there is an element of, you know, my parents, encouraging, like me and my sister to always do our very best, and that it's important to show the best. And then also this, like, I grew up in [BOROUGH] but I didn't go to a [BOROUGH] school, my parents actually sent us to a private school, because at the time, the schools in [BOROUGH] weren't very good”*

Grace refers to the importance of good educational experiences and how this impacts positive outcomes. She also states how her parents encouraged her to do her best and how that has contributed to how she sees herself as an achiever and now as an EP.

## **4.4 Empress**

Empress is an interim principal EP who is currently working in a service in the South of England. Empress was born in the Caribbean and has been practising as an EP in England for over twenty years. Empress came to the UK when she was a young girl and was therefore mostly educated here. Empress identifies as Black Caribbean and female. Empress' table of PETs is highlighted in Table 7 below.

Table 7. *Empress' PETS*

<b>Empress' PETS</b>	<b>Sub Theme of PETS</b>
<b>The importance of representation</b>	Seeing Black women EPs in position of leadership
	Being a positive influence for Black children and families that are being supported
	Having shared identity and a sense of community amongst other Black EPs
	A lack of representation can have negative impacts
<b>Journey to being in a leadership position as a Black EP</b>	Seeking out opportunities for yourself and having self-belief
	Challenges during career to becoming a senior EP as a Black woman
	Developing confidence in your racial identity as you navigate through different roles
	Leading a team on developing anti-racist practice
<b>Diversity of experiences, cultures, and backgrounds amongst Black people</b>	
<b>The use of assessment tools with Black and ethnic minority children</b>	Lack of consideration of culturally sensitive tools whilst training
	Assessing how appropriate assessments are for Black and minority ethnic children
<b>Anti-racist work being an essential part of EP practice</b>	Being more in the community is a crucial next step to EP development

	EPs being essential practitioners to advocate for anti-racist practice in their services and schools
	The EP profession still has a range of work to be done to become anti-racist

#### **4.4.1 The importance of representation**

Empress highlights throughout the interview how important representation has been on her journey of becoming a leader in the EP profession, which started from a very young age when she saw a Black woman EP. The positive impact of seeing and working with a range of Black EPs appears to have a significant influence on how Empress saw herself as an EP throughout her career.

##### **4.4.1.1 Seeing Black women EPs in position of leadership**

*“And up until that point, I'd only ever wanted to be a secretary because that's what they were called in those days or a nurse a model at one point. And here we go. Here's this Black woman who is an educational psychologist, I've never wanted to do anything since from that day, to now. Erm and so that was the journey. So from age nine, that was my goal.”*

Empress expresses the profound impact that seeing a Black woman EP as a child had on her belief system and goal aspirations to become an EP. This highlights the positive impact of seeing people that look like you and have similar identity markers such as race and gender. This representation was also present in services that Empress worked in, which appeared to contribute to her eventually seeing herself as a leader and becoming interim PEP.

##### **4.4.1.2 Being a positive influence for Black children and families that are being supported**

*“I want to portray the message that you can be Black and proud of anything. And be a professional, highly educated, confident, assertive educational psychologist who*



*can hold their own with any professional in the local authority. That's the message because I'm not going to be here forever."*

Empress highlights how important her racial identity is, and how she wants people to see that you can be Black and proud and hold characteristics despite how society may view or discriminate against Black people. Empress wants Black people to be empowered and know that they can hold these qualities and have a professional voice in their careers.

*"I feel the pressure being a black err psychologist, black woman psychologist to do different to do better for black children and parents. You know, I've done I've done online presentations for parents and they, you know, the questions are they do want to know what difference are you making, not educational psychology for black children which erm i've disseminated, that pressure to the team"*

Although representation is seen as a positive, Empress touches upon the pressures that she feels as a Black woman psychologist. Empress wants to do better for Black children and parents, which she recognises may be more difficult due to the discriminatory practices that occur in education.

#### **4.4.1.3 Having shared identity and a sense of community amongst other Black EPs**

*"So they, they created this, this, this, particularly a project just for black people so a number of us did it and we're coming up to the end now and we had a bit of input at the beginning, addressing what it means to be what it means to be to be black and a professional."*

Empress attended a leadership course for Black professionals and highlights how positive this has been for her professional development. Empress values being part of groups with other Black professionals. Having shared identity and being in a community have been key progressive factors in Empress' career.

#### **4.4.1.4 A lack of representation can have negative impacts**

*“[...] you don't see people like me, erm you know, doing management positions and leadership. So that's that. Then I began to change as I joined two organisations. One is erm the Association of Black Psychologists.”*

Representation is important to Empress and has been a positive influence in her professional journey. However, she also highlights the lack of representation that she experienced in parts of her career – particularly as a teacher.

*“... Erm I saw I began to see myself because I hadn't done for most of my life, seen myself as a leader. And I think that's partly because I didn't really see people that looked like me and in places that I worked in. So as a teacher I think I might have been the only black teacher in the whole school.” – 22*

It took some time before Empress was able to see herself as a leader, and she feels a big contributing factor to this was due to the lack of representation in the profession. Empress therefore took measures herself to be amongst people in the profession who were also Black through joining organisations.

#### **4.4.2 Journey to being in a leadership position as a Black EP**

Throughout the interview, Empress talks through her journey of getting to where she is now as interim PEP. She explores both the strengths and challenges during her career and how she is finally at a point of feeling fulfilled and happy in leading an EP service.

##### **4.4.2.1 Seeking out opportunities for yourself and having self-belief**

*“One thing that's really helped me is doing a leadership course. So I did a six week course at [NAME] when I was a senior. It was great. And then I started an apprenticeship. So a level five leadership apprenticeship last November 2020 and I'm coming up to the end. And that has opened my eyes to myself, my skills ... I just, I just know that I am. I'm now calling myself a leader. And I'm making no apologies. I wouldn't have done that years ago.”*

Empress expresses how the leadership course she took played an integral role in opening her eyes to her skills and what she was capable of. Empress states that she is *“making no apologies”* about being a leader now and wouldn't have done this years ago. Empress highlights how her confidence has developed throughout her career through the support of these groups and her own personal self-belief and growth.

*“... I started to see myself as wanting more I was getting hungry for more, I wanted to be somebody with a responsibility of supporting other people and even somebody that was making happy influence to make strategic decision”*

Empress states how she began to really see herself as a leader and being somebody who was capable of being responsible for others and making strategic decisions. When speaking about her journey to leadership, Empress highlights how she put herself in different positions and applied for various senior roles. Empress prioritised becoming a leader at this point in her career.

#### **4.4.2.2 Challenges during career to becoming a senior EP as a Black woman**

*“[...] being black and being a woman just isn't enough? Okay. So I've been lacking. I've been a woman all my life that didn't help me to get a senior post 30 whatever years ago. It's come with personal development professional development, confidence and assertiveness and skill and knowledge [...] And I feel when I look around senior leadership in [BOROUGH] it's not reflective of the population in [BOROUGH] at all. Black women are well Black people, men and women are not they're not they're not getting into positions of leadership.”*

The journey to becoming part of a leadership team was not an easy one for Empress and she expresses that, despite seeing some representation on a wider level, there is a lack of representation within her current LA of Black men and woman in leadership roles. Empress places emphasis on having to really believe in yourself and your skillset as a Black EP.

*“...I wasn't shortlisted because I didn't meet the criteria, but I didn't have the confidence at that time to say, tell me more help me to understand but what I would*

*encourage other people to do so I put it behind me and I thought, well, that's it. I'll be a main grade for the rest of my life”*

Empress received some knockbacks on her journey to becoming a senior EP and describes how she didn't challenge it as much as she should have at that time. Empress stated that she thought that was it for her career, and that she would remain a main grade EP. Although this wasn't true, it highlights how difficult it was for Empress to get into a leadership position and how her racial and gender identity may have been viewed.

#### **4.4.2.3 Developing confidence in your racial identity as you navigate through different roles**

*“Well, first of all, that was the culture didn't want to stand out I wanted to blend I wanted to wear it, I wanted to feel I want to feel comfortable, and people feel comfortable with me. Now. I don't give a .. I will wear what I want to wear. So I'm gonna wear my head ties. I'm going to wear my African clothes, i'm gonna wear my fancy earrings, I'm gonna wear my shells, I'm going to talk about them. Because I want people to know not only do I look Black, but I am Black.”*

Empress describes the negative implications of working in an environment where being Black is the minority and wanting to “blend in”. Empress highlights the importance of expressing her racial identity and states how she became more confident to embrace this in the workplace. Empress is proud of being Black and her choice of embracing this is evident through how she presents herself at work.

#### **4.4.2.4 Leading a team on developing anti-racist practice**

*“But the one of the biggest things erm that I've been proud of, in my journey as a leader, it started when erm during COVID when George Floyd was murdered. And I was, like, so many people upset to the point of, you know, in rage, you know, frustration that here we were, again, what I did was set in principal, we need to get our team together to think about this to reflect on how we feel to acknowledge first of*

*all that it's happened [...] and the feedback was that I managed that and people were able to talk openly about their feelings.” – 62*

Empress explains how she had to lead her team in sensitive and difficult conversations following the murder of George Floyd but describes this as something she is proud of as a leader. As a Black woman in leadership Empress highlights how important and monumental this was for her to ensure her team were able to openly discuss this in a safe and open environment. Empress received positive feedback from the team that she managed this well and created a space for colleagues to speak openly about the emotive feelings attached to this.

#### **4.4.3 Diversity of experiences, cultures, and backgrounds amongst Black people**

Empress expresses the importance of there being a range of culture and experiences amongst Black people and how they can't just be categorised. Empress states the importance of the diverse range of experiences that Black people hold regarding their racial identity.

*“[...] all of these terms only make sense erm dependent on what the person the sense the person themselves give to it. So we're using the word black, I have no idea what your heritage is. I am [ETHNICITY] and you looking at me, I'm black. My, my heritage, my lifestyle, my history might be different [...] so it's just the just labels, they, you know, they just kind of categorise people, but they don't talk to the richness of the information behind that label.”*

Empress expresses that being Black isn't monolithic. Empress's states that she has “no idea what my heritage is” despite being another Black woman which highlights how it is important for her to not judge an individual based on appearance or shared racial identity. Empress shared some frustration around categorisation, particularly amongst Black people. The richness and difference of culture in Black identities is important to Empress.

#### **4.4.4 The use of assessment tools with Black and ethnic minority children**

Empress expresses her views around the importance of being mindful about what assessment tools are used on children, particularly from a Black and minority ethnic group. Throughout her career and training, Empress states how this is something she has been cautious about as she understands the negative implications this can have. Specifically, she speaks about the negative impacts of cognitive assessments.

##### **4.4.4.1 Lack of consideration of culturally sensitive tools whilst training**

*“And I don’t actually remember a huge input on race, culture, racism, discrimination, I don’t remember input on that at all.”*

Empress states that when she trained, there was little discussion around race, culture, and the implications this may have on practice. This indicates how difficult it may have been for Empress as she had to prioritised exploring these issues herself to ensure she was choosing appropriate assessment tools for children from different racial backgrounds. This also highlights how her training did not consider cultural implications in psychology.

##### **4.4.4.2 Assessing how appropriate assessments are for Black and minority ethnic children**

*“So and many years ago, I thought we must, we must, must create a test which is, is going to allow the the Black child to fully express their their ability, their strengths and their need without being disadvantaged by the fact that they are well, they are the global majority, but in terms of the tests, which were standardised on certain population, they may be at an disadvantage.”*

Empress highlights the importance of Black children being fairly tested and not disadvantaged against. Empress is an advocate for using tests which are going to empower Black children and show their ability and strengths in a fair process. She is committed to increase equitable practice for Black children.

#### **4.4.5 Anti-racist work being an essential part of EP practice**

Empress highlights the importance of prioritising anti-racist work in the EP field. She has taken steps both personally, professionally and as a leader to ensure anti-racism is at the heart of practice in services and the community.

##### ***4.4.5.1 Being more in the community is a crucial next step to EP development***

*“I certainly would like to see more community psychology. So, taking what we know and love in a good and what we're good at into the community. I went to a presentation in the summer, the BPS offices and somebody was talking about her vision of having an educational psychologist actually located in the community. Absolutely brilliant.”*

When speaking about the future of the EP profession and anti-racist practice, Empress highlights how adopting more community-based psychology is important and expresses excitement in the prospects of having EPs based more in the community. Systemic working, particularly in a diverse community is important to Empress and she values supporting the community as an EP.

##### ***4.4.5.2 EPs being essential practitioners to advocate for anti-racist practice in their services and schools***

*“So we've devised two things, we've looked at something called cultural assets. It's a kind of checklist that we use to assess and measure and reflect on our assessments and interventions and whether they are culturally sensitive [...] when we finished a consultation record, or an EHCP report, we use the checklist to see if we have paid true regard to that young person's race and culture and ethnicity. I mean, it's more than that. It's looking at all the social graces”*

Empress highlights the different things her service is doing to become more anti-racist and inclusive in their approach. She discusses that the use of assessment tools and evaluating how appropriate it is for Black and other ethnic minorities is key to the role.

Empress and her team appear to be making this a mandatory part of their practice, which is integral to her beliefs.

#### **4.4.5.3 The EP profession still has a range of work to be done to become anti-racist**

*“[...] we still have a position where for many Black children, not all but for many Black children, they are doing significantly worse than anybody else. Erm that the exclusions are still at a high level [...] Black children are still facing or black family, [...] are facing discrimination at levels that should not be happening.”*

Issues around exclusions and discrimination amongst Black children and their families is highlighted as still a predominate issue by Empress. Empress recognises that there is still a lot of work to be done in the profession to ensure these issues are being actively addressed and made a priority.

*“...so that's all good we'll good and we've got a culturally responsive working group which some of us, including me, would prefer to call it anti-racism, but we want to just name what it is, you know, it just sounds like we're softening it a little bit.”*

Empress's service has a culturally responsive working group where they meet regularly to discuss how to be more anti-racist in their approach. The importance of language around this is highlighted by Empress as she states that although it is named as the culturally responsive working group, her and a few others prefer to call it anti-racism group. Empress recognises the power of language and indicates that she prefers to be more active and intentional in calling out racism.

#### **4.5 Levi**

Levi is an EP who qualified from doctoral training in the last couple of years. He was born and educated in the UK and is currently working in a service in the South of England. Levi identifies as a male of Black African-Caribbean British heritage. Levi's table of PETs is highlighted in Table 8 below.



Table 8. *Levi's PETs*

<b>Levi's PETs</b>	<b>Levi's Sub Theme of PETs</b>
<b>The power of parenting</b>	Being a positive influence as a parent
	Parents experiences of discrimination shaping Levi's outlook
<b>Perception of Black men</b>	Breaking the stigma of how Black men are perceived
	Having to work harder as a Black man
<b>The impact of diversity and inclusivity in practice</b>	The implications of the lack of diversity and inclusivity in educational psychology
	The positive benefits of shared identity and interest in diversity and inclusivity
<b>Supporting Black individuals in the community</b>	The feelings that are evoked when supporting individuals with shared racial identity
	The need to make change for Black people
<b>Complexities in engaging in anti-racist work</b>	Adopting a leadership position in anti-racist practice
	Implications of differing of opinions around anti-racist practice in the workplace
	The dangers of being tokenistic in the approach to anti-racist practice
	Anti-racist practice requires a commitment
	Being a part of anti-racist work as a Black person
	The importance of Black EPs questioning their own practices
	Working hard to become an EP

<b>Commitment to your career and role as an EP</b>	Being given extra responsibilities throughout your career
	Prioritising working in an environment with people with shared morals and values
	Seeking out a community within psychology regarding anti-racist practice

#### **4.5.1 The power of parenting**

Throughout the interview, Levi makes several references to his mother and her experiences in the workplace as a Black woman. He highlights how his parents were important pillars in his education. Levi is a parent himself and this has influenced his own perspectives as a father.

##### ***4.5.1.1 Being a positive influence as a parent***

*“My parents were very big advocates for what education can offer you”*

Levi speaks highly of his parents and refers to the important role they played in ensuring he remained educated and pursued university, particularly after his A-level results which weren't as high as expected. Levi states that *“... my parents were like that's still important”*. Levi values of education stem from his parents ensuring he saw education and university as important.

##### ***4.5.1.2 Parents experiences of discrimination shaping Levi's outlook***

*“My mum being a black woman in a white male dominated and taking them to court for discrimination. It's always been there. So, there's lots of experiences that take me back to this place where I find myself now where I'm trying to advocate for anti-racism”*

Levi's experiences and understanding of discriminatory practice have been evident from a young age and impacted on his own personal values of advocating for anti-racism in both his personal and professional life. Levi's mother taking her workplace to court for discriminatory practice further indicate how social justice is an important aspect of Levi's family values and experiences and therefore is something that Levi is going to continuously strive for.

#### **4.5.2 Perception of Black men**

Levi highlights the role of being a Black man in the EP profession, but also in the society where Black men are typically discriminated against. Levi refers to his racial and gender identity and reflects on the privileges of being a man in society. However, he references the importance of intersectionality and the role that plays in being further marginalised. Levi's advocacy for social justice also lies in wanting to change the narrative of how Black men are perceived as he recognises how hard Black men must work to be treated equally.

##### ***4.5.2.1 Breaking the stigma of how black men are perceived***

*“As a little boy saw me like oh, cool so there are black officers that are cool, and you know policy change and like all that stuff that I was eventually hoping to think about influencing”*

Levi wants to make a change and influence at a wider systemic level in the community and hoped to instil some difference when he volunteered as a police officer in the same neighbourhood where he was raised. He understands the difficulties that the Black community face with policing and aimed to influence change by becoming an officer to fight against the systemic racism and criminalisation of Black boys. Levi shows great commitment to wanting to fight against injustice and provide positive representation for Black boys.

##### ***4.5.2.2 Having to work harder as a Black man***

*“I need to work twice as hard to demonstrate my worth to employers or to get ahead”*

Throughout the interview, Levi speaks in length about the different job roles and voluntary positions he has acquired over the years. Levi's efforts reflect on how hard he has worked to become a psychologist. Levi has made sacrifices throughout his career and highlights how Black men must do more to prove their worthiness due to bias.

#### **4.5.3 The impact of diversity and inclusivity in practice**

Levi discusses the issues surrounding diversity and inclusion in educational psychology and how prominent some of the difficulties are. Levi recognises that there has been a range of work to increase diversity, however this doesn't necessarily equate to inclusivity. Although Levi recognises that there are still issues, he highlights the positive impact of diversity and shared identity with other professionals in the EP field as this has been important for him throughout his career.

##### ***4.5.3.1 The implications of the lack of diversity and inclusivity in educational psychology***

*“So, I don't think we're that diverse in those ways. I don't know that people's sexual orientation necessarily, or other areas, which people might choose to identify. But even if I think about my cohort, like we were, we weren't that mixed. There were two men. I was the only Black person.”*

Levi feels like that the EP workforce needs to be more diverse in other ways, and although he is in a service that is racially diverse this doesn't automatically equate to inclusivity and there are other factors which aren't always accounted for, such as gender, Special Educational Needs and Disabilities (SEND) and sexuality. Levi highlights the importance of social graces and intersectionality. Levi also states that he was the only Black person on his course and one of two men which indicates the lack of diversity during his training.

##### ***4.5.3.2 The positive benefits of shared identity and interest in diversity and inclusivity***

*“It meant so much to me. She was like a black woman she was [UNIVERSITY] trained and she has so much to say about all of the things we talked about, and I had two of them, and they were both wonderful in my first year”*

Levi highlights the importance of supervision whilst training to become an EP and the positive impact of having two Black woman EPs who he was able to speak openly with about social injustice. Levi valued the importance of having colleagues, in particular supervisors, who supported him through what can be a difficult process as a minority. He refers to one of them being trained at the same university as him and therefore having a similar background, which highlights the importance of sameness and shared experiences for Levi.

#### **4.5.4 Prioritising support for Black individuals in the community**

Levi speaks at length about his career choices and the importance of supporting individuals who face inequalities in the system. As an EP, Levi has led on anti-racist work in his EPS and other groups. He highlights the difficult feelings that can arise for Black practitioners when doing anti-racist work and working with Black CYP and families. Levi prioritises anti-racist practice in his work, and this is something he aims to continue to do but can reflect on how difficult this can be as an individual who is also affected by these pertinent issues.

##### ***4.5.4.1 The feelings that are evoked when supporting individuals with shared racial identity***

*“And I heard how she she died in police custody. And there were questions around her death and all that stuff. And she was a black woman. She was on medication. And they were questions around whether she had her medication or whether she was responding to voices at the time. So that was my first job. So yeah, it’s to me. Some of that stuff followed me and I follow some of the stuff..”*

Levi re-calls a significant incident on the first day of a previous job which highlighted the severity of discriminatory practices that occur for Black people in the community,

particularly around medical support, and racism in the police force. Levi highlights how *“some of that stuff followed me”* which indicates how these encounters of injustices throughout his career have influenced how he practises today. Supporting individuals with shared racial identity can evoke difficult feelings, particularly when there has been a profound sense of injustice such as a death.

#### **4.5.4.2 The need to make change for black people**

*“I’m trying to be in a community where people need me to be in a community. And I guess that, yeah, that’s, that’s my mantra. Really, I’m just trying to try and do that wherever I can.”*

Levi speaks about his journey in wanting to enact change for Black people and other minoritised groups in the community. Levi’s values as an EP extend into community psychology and wanting to support individuals who may not typically get the support they need.

#### **4.5.5 Complexities in Engaging in Anti-Racist Work**

Levi reflects on the complexities of engaging in anti-racist work as an EP. Levi recognises that being involved in anti-racist practice as a Black EP can have a significantly different impact due to your own personal encounters of racism. Levi also highlights that there can be differing opinions which can impact on how an anti-racist practice is conducted.

##### **4.5.5.1 Adopting a leadership position in anti-racist practice**

*“I offered to and was accepted as the chair of the group and we named ourselves the race aware working group, in an effort to be a bit more of a driving force and support that it’s administratively at least continued to be sustainable. Erm and I was very pleased with myself for doing that.”*

Levi expresses humility in being accepted as the chair of the working group and highlights a sense of togetherness by using “we” when describing the group naming

themselves. Levi highlights the importance of this being a continuous working group, and how his priority as a leader is ensuring there is more of a driving force in this area of work. Levi states that he was very pleased with himself for doing this, which indicates how significant it was for him to lead on an area which is of great importance to him.

#### **4.5.5.2 The implications of differing opinions around anti-racist practice in the workplace**

*“So whilst we were preparing the letter of which I had loads of influence in it erm it became frustrated because we couldn't find our voice as a team, because we didn't have a voice because it was such a a splitting err splitting issue”*

Engaging in anti-racist practice can be difficult amongst a team, and Levi describes how it was such a splitting issue in his EPS which made it hard to find unison as a group. Levi states that he had loads of influence in this which may have evoked difficult feelings for him as he often adopts more of a leadership stance in anti-racist practice. Levi highlights how complex conversations around race can have on group dynamics and individuals, such as himself who prioritise anti-racist work.

#### **4.5.5.3 The dangers of being tokenistic in the approach to anti-racist practice**

*“So our working group started to think about, well, what's our position on all of this? Obviously, we're anti-racist. But, you know, we're also psychologists, do we want to just jump on the bandwagon and put out a statement? Or do you want to think about this in more detail.”*

Levi indicates that after the murder of George Floyd many services were putting out anti-racist statements but weren't particularly thinking about this in greater detail and the implications around what it means to practice being anti-racist. Levi's working group prioritised the importance of being action-based when it comes to anti-racist support to avoid “*just jumping on the bandwagon*” and therefore avoiding being tokenistic in their approach.

#### **4.5.5.4 Anti-racist practice requires a commitment**

*“In the context of racism, I think there needs to be some recognition that fixing or taking steps to improve equity across society is a societal problem, everyone should hold that.”*

Levi is passionate about ensuring that social justice and improving equity is everybody’s responsibility and requires commitment to achieve this. Levi has taken necessary steps in his EPS and personal life to centre this but recognises that this isn’t the reality of the wider society and other services.

#### **4.5.5.6 Being a part of anti-racist work as a black person**

*“It sat uneasily with me. But I didn’t, I didn’t realise how much it was gonna be a factor. In the context of like I had, I had examples that I could give, but I didn’t, I didn’t want to feel like I had to give them so as to just be like, this is my life for you to spectate on kind of thing. But I did it. I did it and we debrief and it was fine but that was one of the things that came out of that session, and people started to feel like there was a bit of a responsibility placed on black members of the team to be in those”*

Levi shares his first experience of delivering a session around the impact of racial issues, and the difficult feelings this evoked for him. Levi states that he didn’t realise how this would impact him and speaks to the complexities of being Black and carrying out work around racial issues. Levi highlights that he didn’t want people to see his experiences as something that they could just spectate on, and although he felt okay after delivering the session, he recognises that this is a difficult thing to engage in as a Black practitioner. Levi’s experiences of being a Black man have been difficult and this is important to consider when engaging in anti-racist work.

#### **4.5.5.7 The importance of Black EPs questioning their own practices**



*“I don’t think that we should assume that we are culturally responsive, free from anti-racist mindset, or the legacy of all of the impacts systematically, as as just through habit, as through the practices that we erm support.”*

Levi recognises that as Black people, we need to continue to self-regulate our practices as it can’t be assumed that Black practitioners are anti-racist in their approach. It is valuable for Levi to be able to question his practice and continue to learn how to be more anti-racist.

#### **4.5.6 Commitment to your career and role as an EP**

Levi has had a range of experiences, including many volunteering roles, and has prioritised his career to ensure he gained a breadth of experience to equip him with the adequate skills to become an EP. Levi reflects on feeling like he had to work extra hard and states that he was often given extra responsibilities throughout his career. Levi speaks to his experiences of navigating the EP field as a Black male.

##### **4.5.6.1 Working extra hard and making sacrifices to become an EP**

*“Yeah so erm because of the charity sector, they kind of, it’s like a passion project from day one, like your data project. So if you’re good, then you get inundated with work and for those reasons, I had multiple roles and titles”*

Levi describes having multiple roles and titles due to being good at his role, but states that he was inundated with work. Levi refers to this being common in most of his job. Levi adopted multiple roles to vary his experience, which highlights how hard he has working throughout his professional career. His sacrifices speak to the narrative of Black people having to work extra hard, which was also instilled into Levi as child.

#### **4.5.6.2 Being given extra responsibilities throughout your career**

*“Erm following those roles, I worked in the [NAME] quite a lot. I was in a crisis house for mental health, where it was shocking how much responsibility I was given as a band five.”*

Levi worked in various roles and at times was given more responsibility than he should have. Levi expresses how shocking this was and could indicate how the intersection of being a male and Black could have contributed to him being given more responsibility.

#### **4.5.6.3 Prioritising working in an environment with people with shared morals and values**

*“Like there's a safety that comes from knowing that you're surrounded by like-minded folk. And similar valued folk. So that alignment counts for a lot”*

Levi values working and being around other people and professionals who have similar values who also prioritise making EP practice more equitable. Levi currently works in an EPS who appear to be trying to pioneer this and he has taken a lead in anti-racist work. Being around like-minded professionals is a positive contributing factor for Levi.

#### **4.5.6.4 Seeking out a community within psychology regarding anti-racist practice**

*“One of the things I will say is that before [NAME], even formulated, I was working with another group of young people, young professionals, I should say, called the [NAME] network. And [NAME] stands for [NAME]. And these were, they were from all over and I met them at another African psychology wellbeing day, which is really cool. I met the leader there and we formed the [NAME] together kind of”*

Levi values connecting with other professionals who are also contributing to promoting social justice in psychology. Levi has made this a priority in his career and has created

different initiatives to support with educational psychology becoming more culturally responsive. The importance of creating a community and movement around social justice to create a wider impact appears to be key to Levi's values.

#### 4.6 Thandi

Thandi was born and educated in the UK and has been practicing as an EP for a few years in the South of England, following her completing her training in the North of England. She identifies as Black British and female. Thandi's table of PETs is highlighted in Table 9 below.

Table 9. *Thandi's PETs*

<b>Thandi's PETs</b>	<b>Thandi's Sub Theme of PETs</b>
<b>Early childhood experiences of discrimination</b>	
<b>Committing to a career in Educational Psychology</b>	
<b>Importance of support when navigating issues around race</b>	
<b>Ensuring anti-racist practice is at the centre of work</b>	Being culturally competent when practicing as an EP
	Working in a supportive environment with shared values
	Maintaining values and core beliefs as Black identity and advocate for injustice

<b>The implications of how Black EPs are positioned and treated</b>	Being perceived as the expert on race-related issues
	Having to take extra care to safeguard yourself as a Black person
	Difficulties in being a Black trainee during doctoral training

#### 4.6.1 Early childhood experiences of discrimination

Thandi describes an incident in her childhood of racial discrimination, where her work and efforts were questioned by a White teacher who didn't deem her capable to write a high standard piece of work. Thandi refers to her mum playing a key role in advocating for her to fight against some of the injustices that were presented to her as a child.

*"I was the only black girl in the top set, even though it was a heavily like, racially and ethnically diverse school"*

Thandi highlights disparities in the education system, as although she went to a multi-cultural secondary school many of the CYP in top sets were White. Being the only Black girl in a high achieving class, may have been an isolating experience for Thandi.

*"[...] You wouldn't use words like these, I need to know who really wrote this, who helped you with this essay [...] it was really heartbreaking"*

Thandi's experience of her work being questioned by her teacher was emotionally challenging for her as a child. Thandi states that she *"worked her butt off to write what she thought was a brilliant essay"*. This was particularly pertinent to Thandi as the essay was centred around misogyny and rap music and she saw this as an opportunity to express her views around a topic she was interested in. Thandi highlights the racial discrimination and microaggressions that can occur between a White teacher and Black student.

#### 4.6.2 Committing to a career in Educational Psychology

Thandi's passion for psychology and education is reflected in her experience of working in different jobs before getting onto the doctoral training. Thandi also expresses a particular interest to support CYP, who are typically discriminated against in education.

*"[...] I LOVED it and loved it so much. It was really difficult, because obviously, the presenting needs are of quite like a pupil referral unit. But I loved it"*

Thandi expresses a strong sense of love and passion for a previous role she had of working in a Pupil Referral Unit (PRU). Despite this being a difficult job, due to the needs of the CYP, Thandi appears to be driven and motivated to support CYP who are finding education difficult to access.

*"I was doing so much [...] the [JOB] that was a paid play worker role, but I just did it part time alongside other things. The school governance was voluntary. And then the reading with [NAME] the literacy tutor stuff. That was voluntary as well."*

Thandi's love for education and supporting CYP is further expressed in the different voluntary jobs she had before getting onto the doctorate. Thandi shows great determination and drive to committing to a career in educational psychology.

#### 4.6.3 Importance of support when navigating issues around race

Thandi refers to difficulties that she experienced on her placement whilst training. Despite some of the significant implications that can occur through mistreatment of Black EPs, Thandi highlights how pockets of support were integral to her emotional well-being. Thandi also recognises the importance of shared racial identities in the workplace.

*"[...] But why would you not want somebody to do a piece of research, which is looking at the experience? I've just, I've ever understood how you can be anything"*

*other than welcoming and championing of that piece of research. And with all due credit, my university were wicked [...] I felt abit defeated to be honest, that I'd got that placement"*

Thandi expresses the difficulty she had with her placement questioning her thesis research which was initially around a pertinent issue to do with racial injustices in education. Thandi was well supported by her university around this and was able to still conduct research around a similar issue. This was difficult for Thandi to navigate and highlights the importance of trainees being supported, particularly around sensitive topics which impacted Thandi directly as a Black trainee.

*"So yeah the diversity of the team mattered.. I had two colleagues who were like same age as me, also black woman and it was just like [...] it was like being with like, my own friends kind of things [...] you can say certain things [...] you have a shared lingo"*

Thandi described her initially placement during university not being very diverse, however she expresses her current service is the opposite of this and although noting that *"aesthetics and representation is not everything"* this was significant for Thandi and allowed her to feel like she could be herself. She also refers to identity markers such as age and gender being important. Shared racial identity and sameness have been a supportive factor for Thandi.

#### **4.6.4 Ensuring anti-racist practice is at the centre of work**

Thandi's core values highlight an EP who centres anti-racist practice at the heart of their work and Thandi's service seem to also align with this. Thandi highlights the importance of being culturally responsive and takes careful consideration when working with CYP who may be more likely to be discriminated against in education. Thandi's strong sense of identity as a Black woman positively impacts on her values of ensuring anti-racist practice is being actioned in her work as an EP.

##### **4.6.4.1 Being culturally responsive when practicing as an EP**

*“I’ve noticed there’s lots of Black girls who are struggling with maths in one particular school [...] trying to sensitively unpick what’s going on there”*

Thandi’s identity as a Black woman and passion to promote inclusivity means that she may notice difficulties which are rooted in racial disparities that other professionals may not. Thandi describes openly voicing to schools about patterns that she noticed regarding the progress of Black girls whilst stating the importance of not *“pathologizing these black children”*. Thandi’s own experience and understanding of how Black CYP can be treated and positioned allows for her to be more attentive and recognise when these incidents may be occurring in a school system.

#### **4.6.4.2 Working in a supportive environment with shared values**

*“When I joined [LOCATION] [...] race was like very much on the agenda in terms of actively talking about it the burden was not on just the black people.. And like actually like there were some white colleagues that were really taking a leadership role within that”*

Thandi values being in a service where discussions around race is prominent, and action based. She expresses her shock of White colleagues taking a leadership role in this but describes this as a sense of a relief as the burden is therefore not solely on Black people.

#### **4.6.4.3 Maintaining values and core beliefs as Black identity and advocate for injustice**

*“And so recently, I was working with a young person who’d been in a previous assessment been described as like, aggressive[ ...] my response to that was like, the report writing process was really collaborative [...] I made sure that everybody was comfortable [...] So I think it’s kind of like my lived experience tells me what it’s like to be a Black person and navigate these systems, right and so if there’s a way that I can ease that navigation for a Black family, I think that’s probably where I’m doing it”*

Thandi's lived experience and racial identity are key factors in how she practises as an EP. Thandi goes above and beyond and acts as an advocate, as she has first-hand experience of how difficult it can be to navigate these systems as a Black person. Thandi's practice as an EP includes prioritising inclusivity and collaborative work with the CYP and their families, particularly when they have already been mistreated in the system.

#### **4.6.5 The implications of how Black EPs are positioned and treated**

Throughout the interview, Thandi highlights her own personal encounters of discrimination on her career journey and particularly whilst training. Thandi was positioned and perceived as an 'expert' on race-related issues which became exhausting for her. The importance of emotionally safeguarding yourself is key for Thandi, although she expresses the difficulties in doing this in a system which is inequitable.

##### **4.6.5.1 Being perceived as the expert on race-related issues**

*"[...] because there were like a few people on the course maybe like two or three, who had like done some, you know, they read this book about race [...] and they wanted to talk to be about it [...] and I thought that I was like, oh this is really cool like people are reading this stuff, and they want to talk about it. But I found it to be uniquely exhausting. Like I don't know like [...]"*

Thandi's tone when describing this incident implies that although she was pleased that conversations were being had around race, it was difficult for her as the only Black person as she describes it as *"uniquely exhausting"*. Thandi highlights the difficulties of being perceived as an expert on race-related issues and recognises that this was not her responsibility to hold.

##### **4.6.5.2 Having to take extra care to safeguard yourself as a Black person**

*"I was frustrated by this. And I remember just feeling this sense, and, and it was like, sitting with it for time, like I was just, like, frustrated for time about it"*



Thandi describes an incident during a lecture where ethnicities were categorised by areas of need, despite her having a recent conversation with a lecturer about how inappropriate this was. Thandi expresses her emotional reaction at the time, and this still being an incident which she vividly remembers. Thandi's experience highlights how Black EPs must take extra care to safeguard themselves due to the undertones of racism that can occur. It also highlights how Black trainees' voices are not always heard as despite Thandi expressing that the language was not appropriate, it was still used in teaching.

#### **4.6.5.3 Difficulties in being a Black trainee during doctoral training**

*“Yeah, it I found it to be quite exhausting [...] I think it will be a different experience wellbeing wise for black trainees, because [...] the curriculum is not giving what it's meant to give in terms of understanding black experiences and education, and what our response and the history of educational psychology and how that's deeply embedded in like, racial history. If we aren't doing that on the curriculum, it's going to I think it can be an exhausting experience for the black trainees, because like you're shouldering some form of responsibility for for this stuff”*

Thandi being the only Black person on her course was exhausting and further reflects on how she was positioned. Thandi expresses how challenging doctoral training can be for Black trainees as they are having to navigate the intensity of the doctorate alongside their own racial trauma which can be triggered by the underpinnings of psychology. Thandi's experience highlights the importance of universities being responsible in ensuring Black trainees feel safe and contained, particularly when issues around race are being discussed.

#### **4.7 Josiah**

Josiah was born in Africa and came to the UK in his teenage years where he continued his education. He has been practicing as an EP for a few years now and is currently located in the North of England. Josiah identifies as Black African and male. Josiah's table of PETs is highlighted in Table 10 below.

Table 10. *Josiah's PETs*

<b>Josiah's PETs</b>	<b>Josiah's sub-themes of PETs</b>
<b>Navigating the pressures of being the only Black person</b>	Early experiences of being the only Black child in a school
	Pressures to be the voice of all Black people
	Yearning for community when racially isolated
<b>Impact of racism during professional career</b>	The implications of mistreatment during doctoral training
	Using your personal values to allow you to process racial inequity
	The need for support from cohort during racist incidents
	Racial undertones of feeling like a failure
<b>Pressures of how you are perceived as a Black EP</b>	Having to work harder to prove your credibility
	Being negatively perceived as a Black male
<b>Prioritising EP career despite obstacles</b>	Never giving up despite knockbacks
	Engaging in meaningful work through supporting CYP and families with shared identity and experience
	Family pressures to succeed and do well

#### **4.7.1 Navigating the pressures of being the only Black person**

Josiah was the only Black person on his training and is currently the only Black person in his service. He has little experience of working with other Black EPs and resides in a majority White area. He refers to his feelings around this and the implications this has had on his experience and practice.

##### **4.7.1.1 Early experiences of being the only Black child in a school**

*“Yeah. And I was the only black child in the school. And, yeah. So just that kind of, and that experience followed me because I was always think, oh, you know, things*

*should have been done a lot better. So I guess that's kind of shaped my practice a lot."*

Josiah's experience of being the only Black child in his school has enabled him to consider children who are isolated and may be struggling with a sense of belonging due to their racial identity and other protective factors. Josiah's experience of being new to the country and language meant the school was a difficult period for him and this has allowed him to recognise the importance of supporting CYP who may be going through similar experiences.

*"I remember going to school with like, anxiety every day. Although I didn't know it was anxiety now, Oh, my God"*

Josiah expresses how his experiences of being isolated due to his racial identity and the language barrier was emotionally difficult for him to manage as a child. Josiah states that he had anxiety everyday going into school and highlights the significant impact that being a minority can have on your mental health.

#### **4.7.1.2 Pressures to be the voice of all Black people**

*"[...] I thought that everyone knew. Everyone knew about these things. Looking at them. You guys don't know about inequality. And, and when you walk into a room what it might feel like as a Black person and I'm looking at them like. So that discussion started, I contributed, but I kind of made up in my heart, it's not really my place to tell you about racism and all that stuff"*

Josiah discusses his services response to the murder of George Floyd. Although discussions were being had, Josiah chose to take a step back as he states that it is not his place to tell his colleagues about racism. Josiah chose to not position himself as the expert in race and highlights the ignorance of his services lack of knowledge around racism. Josiah's experience speaks to the exhaustion of being the only Black person – particularly when issues around racism arise.

#### **4.7.1.3 Yearning for community when racially isolated**

*“I’ve worked with Asian families, but I’ve never really worked with like Black, Afro Caribbean families but again the church I go to is predominately Afro Caribbean. So I get to, for me, that was a conscious choice in the [LOCATION] to to do that, because I need to”*

Josiah highlights the importance of finding a community of Black people in a White dominated area. A sense of community and togetherness is important for Josiah and his family.

#### **4.7.2 Impact of racism during professional career**

Josiah expresses the difficulties he has faced throughout his journey to becoming an EP. He highlights a particular incident which led him to nearly quitting the doctorate. The complexities of being a Black male who has immigrated to the UK all interlink towards Josiah’s mistreatments during his professional career.

##### **4.7.2.1 The implications of mistreatment during doctoral training**

*“Yeah quitting the doctorate. Quitting everything. Yeah. Because it was umm. So this was this was pre George Floyd, right. This was pre understanding of, you know, what it means to be a Black person [...] within the EP world within a space that discussion had been had but I lived that experience of like discrimination. [...] they failed me on the placement [...] without telling my supervisor. They asked me if they could bring my bag so that I can leave. So just, yeah, just really terrible experience”*

Josiah’s competence as a trainee was questioned, which resulted in him being close to quitting the doctorate. Josiah describes placement leaders asking if they could bring his bag so that he could leave, and highlights how he was viewed and treated despite his efforts. Josiah states that this was pre-George Floyd which indicates that less explicit discussions were being had around racism in the workplace. Josiah expresses how this nearly made him quit the doctorate which indicates the extent of how challenging this situation would have been for him.

*“I was killing myself and and that’s that thing that I learned of, again, as a Black person, as an immigrant, you want to put three times four times effort in, you know, I was very much travelling about an hour to get to this placement”*

Despite Josiah working hard and doing the best he could, his efforts were still not recognised. Josiah highlights the lack of recognition that Black people get regardless of how hard they have worked.

#### **4.7.2.2 Using your personal values to allow you to process racial inequity**

*“Yeah, I mean, so it was really difficult and really, really challenging [...] failing on a doctoral level, you know, it’s such a difficult [...] so the way my self-esteem was really, really No, but you know, I’ve always been a person of faith and family orientated. So obviously, drawing on faith umm speak to my wife”*

Josiah’s experiences of racism and discrimination during his placement was a difficult and challenging period for him. Josiah highlights the importance of his faith and support from his wife to aid him through this difficult time.

#### **4.7.2.3 The need for support from cohort during racist incidents**

*“Because some of the guys in my cohort we were really quite close, or they they were women, they were really quite close to me. And, and one of the girls on placement said to me, I don’t understand how they can fail you like, how are she so she says, she went to the head of the programme, to say, how come they failed him?.. Why is this not like kind of equal all around? So that was quite interesting was good to hear their perspectives, and to know I’m not crazy...”*

Dealing with this incident was a difficult time for Josiah and he expresses the importance of support from his peers on his cohort. Josiah states that one of his peers went to the head of the programme to advocate on his behalf and highlights how this incident impacted his wider cohort. Josiah expresses feeling validated during this incident which was important for his emotional well-being.

#### **4.7.2.4 Implications of failing as a minority**

*“I never engaged with a system that well to actually be like, no, actually, you gotta you guys need to deal with this, which is what some of my colleagues would have done, or are doing on their placement to say, hey, I’m not really enjoying it. And when you start kicking up a fuss like that, then the onus is on the uni and those guys to sort you out. So in a way, they’re less likely to fail you. But if you just kind of try to keep going then this thing kind of happens”*

Josiah’s work ethic and positioning as a Black man in a majority White space may have led him to feel uncomfortable to ask for help or “kick up a fuss”. Josiah working hard and trying to navigate a difficult placement resulted in him failing, despite his efforts. Josiah’s reflections here suggest that trying to keep going through a difficult situation may be more detrimental in the long run and indicates that asking for support is important, although this may be more challenging as a Black trainee.

#### **4.7.3 Pressures of how you are perceived as a Black EP**

Josiah expresses the difficulties in being the only Black EP and refers to how this is experienced when dealing with families who may have never seen a Black professional before. Josiah expresses how he must present himself in a particular manor to be perceived positively.

##### **4.7.3.1 Having to work harder to prove your credibility**

*“It’s not an option for me, I can’t I need to go a little bit more. Knowing a little because I can’t, it’s easy for I said it is because if you’re white I said to them because your way it’s easy for you hold up position, maybe abit easier...”*

Josiah describes how bias perceptions of Black professionals impacts on how he is viewed professionally. He states that he is unable to go into meetings curious, unlike his White colleagues. Josiah feels he may appear more incompetent to families as a Black EP. Josiah describes being more curious in meetings once he has “people on

*his side already*". This implies that it typically takes Josiah longer to form positive relational bonds with families who are judging him based on his race.

#### **4.7.3.2 Being negatively perceived as a Black male**

*"The EP space is a whole different kettle of fish. And I realised that you need to there's a way and there's a way generally EPs need to be, but actually there's a way that if you're black, and you're male, you also need to be within this space"*

Josiah speaks to the importance of intersectionality and the impact this has on how you are perceived and treated in society. Being a Black male in the EP field has not been easy for Josiah and recognises that he needs to navigate the profession in a different way due to how Black men are typically viewed in society and the workplace.

#### **4.7.4 Prioritising EP career despite obstacles**

Josiah has experienced racial discrimination throughout his career and these issues continue to present themselves within his current practice. Despite this, Josiah's experiences suggest that he has still persevered through his career and highlights the positive factors which have supported with this.

##### **4.7.4.1 Never giving up despite knockbacks**

*"I think the failing has really helped me. And it's really a blessing in disguise. Because it showed me what the kind of person I need to be in this space"*

Josiah expresses how failing his placement and piece of coursework resulted in him recognising how Black EPs must navigate the profession differently. Josiah stating that this was a "*blessing in disguise*" highlights that although it was challenging, it shaped him on both a personal and professional level.

##### **4.7.4.2 Engaging meaningful work through supporting CYP and families with shared identity and experience**

*“I’m really interested in new arrivals in a country. Because again, to an extent I fit into that kind of, I was a new arrived kid, one time in England in the only only Black kid in a school.”*

Josiah has a passion for supporting CYP and families who have newly arrived in the country based on his own experience of how difficult it was to navigate the education system as a child. Josiah’s passion and personal experience is a driving factor for him wanting to achieve positive outcomes for CYP in similar circumstances. He recognises that this has shaped his practice and hopes to do more work around this.

#### **4.7.4.3 Family pressures to succeed and do well**

*“Because you’ve left everything. Like all your parents are going to be like oh my son is going to be a doctor, you know at church people are calling you doctor and you’re like, yeah, that’s kind of you hold a lot of pressure”*

Josiah refers to the pressure he holds as a Black African man and the expectations this comes with when parents and wider community are celebrating you doing a doctorate. Family expectations and Josiah’s views around failing are instilled from his upbringing and his family values of the importance of success.

## **4.8 Angela**

Angela is a senior EP who was born in the Caribbean and initially came to the UK to complete her training 10 years ago. Angela has resided in the UK since then and is currently practicing in the South of England. Angela identifies as Black Caribbean and female. Angela’s table of PETs is highlighted in Table 11 below.

Table 11. *Angela’s PETs*

Angela’s PETs	Angela’s sub-themes of PETs
	Differences between being Black in-home country compared to the UK



<b>Adjusting to becoming a minority in the UK and being more exposed to racism</b>	Dealing with racism and inequity during professional journey
	Losing your voice as a minority
<b>The value of support throughout EP journey</b>	Being supported to get through EP training
	Personal beliefs and values being an encouraging factor to be an EP
	Being in a supportive EPS environment which openly values and discusses EDI
	The role of leadership in supporting with EDI
<b>Key factors that influence the experience of Black children</b>	Importance of shared identity and representation for Black children
	Implications of existing inequalities in the education system
<b>The power of prioritising support to schools around Equality Diversity and Inclusion (EDI)</b>	The use of data to highlight inequities in schools' system
	Offering an open space with schools to discuss pertinent issues around race & equity
	Psychologists' duty of care to cater to needs of the community

<p><b>Removing bias and changing the narrative</b></p>	
--	--

#### **4.8.1 Adjusting to becoming a minority in the UK and being more exposed to racism**

Angela discusses her experience of coming to the UK to pursue her career in educational psychology. Coming from the Caribbean, Angela was used to being part of the majority. Angela describes her realisation in seeing how her Blackness was viewed and what it meant to be a Black woman in the UK compared to back home.

##### ***4.8.1.1 Differences between being Black in-home country compared to the UK***

*“I think I was naive when I moved here. Okay, in terms of recognising how much of a protective factor that was for me, and actually the privilege I had of growing up in a community and society where Black excellence was the norm or seen or expected or you had a clear pathway. And so then moving here and recognising that that was not the norm”*

Angela describes the vast difference of how being Black is perceived in her home country compared to the UK. Angela expresses how shocking this was for her to process when she first moved here. Angela highlights how much of a protective factor

it is to live and grow up in a community where being Black is celebrated and Black women being in positions of leadership is the norm as she states that *“women in leadership is something that is common and normal”*

#### **4.8.1.2 Dealing with racism and inequity during professional journey**

*“And so I still remember people, someone saying I don’t see colour... And in a course, that’s quite diverse”*

Angela identifies that her cohort was mixed in terms of race and ethnicities, but it was still difficult to have conversations around race and diversity. Angela highlights one example of another trainee stating they don’t see colour, which speaks to her experiences of racial undertones that she would have experienced as a Black trainee.

*“I do think there is something about, there is still the surprise and shock that I get when I walk into a room and people have not met me before. They’re not expecting me.”*

Angela expresses how even as a senior EP who has worked in her service for several years, other professionals and individuals are still shocked when she walks into the room as the psychologist. Angela encounters regular interactions where her identity as a psychologist is questioned due to bias and ignorance based on her race as she also highlights that *“people assume that I’m a social worker”*. Angela has to navigate biases regularly.

#### **4.8.1.3 Losing your voice as a minority**

*“[...] When you come and then you experience othering, for the first time in your life, at 27. It was a massive shock, I couldn’t, you know, it was that bit of this is something that’s different. I don’t know what it is. And I don’t have a language to describe it. Because it’s so unfamiliar”*

Angela’s journey of coming to the UK to pursue her professional career was difficult due to having to deal with being othered for the first time. Angela found it difficult to

explicit verbalise how she felt at the time and how difficult this adjustment was for her. Angela speaks to how Black people can lose their voice or sense of self when othered.

#### **4.8.2 The value of support throughout EP journey**

Angela speaks positively about the support she has accounted throughout her journey. Angela was supported throughout her career as a trainee and now being part of a supportive EPS who value her. This has been monumental to Angela's experience of navigating the EP system, particularly as she works in a majority White service and county.

##### **4.8.2.1 Being supported to get through EP training**

*“And they did and then they sponsored my visa ticket they wanted me to stay on. So I've been with [LOCATION] since I was a trainee. So since 2013”*

Angela states that she was supported through her training by the local authority she initially did her training with and has stayed with them since then. Angela expresses that she was initially supposed to go back to the Caribbean after her training but ended up staying. Angela's loyalty and likeness to this service shows signs of commitment, which may be due to her feeling valued and supported by her service.

##### **4.8.2.2 Personal beliefs and values being an encouraging factor to be an EP**

*“And so we started a charity, and we kind of back and do training and different [LOCATION] countries, etc, etc. So there's something to me about, kind of giving back to the community that has given so much to me, and making a difference there for the lives of children and their families, young people, really...”*

Angela visits her home country regularly and continues her practice as an EP through charitable work. Angela values giving back to her community and supporting children and families to access education.

#### **4.8.2.3 Being in a supportive EPS environment which openly values and discusses EDI**

*“And I do think there is something about having a space to bring it back to team meetings and line management”*

Angela’s service has different working groups and spaces to discuss pertinent issues around protective factors such as race, ethnicity and gender and its implications on practice. Angela values having a space to openly discuss issues around EDI.

#### **4.8.2.4 The role of leadership in supporting with EDI**

*“Again, my line manager is White British and when George Floyd kind of happened, she checked in with me, so I didn’t have to bring anything to her which, which I felt really pleased about really pleased. I felt really grateful or privileged that, you know, she was like, I cannot imagine how you’re feeling, how are things going for you ... Was there anything that we can do to support”*

Angela expresses gratitude in being supported by her line manager following the murder of George Floyd. As a Black woman, it was a sense of relief for Angela to not have to raise this. The importance of allyship from a White colleague is highlighted as a positive contributing factor to Angela’s emotional well-being during this difficult time. Angela’s experiences evidence how White allyship can be supportive when managed correctly.

*“So there’s some things where my team would be like, you’re not going to be the ones who raise this, somebody else will raise this. And so yeah, I don’t feel like I own EDI I think it’s held and prioritised by the service, pushed by SLT [senior leadership team], really..”*

Angela further expresses the importance of allyship and how the onus is not solely on her to raise EDI issues. Angela’s SLT all have responsibility when it comes to issues around EDI which is positively reflected on the rest of the team and the work that is carried out.

## 4.8.2 Key factors that influence the experience of Black children

Angela highlights the positive impact that shared identity and representation can have on Black children in majority White schools. She describes a moment in her career where she supported a Black child who was experiencing difficulties in their education. The importance of working with a Black psychologist was integral to this child's ability to be more open and receptive to support.

### 4.8.2.1 Importance of shared identity and representation for Black children

*"I've been to schools where, I'm talking to the only Black student. Yeah. And they're having a difficult time. And it's also about feeling confident to raise. Like, how have we considered how their race might be a factor"*

Angela often works with Black children who are solely the minority in their schools and feels confident to openly raise how their racial identity may be impacting on their behaviour or teacher bias' due to Angela's own experiences of othering and understanding of how race impacts an individual.

*"Yeah so there are some things in [LOCATION] where that child might not interact with another Black person at all. Yeah. And I remember going to the school and they say, Oh, she's not going to talk to you. She walked in and she said you look like my dad and we chatted. There was something about oh, you look like me, there is somebody else who looks like me. Yeah that made her safe to open up"*

Angela highlights the importance of representation when you are a minority in a system. Although Angela was told this young person wouldn't engage, she saw Angela and felt a sense of familiarity which allowed her to feel safe to be open. The impact that shared racial identity can have on sense of belonging is portrayed through Angela's interaction with this young person.

#### **4.8.2.2 Implications of existing inequalities in the education system**

*“They want us to do a WISC [Wechsler Intelligence Scale for Children] or a BAS [British Ability Scale] on a child. And they’ve not been standardised against that community that can feel really uncomfortable”*

Angela refers to the difficulties around using cognitive assessments on Black children and how uncomfortable this can feel as a Black EP. She states that this was common practice in her home country, which was difficult to contest against. Angela expresses a need to move away from some of these practices.

#### **4.8.3 The power of prioritising support to schools around EDI**

Angela speaks highly of the work that is carried out by her service to support with EDI. Angela has been a key individual in this process and centres anti-racist and EDI work in her practice. Within her service, Angela highlights different processes and systems that they have in place to support schools to become more culturally competent when navigating issues around EDI.

##### **4.8.3.1 The use of data to highlight inequities in schools’ system**

*“[...] We know the what the stats are in terms of the overall representation of Black boys in PRUs. So we can use that data kind of going into schools to kind of have those sorts of conversations. So we’re quite fortunate, I’m not sure what it’s like in your service, but we have quite a bit of data going into consultation meetings, in terms of children who’ve been excluded”*

Angela expresses the importance of highlighting inequities in a school system and is supported in doing this by being provided data for each school in her EP patch. This allows for these conversations to be facilitated with clear evidence of how these inequities are impacting on Black children and others who are being discriminated against or mistreated in the system. Angela recognises that she is in a fortunate position to be able to do this and highlights the power of data as evidence.

*“Yeah, so they, so prior to our planning meetings we have kind of demographics, the amount of funding going into the school the amount of funding attached to each child. We almost have a different conversation if you have this information”*

Angela’s service is supported by their local authority and are given information about the demographics and funding for SEND in each school. For Angela, this enables her to be able to have conversations with schools which may typically be deemed more difficult. This is particularly important for her as a Black EP who may already have fears about being judged particularly when discussing issues around race and inequity.

#### ***4.8.3.2 Offering an open space with schools to discuss pertinent issues around race & equity***

*“I think there is something about supporting schools to have a space where they can raise issues that concern them, and they know people are not judging them if they have misspoken or if they’ve said something that’s not quite right... Because I think some schools might not feel confident to ask for help because they don’t want to get the language of asking for help wrong and be viewed to be prejudiced...”*

Angela recognises that biases still massively exist in schools, particularly due to the lack of racial diversity in her county. The importance of providing schools with a space to discuss issues around race is recognised by Angela. As an EP, she highlights that it is important to allow schools to feel confident to ask for support around these issues. Raising knowledge to schools around race & equity is a key part of Angela’s role as an EP.

#### ***4.8.3.3 Psychologists’ duty of care to cater to needs of the community***

*“There’s free training for all of our schools around kind of equality and diversity”*

Angela’s service prioritises supporting their schools to understanding equality and diversity in the hopes of becoming more aware of its importance. This is not part of a



traded offer and is offered to free for schools, which highlights how important EDI is viewed in the service and how Angela prioritises this support for schools.

*“It’s about belonging and identity. And all these are key factors living in rural county’s like [LOCATION] that we need to kind of think about our students who are from diverse communities and need that sense of belonging and identity.”*

It is essential for psychologists to help schools to identify children who are minoritised in the school system and may be struggling with their belonging and identity as a result. In her practice, Angela works closely with schools to help them become more open and inclusive in their practice. Angela prioritises catering to the needs of the community.

#### **4.8.4 Removing bias and changing the narrative**

Angela highlights the importance of moving away from the traditional practices of educational psychology which are rooted in racism. The importance of removing bias against Black EPs is important to Angela’s practice. Angela also highlights the importance of increasing diversity in the EP profession through speaking to different CYP who may not know what an EP is or considered psychology as a career.

*“How do we make it more diverse, and that’s a priority for the profession. And so we have events where we kind of go to schools [...] I guess, about psychology is being able to contribute to the development of a future psychologist”*

Angela highlights the importance of diversifying the profession and is involved in events with other agencies to promote the EP role. As a Black EP and a minority, Angela being a part of this highlights to other CYP and aspiring psychologists that psychologists are not all White. Representation and moving away from traditionalist psychology views is important to Angela.

*“So, there’s the price I deal with, but actually, through that interaction with me, their mind-set has shifted in terms of what a psychologist looks like”*

Angela highlights that although other professionals and individuals in her community are often shocked that she is an EP, she recognises the important symbolism that this represents. The power in Angela being an EP and a Black woman allows for a mind-set shift for those with biases around race and professionalism. It is important for Angela to continue to eliminate bias and shift ideologies that promote inequity in psychology practice.

#### 4.9 Summary of Findings - *What are the experiences of Black EPs?*

The findings section provided a detailed overview of the experiences of each participant interviewed, showing PETs for each EP. To consider experiences across this group, Group Experiential Themes (GETs) were generated by connecting multiple PETs from different participants into a single overarching theme based on their commonalities. This led to five overarching themes which will be further explored in the discussion section below. Some participants PET sub-themes have also been listed as they overlap and relate to different GETs. Commonalities are shared between PET, sub-theme and experiential statement level which is highlighted in Table 12 below to show convergence in each participants' experience (Smith et al., 2022).. Details of each GET will be further explored and discussed with links to evidence and theory within the discussion.

Table 12. *Summary of GETs with contributing PETs and PET sub-themes*

GETS	Contributing PETs	Sub-themes of PETs related to GETS
<b>Impact of racial discrimination in Educational Psychology</b>	<ul style="list-style-type: none"> <li>• Impact of lack of diversity and inclusivity within educational psychology -</li> <li>• The impact of diversity and inclusivity in practice</li> <li>• Diversity of experiences, cultures, and backgrounds amongst Black people</li> </ul>	<ul style="list-style-type: none"> <li>• The EP profession still has a range of work to do to become anti-racist</li> </ul>

	<ul style="list-style-type: none"> <li>• Key factors that influence the experience of Black children</li> <li>• The use of assessment tools with Black and ethnic minority children</li> </ul>	
<b>Unjust treatment towards Black EPs</b>	<ul style="list-style-type: none"> <li>• Navigating discrimination in the EP role</li> <li>• The implications of how Black EPs are positioned and treated</li> <li>• Impact of racism during professional career</li> <li>• Pressures of how you are perceived as a Black professional</li> <li>• Navigating the pressures of being the only Black person</li> <li>• Perception of Black men</li> <li>• Adjusting to becoming a minority in the UK and being more exposed to racism</li> </ul>	<ul style="list-style-type: none"> <li>• Being a part of anti-racist work as a Black person</li> <li>• Challenges during career to becoming a senior EP as a Black woman</li> </ul>
<b>The importance of representation, shared identity and allyship</b>	<ul style="list-style-type: none"> <li>• The positive benefits of shared identity and representation in the EP role</li> <li>• The importance of representation</li> <li>• Resources needed to progress career as a Black EP</li> <li>• Importance of support when navigating issues around race</li> <li>• The power of parenting</li> </ul>	<ul style="list-style-type: none"> <li>• The positive benefits of shared identity and interest in diversity and inclusivity</li> <li>• Importance of shared identity and representation for Black children</li> <li>• The need for support from cohort during racist incidents</li> </ul>

	<ul style="list-style-type: none"> <li>• Early childhood experiences of discrimination</li> <li>• Prioritising support for Black individuals in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in meaningful work through supporting CYP and families with shared identity and experience</li> <li>• Working in a supportive environment with shared values</li> <li>• Prioritising working in an environment with people with shared morals and values</li> <li>• The role of leadership in supporting with EDI</li> </ul>
<b>Anti-racist work and community support as an integral part of EPs core practice</b>	<ul style="list-style-type: none"> <li>• Anti-racist work being an essential part of EP practice</li> <li>• The importance of being a culturally responsive and anti-racist practice</li> <li>• Ensuring anti-racist practice is at the centre of work</li> <li>• Removing bias and changing the narrative</li> <li>• Complexities in engaging in anti-racist work</li> <li>• The power of prioritising support to schools around EDI</li> </ul>	<ul style="list-style-type: none"> <li>• Using your voice to call out discriminatory practice</li> <li>• Seeking out a community within psychology regarding anti-racist practice</li> <li>• Being in a supportive EPS environment which openly values and discusses EDI</li> <li>• Leading a team on developing anti-racist practice</li> </ul>
<b>Maintaining perseverance and commitment in the EP</b>	<ul style="list-style-type: none"> <li>• Committing to a career in Educational Psychology</li> <li>• Commitment to your career and role as an EP</li> </ul>	<ul style="list-style-type: none"> <li>• Using your personal experiences and values to allow you to</li> </ul>

<p><b>profession despite inequities</b></p>	<ul style="list-style-type: none"> <li>• Prioritising EP career despite obstacles</li> <li>• The value of support throughout EP journey</li> <li>• Journey to being in a leadership position as a Black EP</li> </ul>	<p>process racial identity and inequity</p> <ul style="list-style-type: none"> <li>• Having to work harder as a Black man</li> <li>• The need to make change for Black people</li> </ul>
---	---	--

## 5 - Discussion

This section will provide an overall summary of the findings and how this links with current research and psychological theories to provide a response to the research questions of the study which are listed below:

- **RQ1.** What are the experiences of Black EPs working in the UK?
- **RQ2.** How can these experiences of Black EPs be understood in relation to their racial identity and context of the services and schools that they support?
- **RQ3.** How have Black EPs responded to anti-racist and/or culturally responsive practices in their services and schools?

Firstly, the dissemination of GETs will be explored followed by the limitations of the research as well as its implications. Potential areas for future research will then be considered before concluding on the researchers' reflexivity.

### 5.1 Discussion of GETs

#### ***5.1.1 Impact of racial discrimination in Educational Psychology***

As previously highlighted, the impact of racial discrimination can have a profound impact on mental health and is more difficult to navigate when individuals are experiencing racial discrimination as a minority in a majority white setting (Mngaza, 2000). The findings in this research suggested that all participants experienced racial discrimination, but Grace, Empress, Levi, and Angela made explicit references to how racial discrimination translates in the EP profession particularly when working with Black CYP and their families.

Participants identified that Black children are still being unfairly assessed and practice being conducted is not always through a cultural lens. For example, standardised cognitive assessment is still common practice despite some of the cultural bias that it represents (Bazemore & James, 2016). Grace highlighted the lack of inclusivity in EP

practice when it comes to assessment use for Black children, Grace has chosen to no longer use cognitive assessments due to their cultural bias and has fallen into altercations with other professionals who do not share the same view. Levi also shares similar concerns as he highlights the discriminatory practices that continue to occur in education. Levi recognises that despite the knowledge being known about the biases in intelligence testing it continues to be common practice for EPs.

It is important to recognise that diversity doesn't equate to inclusivity, which Grace highlights through her experience of working in a diverse service often means that people automatically assume they are anti-racist or are practising in a culturally responsive way. Kanter's (1977) tokenism theory aimed to expand on research to understand the experiences of those who are in the numerical minority in their work groups and organisations. Although society continues to increase the proportion of some demographic groups in organisations, the notion of tokenism continues to be relevant as many racial groups still find themselves to be typically underrepresented (Baskerville et al., 2019).

Diversity and inclusivity continue to be an issue within the field of educational psychology and although some efforts are being made to diversify the course, this appears to be dependent on context and it is essential that this isn't pure tokenism and considerations are still taken in to prevent discriminatory practices. Empress states that her vision is for EPs to be more diversified and engage with communities "*not in a tokenistic way*". The prominence of tokenistic practices is evidenced by some participants and highlight the need for an increase of diversity in the profession to reflect inclusive practices.

The findings in this research have highlighted how racism in psychology still exists based on discriminatory practices towards CYP from minoritised groups and some of the participant's own experiences of being discriminated against. The role and contributions of educational psychology to racism has been more recently explored and highlights that the organisation of educational psychology has undoubtedly been influenced by institutional racism, and more specifically anti-Blackness (Strunk & Andrzejewski, 2023).

Issues around discriminatory practice within the field may be particularly difficult for Black EPs when they are having to fight against a system to which they may be experiencing discrimination themselves. For example, Grace highlights some of the microaggressions she has faced from other professionals in her early career as an EP. The battle against racial discrimination in the EP field, can be difficult for EPs to advocate against and this may be more of a challenge for Black EPs who may have been discriminated against themselves. Grace describes a time where she had to challenge a professional to ensure fair treatment of a young Black child who was being racially discriminated against by another professional due to racial discrimination. Maintaining your morals and values as a Black EP may involve going against other professionals to avoid CYP being racially discriminated against.

In the context of Bronfenbrenner's ecological systems (1979) theory, educational psychology can be seen as holding meso-level status, but it also holds influence in the macro-level institution of education. The work of EPs can have a profound impact on the lives of students, teachers, and families in the context of the education system. However, the micro-system will depend on various contextual factors and could therefore impact factors such as diversity and inclusivity and how racial discrimination impacts an individual. Empress highlights the importance of the Black experience not being monolithic and how Black people identify and place their experiences will vary. Despite this, the impact of racial discrimination particularly on a meso-level social structure can explain how the history and norms of practice in the EP field continue to create and sustain racial inequity and arguably anti-Black racism more specifically.

Lopez (2000) called for all EPs to turn more towards critical frameworks and to honestly and intentionally grapple with its collective racist history. Participants articulated the negative impact of racial discrimination and how the lack of diversity and inclusivity is still contributing to this. For example, Angela has a clear understanding and first-hand experience of the inequalities that Black children can face and highlights that professionals need to change their views on behaviour. Within the data, most participants collectively discuss what other EPs and services could be doing to combat racism in the profession and beyond, which will be further explored through discussion around their involvement with anti-racist practice.



### **5.1.2 Unjust treatment towards Black EPs**

All participants spoke about their personal encounters of discrimination and racism towards them, and the difficulties in navigating the EP profession from as early as their own school experiences to the training course. Discussions around it being particularly difficult to get into progressive leadership roles without support were stated by both Grace and Empress and highlight how intersectionality can have profound impacts on experiences. Intersectionality theory highlights how racism interacts and intersects with other forms of subordination (Crenshaw, 1989). In this example, the intersection of being both Black and a woman provided a great hurdle when going for senior and leadership positions. Lowe (2013) explored invisible barriers that exist in organisations, which contribute to making it more difficult for Black people to be appointed as leaders. Concepts from Bion (1961) group theories suggest that humans have a primitive side to them which is driven by anxieties and unconscious needs of a group which Lowe argues to be embedded in institutional racism. This reflects on both Empress and Grace's experiences as they discuss the struggles of climbing up the ladder in their professions and the role their racial and gender identity played in this.

Intersectionality theory and Black feminism were both key theories which were highlighted within the findings of the literature review. Participants' findings in this research recognised how theories of Intersectionality and Black feminism can be used to explore the experiences of some of the participants. The intersections of both gender and race are specifically highlighted by Levi and Empress. Empress speaks to her journey of being a Black woman and her challenges in becoming a senior in the profession. Similarly, to Rollocks' (2019) research which explores Black women in leadership in academia, similar themes present in the unjust treatment of Black women in leadership positions. Both findings refer to the links between Black women and how you present yourself in the workplace. Connections between Levi and one participant in Rollock's study highlight the importance of showing up authentically as yourself despite how you may be perceived.

The intersections between being Black and male are also highlighted in the findings and mirror some of the initial literature. Levi explores how Black men are perceived in

society and how this can mirror in educational psychology highlights how race and gender interplay with one another and can create more difficulties based on how you are perceived. This was also similar in Callenders' (2018) research which explored Black male teachers as some participants discussed how they are negatively perceived. It is therefore important that identity markers of EPs are taken into consideration and Intersectionality is considered in practice as it can create more bias and allow for more negative experiences for Black EPs.

Josiah's PETs were the most common in this theme and although similarly to Angela's experiences of practising in a predominately White area and service, his experiences of treatment as a Black EP appeared to be made more apparent. Josiah highlights a particular incident during his placement year when he was failed by his provider and the role his racial identity played in this. Despite Josiah describing his cohort as supportive, he received a lack of support from his university providers during this difficult time. The difficult experiences during training are highlighted by other participants and is further indicated by Thandi explicitly stating the importance of Black trainees' wellbeing being accounted for during the doctoral training.

The unfair treatment of EPs as trainees but also as qualified professionals can be explored further through a CRT lens. Josiah's findings highlight the impact of racism that he has experienced throughout his career and how difficult it is to navigate being the only Black male EP in his service. Josiah states how consideration of his race is always in question as there are times when he may be working with a family who have never seen or worked with a Black professional before. As a Black man, he highlights how he doesn't have the privilege of 'not knowing' and must earn the trust of other professionals to appear competent. Adopting a CRT lens here, highlights how the concept of race is viewed and can further creates oppression for Black EPs in the workplace.

The prevalence of racial microaggressions was researched with doctoral students from racial minoritised groups (Vaishnav & Wester, 2022) and demonstrated the negative impact of racial microaggressions on social connectedness whilst studying. As Thandi highlighted, Institutions and services need to take responsibility for the nature of racism which is typically upheld in policies and practices which negatively

affect Black individuals in a system. CRT in education continues to problematise the central function of schooling in the safeguarding and management of white supremacy (Kempf, 2022). In the context of this research, having to take extra care to safeguard yourself as a Black person was highlighted through Thandi's experiences. Thandi speaks to the difficulties of being in a service which doesn't align with her cultural values and specifically describes an incident where her thesis interests around race-related issues were questioned by a White practitioner. Although Thandi was able to still conduct her research, through the support of university and her own self-belief, her experiences highlight how views held by other professionals are often rooted in CRT concepts such as institutionalised racism and White supremacy.

Although participants had an array of experiences and journeys to becoming an EP with some working in different demographics, experiences in relation to both covert and overt racism existed amongst all participants. Acculturation is the idea of assimilating to a different culture which is typically the dominant one and can be reconceptualised to understanding experiences shaped by racial trauma and microaggressions (Liu et al., 2019).

Empress, Josiah, and Angela were all born out of the UK and moved to the UK in different time periods. More specifically, Angela moved to the UK at a later age to pursue a career in educational psychology. She highlights some of the difficulties she faced when adjusting to becoming a minority in a country and the incidents of racism and inequity that she was confronted by. For Angela, the impacts of acculturation and having to navigate a new country with different cultures and values whilst still maintaining her own cultural values was difficult. Although this process appeared to initially impact her psychological well-being, Angela is now a senior in her service and spoke highly about the support she has received in her LA. Similarly, to Wright et al's., (2007) research exploring Black women academics in university, Angela displays a level of resilience despite marginalisation.

### ***5.1.3 Anti-racist work and community support as an integral part of EPs core practice***

In the context of the classroom, research has shown that having open discussions about intergroup race relations and racism aids positive racial identity development amongst CYP (Balaghi & Okoroji, 2023). However, it has also recognised that this needs to be facilitated by professionals with specialised training to ensure no harm is caused. Participants highlighted their experiences of engaging in anti-racist practice and more commonly spoke about this being at the centre of their work and practice. Levi discussed the complexities that can often arise with this and how extra care and consideration needs to be factored in for Black colleagues who may be delivering training around race-based issues. Balaghi and Okoroji (2023) state that educators should seek and receive training, supervision, and resources in anti-racist and inclusive practices to guide these discussions. Therefore, it could be assumed that Black professionals are perceived to be more 'suited' at delivering this training due to their personal experiences which highlights biases around how Black EPs may be positioned when it comes to anti-racist practice.

This could be further explained in the context of Positioning theory which suggests that an individual's role is malleable depending on social contexts and discourse which can affect the position an individual takes within a group (Bjerre, 2021). It could be argued that race plays a key role in positioning, particularly when discussions are being had around race-based issues. Most participants spoke to the importance of anti-racist practice and the different approaches they are adopting in their services to ensure it is an integral part of EP practice. However, they also identified the key importance of the ownership not solely being on Black EPs to speak on these issues. Angela's experiences of anti-racist practice in her service focus on the importance of working in a supportive EPS environment which openly values and discusses EDI. Thandi also expresses a similar supportive environment where other EPs also share similar values, which therefore allows for more culturally responsive work.

#### ***5.1.4 The importance of representation, shared identity and allyship***

The theme of representation and shared identity was commonly discussed amongst participants in relation to the impact this has on them in relation to their own careers, as well as the positive influence it can have on minoritised CYP and families. The importance of allyship, particular from other White professionals, was also highlighted as a key factor in supporting the experiences of Black EPs. Some participants made specific reference to the support from their own family homes and how representation in parenthood plays a key factor in self-belief.

As Black EPs are a minority in the profession, the influence of seeing and working with other Black EPs can have significant positive impact particularly when they are navigating racial difficulties. Empress and Levi both highlighted the positives of other Black EPs being a part of their journey. Empress refers to this regarding career progression as a Black woman and working with other Black EPs in SLT. Levi also highlights the support he received from a Black supervisor during his placement years which was monumental to his practice as an EP. Having shared identity and experiencing sameness is a positive factor for Black EPs and this was also highlighted in Miller and Callenders' (2018) research around Black women in leadership who highlighted the importance of having other Black women as mentors.

Safety can come from being around individuals with shared values and cultures, although it is also crucial to not assume an individual has the same values as you based on racial identity (Callender, 2018). Callender (2018) found that aspects of race and how you are viewed were seen in different ways by Black male teachers. Empress also highlights that there are a range of diversity of experiences, cultures, and backgrounds amongst Black people and therefore it is important to not assume an individual's experience solely based on shared racial identity.

When supporting CYP and families from Black backgrounds, some EPs highlighted the significance this can have in allowing families to feel more supported and listened to. There can be stigma around accessing psychologists and both Levi and Angela recognise how SEND and professionals can be viewed in the Black community.

Therefore, representation can be important for some Black families. Angela describes a time where she successfully worked with the only Black child in a majority White school, who stated that she resembled her father and therefore felt more inclined to work with her. Angela and Josiah share similar contexts based on the demographics of their services and both highlight the importance of contextual factors.

Most participants describe the importance of supporting Black children and families in education and the community and from a psychodynamic lens, this sometimes presented as overidentifying which some participants acknowledged. Overidentification can have both positive and negative influences, and it is important for Black EPs to identify when this is happening. Ensuring that overidentification is not at the expense of another, and in this case not to the EPs detriment based on their own racial trauma experiences. Transference and countertransference can often occur in a therapeutic dyad (Jacobsen, 1991) and this can sometimes be harmful. Transference refers to the redirection of feelings about a specific person onto something else and countertransference refers to the emotional reaction which can often be evoked by professionals based on their own past experiences (Gabbard, 1995). As all Black EPs have experienced some form of racism and discriminatory practice throughout their career, countertransference when working with CYP and families with shared experiences may be common. Although shared identity and representation was mainly highlighted as a positive protective factor, it is also important to recognise some of the negative implications of being triggered by your own personal experiences.

The importance of allyship is expressed by some participants, particularly when dealing with racism in the workplace. Grace and Levi both refer to incidents of racism during their careers whilst also being supported by other professionals and trainees who were from different racial backgrounds. Although this wasn't described as typical occurrences across all participants, having non-Black EPs' voice and supportive action was an important factor in providing a positive experience around racial conversations in an EPS. Angela describes how she was approached by another senior EP who was White following the murder of George Floyd, who offered their support around this. This appeared to be particularly helpful as a minority in a White dominating service where this is not much representation of Black EPs around you.

### ***5.1.5 Maintaining perseverance and commitment in the EP profession despite inequities***

A range of different factors appeared to positively contribute towards EPs experiences of persevering through their career despite the prevalence of inequitable practice in the system. Participants spoke to their own journeys and commitment to the profession, with many referring to their own experiences of education which influenced their interest in educational psychology and making it more equitable. Participants also referred to the notion of Black people having to work harder being instilled in them from a young age. Having to work harder as a Black and ethnic minority has been explored in some literature with reference to the challenges that social workers face because of this (Mbarushimana & Robbins, 2015). Through adopting a CRT lens, this can further highlight the structural racism that exists for Black professionals.

Research around work motivation, widely assumes that employees who are highly motivated will not only be happier, healthier, and more fulfilled but will more likely be able to deliver better performances, services, and innovative practice (Wietrak et al., 2021). However, this does not take into consideration the impact of racial trauma and experiences regarding racial identity which can impact on practice. As discussed, racism throughout these participants' careers contributed to negative experiences that they have faced. Contrary to this some of their experiences and own personal values allowed them to persevere through their career and commit to improving inclusion for all CYP and those being impacted by racial discrimination.

Self-determination theory can be used to explain some of the psychological needs that these EPs could have been experienced. Deci and Ryan (1985) developed self-determination theory and stated that all humans have three basic needs which are autonomy, competence, and relatedness. Relatedness refers to the need to form strong relationships or bonds with people who are around you and involves feeling closeness and a sense of belonging with a social group (Deci & Ryan, 1985).

Relatedness could be described as a key factor in allowing these EPs to feel more able to commit to a career of educational psychology, despite the lack of diversity. All EPs discussed taking up a range of different jobs, both paid and voluntary to gain experience to becoming an EP.

Some EPs discussed the relatedness of having parents who supported them to do well, despite some of the difficulties they may face. Levi describes the significance of his mother, who worked in a predominately White field and experienced a magnitude of racial discrimination during her career which resulted in her suing the company. These early and significant experiences, enabled Levi to adopt a strong-willed nature and value in fighting against injustice as he describes throughout his interview his commitment to his career and role as an EP. Empress also describes her experience of relatedness in seeing a Black EP when she was a young child which was a driving force in her wanting to become an EP.

Being supported at an institutional level highlights the positive influence this can have on Black EPs. Although this was the opposite of most participants, Angela refers to the support she received by her university and placement who supported her with her funding at the early stages of her career. This appears to be rare as findings in the literature search mainly suggested the lack of support from academic institutions (Rollock, 2019; Stockfelt, 2017; Wright et al., 2007). Angela's experience highlights the rarity of Black professionals being supported at an institutional level and feeling valued, however shows the positive outcomes that can occur when this is achieved. Although the full status of whether these EPs were self-funded or not was not fully explored, reference was made by some participants as to how they obtained their place on the doctoral training, which was typically through the funded route and therefore could have made a difference in this experience. Angela highlights how her training course year was different due to two universities merging because of funding. It's therefore important to recognise the different contextual factor here and whether this difference allowed for protective factors at this point of her training.

## **5.2 Implications for practice and potential areas of further research**

### **5.2.1 Individual EPs**

Although the individual experiences for participants was recognised, there were commonalities between most participants which suggest some level of similarities regarding the experiences of Black EPs practising in the UK. This was apparent when



discussing the experiences of training to become an EP particularly regarding the academic experience. All EPs were the only Black EPs on their course and although there were some other ethnic groups many still spoke about the isolation and difference that occurred due to being the minority. The importance of focusing solely on Black EPs as a homogenous group was essential to gaining deeper insight into the impact of Black racial identity within the EP profession. Although there has been more discussion regarding the diversities of training courses, there needs to be further consideration of how to appropriately support and safeguard Black professionals who are more likely to be subject to racism, unfair treatment and microaggressions during their training. It may be that specific groups need to be available for individuals from the Black community to discuss different factors which may impact their practice particularly when engaging in anti-racist work which often directly highlights the disparities within the Black community.

Having different groups or spaces during the doctoral training specific for Black and other minoritised racial groups who are subject to difficulties need to be readily available and monitored. However, it is pertinent that wider issues and practice around equity, diversity and inclusion as a whole are still being regularly discussed and reviewed in individual practice as well as within a team. Although the danger of grouping minoritized groups together is highlighted, it is important that all minoritized groups have a space to share their experiences to continue to bridge the gap of culturally aware spheres of practice whilst recognising that individual experiences for specific racial groups may differ as highlighted in the research.

### **5.2.2 EP Services**

EPs have a responsibility to provide a duty of care as practitioners and the HCPC proficiencies (2015) have clear references to race, equity and diversity as key considerations when practising. Following the murder of George Floyd, some EP services began to have more explicit conversations around race-based issues and what this means in the psychology profession. Most participants discussed this, and experiences differed based on a range of variables such as context and demographic of services. One participant raised the difficulties in Black colleagues carrying out work around race-based issues and how this can be detrimental to their emotional and

mental health based on personal experiences. Therefore, EP services need to consider how they ensure Black colleagues are being supported when topics around racism arise. Understanding and dealing with everyday racism is a six stages framework book which aims to support individuals and organisations in their fight against racism and becoming more equitable (M'gadzah, 2022). EP services could use this frameworks or alternative anti-racist tools to encourage individuals to identify their own role within racial inequity and how to understand and support colleagues who may be experiencing racism.

Participants spoke about some of the difficulties when racism has occurred in schools when there has been clear mistreatment of Black males and females. Services need to ensure they have clear guidelines and procedures in place when these incidents occur and collectively support colleagues who are being directly impacted by this. The rationale for focusing solely on the experiences of Black EPs is highlighted throughout the research as most participants spoke about their personal experiences of supporting Black children and families through racism or unjust treatment and how this impacted on their practice due to lived experience. Therefore, raising awareness in schools for both colleagues and CYP who experience racism needs to be considered. EPs have a duty to help schools to become more conscious about these issues and the implications, however ownership should not be solely on Black EPs to do this. One participant spoke about her service offering free training to all schools around equality and diversity. She also referred to her LA supporting the EPS with providing data for each school around different contextual factors and information around exclusions and funding for SEND. If all EP services adopt similar practises this could help them feel more competent to discuss issues around inequity with schools.

Lastly, EP Services could create better links between community-based services where work is already being done to tackle mistreatment and racism in schools. For example, organisations such as the Halo Collective which was founded by young Black organisers from The Advocacy Academy, work with schools and workplaces to challenge race-based hair discrimination which often occurs in schools (Edutopia, 2023).

### **5.2.3 Training providers & Academia**

Training providers have a duty of care to students as they are embarking on their doctoral journeys to become EPs. It is integral to a trainee's development to have a range of supervision during this process, however culturally responsive supervision is not always specifically practiced. Research has shown that using a transcultural supervision exercise with supervisors and TEPs can be useful in creating a supportive development safe space (Soni et al., 2021). The importance of recognising the implications of race, ethnicity and culture and the impact this can have on training and practising to becoming an EP need to be made more distinct in safe spaces for trainees to reflect on. Training providers can offer more culturally responsive training to staff so they have the adequate skills to provide this support to trainees.

There have been some steps to diversify the EP profession, through providing mentoring schemes for Black and other racially minoritised groups as well as an open day at the Tavistock and Portman training course specifically for individuals from under-represented groups. However, statistics show that there are still massive disparities in the racial demographic of the EP profession. Many participants spoke about their parents being advocates throughout their education and at times not feeling supported by colleagues and training providers. It is important for training and university providers to take further steps to ensure they are being inclusive of trainees who may be feeling isolated or experiencing difficulties based on racial discrimination or being 'othered'. This could be done by regular reviews amongst staff to discuss how they are considering the welfare of such groups and ensuring there are safe spaces solely for these individuals for discussion around this. Frank Lowe's thinking space is a model used which aims to promote thinking about race, culture, and diversity in psychotherapy and beyond (Lowe, 2014). It may be helpful for university providers who run educational psychology doctoral programmes to take the time to explore similar spaces to think about the implications of EP practice and its links with race, culture, and diversity, particular for EPs in the field who are typically being personally impacted by this throughout their practice.

Finally, more consideration could be considered around decolonising aspects of psychology which still use White supremacy ideologies. Participants referred to difficulties on their training courses around a lack of consideration of terminology and teaching which doesn't represent multi-culturalism or look at practice through a cultural lens. More efforts could be made to ensure students and staff are engaging in material through a cultural lens.

### **5.3 Limitations of the research**

Most participants shared similar views and responses in terms of their experiences of being a Black EP working in the UK. However, despite the homogeneity of the participants all identifying as either Black British, Caribbean, or African, there were a range of different identity markers such as age, gender, and roles. Although IPA places value on individual experiences, it is important to note that some of these differences regarding contextual factors, such as currently practising in different parts of England contributed to the experiences of EPs regarding their racial identity. Some EPs were in more multi-cultural locations and services which had some impact on their current practice and experience. Therefore, future studies may benefit from making participants more homogenous regarding other identity markers to allow for more tailored research and implications for a further specified group.

One of the participants was acting as interim PEP for their service and although still practising as an EP, PEPs tend to have distinct roles in their teams which could have been a contributing factor to their experience. It is also important to recognise the impact of gender; one male participant described his difference as a Black male in comparison to a Black female, but this could have been further explored to investigate the impact of racial identity for different gendered groups. The difference in ages also contributed to some of the different contexts of training, although it is important to recognise that all EPs, regardless of age, spoke about the difficulties around racial issues whilst studying and training to become an EP. Therefore, the importance of highlighting Intersectionality could have been further considered.

Finally, the study aimed to cover a range of bases including the EPs' personal experiences of becoming an EP, university training and their current practice to services, schools and the CYP that are supported. However, some participants focused on one element more than the other, which could have contributed to an imbalance in terms of what was discussed. Using IPA meant that the individual's experience remained at the centre of the research. Further research may benefit from more exploration on different factors that were raised such as Black professional's involvement with anti-racist practice and race-based issues that directly impact them.

#### **5.4 Dissemination of findings**

The findings of this research will be presented and discussed in the researcher's current EPS as part of a service development day. The researcher also hopes to further present this research in spaces such as British Psychological Society Research Day, TEPICC and other psychology-based organisations where the sharing of research is encouraged, particularly those with a focus on culturally responsive work. The researcher hopes to be able to share and reference their thesis when working in schools and EPS' where the implications of being a minority in an organisation needs to be considered. Eventually, the researcher plans to provide a concise version of the research and findings to be sent out to journals with the hopes of being published in the next two-three years.

#### **5.5 Self-Reflexivity**

This final section will be written from the first-person perspective of the researcher. As a Black woman born in the UK with African and Caribbean heritage, I noted that many of the details discussed whilst conducting this research study resonated with me on a personal level. As a TEP, with very similar experiences of some of the participants, I acknowledge that although my attempts to '*bracket off*' were made explicit at the start of interview and through my own reflection, I recognise that throughout different interviews, many of the difficulties discussed triggered an emotional reaction for me on different levels. To support this, I kept a research diary to process my own thoughts during this time and used both personal and research supervision to reflect on some of these difficulties.

My personal experiences as a Black woman also meant that I had an awareness of some of the experiences that Black people face in education and beyond which began long before this research project was initiated. I also acknowledge that my experience of growing up in a multi-cultural society and being the majority in my community and throughout primary and secondary education allowed me to recognise the impact of difference as I went to higher education where I became the minority. This was further amplified when I started doctoral training and was the only Black person on my course, particularly following the death of George Floyd which led to individuals and organisations becoming more willing to discuss racism and its profound impacts. A knowledge of this awareness supported me in planning this research project and considering its implications.

Alongside these considerations, I was also mindful of how differently Black men and women can be viewed in society and how this may have manifested in my interviews as a Black woman interviewing Black men. I also acknowledge the power dynamic between TEPs and EPs that can present and to minimise this I ensured my role solely as researcher was made explicit at the start of the interviews. This was done to ensure that I remained vigilant for any indications of over-identification or power imbalances throughout the interview process.

## 6 - Conclusion

This research aims to give a voice to Black EPs to discuss their experiences of practising as EPs in the UK. It addresses the gap in literature of the experiences of Black EPs in psychology and the UK education system, which has not specifically been explored. The participants' individual interviews elicited five overarching themes (GETs), which were:

- Impact of racial discrimination in Educational Psychology
- Unjust treatment towards Black EPs
- The importance of representation, shared identity and allyship
- Anti-racist work and community support as an integral part of EPs core practice
- Maintaining perseverance and commitment in the EP profession despite inequities

Based on the findings of the research, racial discrimination was highlighted as a significant issue in Educational Psychology as most Black EPs typically experienced a form of unjust treatment during different stages of their careers. Whilst it is important to acknowledge that not all experiences are the same, it is important to recognise the common shared experiences and the ongoing impact of racism on the treatment of Black individuals. Additionally, participants emphasised the importance of representation, shared identity, and allyship as a means of addressing some of these issues.

Anti-racist work and community support were also recognised as an integral part of EPs' core practice. The importance of maintaining perseverance and commitment in the EP profession despite inequities was essential in allowing EPs to feel motivated in their roles. Some of the EPs spoke highly of the work that is being carried out in their services to support with anti-racist and culturally responsive practice. Although it was highlighted there is still a lot of work to be done, participants provided a sense of hope for the future of the profession based on their efforts to be more anti-racist in their approach. Participants also emphasised their efforts in providing support to CYP who

are typically discriminated against and may not have a professional advocating for them.

This research highlights the need for continued efforts to promote equity and social justice in the field of educational psychology, and to particularly recognise some of the implications of practice on Black EPs as well as the CYP and families that are being supported. It is hoped that this research adds to the existing literature to address the issues of racial discrimination and highlights the need to prioritise anti-racist practice in the EP field. It is also hoped that the participant and researcher's efforts to give voices to Black EPs is valued and continues to place relevance on the importance of amplifying Black voices in educational psychology and beyond.



## References

- Agyemang, C., Bhopal, R., & Bruijnzeels, M. (2005). Negro, Black, Black African, African Caribbean, African American or What? Labelling African Origin Populations in the Health Arena in the 21st Century [research-article]. *Journal of Epidemiology and Community Health (1979-)*, 59(12), 1014-1018. <https://doi.org/10.1136/jech.2005.035964>
- Akala. (2019). Natives: Race and class in the ruins of empire. Two Roads
- Alase, A. (2017). The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach. *International Journal of Education & Literacy Studies*, 5, 9-19.
- Annie E. Casey Foundation. (2020, August 24). Equity vs. Equality and Other Racial Justice Definitions. <https://www.aecf.org/blog/racial-justice-definitions>
- American Psychological Association. (2021). Apology to people of color for APA's role in promoting, perpetuating, and failing to challenge racism, racial discrimination, and human hierarchy in U.S. [Press release]. <https://www.apa.org/about/policy/racism-apology>
- Atewologun, D., Sealy, R., & Vinnicombe, S. (2016). Revealing Intersectional Dynamics in Organizations: Introducing 'Intersectional Identity Work' [Article]. *Gender, Work & Organization*, 23(3), 223-247. <https://doi.org/10.1111/gwao.12082>
- Aveyard, H. (2019). *Doing a Literature Review in Health and Social Care: A Practical Guide* (4th ed.). Open University Press.
- Baldwin, J. A. (1992). The role of Black psychologists in Black liberation. In A. K. H. Burlew, W. C. Banks, H. P. McAdoo, & D. A. y. Azibo (Eds.), *African American psychology: Theory, research, and practice*. (pp. 48-57). Sage Publications, Inc.
- Bartholomew, T. T., Pérez-Rojas, A. E., Bledman, R., Joy, E. E., & Robbins, K. A. (2023). "How could I not bring it up?": A multiple case study of therapists' comfort when Black clients discuss anti-Black racism in sessions. *Psychotherapy*, 60(1), 63–75. <https://doi.org/10.1037/pst0000404>
- Bazemore, A. W., & James, T. (2019). Supporting students who experience cultural bias in standardized tests. In S. Y. Kim (Ed.), *Handbook of research on diversity and social justice in higher education* (pp. 1-20). IGI Global. <https://doi.org/10.4018/978-1-5225-7110-0.ch001>

- Bell, M. P., Berry, D., Leopold, J., & Nkomo, S. (2021). Making Black Lives Matter in academia: A Black feminist call for collective action against anti-blackness in the academy [Article]. *Gender, Work & Organization*, 28, 39-57. <https://doi.org/10.1111/gwao.12555>
- Berwise, C. A., & Mena, J. A. (2020). Perceived discrimination and educational attainment for U.S. Black adults: the influence of Black racial identity [Article]. *Social Psychology of Education*, 23(5), 1385-1406. <https://doi.org/10.1007/s11218-020-09587-7>
- Bjerre, L. M. (2021). Positioning theory and its relevance for social work research. *European Journal of Social Work*, 24(2), 163-174. <https://doi.org/10.1080/13691457.2020.1869255>
- Black queer and transgendered adult learners in the era of the Black Lives Matter movement: A call for safe spaces. (2021). [Article]. *New Directions for Adult & Continuing Education*, 2021(170), 45-53. <https://doi.org/10.1002/ace.20424>
- Blake, J. J., Graves, S., Newell, M., & Jimerson, S. R. (2016). Diversification of school psychology: Developing an evidence base from current research and practice. *School Psychology Quarterly*, 31(3), 305-310. <https://doi.org/10.1037/spq0000180> (Developing an Evidence-Base from Current Research and Practice)
- Bohonos, J. W., & Sisco, S. (2021). Advocating for social justice, equity, and inclusion in the workplace: An agenda for anti-racist learning organizations [Article]. *New Directions for Adult & Continuing Education*, 2021(170), 89-98. <https://doi.org/10.1002/ace.20428>
- Braun, V., & Clarke, V. (2021). Thematic Analysis. In J. A. Smith (Ed.), *Qualitative Psychology: A Practical Guide to Research Methods* (4th ed., pp. 25-37). Sage Publications.
- Bronfenbrenner, U. (1979). Ecology of human development: experiments by nature and design, 1979 [Book Review]. *Child Study Journal*, 9(4), 292-293
- British Psychological Society (BPS). (2018). Code of ethics and conduct. Leicester, United Kingdom: BPS.
- British Psychological Society (BPS). (2019). Standards for the accreditation of Doctoral programmes in educational psychology in England, Northern Ireland and Wales. Leicester: BPS.
- Burnham, J. B. (1986). *Family therapy. First steps towards a systemic approach*. Tavistock Publications.

- Burnham, J. (2012). Developments in Social GRRRAAACCEEESSS: Visible-invisible and voiced-unvoiced. In I.-B. Krause (Ed.), *Culture and reflexivity in systemic psychotherapy: Mutual perspectives*. (pp. 139-160). Karnac Books.
- Buys, T., Casteleijn, D., Heyns, T., & Untiedt, H. (2022). A Reflexive Lens on Preparing and Conducting Semi-structured Interviews with Academic Colleagues. *Qualitative Health Research*, 32(13), 2030-2039. <https://doi.org/10.1177/10497323221130832>
- Caldwell, V. F. (1996). Critical Race Theory: The Key Writings That Formed the Movement Kimberlé Williams Crenshaw. In (Vol. 96, pp. 1363-1374).
- Callender, C. (2018). Needles in a Haystack: An Exploratory Study of Black Male Teachers in England. *Management in Education*, 32(4), 167-175. <https://doi.org/10.1177/0892020618791656>
- Cambridge University Press. (2023). Algorithm. In Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/algorithm>
- Christian, M. (2005). The Politics of Black Presence in Britain and Black Male Exclusion in the British Education System [research-article]. *Journal of Black Studies*, 35(3), 327-346. <https://doi.org/10.1177/0021934704268397>
- Coard, B. (1971). How the West Indian Child is Made Educationally Subnormal in the British School System: The Scandal of the Black Child in Schools in Britain. In.
- Cline, R. J. W., Bostwick, W. B., & Thurston, I. B. (2015). *Educational Psychology: Topics in Applied Psychology*. Routledge.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 139-167.
- Critical Appraisal Skills Programme. (2018). CASP systematic review checklist. <https://casp-uk.net/casp-tools-checklists/>
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications. Curtis, S. (2017). Black Women's Intersectional Complexities: The Impact on Leadership. *Management in Education*, 31(2), 94-102. <https://doi.org/10.1177/0892020617696635>
- Damas, A. R. (2023). Black Women's Journey in America and the Need for Intersectionality: A Comparative Reading of Maya Angelou's "Still I Rise", Lucille Clifton's "won't you celebrate with me" and June Jordan's "Poem About

My Rights". *Via Panorâmica: A Journal of Anglo-American Studies / Revista de Estudos Anglo-Americanos*, 12(1), 103-113. [https://doi.org/10.21747/2182-9934/via12\\_1a8](https://doi.org/10.21747/2182-9934/via12_1a8)

Deas, K. M., & Mina, R. (2022). Training Human Service Professionals: Using Intersectionality as a Strategy for Eliminating Anti-Black Racism. *Journal of Teaching in Social Work*, 42(2-3), 227-246. <https://doi.org/10.1080/08841233.2022.2047872>

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.

Dein, S. (2006). RACE, CULTURE AND ETHNICITY IN MINORITY RESEARCH: A CRITICAL DISCUSSION [Editorial]. *Journal of Cultural Diversity*, 13(2), 68-67.

Delan, D., Wanga, Z.-M., Gideon, L., Thilagawathi Abi, D., Sujitha, S., Suzanne, S., & Alexandre, W. (2020). Categorisation and Minoritisation [article]. *BMJ Global Health*, 5(12). <https://doi.org/10.1136/bmjgh-2020-004508>

Department for Education. (2023). Permanent exclusions in England: Academic year 2021 to 2022. <https://www.gov.uk/government/statistics/permanent-exclusions-in-england-academic-year-2021-to-2022>

Edutopia. (2023, September 21). Eliminating anti-Black hair policies at school. <https://www.edutopia.org/article/eliminating-hair-discrimination-policies-school/>

Essien, I., & Wood, J. L. (2021). I Love My Hair: The Weaponizing of Black Girls Hair by Educators in Early Childhood Education [Article]. *Early Childhood Education Journal*, 49(3), 401-412. <https://doi.org/10.1007/s10643-020-01081-1>

Equality and Human Rights Commission. (2010). Thirteenth Report of Session 2009-10. Parliament, Joint Committee on Human Rights. <https://www.refworld.org/docid/4b9e030e2.html>

Environmental Research and Public Health, 18(17), 9137. <https://doi.org/10.3390/ijerph18179137>

Falcon, R. (2023). *Black men's experiences of training and practising as clinical psychologists in the UK : a reflexive thematic analysis* [Electronic Thesis or Dissertation, University of Exeter]. British Library EThOS. <https://search.ebscohost.com/login.aspx?direct=true&db=edsble&AN=edsble.872479&authtype=shib&site=eds-live&scope=site>

- Francis, Y. (2022). *How can we reduce racial discrimination in schools? An Interpretative Phenomenological Analysis exploring how Educational Psychologists enact change* [Thesis, Tavistock & Portman Staff Publications Online. <https://search.ebscohost.com/login.aspx?direct=true&db=ir00560a&AN=tpl.2761&authtype=shib&site=eds-live&scope=sitehttps://tavistockandportman.nhs.uk/training/prospective-students/courses-by-type/integrated-professional-doctorate/http://repository.tavistockandportman.ac.uk/2761/https://repository.tavistockandportman.ac.uk/2761/1/Francis%20-%20How.pdf>
- Gabbard, G. O. (1995). Countertransference: The emerging common ground. *International Journal of Psychoanalysis*, 76(4), 475-485. <https://doi.org/10.1111/j.1745-8315.1995.tb00676.x>
- Gillborn, D. (2006). *Racism and education: Coincidence or conspiracy?* Routledge.
- Graves, S., Proctor, S., & Aston, C. (2014). Professional roles and practices of urban school psychologists. *Psychology in the Schools*, 51(4), 384-394. <https://doi.org/10.1002/pits.21754>
- Grills, C. T., Kaufman, J. S., Schwartz, A. R., & Herring, A. H. (2018). Racial and ethnic disparities in pediatric obstructive sleep apnea. *Pediatrics*, 142(4), e20174361. <https://doi.org/10.1542/peds.2017-4361>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Sage Publications, Inc.
- Health & Care Professions Council. (2021). Standards of proficiency: Educational psychologists. Retrieved from <https://www.hcpc-uk.org/globalassets/standards/standards-of-proficiency/education/educational-psychologists---standards-of-proficiency.pdf>
- Hiermeier, U. M., & Verity, S. J. (2022). 'Race' and racism in intelligence testing. *Clinical Psychology Forum*(352), 30-34. <https://doi.org/10.53841/bpscpl.2022.1.352.30>
- Hypolite, L. I. (2020). "It just helps to know that there are people who share your experience": Exploring Racial Identity Development Through a Black Cultural Center [research-article]. *The Journal of Negro Education*, 89(3), 233-248. <https://doi.org/10.7709/jnegroeducation.89.3.0233>
- Jacobsen, F. M. (1991). Ethnocultural transference and countertransference in the therapeutic dyad. *Journal of Counseling & Development*, 69(3), 218-222. <https://doi.org/10.1002/j.1556-6676.1991.tb01490.x>

- Jelsma, E., Varner, F., & Engineer, N. (2022). Perceptions of adolescents' racial discrimination experiences, racial identity, and depressive symptoms among Black American fathers [Article]. *Family Relations*, 71(1), 163-180. <https://doi.org/10.1111/fare.12613>
- Jordan, L. C., Bogat, G. A., & Smith, G. (2001a). Collaborating for social change: The Black psychologist and the Black community. *American Journal of Community Psychology*, 29(4), 599-620. <https://doi.org/10.1023/A:1010474101801>
- Kanter, R. M. (1977). *Men and Women of the Corporation*. Basic Books.
- Kempf, A. (2022a). Toward Deeper Unconscious Racial Bias Work in Education [Article]. *Teachers College Record*, 124(11), 3-29. <https://doi.org/10.1177/01614681221142535>
- Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). Sage Publications
- Lawrence, Z. (2014). Black African parents' experiences of an Educational Psychology Service [Article]. *Educational Psychology in Practice*, 30(3), 238-254. <https://doi.org/10.1080/02667363.2014.919249>
- Liebman, A., Rhiney, K., Wallace, R., Hammelman, C., Reynolds, K., & Levkoe, C. Z. (2020). To die a thousand deaths: COVID-19, racial capitalism, and anti-Black violence. *Human Geography*, 13(3), 331-335. <https://doi.org/10.1177/1942778620962038>
- Lissack, M. (2020). Reflections on being working class: A qualitative exploration. *Qualitative Research in Psychology*, 17(3), 325-341. <https://doi.org/10.1080/14780887.2019.1709475>
- Liu, W. M., Liu, R. Z., Garrison, Y. L., Kim, J. Y. C., Chan, L., Ho, Y. C. S., & Yeung, C. W. (2019). Racial trauma, microaggressions, and becoming racially innocuous: The role of acculturation and White supremacist ideology. *American Psychologist*, 74(1), 143-155. <https://doi.org/10.1037/amp0000368> (Racial Trauma: Theory, Research, and Healing)
- Lowe, F. (2013). Keeping Leadership White: Invisible Blocks to Black Leadership and Its Denial in White Organizations [Article]. *Journal of Social Work Practice*, 27(2), 149-162. <https://doi.org/10.1080/02650533.2013.798151>

- López, F. (2022). Can educational psychology be harnessed to make changes for the greater good? [Article]. *Educational Psychologist*, 57(2), 114-130. <https://doi.org/10.1080/00461520.2022.2052293>
- Meah, S. (2023). *Understanding the experiences and views of Educational Psychologists from a minority ethnic background and how this impacted their training as well as the impact on their current practice* [Electronic Thesis or Dissertation, University of Exeter]. British Library EThOS. <https://search.ebscohost.com/login.aspx?direct=true&db=edsble&AN=edsble.877376&authtype=shib&site=eds-live&scope=site>
- Meheux, M., & Bushell, W. (2022). 'Our difference was really magnified'. In (pp. 56-59): British Psychological Society.
- M'gadzah, S. H. (2020). First Letter to White Educational Psychologists. We Can't Breathe. Black Lives Matter. IOMC World. <https://www.iomcworld.org/abstract/first-letter-to-white-educational-psychologists-we-cant-breathe-black-lives-matter-56739.html>
- M'gadzah, S. H. (2022). *Understanding and Dealing with Everyday Racism: The Six Stages Framework*. Swan & Horn.
- Miller, P., & Callender, C. (2018). Black Leaders Matter: Agency, Progression and the Sustainability of BME School Leadership in England. *Journal for Multicultural Education*, 12(2), 183-196. <https://doi.org/10.1108/JME-12-2016-0063>
- Mngaza, S. (2020). *Racism, identity and belonging : how do these factors interact for young Black people in predominantly white settings?* [Electronic Thesis or Dissertation, University of Nottingham]. British Library EThOS. <https://search.ebscohost.com/login.aspx?direct=true&db=edsble&AN=edsble.830309&authtype=shib&site=eds-live&scope=site>
- Mngaza, S. (2021). Black feminist epistemology: An opportunity for educational psychology praxis [Article]. *Educational & Child Psychology*, 38(4), 63-75. <https://doi.org/10.53841/bpsecp.2021.38.4.63>
- Office for National Statistics. (2021). *Census 2021: Population and household estimates for England and Wales, March 2021*. UK Data Service. <https://beta.ukdataservice.ac.uk/datacatalogue/studies/study?id=8644>
- Parry, K. D., Clarkson, B. G., Kavanagh, E. J., Sawiuk, R., & Grubb, L. (2023). Ticking the right boxes: A critical examination of the perceptions and attitudes towards the black, Asian and minority ethnic (BAME) acronym in the

- UK. *International Review for the Sociology of Sport*, 58(5), 867-888. <https://doi.org/10.1177/10126902221132802>
- Pennant, A.-L. (2022). Who's checkin' for Black girls and women in the "pandemic within a pandemic"? COVID-19, Black Lives Matter and educational implications [Article]. *Educational Review*, 74(3), 534-557. <https://doi.org/10.1080/00131911.2021.2023102>
- Philogène, G. (2004). Introduction: Race as a Defining Feature of American Culture. In *Racial identity in context: The legacy of Kenneth B. Clark*. (pp. 3-11). American Psychological Association. <https://doi.org/10.1037/10812-001>
- Proctor, S. L. (2022). From Beckham Until Now: Recruiting, Retaining, and Including Black People and Black Thought in School Psychology. *School Psychology International*, 43(6), 545-559. <https://doi.org/10.1177/01430343211066016>
- Racism in Psychology: Challenging Theory, Practice and Institutions. (2022). [Book Review]. *Journal of Family Therapy*, 44(1), 188-190. <https://doi.org/10.1111/1467-6427.12376>
- Ramdeo, J. (2022). *Black female teachers in white-dominated educational spaces : narratives of professional identity* [Electronic Thesis or Dissertation, London South Bank University]. British Library EThOS. <https://search.ebscohost.com/login.aspx?direct=true&db=edsble&AN=edsble.868935&authtype=shib&site=eds-live&scope=site>
- Roberson, Q. (2023). Understanding racism in the workplace. *Journal of Applied Psychology*, 108(2), 179-182. <https://doi.org/10.1037/apl0001079> (Understanding Racism in the Workplace)
- Robson, C., & McCartan, K. (2016). *Real World Research* (4th ed.). Wiley.
- Rola, A., Joanna, T., David, B., & Trina Jorre de St, J. (2023). *Assessment for Inclusion in Higher Education : Promoting Equity and Social Justice in Assessment* [Book]. Routledge.
- Rollock, N. (2021). "I Would Have Become Wallpaper Had Racism Had Its Way": Black Female Professors, Racial Battle Fatigue, and Strategies for Surviving Higher Education. *Peabody Journal of Education*, 96(2), 206-217. <https://doi.org/10.1080/0161956X.2021.1905361>
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Sage Publications.



- Sakata, E. (2021). *How can Educational Psychologists develop culturally responsive practice? A Delphi Study* [Thesis, Tavistock & Portman Staff Publications Online]. <https://search.ebscohost.com/login.aspx?direct=true&db=ir00560a&AN=tpl.2495&authtype=shib&site=eds-live&scope=sitehttps://tavistockandportman.nhs.uk/training/prospective-students/courses-by-type/integrated-professional-doctorate/http://repository.tavistockandportman.ac.uk/2495/http://repository.tavistockandportman.ac.uk/2495/1/Sakata%20-%20How.pdf>
- Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology*, 70, 747-770. <https://doi.org/10.1146/annurev-psych-010418-102803>
- Schleiermacher, F. (1998). *Hermeneutics: The Handwritten Manuscripts*. Edited by Heinz Kimmerle. Continuum.
- Schouler-Ocak, M., & Moran, J. K. (2023). Racial discrimination and its impact on mental health. *International Review of Psychiatry*, 35(3-4), 268-276. <https://doi.org/10.1080/09540261.2022.2155033>
- Shah, S. (2010a). *The experience of being a trainee clinical psychologist from a black and minority ethnic group : a qualitative study* [Electronic Thesis or Dissertation, University of Hertfordshire]. British Library EThOS. <https://search.ebscohost.com/login.aspx?direct=true&db=edsble&AN=edsble.573238&authtype=shib&site=eds-live&scope=site>
- Shavers, V. L., Bakos, A., & Sheppard, V. B. (2010). Race, ethnicity, and pain among the U.S. adult population. *Journal of health care for the poor and underserved*, 21(1), 177-220. <https://doi.org/10.1353/hpu.0.0255>
- Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative Phenomenological Analysis: Theory, Method and Research*. Sage Publications
- Solanke, I. (2018). The stigma of being Black in Britain [Article]. *Identities*, 25(1), 49-54. <https://doi.org/10.1080/1070289X.2017.1412143>
- Sondel, B., Kretchmar, K., & Hadley Dunn, A. (2022). "Who Do These People Want Teaching Their Children?" White Saviorism, Colorblind Racism, and Anti-Blackness in "No Excuses" Charter Schools. *Urban Education*, 57(9), 1621-1650. <https://doi.org/10.1177/0042085919842618>
- Stockfelt, S. (2018). We the Minority-of-Minorities: A Narrative Inquiry of Black Female Academics in the United Kingdom. *British Journal of Sociology of Education*, 39(7), 1012-1029. <https://doi.org/10.1080/01425692.2018.1454297>

- Strunk, K. K., & Andrzejewski, C. E. (2023). Racisms of commission and omission in educational psychology: A historical analysis and systematic review. *Educational Psychologist, 58*(2), 57-69. <https://doi.org/10.1080/00461520.2022.2152031>
- Summers, M. (2020). The Whiteness of psychology: Thinking about Robert V. Guthrie's Even the rat was White four decades later [Book Review]. *Journal of the History of the Behavioral Sciences, 56*(4), 308-309. <https://doi.org/10.1002/jhbs.22065>
- Tembo, S. (2021). Black Educators in (White) Settings: Making Racial Identity Visible in Early Childhood Education and Care in England, UK. *Journal of Early Childhood Research, 19*(1), 70-83. <https://doi.org/10.1177/1476718X20948927>
- Thatcher, S. M. B., Hymer, C. B., & Arwine, R. P. (2023). PUSHING BACK AGAINST POWER: USING A MULTILEVEL POWER LENS TO UNDERSTAND INTERSECTIONALITY IN THE WORKPLACE. *Academy of Management Annals, 17*(2), 710-750. <https://doi.org/10.5465/annals.2021.0210>
- Thelwell, M. (1969). Black Studies: A Political Perspective [research-article]. *The Massachusetts Review, 10*(4), 703-712.
- Vaishnav, S., & Wester, K. L. (2023). Microaggressions, mentoring, and connectedness: Doctoral students' experiences in counselor education. *Counselor Education and Supervision. https://doi.org/10.1002/ceas.12268*
- Walker, C. J., Williams, C. D., Winter, M. A., & Everhart, R. S. (2022). African American Children's Racial Discrimination Experiences and Mental Health [Article]. *Journal of Child & Family Studies, 31*(6), 1621-1629. <https://doi.org/10.1007/s10826-022-02311-3>
- Wallace, D., & Joseph-Salisbury, R. (2022). How, still, is the Black Caribbean child made educationally subnormal in the English school system? [Book Review]. *Ethnic & Racial Studies, 45*(8), 1426-1452. <https://doi.org/10.1080/01419870.2021.1981969>
- Watford, J. A., Hughes, D., Das, S., Francis, T., Pagan, O., Keryc, C., . . . Way, N. (2021). Racial stories as learning moments: An ecological exploration of Black adolescents' racial learning experiences [Article]. *Journal of Social Issues, 77*(4), 1149-1173. <https://doi.org/10.1111/josi.12497>

- Watkins, M. B., Simmons, A., & Umphress, E. (2019). It's Not Black and White: Toward a Contingency Perspective on the Consequences of Being a Token [Article]. *Academy of Management Perspectives*, 33(3), 334-365. <https://doi.org/10.5465/amp.2015.0154>
- Wright, C., Thompson, S., & Channer, Y. (2007). Out of place: Black women academics in British universities. *Women's History Review*, 16(2), 145-162.
- Yannascoli, S., Greer, N., & Ismaila, A. S. (2013). First-pass review of titles and abstracts to exclude irrelevant reports is efficient and may be sufficient. *Journal of Clinical Epidemiology*, 66(4), 398-399. <https://doi.org/10.1016/j.jclinepi.2012.11.002>
- Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology & Health*, 15(2), 215-228.
- Yardley, L. (2008). Demonstrating validity in qualitative psychology. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 235-251). Sage Publications.

## Appendices

### **Appendix A: List of Studies Included in Literature Review**

- Black Educators in (White) Settings: Making Racial Identity Visible in Early Childhood Education and Care in England, UK (Tembo, 2021)
- Staying Power: The career experiences and strategies of UK black female professors (Rollock, 2019)
- Needles in a haystack: An exploratory study of black male teachers in England (Callender, 2018)
- We the Minority-of-Minorities: A Narrative Inquiry of Black Female Academics in the United Kingdom (Stockfelt, 2017)
- Out of Place: Black women academics in British universities (Wright, Thompson and Channer, 2007)
- Black Leaders Matter: Agency, Progression and the Sustainability of BME School Leadership in England (Miller and Callender 2018)
- Black women's intersectional complexities: The Impact on Leadership (Curtis, 2017)

## Appendix B: Data Extraction Table

Article Name and Year	Methodology (Participants and Measures)	Main Findings
<p><b>Black Educators in (White) Settings: Making Racial Identity Visible in Early Childhood Education and Care in England(Tembo, 2021)</b></p>	<p>Nine black early childhood education and care educators' narratives about race and identity in their profession in the UK (London, Midlands, South west England and north of England).</p> <p>Interviews with black educators currently working in the profession</p> <p>Critical race theory used to examine narrative and practices on race</p> <p>Counter-narratives and narrative analysis</p> <p>Narrative research represents a shift in focus from individual meanings to broader cultural narratives and their influence on people's lives (Higgs et al., 2001). Bringing this together with counter- narratives, then, allows for new knowledge to emerge around the ways in which Black educators experience their professional identity.</p>	<p>Four narratives emerged from data collective presenting a diverse picture of the black educator experience in England</p> <p>Researcher acknowledges positioning as Black male who has been involved in various aspects of Early Childhood Education and Care (ECEC) profession for the past 8 years - I name these not to boast, but rather to point to the complicated, messy and relational nature of conducting qualitative research with participants in one's field. I take the experiences presented to me as necessarily 'par- tial' (Haraway, 1988) and I accept that the 'same' experiences may be told differently in another set of relations. However, I reject the notion that this makes any version anymore 'true' than any other.</p> <p>Themes – Blackness and identity, The black role model, Covert racisms, Critical pedagogy</p> <p>Blackness is a key part of identity for educators but there is a tension of not wanting to show too much of one's personal or professional identity in</p>

	Used NVivo – support with coding and analysis of qualitative data. Code-based theory building	practice. A pressure of being a role model. Racial identity is important and matters but often manifests negatively.
<b>Staying Power: The career experiences and strategies of UK black female professors (Rollock,2019 )</b>	Semi structured individual interviews with 20 Black female professors. There are 25 Black female professors in the UK and this is the first study to focus on their experiences.  Doesn't state what analysis was used, but used NVivo to create themes – likely to be thematic or narrative?	Overall, findings reveal that Black female academics endure an uneven and convoluted pathway to professorship which is characterized by undermining, bullying and the challenges of a largely opaque professional process. Typically, comparisons are made to white counterparts in terms of their progression.  A range of themes were derived from the interview data which related to Black female professors' reasons for becoming an academic, pathway to professorship and their experiences once appointed.  The main themes were: <ul style="list-style-type: none"> <li>- Pursuing an academic career</li> <li>- The culture within higher education institutions</li> <li>- Recruitment and progression</li> <li>- The experience of being a professor</li> <li>- Strategies, self-care and survival</li> <li>- Advice to future generations</li> </ul>
<b>Needles in a haystack: An exploratory</b>	Life history interviews with 10 Black male teachers who identify as black Caribbean. Life history methodology	Race was the most salient theme that was focused on in the research.

<p><b>study of black male teachers in England</b></p> <p><b>(Callender, 2018)</b></p>	<p>is used to capture on a deep level the complex and multiple ways in which social construction's identity evolves overtime. Participants were interviewed twice – when completing initial teacher training and then 12-24 months later.</p> <p>Thematic analysis was used to transcribe interviews.</p> <p>Critical race theory (CRT) was deployed as the primary methodological and analytical tool to explore racialised, gendered and classed subjectivities. An intersectional lens is also adopted – couldn't go into detail due to word count.</p>	<p>Researcher acknowledged the different in experiences of the teachers.</p> <p>A range of different themes derived from the thematic analysis.</p> <ul style="list-style-type: none"> <li>- The influence of family and community</li> <li>- Educational experiences</li> <li>- Teaching as a career choice</li> <li>- Race salience in academic and professional learning</li> <li>- Purpose, values and aspirations for the future</li> </ul> <p>The men presented in this article, whilst sharing similar racialized and gendered identities, experienced learning in professional contexts in a variety of ways. They were conscious that they were in demand and, at the same time, a scarce resource, and went to additional lengths to foreground their capabilities as teachers. Highlighted that aspects of race were seen in different ways by the participants.</p>
<p><b>We the Minority-of-Minorities: A Narrative Inquiry of Black Female</b></p>	<p>Narrative inquiry to understand and make meaning of experiences for the researcher herself and the participants – researcher is involved in the process.</p>	<p>Three main themes with a range of subthemes, the main themes:</p> <ul style="list-style-type: none"> <li>- Everyday racism/discrimination</li> <li>- Being black is experienced more negatively than being women.</li> </ul>

<p><b>Academics in the United Kingdom (Stockfelt, 2017)</b></p>	<p>One to one semi-structured and narrative interviews were conducted with 8 professionals working in different disciplines and domains within academia.</p> <p>Narratives were analysed thematically in NVivo.</p>	<ul style="list-style-type: none"> <li>- Experienced penalties because of the intersectionality between their gender and ethnicity</li> </ul> <p>Themes are detailed in length and overall, the findings link with key themes in literature around gender and the marginalisation of ethnic minority groups in higher education. The intersectionality of black and female is highlighted massively.</p>
<p><b>Out of Place: Black women academics in British universities (Wright, Thompson and Channer, 2007)</b></p>	<p>Qualitative study of one-to-one semi structured interviews conducted in 2004 with 8 Black women of African Caribbean origin.</p> <p>Article based on findings and therefore doesn't highlight the methodology and analysis in detail (in terms of process) but shows the item</p> <p>Showed the issues deriving from woman's narrative – narrative analysis?</p>	<p>Explored issues related to working in higher education, coping strategies, strategies of empowerment/support structures, aspirations and career progression and more.</p> <p>Findings exemplified how Black women in academia experience marginalisation.</p>
<p><b>Black Leaders Matter: Agency, Progression and the Sustainability</b></p>	<p>Qualitative semi-structured interviews were used with four black male headteachers to explore their experiences.</p> <p>Open coding was initially used to break down the data into initial</p>	<p>Findings found that participants experience both limiting and facilitating structures as they negotiated their roles into headship and headteachers.</p>



<p><b>of BME School Leadership in England</b></p> <p><b>(Miller and Callender, 2018)</b></p>	<p>categories to gain information about the phenomenon and different themes were stated.</p> <p>Incident by incident coding rather than line by line</p> <p>Second coding process – Focused coding. Most significant forms of data. – This then led into themes then sub-themes.</p> <p>CRT was used in this study as the interpretative design to understand and provide a description of those experiences. Analysis of data was carried out through a CRT lens.</p> <p>Grouped themes into limiting and facilitating factors</p>	<p>Both limiting and facilitating structures include personal agency as well as contextual factors. The limiting structures include (1) stereotyping and judgements about capability, (2) experience as headteachers and (3) unfair treatment. Facilitating structures comprised (1) the decision to go into school leadership (this was also considered a limiting structure in one instance), (2) support and mentoring for aspirant BME leaders and (3) sustaining black leadership.</p> <p>One of the most salient limiting structures were around stereotyping and judgement about capability.</p>
<p><b>Black women’s intersectional complexities: The Impact on Leadership</b></p> <p><b>(Curtis, 2017)</b></p>	<p>Five phases of data collection. Interviews and focus groups.</p> <ol style="list-style-type: none"> <li>1. Initial 1:1 interview</li> <li>2. Walk and talk interview</li> <li>3. Focus group – developing leadership quilt</li> <li>4. 1:1 final interview</li> <li>5. Focus group – presentation of the leadership quilt</li> </ol> <p>All qualitative research. 12 themes were produced. Three overarching themes. The five phases had two</p>	<p>Draws upon the authentic voices of black women leaders. Focuses particularly on the early years and highlights the importance of leadership within early years. The three overarching themes:</p> <ul style="list-style-type: none"> <li>- Echoes of their silent presence</li> <li>- The drivers and their narrative journeys</li> <li>- Communal kinship and collective identity.</li> </ul>

	<p>stages of analysis from both interviews and focus groups.</p> <p>Analysed through CRT and Black Feminism</p> <p>Used an intersectional frame in the study to explore the methodological design and analytical framework of how culture and social categories overlap. Black Feminist approaches were also used.</p> <p>Walk and talks methods of research</p> <p>Researcher's journey as a leader is acknowledged – Leader in early years field working in multi-diverse children centres.</p>	
--	---	--

## Appendix C: CASP Qualitative Study Checklist 2018

### CASP 1

<b>Critical Analysis Questions</b>	<b>Article:</b> <b>Black Educators in (White) Settings: Making Racial Identity Visible in Early Childhood Education and Care in England (Tembo, 2021)</b>
<b>1. Was there a clear statement of the aims of the research?</b>	Yes. The purpose and aims to draw upon concepts of identity to make Black educator identity visible in the Early Childhood Education and Care (ECEC) context was clear.
<b>2. Is the methodology appropriate?</b>	Yes. Qualitative research through conducting interviews was used, which seems appropriate to explore identity of Black educators.
<b>3. Was the research design appropriate to address the aims of the research?</b>	Yes. Using critical race theory as a theoretical framework for the research seemed appropriate to examine narrative and practices. Counter-narratives and narrative analysis seemed appropriate to address the aims of looking into the experiences of these educators seemed appropriate.
<b>4. Was the recruitment strategy appropriate to the aims of the research?</b>	Yes. Sampling methods using gatekeepers and social media to recruit participants seems appropriate.
<b>5. Was the data collected in a way that addressed the research issue?</b>	Yes. Interviews were used with participants.

6. Has the relationship between the researcher and participants been adequately considered?	Yes. The researcher highlighted his role as a black male working in this field was considered.
7. Have ethical issues been taken into consideration?	Yes. Research Ethics Committee at the University of Bristol approved the research.
8. Was the data analysis sufficiently rigorous?	Yes. Different quotes from participants with detailed analysis was highlighted.
9. Is there a clear statement of findings?	Yes. Four narratives which emerged from data collection are highlighted.
10. How valuable is the research?	Contributes to a field with limited research in this area (ECEC profession). Demonstrates need for policy to address how educators celebrate their racial identities beyond tokenism.

## CASP 2

<b>Critical Analysis Questions</b>	<b>Article:</b> <b>Staying Power: The career experiences and strategies of UK black female professors (Rollock, 2019)</b>
1. Was there a clear statement of the aims of the research?	Yes. There is no research exploring the career experiences of Black female professors and their efforts to reach professorship in the UK.
2. Is the methodology appropriate?	Yes. Qualitative research through conducting individual interviews was used, which seems appropriate to explore individual career experiences.

<p><b>3. Was the research design appropriate to address the aims of the research?</b></p>	<p>Yes, although it is not clear what research design was used to analyse the data, but it describes how interviews were conducted and analysed using NVivo to identify broad themes – so possibly thematic analysis.</p>
<p><b>4. Was the recruitment strategy appropriate to the aims of the research?</b></p>	<p>Yes. Invitations posted on email groups specific to participants, social media and directories.</p>
<p><b>5. Was the data collected in a way that addressed the research issue?</b></p>	<p>Yes. Interviews were used with participants.</p>
<p><b>6. Has the relationship between the researcher and participants been adequately considered?</b></p>	<p>Yes. The researcher highlighted her position as a Black female and how she considered representation and marginalisation early on in her career.</p>
<p><b>7. Have ethical issues been taken into consideration?</b></p>	<p>Yes. Ethic approval was granted by Goldsmiths' research, ethics and integrity committee.</p>
<p><b>8. Was the data analysis sufficiently rigorous?</b></p>	<p>It is not clear as the process of analysis wasn't detailed in the journal article, but the themes were clearly detailed.</p>
<p><b>9. Is there a clear statement of findings?</b></p>	<p>Yes. A range of themes are detailed with different extracts from participants, which are discussed in detail.</p>
<p><b>10. How valuable is the research?</b></p>	<p>Very valuable as it is the first study exploring this in the UK and has obtained rich data around this area. It also has detailed recommendations directly for the University and College Union.</p>

## CASP 3

<b>Critical Analysis Questions</b>	<b>Article: Needles in a haystack: An exploratory study of Black male teachers in England (Callender, 2018)</b>
<b>1. Was there a clear statement of the aims of the research?</b>	Yes. The paper states its aim to understand the racialised and gendered experiences of black male teachers as they transition from teacher training into their professional careers.
<b>2. Is the methodology appropriate?</b>	Yes. Qualitative research through conducting individual interviews over two periods of time with 10 black male teachers.
<b>3. Was the research design appropriate to address the aims of the research?</b>	Yes. Thematic analysis was used to transcribe and code the data and different themes were explored. Life history interviews were used, and CRT was the methodological and analytical tool to explore racialised, gendered and classed subjectivities.
<b>4. Was the recruitment strategy appropriate to the aims of the research?</b>	Yes. Participants were sought through the researcher's professional and personal networks. However, personal networks could indicate some bias.
<b>5. Was the data collected in a way that addressed the research issue?</b>	Yes. Interviews were used with participants and life history methodology allowed for a deeper level of interviews, to explore the complex and multiple ways in which social construction of identity evolves over time.

<p><b>6. Has the relationship between the researcher and participants been adequately considered?</b></p>	<p>Yes. The researcher highlighted her positioning as a Black female and how this could have impacted on her interviewing Black men. She speaks to the gender and age difference and the importance of being cognizant to this.</p>
<p><b>7. Have ethical issues been taken into consideration?</b></p>	<p>Yes. Ethical clearance was obtained via the researcher's employing institution.</p>
<p><b>8. Was the data analysis sufficiently rigorous?</b></p>	<p>Yes. Thematic analysis was used, and clear themes were detailed. Due to CRT being the primary methodological and analytical tool, the main theme that was discussed was around race as a salient issue.</p>
<p><b>9. Is there a clear statement of findings?</b></p>	<p>Yes. The different themes are noted, and one theme is explored in more detail. The findings highlight the difference in experiences of how race is viewed amongst a homogenous group and what this means.</p>
<p><b>10. How valuable is the research?</b></p>	<p>It highlights the experiences of black male teachers in England through a CRT lens. It examines the experience in good detail, and recognises the differences in how race is viewed, but the difficulties and additional lengths that black male teachers have to go to in their profession.</p>

## CASP 4

<b>Critical Analysis Questions</b>	<b>Article:</b> <b>We the minority of minorities: a narrative inquiry of black female academics in the United Kingdom (Stockfelt, 2017)</b>
<b>1. Was there a clear statement of the aims of the research?</b>	Yes. The researcher states her positioning in the research and purpose of highlighting the additional marginalisation of black females and their experiences further.
<b>2. Is the methodology appropriate?</b>	Yes. Qualitative research using narrative inquiry – interviews with 8 participants who work in different areas of academia. Researcher makes it clear that she wanted to focus on understanding and meaning-making.
<b>3. Was the research design appropriate to address the aims of the research?</b>	Yes. A rich qualitative methodology of one-to-one interviews and thematic analysis using Nvivo was facilitated.
<b>4. Was the recruitment strategy appropriate to the aims of the research?</b>	Yes. Manual methods of websites of various departments and media profiles. Emailing participants directly. Although this could be seen as bias influence.
<b>5. Was the data collected in a way that addressed the research issue?</b>	Yes. The narrative aspect of interview style allowed for very rich data and shared experience between researcher and interviewee.
<b>6. Has the relationship between the researcher and</b>	Yes. The researcher highlighted her positioning as a Black female from the beginning of research and explains her



<b>participants been adequately considered?</b>	rationale behind narrative inquiry due to this.
<b>7. Have ethical issues been taken into consideration?</b>	Not sure. This wasn't clearly stated.
<b>8. Was the data analysis sufficiently rigorous?</b>	Yes. Thematic analysis was used, and clear themes were detailed in length. Visuals were used for different themes and sub-themes.
<b>9. Is there a clear statement of findings?</b>	Yes. The different themes are noted in great detail with abstracts from interviews.
<b>10. How valuable is the research?</b>	Valuable in critically highlighting the additional marginalisation that black academics face due to racism and focuses on intersectionality aspects of gender and race. The insider perspective of researcher also offers a deeper insight.

## CASP 5

<b>Critical Analysis Questions</b>	<b>Article:</b> <b>Out of Place: Black women academics in British universities (Wright, Thompson &amp; Channer, 2007)</b>
<b>1. Was there a clear statement of the aims of the research?</b>	Yes. It aims to examine the experiences of Black women academics working in British universities, due to the under-representation of Black people in levels of academia particularly in senior posts.
<b>2. Is the methodology appropriate?</b>	Yes. Qualitative research through conducting interviews was used.

<p><b>3. Was the research design appropriate to address the aims of the research?</b></p>	<p>Not sure. The research design isn't detailed in length, but qualitative study of interviews seemed very appropriate and detailed themes are highlighted.</p>
<p><b>4. Was the recruitment strategy appropriate to the aims of the research?</b></p>	<p>Not sure. The recruitment strategy isn't stated.</p>
<p><b>5. Was the data collected in a way that addressed the research issue?</b></p>	<p>Yes. Interviews were used and strong detailed themes derived from this.</p>
<p><b>6. Has the relationship between the researcher and participants been adequately considered?</b></p>	<p>Not sure. This isn't highlighted.</p>
<p><b>7. Have ethical issues been taken into consideration?</b></p>	<p>Not sure. This isn't highlighted.</p>
<p><b>8. Was the data analysis sufficiently rigorous?</b></p>	<p>Although the analysis process isn't particularly highlighted. The themes and discussion recognise that this would have been a thorough process.</p>
<p><b>9. Is there a clear statement of findings?</b></p>	<p>Yes. The conclusion speaks in length about what was found. It speaks to the difficulties that Black women face working in academia through discussing gendered racism and white supremacy. It particularly speaks to some of the difficulties in British and UK institutions.</p>
<p><b>10. How valuable is the research?</b></p>	<p>It lacks some detail around methodology and analysis process but highlights detailed findings of Black women in academia and is from 2007 and therefore important early research around this area.</p>

## CASP 6

<b>Critical Analysis Questions</b>	<b>Article:</b> <b>Black Leaders Matter: Agency, Progression and the Sustainability of BME School Leadership in England. (Miller and Callender, 2018)</b>
<b>1. Was there a clear statement of the aims of the research?</b>	Yes. It aims to examine the career progression of four black male headteachers in England, due to the lack of research and successful transitions for black teachers in school leadership positions.
<b>2. Is the methodology appropriate?</b>	Yes. Qualitative research through conducting interviews was used.
<b>3. Was the research design appropriate to address the aims of the research?</b>	Yes. CRT being used as the interpretative design and semi-structured interviews using open coding seemed appropriate for this research.
<b>4. Was the recruitment strategy appropriate to the aims of the research?</b>	Not sure. The recruitment strategy isn't stated.
<b>5. Was the data collected in a way that addressed the research issue?</b>	Yes. Interviews were used and strong detailed themes and findings derived from this.
<b>6. Has the relationship between the researcher and participants been adequately considered?</b>	Not sure. This isn't highlighted.
<b>7. Have ethical issues been taken into consideration?</b>	Not sure. This isn't highlighted.

<b>8. Was the data analysis sufficiently rigorous?</b>	Yes. The research highlights the process of data analysis to identify themes.
<b>9. Is there a clear statement of findings?</b>	Yes. Findings are detailed with a clear discussion and conclusion around the complications of progression to leadership amongst Black teachers in England. Despite feelings of ethnic isolation, their negative experiences of racial and stereotyping evoked more determination to succeed at their jobs.
<b>10. How valuable is the research?</b>	Very valuable. Limited research in this area and focuses on Black male teachers in this position to add to race and school leadership research.

## CASP 7

<b>Critical Analysis Questions</b>	<b>Article:</b> <b>Black women's intersectional complexities: The impact on leadership (Curtis, 2017)</b>
<b>1. Was there a clear statement of the aims of the research?</b>	Yes. This research wanted to particularly explore Black women's experience in leadership using CRT and intersectionality lens. Particularly to look at early years and the competencies needed in areas of socio-economic deprivation.
<b>2. Is the methodology appropriate?</b>	Yes. A detailed data collection using a range of interviews and focused groups

	was used. Clear theories were applied to the research.
<b>3. Was the research design appropriate to address the aims of the research?</b>	Yes. CRT and intersectionality theories seemed appropriate to apply to this research and the different phases of data collection allowed for rich research.
<b>4. Was the recruitment strategy appropriate to the aims of the research?</b>	Not sure. The recruitment strategy isn't stated.
<b>5. Was the data collected in a way that addressed the research issue?</b>	Yes. Interviews were used and strong detailed themes and findings derived from this.
<b>6. Has the relationship between the researcher and participants been adequately considered?</b>	Not sure. This isn't highlighted.
<b>7. Have ethical issues been taken into consideration?</b>	Not sure. This isn't highlighted.
<b>8. Was the data analysis sufficiently rigorous?</b>	Yes. The research highlights the process of data analysis to identify themes.
<b>9. Is there a clear statement of findings?</b>	Yes. Findings are detailed, but only one theme is spoken about in greater detail.
<b>10. How valuable is the research?</b>	Previous literature or research that investigated black women leaders have not considered their experiences, narratives or voices – an oversight that has left a gap in academia, which is why this study was an important opportunity to redress this imbalance.

## Appendix D: Ethical Approval

---

The Tavistock and Portman   
NHS Foundation Trust

Quality Assurance & Enhancement  
Directorate of Education & Training  
Tavistock Centre  
120 Belsize Lane  
London  
NW3 5BA

Tel: 020 8938 2699  
Fax: 020 7447 3837

Georgia Apontua  
By Email

31 May 2022

Dear Georgia,

**Re: Research Ethics Application**

**Title:** Racial Identity, Context and Practice: An exploration of the experiences of Black Educational Psychologists within England.

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

The following advisory comments were recommended:

*Given the intersecting demographic .e.g. age, gender, place of birth etc. I might suggest not confining to 6-8 interviews but waiting for emergent data before deciding how many informants.*

**Please note that any changes to the project design including changes to methodology/data collection etc. must be referred to TREC as failure to do so. may result in a report of academic and/or research misconduct.**

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



**Paru Jeram**  
Secretary to the Trust Research Degrees Subcommittee  
T: 020 938 2699

## Appendix E: Recruitment Poster

The Tavistock and Portman **NHS**  
NHS Foundation Trust

# BLACK EDUCATIONAL PSYCHOLOGISTS NEEDED FOR RESEARCH

## EXPLORING BLACK EPS EXPERIENCES WITH A FOCUS ON RACIAL IDENTITY, CONTEXT & PRACTICE

I am a trainee Educational Psychologist conducting research on Black EPs experiences of working as an EP with a particular focus on racial identity, context and practice.

If this sounds of interest to you and you can answer yes to all of the questions below then i'd love for you to be a part of my research!



- ARE YOU A QUALIFIED EP WHO IDENTIFIES AS BLACK AND HAVE YOU BEEN PRACTICING AS AN EP IN ENGLAND FOR A YEAR OR MORE?
- WOULD YOU BE WILLING TO TAKE PART IN AN ONLINE INTERVIEW TO TALK ABOUT YOUR LIVED EXPERIENCES AS AN EP IN RELATION TO YOUR RACIAL IDENTITY?
- HAVE YOU HAD EXPERIENCE OR ANY INVOLVEMENT IN ANTI-RACIST PRACTICE OR CULTURALLY RESPONSIVE WORK WITHIN YOUR SERVICE OR SCHOOLS?

TO FIND OUT MORE ABOUT THIS RESEARCH AND HOW CAN YOU TAKE PART, PLEASE FEEL FREE TO EMAIL ME AND I CAN PROVIDE YOU WITH FURTHER INFORMATION.

***gapontua@tavi-port.nhs.uk***  
Georgia Apontua

THE TAVISTOCK AND PORTMAN RESEARCH AND ETHICS COMMITTEE (TREC) HAS GIVEN ETHICAL APPROVAL TO CARRY OUT THIS RESEARCH.

## Appendix F: Ethics Application Form (TREC)

### Tavistock and Portman Trust Research Ethics Committee (TREC) APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))

#### FOR ALL APPLICANTS

**If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval**

Is your project considered as 'research' according to the HRA tool? ( <a href="http://www.hra-decisiontools.org.uk/research/index.html">http://www.hra-decisiontools.org.uk/research/index.html</a> )	Yes/No
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	Yes/No
Will your project include data collection outside of the UK?	Yes/No

#### SECTION A: PROJECT DETAILSV



<b>Project title</b>	An exploration of the experiences of Black Educational Psychologists working within the UK		
<b>Proposed project start date</b>	July 2022	<b>Anticipated project end date</b>	April 2023
<b>Principle Investigator (normally your Research Supervisor):</b> Racheal Green			
<b>Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval</b>			
<b>Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?</b>	<b>YES (NRES approval)</b>	<input type="checkbox"/>	
		<input type="checkbox"/>	
	<b>YES (HRA approval)</b>	<input type="checkbox"/>	
	<b>Other</b>	<input checked="" type="checkbox"/>	
	<b>NO</b>		
<b>If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.</b>			

### **SECTION B: APPLICANT DETAILS**

<b>Name of Researcher</b>	Georgia Apontua
<b>Programme of Study and Target Award</b>	Child, Community & Educational Psychology Doctorate
<b>Email address</b>	gapontua@tavi-port.nhs.uk

<b>Contact telephone number</b>	
---------------------------------	--

### **SECTION C: CONFLICTS OF INTEREST**

<p><b>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?</b></p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below:</p>	
<p><b>Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b></p>	
<p><b>Are you proposing to conduct this work in a location where you work or have a placement?</b></p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:</p>	


<p><b>Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).</b></p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
---	--

<p>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</p>	
<p>If <b>YES</b>, please add details here:</p>	
<p><b>Will you be required to get further ethical approval after receiving TREC approval?</b></p> <p>If <b>YES</b>, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):</p>	<p><b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/></p>
<p>If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:</p>	
<p>If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach:</p>	
<p><b>Do you have approval from the organisations detailed above? (this includes R&amp;D approval where relevant)</b></p> <p>Please attach approval letters to this application. Any approval letters received after TREC approval has been granted <b>MUST</b> be submitted to be appended to your record</p>	<p><b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>NA</b> <input checked="" type="checkbox"/></p>

**SECTION D: SIGNATURES AND DECLARATIONS****APPLICANT DECLARATION**

I confirm that:

- The information contained in this application is, to the best of my knowledge, correct and up to date.
- I have attempted to identify all risks related to the research.
- I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research
- I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research.
- I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.

<b>Applicant (print name)</b>	GEORGIA APONTUA
<b>Signed</b>	
<b>Date</b>	/04/2022

**FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY**

<b>Name of Supervisor/Principal Investigator</b>	Racheal Green
--	---------------

<b>Supervisor –</b>	
<ul style="list-style-type: none"> <li>• Does the student have the necessary skills to carry out the research?  <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/></li> <li>▪ Is the participant information sheet, consent form and any other documentation appropriate?  <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/></li> <li>▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?  <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/></li> <li>▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?  <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/></li> </ul>	
<b>Signed</b>	
<b>Date</b>	

<b>COURSE LEAD/RESEARCH LEAD</b>	
Does the proposed research as detailed herein have your support to proceed?    YES <input type="checkbox"/> NO <input type="checkbox"/>	
<b>Signed</b>	
<b>Date</b>	

### **SECTION E: DETAILS OF THE PROPOSED RESEARCH**

- |   |
|---|
| <p>1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are</p> |
|---|

**required, please ensure they are adequately explained (Do not exceed 500 words)**

This research seeks to explore the experiences of black Educational Psychologists (EPs) working within Educational Psychology Services (EPS) in different local authorities across the UK. I will be seeking to work with six-eight participants who are fully qualified EPs who self-identify as black. I intend to recruit these participants from different EPS' across the UK. I hope to have a range of EPs from inner London and outside London services to explore experiences across a range of services. This will be chosen through random sampling of services upon interest of participants wanting to take place in the research.

Participants will be asked to attend a semi-structured interview with the researcher which will follow an Interpretative Phenomenological Analysis (IPA). IPA aims to offer insights into how a given person, in their given context makes sense of a given phenomenon. The research question which guides this research is: How do black EPs describe their experiences as EPs working within in a UK service. IPA aims to focus on the experiences that the participants bring and therefore questions will be broad and open to facilitate this. There will be a range of open-ended questions to explore this, and some questions will have more of a focus around racial identity and context of the demographics of the services that the EP works within. There will also be questions around culturally responsive and or anti-racist practice. All questions will be broad to ensure that participants bring their own personalised experiences without guidance or influence from the researcher.

There has been minimal research into the experiences of minoritised groups such as Black EPs within their working profession. Previous literature into 'Black Educational Psychologists' working within the UK hasn't been explicitly researched. Waveney Bushell is known as a pioneering Black Educational Psychologist and arguably one of the first Black EPs (Aiyegbayom 2005). Bushell is known for a lot of her work around the inequalities with Black West Indian children who were mistakenly sent to Educationally Subnormal schools in the 1960s and 70s. Bushell has also spoke openly about the prejudices and discrimination that she faced as a Black EP within her 22-year career. Although,

there has been more research into the inequalities that many black children and young people face, such as the high exclusion rates of Black Caribbean boys, there has been no research into Black EPs experiences of working within this system where these inequalities do continuously exist.

Additionally, EPs are placed in expert positions to provide solutions or begin to think about systemic issues, such as Racism or racial inequalities that could be impacting on the education system on an individual or wider level. However, there is little research on the experiences of Black EPs who may be delivering or taken part in individual or systemic work around racial issues. This research therefore aims to focus on Black EPs experiences as there is little research to think about their lived experiences practising as EPs within the UK and the impact racial identity could have on their professional and personal development.

Interviews will take place on an online platform such as Zoom or Teams. The likelihood is that there will be a mixture of interviewees both from inner and outside London and this will likely make the process of interviewing and gaining participants easier to maintain virtually. Interviews will be recorded and once completed they will be transcribed and analysed using IPA. Participants will be given a consent form, information participant sheets and a debrief sheet within the interview process. Participants expectations will be outlined by the research prior to consent being agreed and before the interview is carried out.

**2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)**

This qualitative study aims to explore black EPs experiences of practicing as an EP within the UK education system, both in relation to the services and schools that they work in. There is a lack of research into the experiences of psychology

practitioners and particularly those from a black and ethnic minority due to the lack of representation within the field.

Historically and presently, the inequalities within the education system and EP practice continue to be highlighted. For years, the psychology profession has been predominately white. The HCPC diversity data report (2021) highlighted that black practitioner psychologists were the least represented within the profession. There were 139 black psychologists in comparison to 4,192 white psychologists and it is not known how many of these psychologists are working within the EP profession. There has been no specific data collection into the demographics of the EP profession, however research has shown that there are less black EPs who have applied or gained a place on the Educational Psychology course. There have also been discussions around access to the doctorate, based on race and class. Experiences of isolated groups, such as those from a black or ethnic minority, have been evidently less researched than others. There has begun to be some research into more anti-racist practice and culturally responsive work within the field, however this is still very limited.

Following the murder of George Floyd, there has been an increase in services becoming more aware of the racism that exists within our society and the education system. Schools and EPS' have begun to work towards an anti-racist stance and to become more culturally responsive within their practice. As a response to Black Lives Matter and the murder of George Floyd, many EP services have set up working groups, released statements and conducted more training within schools and their services around anti-racist and culturally responsive practice. However, these issues have been ongoing for many years and still exist within the infrastructure of the education system and there has been little exploration into the impact this has had on Black EPs who work within these systems and may have been affected by these issues on a personal and/or professional level.

There has been some research into Black and minority ethnic staff challenging racism that occurs within the workplace and the impact this has had, although this



has mainly been in medical professions within the UK such as the National Health Service (NHS). For example, Carter (2018) explored two case studies where Black Self-Organised Groups promoted race equality within the NHS workplace following inequalities faced by black staff members. It would therefore be interested to look into some of these experiences of staff within the Educational Psychology where a lot of these inequalities also exist.

Research suggests that there are inequalities of black children and young people (CYP) within the education system. Timpson (2019) found that black pupils and those with an identified SEND need are more likely to be excluded in comparison to their white peers. Attempts to address these inequalities in educational achievement have always seemed relatively inconsequential and pupils from a black background have for decades been on average low in educational achievement and high in school exclusions (Parsons, 2008). A more recent study by Rebekah Boyd (2019), continued to highlight these disparities and explored these young black boys' experiences of exclusion and reintegrating back into mainstream. However, there has been little research to explore professional's involvement into the impact of such inequalities on practice, particularly black professionals who may also have experienced some of these inequalities.

Overall, there has been little experience into black EPs working within this field and the impact these inequalities and racial trauma may have on themselves and possibly those CYP they are supporting. There has also been a lack of research into black professionals and EPs within prominent white settings where racial disparities exist. Boyd (2019) suggested that due to teacher inequalities it is important that young people have representation of professionals that look like them and support them, and possibly may have more relatable experiences. Exploring the experiences of Black EPs could build upon this recommendation. In addition, M'hadzah (2020) released an article addressed to the Association of Educational Psychology and White EPs to raise concerns about racism and discrimination which is faced by black senior managers and recognised a need for more of an understanding of the lived experience of black professionals. It will

therefore be crucial to explore the experiences of black EPs to investigate this in greater depth and detail.

**3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, *tasks* assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)**

This qualitative piece of research will be conducted using semi-structured interviews and be interpreted using Interpretive Phenomenological Analysis (IPA). IPA is presented as a method of analysis; it involves an adopted set of assumptions that seeks to understand and interpret the meanings of experiences of human life. IPA pays particular attention to how participants make sense of their personal and social world, and the meanings particular experiences and events hold for them. Though this approach is ideographic, overarching themes/commonalities can also be identified (Smith et al., 2009). Believing that there are many truths, and that truth is subjective, has led this research to a qualitative methodology, as it seeks to obtain an in-depth rich exploration of EP experiences (Smith et al., 2009). Its focus is on the subjective experiences of the participants. As this is the prime focus of this research project it would be inappropriate to use a quantitative methodology that loses these individual perspectives. The proposed research will be underpinned by relativist ontology and constructivist epistemology.

All interviews will be recorded by the researcher, and it is anticipated that each interview will last up to an hour, with comfort breaks if needed. Participants will need access to a working computer with internet and a clear understanding of the English language, which will be evident due to EPs working within the UK being interviewed who would have acquired level of education up to either masters or doctorate level. The data analysis will be conducted over a period of 3 months after the completion of interviews and participants will have the right to withdraw at any point of the research up until a particular date, which will be made clear.

Participants will be given a full disclaimer before the interviews commence regarding their right to withdraw and possible emotional distress that could occur. They will also be reassured of their right to stop the interview at any point if they become too distressed discussing sensitive issues that could possibly arise.

The participants identity will be protected through anonymisation of their names and boroughs in which they work in and therefore pseudonyms will be used throughout. Participants will be made aware of how the research will be interpreted and presented through the consent form and debrief sheet. Overall, the hope of this research is to gain insight into the EPs lived experience of their racial identity of being black and working within this profession and it will be expected that participants will be able to openly explore this within a contained space.

## **SECTION F: PARTICIPANT DETAILS**

- 4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)**

A purposive sample of 6-8 Black Educational Psychologists will be recruited from a range of different Local Authorities. A sample size of 6-8 has been chosen in accordance with guidance for research using IPA (Baker & Edwards, 2012). I intend to recruit these EPs through advertisement on social media platforms such as twitter and organisations such as EP net, Edpsy.org.uk and the Black and Ethnic Minority Educational Psychology (BEEP) network where they could distribute my advertisement to their members.

EP net is an online open and public forum for those working within the Educational Psychology field and edpsy.org.uk is a blog which aims to bring EPs together and often has a range of different features, events and interests groups which are promoted. BEEP is a network for qualified EPs with an interest in supporting Black, Asian and Ethnic needs within the community

and has members who identify as Black, Asian and Ethnic minority who are EPs. These will all be useful platforms to find relevant participants in an amicable uninfluenced process without any coercion. Participants will all be qualified EPs who have been practicing as an EP for a minimum of one year to ensure they have had some time to have had practised within their services and schools.

The inclusion and exclusion criteria for participants in this study will be as follows:

- Qualified EPs who identify as Black
- Qualified EPs who have been practicing for a minimum of one year within England
- Qualified EPs who can communicate verbally in English and can participate in an open dialogue conversation about their lived experiences of being black and working as an EP
- Qualified EPs of any age or gender
- Currently practicing as an EP within a service, whether this is a local authority service or private practise or any other setting as an EP.

Context will be gained through the interview questions to gain an understanding of the demographic of their service, area and schools that they work in. This will be part of the methodology process to understand the background of the EP that will be interviewed. A draft interview schedule will be produced to help think of prompts and guide conversation throughout the interview, however this will be broad to allow a subjective view from the participant without interviewer bias.

Due to the inclusion criteria and topic being specific to those from a black heritage, questions will be carefully thought through and be kept open and broad to allow for the participant to explore their own narrative of their experiences of their racial identity and profession. Ethical considerations will be mentioned pre and post interview to recognise the difficult emotions that may arise. As well as this being presented within the information sheet it will also be verbalised pre and post interview. Care for participants in this study is paramount and a detailed breakdown will be offered to the EPs, should they become distressed during or after interviews as a result of participating in this research.

**5. Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.**

**If any data collection is to be done online, please identify the platforms to be used.**

Interviews will be taken place on an online platform such as Zoom or teams and will be recorded. Participants will give full consent for their interview to be audio-recorded and transcribed. Participants will be made aware of the online platform that is being used and may have been likely to use the platform before. If the interviewee is unaware of the online platform, they will be given full instructions on how to use it.

Data will be collected using a Hermeneutics theory of interpretation which pertains to how we draw meaning from or interpret verbal and written forms of communication (Smith et al., 2009). Interviews will be audio-recorded for descriptive validity and verbatim transcription which will be undertaken by the current research. Data analysis will include several different stages of analysis of each transcription and emerging themes produced from a participant's interview (Smith et al., 2009). Patterns will be considered within the individual accounts compared to patterns across the sample and links will be made between participants descriptive detailing to the researcher's interpretations.

**6. Will the participants be from any of the following groups? (*Tick as appropriate*)**

- Students or Staff of the Trust or Partner delivering your programme.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)<sup>1</sup>
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.

- Adults<sup>2</sup> with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent<sup>3</sup> relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

*<sup>1</sup>If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability<sup>3</sup>, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.*

*<sup>2</sup> 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)*

*<sup>3</sup> Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.*

7. Will the study involve participants who are vulnerable? YES  NO

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population.

Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If YES, a Disclosure and Barring Service (DBS) check **within the last three years** is required.

Please provide details of the "clear disclosure":

Date of disclosure:
Type of disclosure:
Organisation that requested disclosure:
DBS certificate number:

(NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>).

Please **do not** include a copy of your DBS certificate with your application

8. Do you propose to make any form of payment or incentive available to participants of the research? YES  NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

Participants will all be qualified EPs currently working within England who have been educated to either Masters' or Doctoral level and should therefore have a good understanding of the English language to be able to communicate in the research and give informed consent. Participants will have the opportunity to disclose any special communication needs or disabilities when giving consent and any disclosures will be carefully considered to ensure they will still be able to access the interview.

## **SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT**



**10. Does the proposed research involve any of the following? (Tick as appropriate)**

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- Themes around extremism or radicalisation
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants
- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (please ensure Section G is complete)

**11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?**

**YES**  **NO**

If **YES**, please describe below including details of precautionary measures.

It is acknowledged that racial issues may arise due to the topic being focused on racial identity and lived experience. These may be positive and/or negative and therefore anticipated risks around this will need to be put in place before the interviews take place. It may be emotionally distressing for participants to openly discuss personal issues around this as well as the issues that currently exists regarding race and identity within Educational Psychology. There may be a possibility that participants have experienced racism or racial trauma on a personal and/or professional level. Precautionary measures will include:

- Providing clear information beforehand about the subject being researched, being specific that it is about racial identity and lived experiences as an EP. This will enable a choice to be made by the participants to be given a choice as to whether they feel comfortable discussing this.
- Providing a 'containing' environment within the interviews with frequent check ins during the interview process to allow for the participant to feel as safe as they possibly can to minimise any distress.
- Using free association questions which are open ended and allow the participant to select the information they want to share within the interview process.
- Checking the feelings of the participant at the end of the session and signposting to any additional support where required.

As the EPs may be sharing experiences within their current services or previous services, there may be concerns about being identified in the thesis write up. If they are also known to me as a researcher there may be concerns about the

impact on professional relationship post interview. Precautionary measures around this will include:

- Ensuring data is anonymised so that participants cannot be identified.
- Keeping details of participants confidential; for example name of their services and locations etc. These will be described in a wider context, such as 'Inner-London borough' or 'North-west of England' instead of specifying the specific borough or local authority.
- A full explanation of how the information will be used and processed (in adherence to the data protection act) and how anonymity will be maintained, including not being referred to in a personal or professional encounters.
- Pseudonyms will be used throughout the research.
- No interviews with EPs who are currently placed within my service.

**12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.**

I have had experience of conducting interviews for research purposes in my undergraduate degree in Psychology at Nottingham Trent University from 2011-2014. My research carried out within undergraduate was around black women's body image and all participants interviewed were Black women. I therefore have experience of interviewing and discussing lived experiences around racial identity. I also have extensive experience of asking these types of open-ended questions in my current role as a Trainee EP, through consultation with parents and schools. I have also taken part in conversations around racial issues, culturally responsive and anti-practice practice within different services that I have worked in as a Trainee EP.

I also carried out a Race & Equity project last year, which involved developing a culturally responsive framework for school staff to use to tackle some of the inequalities within the referral systems specifically to race. This included

developing and training staff around these issues. I have also presented within a wider community team service within a local authority to discuss these inequalities. These varied pieces of work have allowed me to use skills such as active listening and provide a containing environment for discussion. I have also openly discussed some of the difficult feelings that may arise when discussing Racial issues, taking reference from Frank Lowes Thinking Space (2013) and Social Graces (Burnham, 2012), which has allowed me to feel more confident in navigating these spaces where feelings around racial discomfort may arise.

I also recognise that identifying as a Black woman myself could mean that over-identification could occur, and I have been made aware of how to navigate these feelings through supervision and reflection as a Trainee EP. I will use these experiences when carrying out this research to be aware of when these feelings may be arising and what impact this may have. I will also be open about the impact of this at the beginning of the interview to ensure that participants do not feel influenced by my own personal experiences and racial identity.

**13. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)**

**NOTE:** Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

This research is exploratory and aims to contribute to the minimal literature about Black EPs experience of working within the UK. It aims to explore a wide range of experiences regarding racial identity and practising as an EP, which may be something that Black EPs haven't been able to discuss openly. They will be given time and space to talk about some of these experiences which they may or may

not ordinarily do in their working days. Considering the current context and impact of the murder of George Floyd and the Black Lives Matters Movement becoming more prominent in the last couple of years, it will be essential to explore the impact this may have had on Black EPs practice on a personal and professional level.

A further benefit will be the impact this may have on important issues around racial identity for services and schools. It will be important to think about experiences of minorities groups such as Black EPs and how they can be supported within the profession. It will aim to raise awareness on positive and or negative issues regarding racial identity. It is hoped that it will empower Black EPs to be able to openly discuss this in a contained space and contribute to the EP profession to think about support for professionals within services and schools. Potential benefits for participants may be a greater understanding of their own lived experience and the impact this has on their profession will be essential in thinking about improved practice. Black EPs will be contributing to vital research which aims to create and give a voice to their experiences, which have not been fully explored within existing literature.

**14. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)**

I will ensure I monitor the emotional state of participants throughout the interview and ask whether they would like to stop or take a break if they appear distressed. As interviews will be conducted online, it may be difficult to always see when a participant will appear distress, so regular check ins will take place regardless of presentation. I will make a disclosure before the interview commences to reassure them that they are able to stop or pause if they feel distressed. I will also check the feelings of the participants at the end of the session.

If any distressing thoughts, emotions, memories of current lived experience have been raised because of participating in the interview, I will signpost to additional support which could include the following:

- Availability of additional supervision from EP service to discuss any work-related issues, which will be agreed with EP and service before interview takes place.
- Specialist support from voluntary organizations working with individuals from minoritised groups affected by any racial identity or racism issues. These could include services such as Black Minds Matters. An information sheet will be provided summarizing the services that are available.
- A follow up session with the interviewer, if needed, to discuss any issues that feel will support with further practice within the EP field.

**15. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.**

Participants will be debriefed after the interviews and will have the opportunity to ask the researcher any questions that they may have. They will also be given the opportunity to have a follow up session if any raising issues are thought about afterwards. Participants will be informed about confidentiality and anonymity at all stages. To abide with good practice, participants will be given an information sheet with a list of services for support as well as the email address for the researcher. The supervisors of the EPs taken part will be contacted to ensure their well-being and welfare is questioned following their participation in the research.

Participants will be asked whether they would like additional information following their involvement in the research with options of verbal feedback or a written summary of the analysis of the research. They will also be given access to the full write up of the thesis upon completion.

**16. Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.**

- Black Minds Matters
- Equality Advisory and Support Service
- Advisory Conciliation and Arbitration Service (ACAS)
- Black and Ethnic Minority Educational Psychology (BEEP)
- Black and Minority Ethnicity in Psychiatry and Psychology Network (BiPP)

**17. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)**

N/A

### **FOR RESEARCH UNDERTAKEN OUTSIDE THE UK**

**18. Does the proposed research involve travel outside of the UK?**

YES  NO

**If YES, please confirm:**

I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? <http://www.fco.gov.uk/en/travel-and-living-abroad/>

I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.

All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.

If you have any queries regarding research outside the UK, please contact [academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk):

Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:

## **SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL**

20. **Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.**

YES  NO

If **NO**, please indicate what alternative arrangements are in place below:



**21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.**

**YES**  **NO**

If **NO**, please indicate what alternative arrangements are in place below:

**22. The following is a participant information sheet checklist covering the various points that should be included in this document.**

- Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC or other ethics body.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the [Trusts 's Data Protection and handling Policies](#).

<https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>

- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

**23. The following is a consent form checklist covering the various points that should be included in this document.**

- Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the research project is part of a degree
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

**SECTION H: CONFIDENTIALITY AND ANONYMITY**

**24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.**

Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?

The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).

The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).

Participants have the option of being identified in a publication that will arise from the research.

Participants will be pseudo-anonymised in a publication that will arise from the research. (i.e. the researcher will endeavour to remove or alter details that would identify the participant.)

The proposed research will make use of personal sensitive data.

Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

**25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.**

**YES**  **NO**

If **NO**, please indicate why this is the case below:

**NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.**

### **SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT**

26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES   
NO

If **NO**, please indicate what alternative arrangements are in place below:

27. In line with the 5<sup>th</sup> principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years  3-5 years  6-10 years  10> years

**NOTE:** In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

**28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.**

- Research data, codes and all identifying information to be kept in separate locked filing cabinets.
- Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.
- Access to computer files to be available to research team by password only.
- Access to computer files to be available to individuals outside the research team by password only (See **23.1**).
- Research data will be encrypted and transferred electronically within the UK.
- Research data will be encrypted and transferred electronically outside of the UK.

**NOTE:** Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer:

<https://www.essex.ac.uk/student/it-services/box>

- Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
- Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).

- Use of personal data in the form of audio or video recordings.
- Primary data gathered on encrypted mobile devices (i.e. laptops).

**NOTE:** This should be transferred to secure University of Essex OneDrive at the first opportunity.

- All electronic data will undergo secure disposal.

**NOTE:** For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

- All hardcopy data will undergo secure disposal.

**NOTE:** For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

**29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.**

Nobody will be given access to the data asides from myself as the researcher.

**30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:**

N/A

## **SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS**

**30. How will the results of the research be reported and disseminated?**

*(Select all that apply)*

- Peer reviewed journal
- Non-peer reviewed journal
- Peer reviewed books
- Publication in media, social media or website (including Podcasts and online videos)
- Conference presentation
- Internal report
- Promotional report and materials
- Reports compiled for or on behalf of external organisations
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

## **SECTION K: OTHER ETHICAL ISSUES**

**31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?**

No

### **SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS**

**32. Please check that the following documents are attached to your application.**

- Letters of approval from any external ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Letters of approval from locations for data collection
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

**34. Where it is not possible to attach the above materials, please provide an explanation below.**



## Appendix G: Screening Questionnaire for participants

### Participant Screening Questionnaire

Please complete all questions and return to [gapontua@tavi-port.nhs.uk](mailto:gapontua@tavi-port.nhs.uk)

1. What Black ethnic group(s) do you identify with?

Black British

Caribbean

African

Any Other Black background, please write:

---

2. How would you describe your gender?

Female

Male

Other, please specify

---

Prefer not to say

3. What age category do you fall into?

21-30  31-40  41-  50+

4. Where in England do you currently work as an EP?

- South-East England
- South-West England
- London
- Midlands
- North-East England
- North-West England

5. How long have you been qualified and practicing as a qualified EP for?

Please circle.

1-2 years    3-5 years    6-10 years    10+ years

6. Is there anything else you feel like the researcher should know?

---

---

---

---

---

---

---

## Appendix H: Interview Schedule

### Potential Interview Schedule

As this is a semi-structured interview these questions will be used as guidance. They are intended to be open and expansive questions to encourage participants to talk at length and provide a detailed account of their experience. Therefore, my verbal input will be minimal although I may have to probe participants to find out about more of what they are willing to share.

#### Context of Service/Area

1. Can you tell me about the context and demographic of your service/school(s) that you work in?

*Prompts:*

- *Can you tell me some more about..?*
- *What are your thoughts around this..?*

#### On Racial Background

2. Can you tell me about your lived experiences?

*Prompts:*

- *Experience of education*
- *What do you mean by..?*
- *What do you think/feel about this..?*

#### On EP Practice

3. What is your experience and journey of becoming an EP?

*Prompts:*

- *How do you feel about this?*

#### Anti-Racist/Culturally Responsive Practice

6. What is it like to be a part of anti-racist/culturally responsive practice in your service?

*Prompts:*

- *How do you feel you relate in this work?*

#### Support for schools/CYP

8. How do you see some of the things we have talked about impacting the professionals and CYP that you support?

*Prompts:*

- *What is positive and/or negative about this?*

**Further prompts/probes:**

- Tell me more about..
- What were you thinking/feeling
- How and why..?

**Debrief**

- How are you feeling after this?
- Is there anything that we have discussed that you wish to discuss in further detail?
- Is there anything that we have discussed that you feel uncomfortable about?
- Are there any positive or negative feelings that have surfaced for you during this?
- My direct contact details can be found on the information sheet if you have any further questions or queries please do not hesitate to get into contact
- Signpost to support

### Appendix I: Example of interview transcript with exploratory noting for Angela

Initial Exploratory Comments  (Descriptive, Linguistic, Conceptual)	Transcript  (R=Researcher)	Experiential Statements
<p data-bbox="108 1021 392 1420">Angela describes her career starting off as teaching in her home country and having an EP in her school – positives of being exposed to EP during early career</p> <p data-bbox="108 1648 379 1973">Describing mistreatment of children with SEND in different countries where there is still a strong stigma of children with difference</p>	<ol style="list-style-type: none"> <li data-bbox="467 546 1134 622">1. <b>Researcher:</b> It should give you a prompt to kind of give your consent to continue?</li> <li data-bbox="467 692 794 728">2. <b>Angela:</b> Yep, got it.</li> <li data-bbox="467 797 1161 1339">3. <b>Researcher:</b> Perfect. Okay, thank you, [NAME]. So we'll start with the first question, which is probably something that you've heard throughout your journey of becoming and being an EP. But just a little bit of an insight into kind of where you are now kind of where you're working. What kind of led you to this point. So just a bit of a journey into, I guess, your experiences of working, but also just your experience of like the training course, depending on where you trained as well. So a brief insight into your journey to becoming an EP, please.</li> <li data-bbox="467 1413 1161 1653">4. <b>Angela:</b> Okay. That's lovely. So erm, I am born and raised in the [LOCATION]. I'm [COUNTRY]. And I was a teacher. And I was fortunate enough that the school that I taught in in [COUNTRY], had an educational psychologist on site</li> <li data-bbox="467 1727 836 1762">5. <b>Researcher:</b> Oh, wow</li> <li data-bbox="467 1832 1126 2033">6. <b>Angela:</b> She lectures, she's a professional tutor still on the doctorate course, in [LOCATION]. I knew I wanted to be an educational or some kind of psychologist because of experience growing up in the</li> </ol>	<p data-bbox="1189 1171 1461 1312"><b>Importance of being exposed to an EP in early career – 4</b></p> <p data-bbox="1189 1610 1437 1751"><b>SEND is viewed differently dependent on culture – 6</b></p>

<p><b>Impact of psychology in instilling change for educational outcomes for young people</b></p> <p><b>Angela moved to the UK to continue her professional career in psychology – Having to do a conversion course due to different in cultures/countries in terms of accreditation</b></p> <p><b>Initially working in more diverse areas when coming to the UK</b></p> <p><b>Moving back to home country due to lack of initial success in career – Disappointment of not elevating in career</b></p> <p><b>Angela valued her career of teaching and felt fulfilled supporting her</b></p>	<p>[LOCATION], if you do well in school, then your school experience is fine. But in terms of speaking about additional needs in the [LOCATION], we're on a journey. It can be quite hidden, and from personal experience of people in my own family, finding school really difficult. And then a psychologist getting involved and seeing the difference that that made, kind of changed my career path. I was kind of going down though chemistry biology, physics, maths route, and then kind of rethought and reimagine and pivoted into supporting children with additional needs and teaching so there lots of teachers in my family, and then kind of fell in love with education and teaching and psychology, like then psychology as an elective as an easy elective, doing sciences and fell in love. And thought actually, everything. There was this kind of Kismet moment when I thought actually, I want to shift to do something different. Because I did psychology and sociology in the [LOCATION]. I had to do a conversion course in England. And I went to [LOCATION] And the plan was to go back to [LOCATION]. Um, [LOCATION] was much more diverse.</p> <p>7. <b>Researcher:</b> Yeah, okay.</p> <p>8. <b>Angela:</b> Yeah. And so I felt like I could go back to [LOCATION]. And the first year I applied I was not successful. So went back to the [LOCATION]. And it kind of helped because I get some of my students through their GCSE the GCSE equivalent, because at the school, I taught and then reapplied to [LOCATION] and [LOCATION], because of the educational psychologist who was then at the school, and got into Both.</p>	<p><b>Psychologists being a positive influence in providing equity and prospects for CYP with various needs – 6</b></p> <p><b>Prioritising career and creating opportunities through moving countries – 6</b></p> <p><b>Feeling fulfilled throughout career is key to motivation – 8</b></p> <p><b>Studying in environment which aligns with values – 10</b></p>
--	---	--

<p><b>children through transition</b></p> <p><b>Angela being supported by an EP to get onto doctoral training</b></p> <p><b>Being a dynamic psychologist is important to Angela</b></p> <p><b>Angela's trajectory of her career changing course as she remained in the UK</b></p> <p><b>Early experience of seeing a psychologist support sibling became personal passion for Angela</b></p> <p><b>Association of how black CYP are viewed in terms of behaviour and importance of psychologist to distinguish behaviour and provide alternative to what a CYP is trying to communicate</b></p>	<p>9. <b>Researcher:</b> Oh, amazing</p> <p>10. <b>Angela:</b> And really liked the interview at [LOCATION]. It felt like a conversation. Wanting to practice psychologist with these people with these psychologists, they're very much about being the best applied psychologist you can be, you know, you can kind of shape and form what how you are going to practice this is they don't give you a toolbox. It felt that you can be dynamic and flexible and creative and bring yourself to the role. And that attracted me to [LOCATION]. And so then I came to [LOCATION], and the plan was to be here for a year. And then go back to [COUNTRY]. That was in [YEAR] I'm still here. But it was very much about seeing the difference psychology can make personally in terms of my family life in terms of my sibling who struggled with school and a psychologist stepped in and made a difference and helped us to understand him more. And then seeing actually as a system in terms of the [COUNTRY] what that would look like in terms of supporting schools and children to kind of recognise additional needs children were not being naughty. But there was there was there was a curiosity that needed to be there. And yeah, so a real passion around making a difference for children who are finding school difficult, particularly coming from a context where education is what you do in the [COUNTRY] that it is very academically driven. And educational psychology was a fit to the things I need it to be really.</p> <p>11. <b>Researcher:</b> Okay, that's powerful. So just to confirm, so did you study your course in [LOCATION]? And doctorate in [LOCATION]. But when you first came, did you say that you was in [LOCATION] or?</p>	<p><b>Personal experiences being motivating factor to wanting to support CYP who are being mistreated – 10</b></p> <p><b>Recognising the inequalities that Black children experience and highlighting how professionals can change their views on behaviour – 10</b></p>
---	--	--



<p>No, there really wasn't [raised tone] – Importance of not pre-judging a situation</p> <p>Some practices of psychology in different parts of the world still adopting traditional ways of assessing such as using cognitive assessments – dangers of using assessments on kids who have not been standardised against – unfair use of assessments</p>	<p>12. <b>Angela:</b> So I did the conversion. And I applied to [LOCATION] and then didn't get in that first year and then reapplied and got into both but then chose [LOCATION].</p> <p>13. <b>Researcher:</b> Yeah, because it was kind of more personable you said. Yeah, a nice journey, then it's really actually because I think you're the first probably even EP let alone Black EP that I've spoken to who's actually got experience of kind of working abroad, especially in the [LOCATION]. And then having experience of another psychologist abroad.</p> <p>14. <b>Angela:</b> Yeah and they were [ETHNICITY] they were [ETHNCITIY] who's relocated who now lives in the [LOCATION]</p> <p>15. <b>Researcher:</b> Oh okay, okay so a [ETHNCITY] in the [LOCATION], which I've never actually heard of I didn't actually know there was like like EPs practising in the [LOCATION]. Yeah, that's really intriguing.</p> <p>16. <b>Angela:</b> They are they are. I think it's quite tricky because it's still very much. Let's do standardised cognitive assessments, not all of it. And and there's kind of like one, you know, so the [NAME] hires one psychologist and children come to that person to be assessed. So in terms of that triangulation of information, that's how they would like to work much more. They're aiming to work in that way. But I think the psychologists who work in the [LOCATION], they're the themes are around actually, they want us to do a WISC or a BAS on a child. And they've not been standardised against that community that can feel really uncomfortable.</p>	<p>Awareness of the dangers of cognitive assessments on Black children – 16</p> <p>Areas of psychology still mirroring injustices – 16</p>
---	--	--

<p><b>which aren't fully equitable</b></p> <p><b>Practices of psychology still mirroring some injustices</b></p> <p><b>Angela being supported through university funding</b></p> <p><b>Difficulties in training due to funding – inequity of being from a different cultural heritage and not being UK born in accessing services – mirror into CYP and families that EPs support who have</b></p>	<p>17. <b>Researcher:</b> Yes, of course. Yeah. Okay. And that's interesting that I guess, in the [LOCATION] there is that maybe that notion around it being that way? Even though Yeah, it's not necessarily representative of the kids that will be supporting. Yeah, that's, that's really enlightening. Okay, nice. And then now use what's that stood out to me is, like you said, kind of your [LOCATION] seemed like a place where you felt you could be yourself and maybe be a bit more dynamic and creative in your role. So then you mentioned that you're only supposed to kind of like be here for a year. And then now you're here, you've been here. So I just want to know a little bit more kind of about that.</p> <p>18. <b>Angela:</b> Okay. So in terms of me still being here, and how that, how that happened. So because I was an [TYPE] student, you know, I had the funds to save for the first year. And the first year of being in University of [LOCATION] gave me [TYPE], which made me think, well, maybe staying for year two might be possible.</p> <p>19. <b>Researcher:</b> Okay, brilliant.</p> <p>20. <b>Angela:</b> And then for my year two and year three placement, how I understand it, I think it's how I understand it was that some of the neighbouring placements were happy for me to have a year two and year three place, but being an [STUDENT] weren't keen on funding my bursary because that was a time where you had to interview for your year two and year three.</p> <p>21. <b>Researcher:</b> Okay. Yeah, I knew that was what happened before.</p>	<p><b>High levels of financial support needed to support journey to becoming an EP – 18</b></p> <p><b>Inequities in the system if you're not born and raised in the UK – 20</b></p> <p><b>Support local authority being integral to EP journey – 24</b></p> <p><b>LA seeing value in your work – 24</b></p>
--	---	---

not been born in the UK

20. Inequities in the system if you aren't born in the UK

And they did [raised tone] – Angela being supported through her training through LA and has stayed there since which shows signs of commitment and loyalty based on being supported and treated fairly through a system that can be unjust

22. **Angela:** Yeah so you had to interview and then get them and then you were almost paid do you see what I mean

23. **Researcher:** It was a bit different wasn't it

24. **Angela:** There were a lot of questions, I think, from placement about whether they could do that. What did that look like? As an [STUDENT] being employed? Having a bursary, etc. and [LOCATION] were like, Oh, of course, if you come we will pay your bursary we will figure it out. And so [LOCATION] we're, I understand it to be a placement that were like yep well just send us your abstract and we'll see whether we can give you a year two and year three place. And they did .. they wanted me to stay on. So I've been with [LOCATION] since I was a [TYPE]. So since [YEAR]

25. **Researcher:** Okay, okay. Wow. Yeah, I get it. That sounds Yeah. really supportive, actually, that they were able to do that for you. Okay. Okay. So just a little bit then now maybe about kind of like context and like demographic in terms of like racial diversity within your kind of doctorate. And then also you being at [LOCATION], as well. And just maybe a little bit about, we may get that but in terms of like maybe a bit of an how it's evolved over the years to get some insight into that.

26. **Angela:** I was in one of the [YEAR] in training. So there I think [YEAR] where the DfE weren't sure about how they were continuing the funding for educational psychologist.

**Conversations around race being difficult to navigate during training – 28**

**Experiencing microaggressions is common as a Black EP – 28**

**Significance of having a Black supervisor in a minority service and area – 28**

<p>Angela having a small but diverse cohort during training</p> <p>We're still very tricky to manage – Despite diversity conversations around race were not easy to navigate</p> <p>I don't see colour – perpetrating microaggressions and impact this has on Black people and those of different ethnic backgrounds</p> <p>Lack of diversity in service</p> <p>Angela having some shared identity as supervisor – Significance and importance of this in terms of</p>	<p>27. <b>Researcher:</b> Right.</p> <p>28. <b>Angela:</b> And so that [MONTH] they still had to [NUMBER]. So our course in [LOCATION] had [NUMBER] plus me being the self-funded so we had [NUMBER]. So to look at us. We were fairly a diverse group if you looked at us. So I was black [HERITAGE], and then the others on my course. [ETHNICITY], and then [ETHNICITY] heritage, but the other five were [ETHNCITY]. So different cultural heritage. So I think two were on the course were [ETHNICITY] and then four of us were I was from the I was the only person who was not [ETHNICITY] but others, [ETHNICITY]. That was what we look like as a cohort. So But around that time that they're thinking you wouldn't be the thinking or the discussions about race and diversity [PAUSE] we're still very tricky to manage. And were still I don't know whether people were more afraid of getting things wrong. So not having conversations. And so I still remember people, someone saying I don't see colour. And so that would have been [YEAR]. Particularly. And in a course, that's quite diverse. In terms of looking at us as a group, particularly in the [LOCATION]. Yeah, we like quite a diverse cohort. And yeah, I think I'm just trying to look to kind of think about what the course looks like. There is no doubt that it is a white middle class profession. In terms of who, who, what demographic demographic is more successful in applying and our interview. Yeah. When I went to [LOCATION] my supervisor was always was also [ETHNICITY] heritage. So but I think, maybe other psychology service of maybe [SIZE]. We were the only two who were not [ETHNCITY]</p>	<p>Holding the pressure of being Black in rural areas when supporting CYP and families who may have never seen a non-white person before – 34</p> <p>Race being visible and first thing Black people are judged on – 34</p> <p>Community becoming more diverse as time has gone on – 36</p>
--	---	---

<p><b>representation but overall service being the minority</b></p> <p><b>Limited black psychologists in service – Impact of being a minority in a rural area and service</b></p> <p><b>I was convinced I was the first person that they saw who was non-white - Being the first Black people that some schools see for the first time is monumental and a lot to carry for one person</b></p> <p><b>Angela describes area becoming more diverse in</b></p>	<p>29. <b>Researcher</b> :Oh, wow. That's a big service. That's obviously quite a wide [LOCATION].</p> <p>30. <b>Angela</b>: Yeah. We're [SIZE].</p> <p>31. <b>Researcher</b>: Oh, yeah.</p> <p>32. <b>Angela</b>: Yeah we are massive. It's a large [LOCATION]. And if I think about it now, I mean, we've just split into [LOCATION], but before we were one service, there were [NUMBER AND ETHNICITY]</p> <p>33. <b>Researcher</b>: Okay. And in terms of kind of the demographic of the kind of schools and pupils that you're supporting, what is that, like in terms of kind of racial diversity?</p> <p>34. <b>Angela</b>: There are some schools where I think I was convinced I was the first person that they saw who was non-white. So there are some schools where there, there are 100%, it feels like but but [LOCATION] is really different. So we have some schools which have [NUMBERS], and we still have a [SYSTEM]</p> <p>35. <b>Researcher</b>: Okay, interesting.</p> <p>36. <b>Angela</b>: So in some areas, there's still a [SYSTEM], etc. And then [LOCATION] has become very diverse as a as an area in [LOCATION]. Okay. And so then those schools will have increasingly diverse groups, [ETHNICITIES] increasingly more. I do think at one point, there was a shortage of social workers. And I do think lots of my colleagues who are in social work are from [LOCATION]. And so sometimes they come down or they bring some some stared kind of</p>	<p><b>Dangers in grouping ethnic minorities together and negative impact of labelling – 36</b></p> <p><b>Professional identity misjudged by others due to prejudice and biased behaviours – 38</b></p> <p><b>Private schools having children more from global majority which can be seen as a surprise to most people – 42</b></p>
---	---	--

<p>different areas of the county</p> <p>It was called BAME, I'm not fond of that term – Grouping of different ethnic groups can be damaging and offensive</p> <p>Social workers bringing more diversity to the area due to diverse workers in the profession</p> <p>Yep people assume that I'm a social worker [SIGH] – Being mistaken as other profession and not psychologist due to race and identity – Bias judgement based on skin colour or other identity markers</p>	<p>computing, but some have brought their families down. And so increasingly more and there's also like a rise. It was called BAME, I'm not fond of that term. I think we've changed it but I don't know what the initials stand for now. But there's no like a community of like different EDI groups. And in [LOCATION], but I think the largest, the area that has the biggest diversity will be social work.</p> <p>37. <b>Researcher:</b> Okay. Okay. That's interesting to know, actually. And I think yeah, that's interesting. I think because it's social work. And you've spoken about people move in. I think just in general, actually, like in terms of diversity of social workers.</p> <p>38. <b>Angela:</b> Yep people assume that I'm a social worker.</p> <p>39. <b>Researcher:</b> Yeah, that's interesting.</p> <p>40. <b>Angela:</b> And I do find that so I think [LOCATION] schools where there's very little diversity, and then there's more, but when I say more diversity, it's still maybe three in a class max, in terms of the kind of state schools what I have gone to private schools, I have found that much more diverse.</p> <p>41. <b>Researcher:</b> Okay.</p> <p>42. <b>Angela:</b> For example, if I go to private schools, around [LOCATION], in a class of 12, I would say half of the class might be from, from the global majority, etc.</p> <p>43. <b>Researcher:</b> Yeah. Okay. Right. Okay. Okay. That's interesting to know. And I think,</p>	<p>Different experiences that you face professionally based on context and whether you are part of a minority or majority population – 44</p> <p>Not recognising your Blackness until being a minority – 44</p>
--	--	---

<p><b>Some pockets of private schools in area will have more diverse pupils compared to state schools</b></p> <p><b>44. Angela explains difference of practicing as a psychologist as a majority and as a minority – Blackness being more prominent when you are the minority and having a realisation when you are becoming the minority and are no longer the majority – Impact on how you see</b></p>	<p>Yeah, that happens and kind of areas like you said, Wait, you said it's like, you know, [NUMBER] that is really big. So there's gonna be different pockets of areas that do look a lot more diverse in comparison to others, even though it's same [PLACE] Yeah. Okay. Nice. Thank you. Okay, so kind of just to move on a little bit, kind of racial background, but that mix them with kind of anti-racist practice as well. You mentioned in terms of kind of like personal experiences, like kind of family and having like a psychologist come in. And that being a really big kind of like imprint into why you kind of maybe why you wanted to do what you did, because that kind of supported and helped, which I think is really powerful. And I just wanted to know, in terms of your identity, when do you feel like that was kind of maybe highlighted a bit more in your journey as an EP. So maybe just a bit more about kind of your personal lived experiences. Being a black woman, and when you feel like that might have been, I don't know if highlight is the right word, but a bit more highlighted within the profession.</p> <p>44. <b>Angela:</b> I think I understand but let me know if I've kind of gone off track, Georgia. I think there's something different about my identity as a black psychologist. Like how if you think about the social graces and kind of characteristics that I would identify myself as, if you asked me to do that activity in the [LOCATION], it would look really different than if I did it here. Because in the [LOCATION], I probably wouldn't need to identify myself as a black person, because that's almost the percentage that is the norm.</p> <p>45. <b>Researcher:</b> Yeah.</p>	<p><b>Contrasts of coming from a country which is a majority Black to a county which is predominately white – 46</b></p> <p><b>Difficulties in navigating how different Blackness is viewed based on contextual factors – 48</b></p> <p><b>Seeing less representation in UK settings as a Black EP – 48</b></p> <p><b>Not having to think of negative impact of racial identity due to this not being highlighted in home country – 48</b></p> <p><b>Adjusting to difference of how racial identity is</b></p>
--	---	--

<p><b>yourself and your role</b></p> <p><b>Angela's home country is predominately Black – Being influenced as a Black woman by seeing other Black woman in positions of power compared to the UK – Positive influence of Black women in leadership positions</b></p> <p><b>Black excellence was the norm [raised tone] – Transitioning from being treated equally and recognised for your excellence to being in a space where this is not the norm for Black people</b></p> <p><b>Being against a different system</b></p>	<p>46. <b>Angela:</b> And so there was something about your education, your attainment and your gender, that might be a bit more pertinent if you're in the [LOCATION] than when you're here, particularly because you what [LOCATION] is [NUMBER AND ETHNICITY] Yeah, and if that makes sense. And so for me, there was always an example that I could look up to a person that looked like me doing the job that I wanted to do, so I can see my path. Now, I'm particularly coming from a [LOCATION] your, who has who has quite a large matriarchal society, and that women in leadership is something that is common and normal.</p> <p>47. <b>Researcher:</b> Yeah</p> <p>48. <b>Angela:</b> I would have seen way I would have seen women that I thought, yeah, I could do this job, you do this job, I could see a path for myself. I think I was naive when I moved here. Okay, in terms of recognising how much of a protective factor that was for me, and actually the privilege I had of growing up in a community and society where black excellence was the norm, or seen or expected or you had a clear pathway. And so then moving here, and recognising that that was not that black excellence wasn't expected or the norm, but it was harder to see where that you that was like, I've been identified as a black psychologist, or a black woman, because I'm trying to think, yeah, because we're not that that wasn't almost centred. Or there wasn't that pathway. There wasn't a person that looked like me doing what I was doing, and where I was doing it. And so I'm not sure I don't not sure whether answer your question. But for me, there was this there was this, I guess I never really had to, there was some things about my identity</p>	<p><b>viewed in the UK – 48</b></p> <p><b>Struggles in being able to articulate how monumental and detrimental racism can be – 50</b></p> <p><b>Coming to terms with how some Black people are treated in the UK – 50</b></p> <p><b>Feelings of othering as a Black individual in the UK – 50</b></p> <p><b>Protective factors being integral to support and growth as EP – 54</b></p> <p><b>Having a supervisor who</b></p>
---	--	--



<p>compared to what you're used to</p> <p>Things about my identity that I didn't have to kind of settle into – Not having to recognise the impact of your skin colour until it becomes less common and people are more reactive to it</p> <p>Blackness becoming more apparent as a minority and having more negative consequences</p> <p>It was a massive shock – Moving to the UK and becoming a minority and being treated differently</p> <p>I don't have a language to describe it [assertive tone] – Impact of racism being difficult to understand because it was so unfamiliar</p> <p>50 – Challenges of moving to a different country as a Black woman</p>	<p>that I didn't have to kind of settle into, because I just was in the [LOCATION].</p> <p>49. <b>Researcher:</b> Yeah.</p> <p>50. <b>Angela:</b> And here, then when you come and then you experienced othering, for the first time in your life, at [AGE]. It was a massive shock. I couldn't, you know, it was that bit of this is something that's different. I don't know what it is. And I don't have a language to describe it. Because it's so unfamiliar. I'm not saying that there isn't prejudice in the [LOCATION]. I'm not saying that at all. But it looks and feels really, really different.</p> <p>51. <b>Researcher:</b> Yeah, yeah and I think you've touched on something so important there, because, like you said, you've never really maybe had to think in that in that frame of mind. Because you've not been used to being othered, you've been part of the majority. So yeah, that's a really powerful point.</p> <p>52. <b>Angela:</b> Thanks</p> <p>53. <b>Researcher:</b> And just on that [NAME]. I think yeah, that's, that's really important. What do you feel like maybe was somewhat supportive in terms of other people possibly within the profession or even just for yourself in terms of helping you to understand what that might have looked like or felt like in terms of being othered, or feeling that?</p> <p>54. <b>Angela:</b> Yeah, I think having a supervisor who got it, I could speak at hand to and it didn't have to explain why things were off or different was really helpful. So that was a</p>	<p>understands difficulties that Black EPs can face was supportive – 54</p> <p>Difficulties in processing own challenges around racism due to intensity of training to become a psychologist – 54</p> <p>Black trainees having significantly different experience on training – 54</p> <p>Difficulties in navigating conversations around racial issues when there is less comfortability to</p>
--	--	--

<p>Angela describes having support from a supervisor – That was a protective factor</p> <p>Not having the language to process experiences whilst it happens and reflecting on this afterwards as a Black person – having to get through the training without deep thought</p> <p>Put that in a little box – Having to ignore racism and mistreatment to protect mental health</p> <p>Angela describes having the space later to reflect on experiences of training – Black trainees experiences being a significant impactful experience</p>	<p>really protective factor. For me, really. Being a I don't think they had the language to really process my experience on training. Until like after my training. I think I kind of got through it. And then with everything that happened in this country in terms of 2020 people being vocal and recognising hang on, you heard things and people said things, but you didn't have the narrative or the language or, or the space or the person that could go with you to have those conversations. So you just kind of put that in a little in a box. So I do think and you'll find this when you when you when you experience your training, you'll reflect on a couple years later and think I now have the space to kind of unpack my experiences of training really.</p> <p>55. <b>Researcher:</b> Yeah. And I think yeah, like you've touched upon, especially because I think training posts kind of the murder of George Floyd</p> <p>56. <b>Angela:</b> Yeah. It was very, there was very little conversation about it or if there was it was very awkward. But also being in a cohort, where people were more diverse, we could have those conversations with each other. So that that felt, yeah, there were a couple of us that one participant that was that was fairly close to, and you could have a conversation about you can reflect on something that happened or you didn't feel you were the only person this was happening to not only person is happening to it, you can check with them like this has happened. How does that make you feel? Are we okay about this? You know, what does that feel like for you?</p> <p>57. <b>Researcher:</b> Yeah, yeah, okay. Yeah, that's there's, that's really interesting. I'm, yeah, I'm</p>	<p>be open about this – 56</p> <p>Having shared experiencing with peers helps with discussing negative implications of mistreatment due to racial factors – 56</p> <p>Race always being a visible factor which increases room for bias – 58</p>
--	--	---

<p><b>It was very awkward [distinctive tone] – Conversations around race during training were limited and created awkwardness despite diverse cohort, however diversity did help with sharing the space with people who may have experienced similar</b></p> <p><b>Importance of being able to reflect with peers who have experienced similar mistreatments based on their racial identity</b></p>	<p>actually thinking, maybe in terms of that supportiveness. There's something about and I'm thinking of kind of, like, reflecting on to young people here as well, like moving to [COUNTRY], like being getting used to kind of a whole different system than the intersectionality, or being a different race. And I think you touched on something really powerful in terms of your gender as a woman that you're seeing kind of black women in leadership roles, like in [LOCATION]. But then also, you're saying, you know, you looked at your cohort, and they were, you know, maybe a bit more diverse, in terms of how things seemed, to the eye, but then, yeah, having maybe some familiarity with someone on your course. And being able to have those conversations that maybe shaped your experience a little bit, as well. Yeah, it's quite powerful. And I think especially when it's such small numbers, like I'm trying to think of what you people's where they're just, you know, [NUMBER].</p> <p>58. <b>Angela:</b> It's really intense. When it's such a small cohort, there's no place to hide</p> <p>59. <b>Researcher:</b> Yeah, yeah, no massively. Yeah. Okay. I think that leads us quite nicely actually on to just EP practice, and where you are now. So you're in [LOCATION] at the moment, you've been [TIME]. So just a little bit about, I guess, [LOCATION] as a whole, you've mentioned maybe a lack of kind of racial diversity amongst the team. I guess I want to talk to touch on a little bit about kind of anti-racist practice or culturally responsive practices, how it's kind of done. And your kind of maybe involvement in that. And what that kind of looks like, because I know it looks very different in different services.</p>	<p><b>White professionals being supportive around race-based issues at work – 60</b></p> <p><b>Having professionals in senior position with shared level and understanding of the importance of EDI issues moves service in the right direction – 60</b></p> <p><b>Comfortability in providing EDI support as Black professional and not feeling like ownership is solely on you – 60</b></p>
---	---	---

<p><b>There's no place to hide – Race being a visible factor and the first thing you are essentially always judged on</b></p> <p><b>White people being supportive allies and being comfortable to speak on racial issues</b></p> <p><b>Having supportive management around EDI</b></p> <p><b>It doesn't need to be but it just happened – Black psychologists</b></p>	<p>60. <b>Angela:</b> Well, I think I'm, even though the service is in terms to look at it, it's not very diverse. Again, my line manager is [ETHNICITY], and when George Floyd kind of happened, she checked in with me, so I didn't have to bring anything to her which, which I felt really pleased about really not pleased. I felt really grateful or privileged that, you know, she was like, I cannot imagine how you're feeling, how are things going for you? And so she kind of immediately said, I'm aware, this is likely to be quite difficult. Was there anything that we can do to support etc. We, as a service as part of every everyone's induction to the service, there is an EDI session, which is led by me and [ETHNICITY] doesn't need to be but it just happened. And we kind of speak about, you know, cultural competence, but we also speak about another protective factors, not just race, particularly in [LOCATION], you know, English as additional languages is massive. We speak about, you know, kind of all the protective factors in terms of equality and diversity. It's not only about race, or kind of gender, but in terms of additional needs and those types of over, so we do, there's a massive, everyone kind of has to do it as part of their induction. And then we did a whole team session kind of on social graces, and [NAME], who's from [LOCATION] has come down to deliver supervision training on culturally competent practice and culturally competent supervision in [LOCATION]. She's come once she's going to come again, every team meeting there is an EDI agenda item at team meetings and in SLT. And we have a working party, so it's not only again, so recently, I'm not sure if you heard about kind of [NAME] and children who identify as with a kind of exploring their gender. And they were kind of being referred to the [NAME] clinic. So</p>	<p><b>Importance of intersectionality and other areas of identity markers also being important – 60</b></p> <p><b>Team efforts in prioritising EDI in moving service forward – 60</b></p> <p><b>Support around being more culturally competent being a priority in the service for many years and therefore more engrained - 60</b></p> <p><b>Schools having access to EDI support for free despite traded support highlights importance of this work as a core offer – 62</b></p>
---	---	--

<p><b>leading on EDI session – Angela makes it clear that it doesn't have to be this way in her service but this is how it has happened – Wondering about supportive service allowing for Black colleagues to feel more comfortable to this without the burden being placed solely on them</b></p> <p><b>Angela recognises the importance of other protective factors and intersectionality as well as race</b></p> <p><b>EAL being prominent in her area of work</b></p> <p><b>Whole team making an effort to move towards more EDI practices and having support from services around being more culturally competent</b></p> <p><b>Working party around racism and LGBTQ</b></p>	<p>actually, there's a massive kind of situation around that. And so we'll discuss all of those things as well. So as a working party around that and racism is one of the things we discuss.</p> <p>61. <b>Researcher:</b> Okay so within that, yeah, but there's obviously a cumulation of loads of different things.</p> <p>62. <b>Angela:</b> I think the group definitely started before 2020. It was around and existed. But following 2020, I think it kind of exploded. And so we've had to create a lot of different frameworks and things to kind of support schools. There's free training for all of our schools around kind of equality and diversity. We've given away to school so they don't have to buy that in from us. So there's some things that we prioritise as a service, you don't need to trade us on this.</p> <p>63. <b>Researcher:</b> Yeah. Yeah.</p> <p>64. <b>Angela:</b> Absolutely. And I think so. Yeah. So you're, you're able to raise these things. Because in, in your own supervision and peer supervision, because we do separate line management from supervision in [LOCATION] so my line manager isn't my supervisor and then you have peer and then you have group? So that there's different places to kind of raise things and because in team meetings there is that kind of standing item. So it's not, oh, I need to kind of raise this, there's some things that people kind of want to raise. And then I think more recently, not not a hard challenge, but I think we are kind of, we're very much trading as a service. But schools can get some preventative time to do pieces of work, depending on the</p>	<p><b>Creating different safe spaces within a service for practitioners to discuss pertinent issues around racial issues and other inequities that often arise – 64</b></p> <p><b>Catering to the needs of the schools and community being centre to work that is carried out by EPs – 64</b></p> <p><b>Providing inclusivity for CYP and parents as much as possible – 66</b></p>
--	---	--

<p><b>Angela's service doing work around this before murder of George Floyd – Being engrained in a service before it becomes 'fashionable'</b></p> <p><b>Prioritising equality and diversity as key training for schools enables it to become a core part of work and offer from EP services</b></p> <p><b>Inequity of traded services</b></p> <p><b>Having a range of different spaces to raise things allow for more possibility that people will address different issues which may be pertinent to them – providing a comfortable space</b></p> <p><b>Importance of recognising need of a school and catering for this rather than schools buying this time in</b></p>	<p>nature of it. I think, given with [ETHNICITY], we were like, oh, do we are we gonna support schools to support refugees to transition in? And so we'll do that for our refugees. Yeah, that was my question. So I'm not saying that I'm not about supporting [ETHNICITY] But for me, we need to do it for all.</p> <p>65. <b>Researcher:</b> Yes.</p> <p>66. <b>Angela:</b> Having the space and knowing that you can, you can have these you can have these kind of spaces etc and we do very much in terms of because lots of children have English as an additional language. So in terms of, you know, parents do not have to pay for reports to be translated, we will fund translators, etc, those those things, and we always very clear with schools, you know, the translator cannot be the big sister or the lunchtime assistant. They deserve the same privacy as everybody else. And so I think we do kind of that's part of our training, we do kind of insist on things like that.</p> <p>67. <b>Researcher:</b> Yeah. Okay, cool. Sounds like there's a lot of work going on there. And kind of like different areas and different factors. I really like what you said about the, it being a traded service, but having that protective time, actually. Because I think yeah, yeah, I think so. Is my internet breaking up on? I've gone a bit. Can you hear me?</p> <p>68. <b>Angela:</b> Yeah, I can hear you. There was a bit but you're back now.</p> <p>69. <b>Researcher:</b> Okay, perfect. I think having that protective time for issues, like you said, really pertinent issues that do arise. And I</p>	<p><b>Being attuned to needs of community as a psychologist – 70</b></p>
--	---	--

<p><b>Angela's service centering the needs of the community through providing them with help they may need – Being inclusive for parents and CYP who are EAL</b></p>	<p>think you made such a powerful point in terms of [ETHNICITY], that being you know, a really heightened issue and problem. So rightly, but then yeah, you know, refugees come into [PLACE] all the time and what we're doing about that consistently, but just having that time, I think is so important, I think recognising a need within your service or within your borough where you work, like you said, English be an additional language being some of that's quite prominent and thinking about, okay, how do we kind of filter out our services to meet the needs of the demographic that we support.</p> <p>70. <b>Angela:</b> Yeah, following I think before EAL I think children from students from troubled backgrounds would be perhaps quite a massive cohort in [LOCATION], and they have the highest incidence of SEN. So in thinking about where are you? What are the main kind of EDI factors, characteristics and how is your service supporting that really</p> <p>71. <b>Researcher:</b> Yeah, that sounds really powerful. And I guess just within that I wouldn't know a little bit about and I think you'd be in at [LOCATION], you've probably got Yeah, high level of expertise in terms of what do you feel that maybe supports that? That work? Being a bit more ingrained in the service? What would you say is maybe some of the factors in that</p> <p>72. <b>Angela:</b> I think it is not only carried or valued by EPs who are from diverse communities. So I SLT I'm part of SLT, but it's not because of me, but we prioritise it, really, I mean, the kind of messages come up from them, it's not just up to us two three EPs like.</p>	<p><b>Being part of senior leadership as Black woman is powerful for Angela – 72</b></p> <p><b>Team members having shared and equal ownership in prioritising EDI in their work - 72</b></p> <p><b>Dangers in Black EPs taking full ownership when it comes to EDI as this can create exhaustion – 75</b></p> <p><b>Importance of senior leadership in filtering values down to service level – 73</b></p> <p><b>Awareness of the ignorance of other services and people when it comes to</b></p>
--	--	---

<p>Importance of recognising the need for community and where things have become difficult</p> <p>Angela is part of senior leadership as a Black woman</p> <p>All team members having responsibility when it comes to any issues around EDI and ownership not just laying on Black colleague</p>	<p>73. <b>Researcher:</b> Yeah so the ownership is not just on you.</p> <p>74. <b>Angela:</b> It's not because that can be quite exhausting. If you have to be the one to talk about it all the time. All the time. So there's some things where my team would be like, you're not going to be the ones who raise this, somebody else will raise this. And so yeah, I don't feel like I own EDI I think it's held and prioritised by the service, pushed by SLT, really.</p> <p>75. <b>Researcher:</b> I think it's interesting to hear that that is what is, you know, because I guess that is somewhat the aim or the goal for everyone to be holding this in mind you know not just the Black professionals.</p> <p>76. <b>Angela:</b> Absolutely. It can be really tokenistic because I've had experiences of, you know, it'd be from other services coming to me to say, Oh, well, it was Black History Month and our services senator, walk around like slavery monument, and I was like, Well, hang on, like who's made that decision? Like Black Black history is not only slavery, and then seeing how are you able to kind of feed that up and say that that was uncomfortable?</p> <p>77. <b>Researcher:</b> Yeah. Yeah. And yeah, I think it's just how you touched on something really powerful in terms of it's not just ownerships not on you as the Black EP or members of SLT, and I think there's something powerful in terms of like positioning, actually. And you know, as a PEP, not saying that the ownership is all in the PEP. But as we know, I guess culture of a service can heavily be influenced by you know, who's at the top and who's making certain decisions? And I guess</p>	<p>issues that impact Black people – 78</p> <p>Being brave in addressing racism whether it be covert or overt – 78</p>
--	--	--



<p><b>Exhausting [raised tone] – Dangers in Black person taking full responsibility for EDI</b></p> <p><b>EDI being prioritised as a service</b></p> <p><b>Ignorance of thinking Black history just centres around slavery</b></p> <p><b>Challenges in being Black and addressing covert racism and microaggressions</b></p>	<p>it just sounds like within [LOCATION] and your experience, there has been more pertinent issues that have been kind of raised from the top and addressed, which is obviously filtered through in terms of the work that you're doing, which sounds sounds really good. Yeah. And I guess, yeah, it kind of goes back to the point in the beginning, where you said, you kind of been, you know, your support from your supervisor from the beginning, and they kind of, you know, brought George Floyd to you, it wasn't your expectation for you like, oh, do I need to do that. And I've had experience of that as well, on two different ends. So it's interesting to hear, to hear what you said as well. I think that's really powerful. So I guess in terms of like my question kind of goes on to like positioning, but I feel like you've touched upon that a little bit as well, in terms of kind of how you how you are positioned within your service. So I guess the next section is a bit about kind of, like support for schools, and we're kind of on time here which is great. So in terms of kind of like, some of the things that we've discussed today, what do you feel like? Is like a positive or maybe negative impact on kind of the professionals and children, young people that you support? You kind of mentioned that you offered a free training to schools, on issues around like EDI, but yeah, how do you see some of the things I feel like we've kind of touched upon it a little bit. But yeah, how do you see some of the things that we've spoken about filtering out into children, young people and teachers that we support?</p> <p>78. <b>Angela:</b> I think there is something about supporting schools to have a space where they can raise issues that concern them and they know people are not going to judge them if they have misspoken or if they've</p>	<p><b>Allowing a compassionate and understanding space for schools to be able to discuss racism – 78</b></p> <p><b>Relational approaches being key to having some of these difficult conversations around race as this can cause anxieties – 78</b></p> <p><b>Data being important in proving inequities in system for schools – 78</b></p> <p><b>Having an open dialogue with the team around EDI and race-based issues – 78</b></p>
--	--	---

<p><b>Providing a compassionate space for people to learn about impact of racism as many people are unaware</b></p> <p><b>Relational building is key to supporting with some of these difficulties</b></p>	<p>said something that's not quite right. Because I think some schools might not feel confident to ask for help because they don't want to get the language of asking for help wrong and be viewed to be prejudiced, etc, etc. So there's something about creating a space for a school like either through giving free training, making that really clear having those conversations because schools are unlikely to come and say, Oh, we have a problem with racism. Some of them might. Yeah, but they I don't think yeah. Yeah. And and, and until more and more It's thinking about through relationships with schools and through that relationship building that we have to do as EPs. Being able to kind of raise these issues, you know, folks to kind of have a conversation with children in your school, what might be the priorities for them? How do they. And so I guess free training is a really good way to kind of have a conversation with schools, it's kind of because in terms of you, we know what the stats are in terms of the overall Representation of Black boys in PRUs. So we can use that as data kind of going into schools to kind of have those sorts of conversations. So we're quite fortunate, I'm not sure what it's like in your service, that we have quite a bit of data going into consultation meetings, in terms of children who've been excluded the amount of children who have, you know, you know, suspended or fixed term excluded or part time timetables, and having those conversations or not okay, are there particular themes? Okay, this is what's happening? How can we support school, and this family having a different experience of education? And I do think there is something about having a space to bring it back to team meetings and line management. So if so, if you think's a member, because you have this working</p>	<p><b>Importance of sense of community in EP service to address some of these complexities – 78</b></p> <p><b>Feeling comfortable to share experiences and difficulties with other EPs in service – 80</b></p> <p><b>Providing space and time to discuss pertinent issues in service – 80</b></p> <p><b>Representation is powerful for Black CYP who the minority in their schools – 80</b></p> <p><b>Seeing a Black psychologist being a positive</b></p>
--	--	--

<p><b>Angela's LA having data to address some of the discrepancies amongst certain groups of CYP – Addressing any inequity through the backing of data</b></p> <p><b>Space to bring it back to team meetings and line management – Having an open dialogue amongst the team when it comes to EDI and race-based issues</b></p> <p><b>Working together as a team to think collectively about supporting schools and kids who are experiencing inequity of any sort</b></p> <p><b>Importance of sense of community amongst an EP service</b></p> <p><b>Being able to talk about EDI within a</b></p>	<p>party, somewhere, I will say, I really want to get the story of a child who's kind of recently transferred transition from the [LOCATION]and really struggling to kind of find her voice. But oh, what about the tree of life? So there's this like, they just like team chat, people can then say, Oh, they don't feel ashamed to say don't know what to do or what to start with. So there is this kind of community that's kind of offering up I school? Have you tried this, this might be really helpful thing to start are? You know, I understand you're, you know, new to name it. So I think because we have those conversations, while it might be me, I'm the EP that the school sees, or the child or the family sees, and I am able to have a conversation around that. So I'm so well, you know, so while the school might see me as an EP, stuff, particularly around EDI, I'm able to go back and get supervision on quite quickly. Yeah. Quite a few EPs. So while I'm the one presenting, I've probably spoken to six EPS, if I feel stuck, and other EPs, I've done something similarly. So hopefully, there's a much, much more robust and thought-out discussion. Turn the light on, sorry, suddenly.</p> <p>79. <b>Researcher:</b> [LAUGHS] It gets dark really quickly, doesn't it?</p> <p>80. <b>Angela:</b> Yeah, there we go. And so hopefully, it's also those conversations around I remember working with a child, if you think about how you feel, as you know, you're an adult, you're a skilled professional.. I've been to schools, where I'm talking to the only black student. Yeah. And they're having a difficult time. And it's also about feeling confident to raise. Like, how have we considered how their race might be a factor.</p>	<p><b>factor for Black CYP who may have never seen or experienced this – 80</b></p> <p><b>Importance of recognising implications of racial identity on sense of belonging – 82</b></p> <p><b>Being isolated in school can lead to difficulties with sense of belonging which can be more prominent for CYP who are othered based on their identity and other factors – 82</b></p> <p><b>Using data in work to highlight inequities</b></p>
--	--	--

<p><b>team is integral to support</b></p> <p><b>Angela supporting children who are the only black students in their whole school – Representation being key support for some children in isolated areas</b></p> <p><b>Feeling confident and competent to raise issues around EDI as a psychologists</b></p> <p><b>Angela describes including identity and implications of some of this as part of hypothesis if it is relevant – Racial identity can impact on sense of belonging plus other areas of intersection</b></p>	<p>In terms of their sense of belonging and identity within this school, particularly when, you know, either the child's black or the dual heritage and they live with a white parent, and that relationship with the black parent has broken down. And then comments about the black parent. Do you see what I mean?</p> <p>81. <b>Researcher:</b> Absolutely.</p> <p>82. <b>Angela:</b> Do you think you need to write that report? Well, yes, that's part of my hypothesis. And yeah, I'm able to explain to them actually thinking about students belonging and identity, if you're not seeing parents like them, or teachers like them, or family member like them. Yeah. So there are some things in [LOCATION] where that child might not interact with another black person at all. Yeah. And I remember going to the school and they say, Oh, she's not going to talk to you. She's not going to talk to you out. She walked in and she said you look like my dad and we chatted. There was something about oh, you look like me, there is somebody else who looks like me. Yeah, that made her safe enough to open up. So I think you can have those conversations with schools. And it will probably be, it might be, they might, they might not be able to hear in the same way that they can hear now and no it's not about an attack on them. But it's about belonging and identity. And all these are key factors living in [AREA] like [LOCATION] that we need to kind of think about our students who are from diverse communities and need that sense of belonging and identity.</p> <p>83. <b>Researcher:</b> Yeah, no, that's, that's really powerful, actually. And I think like you said, you touched on such important points that, you know, belonging, identity, these can be</p>	<p><b>amongst different groups of students can be enlightening in addressing some mistreatment of kids – 88</b></p> <p><b>Having access to funding data and other statistics for CYP that are supported allows for psychologists to address schools who may not be providing an equitable service for kids - 90</b></p> <p><b>Raising awareness of inequities in the system in schools is a key part of psychologist role – 92</b></p> <p><b>Supporting schools to see their blind spots regarding inclusion and systemic racism which may not always be as obvious – 92</b></p> <p><b>Crucial for non-black</b></p>
--	--	--

**Significance of seeing a black professional as a black student who is isolated racially – CYP feeling safe and recognising familiarity**

**Importance of belonging and identity – For both children and adults**

the factors that are impacting on, you know, whatever it could be in terms of their struggles and education. But making schools recognise that because what normally happens, like, you know, you touched on PRUs and our black boys, and sometimes that it's just the behaviour just looked at, but nothing else underlying is looked at as just the experiences of their race and their identity and the factors that, you know, is brought upon them. So, yeah, there's something really powerful within that. And I think you said before in terms of of your service, there'd being a kind of like a level of openness. That's kind of what I felt you kind of you brought with kind of your team members where you can go and like, have those conversations and people kind of think about it more. And then you also mentioned in terms of when you're going into schools race, or you bringing up kind of, you know, racial issues or racism, schools can be thought about a bit more. And what I just wanted to know a little bit more about what maybe that process looks like? And how you kind of do that, like, is it within kind of consultation with and planning meetings? And is there any kind of is there a format that maybe your service follow? Is that kind of just, you know, experiences and how that's done.

84. **Angela:** I think there is a space, maybe not so much in planning meetings? Well, there's data. So if the data is kind of giving you a particular?

85. **Researcher:** Yeah. And what's the data? Sorry [NAME]? Is that kind of specific to the school, then the school's demographic?

**psychologists to be able to recognise how isolated CYP and other professionals may feel due to racial identity and feeling othered - 94**

**Psychologists have a duty of care to tackle inequity in schools in their roles – 96**

**Positive implications of Black CYP seeing a Black EP – 100**

**Representation is a key part of feeling like you can achieve something – 100**

**Black people can be important and take up room in professional spaces– 102**

**Giving back to your own community is an important factor**

<p>Angela's service has data and demographics for every school – Easier to back up patterns and spark conversations when research data is involved particular as a practitioner who may find it more difficult to bring up these conversations or black EP who may feel judged</p> <p>Angela has access to different funding</p> <p>Significance of knowing numbers and funding on how schools and EPs can approach work</p> <p>But that's a different question</p> <p>Feeling more confident to raise difficulties based on numbers</p>	<p>86. <b>Angela:</b> Yeah for each school</p> <p>87. <b>Researcher:</b> Brilliant, yeah.</p> <p>88. <b>Angela:</b> Yeah, so the local authority, get this data and give it to us to support our planning meetings?</p> <p>89. <b>Researcher:</b> Okay, that's great.</p> <p>90. <b>Angela:</b> Yeah, so they, so prior to our planning meetings, we have kind of demographics, the amount of funding going into the school the amount of funding attached to each child. We almost have a different conversation if you have this information.</p> <p>91. <b>Researcher:</b> Yeah, absolutely.</p> <p>92. <b>Angela:</b> And it's a conversation, it's, it's really, it's not to kind of hit them over their head? Yeah. I'm aware this amount of funding is getting you this and I do find lots of SENDCOs aren't always aware of them, often they coming into school, but that's a different question. [LAUGHS] But erm not so if if the data drives it that way, in the planning meeting, maybe but perhaps a consultation, if a school is raising, you know, concern about a child and then because very much [LOCATION] kind of leads on from the extra model of being the best applied psychologist, you can be it up, they're able to raise it in ways that they feel comfortable. So it's not this is how you have to have this conversation. Yeah, but it's kind of through consultation and through questioning, you know, what do you think might be, you know, the functions or the behaviour that we are</p>	<p>as a Black EP – 102</p> <p>The need to continue to increase diversity in the educational psychology field – 102</p> <p>Ensuring all work is being completed through a culturally competent lens – 102</p> <p>Black EPs having to deal with everyday biases based on their appearance and how they are</p>
--	--	--

Supporting schools to see their blind spots regarding inclusion and impact of systemic racism which may be embedded without them realising

Non-black practitioners or educators putting themselves in the position of kids who are isolated based on their racial identity

Ownership is on Black EPs to make a difference in how schools are operating or treating children – Highlighting their inequity in a supportive way

Importance of representation as a black psychologist working in a rural area where black people are rare – positives of seeing a black EP for CYP who would never see that

This is what we can look like [firm tone] – Black

seeing, how do you think this young person will centre their experience? So it's the kind of bread and butter skills as a curious practitioner, that you have that kind of support and kind of in helping guiding schools thinking, or what we might see our priority areas where they're like, Oh, we don't see colour?

93. **Researcher:** Yeah, yeah.

94. **Angela:** Yeah. I wonder how it might feel to be the only black person in a school. And you know, what that might feel like for for him or her?

95. **Researcher:** Yeah, yeah. That's, yeah, it's really powerful. I think you've touched on something there in terms of just being a curious practitioner, which is the way that obviously, we've been trained and how it should be. And actually, like, you know, thinking with a cultural lens is something that should naturally just be embedded. I guess that difference or certain people not maybe being at that point, or certain services point.

96. **Angela:** And there's something about schools, you don't know what you don't know. So if schools don't raise these children, and young people you don't know. That's why we have data. So we can be like, I'm aware of this. Can we have a discussion about this? Because you already know that this child has been excluded five times in the last year. Yeah. But you've not raised them. I actually want to raise this child.

97. **Researcher:** Absolutely. Yeah. Okay, we've got kind of six minutes left, just the kind of

viewed by schools as less competent on initial meet – 106

people can be EPs and hold good positions of work and knowledge despite some of the prejudices and narratives

Giving back to your community as a Black EP

Importance of increasing diversity within the EP profession – being active in going to schools and speaking about EP course openly to CYP who may not know much about it

Angela states there has been an increase in carrying out work through a culturally competent lens which is monumental for EPs

final question before I stop. And it's been really insightful. What do you feel like is kind of this is gonna be a bit hard, because it's been a long journey, but what do you feel like has maybe been the highlight of your profession in terms of being a black woman being a black psychologist? And I guess maybe like, I want to say implementation of kind of like maybe change or working in a way that kind of best suits your identity or your passion.

98. **Angela:** Oh wow a multi layered question for 6 minutes.

99. **Researcher:** It is isn't it [LAUGHS]

100. **Angela:** Okay. If I think about, I'm going to kind of think about the system's level? Yeah, that's how I'm gonna get my brain up. So I think in terms of that kind of individual level, in terms of the impact I might have in the schools or communities I work with. So there's something about representation. Yeah. And people associating me with as being a psychologist. So this is what a psychologist looks like.

101. **Researcher:** Yeah, yeah.

102. **Angela:** There is something there is, there is something about, you know, this is what we can look like. Because I live and work here, there was a massive tension in terms of actually, they're more like we need in the [LOCATION]. And so we started a charity, and we kind of go back and do training and different [LOCATION] countries, etc, etc. So there's something to me about, kind of giving back to the community that has given so much to me, and making a difference there for the lives of children and



**Black EPs still having to deal with people not expecting a Black professional when the psychologist is coming to a school**

**Surprise and shock [raised tone]**

**They're not expecting me – Black EPs being more visible due to race**

their families, young people, really, I think, being able to contribute to the development of future psychologists or being part of a doctorate course. In [LOCATION] we're really keen on making the profession look more diverse. And actually, it was lovely. That was an interview question when I got for the, for the tutor role in terms of the weaponization that the profession is not diverse. And how do we make? Look? How do we make it more diverse, and that's a priority for the profession. And so we have [NAME] where we kind of go to schools, because I think, then we get to people thinking about assistant EPs and stuff like that, you are already aware of being an educational psychologist, I'd like to get to, you know, GCSE levels and A levels and talk about psychology. So for me, there's a massive what, what's, what's been really what's brought back that loving feeling, I guess, about psychology is being able to contribute to the development of a future psychologists. Yeah, and they're culturally competent practice because I found that it now runs through everything in a way that it wasn't culturally common practice in a box, and you taught everything else around it. And now it feels as you're thinking about getting the student voice and what assessments you're using is always through that culturally competent lens.

103. **Researcher:** Yeah, yeah.

104. **Angela:** I think it's something about seeing the service or the profession or the training change, in response to people saying, hang on. This has not been okay for a while, but we now have a language to talk about it. Yeah. So I think there's, I think, yeah, I think there's, I do think there is

<p><b>Black EPs having to make more sacrifices throughout their career and deal with added element of how Blackness is viewed – So there's the price I deal with [raised tone]</b></p> <p><b>Black EPs being monumental in shifting ideologies of traditional white psychologist</b></p>	<p>something about, there are still the surprise and shock that I get [NAME] when I walk into a room and people have not met me before. They're not expecting me.</p> <p>105.       <b>Researcher:</b> Yeah.</p> <p>106.       <b>Angela:</b> So there's the price I deal with, but actually, then, through that interaction with me, their mindset has shifted in terms of what a psychologist looks like.</p> <p>107.       <b>Researcher:</b> Yeah, powerful. Okay, thank you so much [NAME], I'll stop recording now so we can have a debrief.</p>	<p><b>Being more hyper aware to difference as a Black EP in a majority white county and service – 106</b></p> <p><b>Having to make additional sacrifices to prove you're a good EP and competent at your job – 106</b></p> <p><b>Changing the narrative of the traditional white psychologist is important – 106</b></p>
--	--	--

## Appendix J: Example of Angela's PETs, sub-themes of PETs and experiential statements

### 1. ADJUSTING TO BECOMING A MINORITY IN THE UK AND BEING MORE EXPOSED TO RACISM

#### Differences between being Black in-home country compared to UK

- Adjusting to difference of how racial identity is viewed in the UK
- Holding the pressure of being Black in rural areas when supporting CYP and families who may have never seen a non-white person before
- Different experiences that you face professionally based on context and whether you are part of a minority or majority population
- Not having to think of negative impact of racial identity due to this not being highlighted in home country
- Coming to terms with how some Black people are treated in the UK
- Difficulties in navigating how different Blackness is viewed based on contextual factors
- Contrasts of coming from a country which is a majority Black to a county which is predominately white
- SEND is viewed differently dependent on culture
- Seeing less representation in UK settings as a Black EP
- Inequities in the system if you're not born and raised in the UK
- Feelings of othering as a Black individual in the UK

#### Dealing with racism and inequity during professional journey

- Difficulties in processing own challenges around racism due to intensity of training to become a psychologist
- Conversations around race being difficult to navigate during training
- Experiencing microaggressions is common as a Black EP
- Dangers in grouping ethnic minorities together and negative impact of labelling
- Not recognising your Blackness until being a minority

- Professional identity misjudged by others due to prejudice and biased behaviours
- Race always being a visible factor which increases room for bias
- Black EPs having to deal with everyday biases based on their appearance and how they are viewed by schools as less competent on initial meet
- Black trainees having significantly different experience on training
- Dangers in Black EPs taking full ownership when it comes to EDI as this can create exhaustion
- Awareness of the ignorance of other services and people when it comes to issues that impact Black people
- Having to make additional sacrifices to prove you're a good EP and competent at your job
- Race being more visible, and first thing Black people are judged on

### **Losing your voice as a minority**

- Struggles in being able to articulate how monumental and detrimental racism can be
- Difficulties in navigating conversations around racial issues when there is less comfortability to be open about this

## **2. THE VALUE OF SUPPORT THROUGHOUT EP JOURNEY**

### **Being supported to get through EP training**

- High levels of financial support needed to support journey to becoming an EP
- Support local authority being integral to EP journey
- LA seeing value in your work
- Importance of being exposed to an EP in early career
- Studying in environment which aligns with values

### **Personal beliefs and values being an encouraging factor to be an EP**

- Personal experiences being motivating factor to wanting to support CYP who are being mistreated

- Feeling fulfilled throughout career is key to motivation
- Prioritising career and creating opportunities through moving countries
- Psychologists being a positive influence in providing equity and prospects for CYP with various needs
- The need to continue to increase diversity in the educational psychology field
- Protective factors being integral to support and growth as EP
- Giving back to your own community is an important factor as a Black EP

### **Being in a supportive EPS environment which openly values and discusses**

#### **EDI**

- White professionals being supportive around race-based issues at work
- Importance of sense of community in EP service to address some of these complexities
- Ensuring all work is being completed through a culturally competent lens
- Providing space and time to discuss pertinent issues in service
- Team efforts in prioritising EDI in moving service forward
- Creating different safe spaces within a service for practitioners to discuss pertinent issues around racial issues and other inequities that often arise
- Comfortability in providing EDI support as Black professional and not feeling like ownership is solely on you
- Team members having shared and equal ownership in prioritising EDI in their work
- Having an open dialogue with the team around EDI and race-based issues
- Feeling comfortable to share experiences and difficulties with other EPs in service
- Support around being more culturally competent being a priority in the service for many years and therefore more engrained
- Significance of having a Black supervisor in a minority service and area

#### **The role of leadership in supporting with EDI**

- Importance of senior leadership in filtering values down to service level
- Having professionals in senior position with shared level and understanding of the importance of EDI issues moves service in the right direction

- Being part of senior leadership as Black woman is powerful for Angela
- Having a supervisor who understands difficulties that Black EPs can face was supportive

### **3. KEY FACTORS THAT INFLUENCE THE EXPERIENCE OF BLACK CHILDREN**

#### **Importance of shared identity and representation for Black children**

- Representation is powerful for Black CYP who are the minority in their schools
- Representation is a key part of feeling like you can achieve something
- Seeing a Black psychologist being a positive factor for Black CYP who may have never seen or experienced this
- Positive implications of Black CYP seeing a Black EP
- Having shared experiencing with peers helps with discussing negative implications of mistreatment due to racial factors

#### **Implications of existing inequalities in the education system**

- Recognising the inequalities that Black children experience and highlighting how professionals can change their views on behaviour
- Awareness of the dangers of cognitive assessments on Black children
- Areas of psychology still mirroring injustices
- Importance of recognising implications of racial identity on sense of belonging
- Being isolated in school can lead to difficulties with sense of belonging which can be more prominent for CYP who are othered based on their identity and other factors
- Importance of intersectionality and other areas of identity markers also being important

#### **4. THE POWER OF PRIORITISING SUPPORT TO SCHOOLS AROUND EDI**

##### **The use of data to highlight inequities in schools' system**

- Having access to funding data and other statistics for CYP that are supported allows for psychologists to address schools who may not be providing an equitable service for kids
- Data being important in proving inequities in system for schools
- Using data in work to highlight inequities amongst different groups of students can be enlightening in addressing some mistreatment of kids

##### **Offering an open space with schools to discuss pertinent issues around race & equity**

- Allowing a compassionate and understanding space for schools to be able to discuss racism
- Schools having access to EDI support for free despite traded support highlights importance of this work as a core offer
- Relational approaches being key to having some of these difficult conversations around race as this can cause anxieties
- Supporting schools to see their blind spots regarding inclusion and systemic racism which may not always be as obvious

##### **Psychologists' duty of care to cater to needs of the community**

- Psychologists have a duty of care to tackle inequity in schools in their roles
- Raising awareness of inequities in the system in schools is a key part of psychologist role
- Catering to the needs of the schools and community being centre to work that is carried out by EPs
- Being attuned to needs of community as a psychologist
- Providing inclusivity for CYP and parents as much as possible
- Crucial for non-black psychologists to be able to recognise how isolated CYP and other professionals may feel due to racial identity and feeling othered

## **5. REMOVING BIAS AND CHANGING THE NARRATIVE**

- Private schools having children more from global majority which can be seen as a surprise to most people
- Being brave in addressing racism whether it be covert or overt
- Changing the narrative of the traditional white psychologist is important
- Community becoming more diverse as time has gone on
- Black people can be important and take up room in professional spaces



## Appendix K: Development of GETs with PETs

### Colour code for participants

Grace

Empress

Levi

Thandi

Josiah

Angela

#### 1. Impact of racial discrimination in Psychology and the EP role

Navigating discrimination in the EP role

Impact of lack of diversity and inclusivity within educational psychology

Diversity and inclusivity in Educational Psychology

Diversity of experiences, cultures, and backgrounds amongst Black people

Key factors that influence the experience of Black children

The use of assessment tools with Black and ethnic minority children

#### 2. Unjust treatment towards Black EPs

The implications of how Black EPs are positioned and treated

Impact of racism during professional career

Navigating the pressures of being the only Black person

Pressures of how you are perceived as a Black professional

Perception of Black men

Adjusting to becoming a minority in the UK and being more exposed to racism

#### 3. The importance of representation, shared identity and allyship

The positive benefits of shared identity and representation in the EP role to support

The importance of representation

Journey to being in a leadership position as a Black EP

Career progression as a Black EP

Importance of support when navigating issues around race

The value of support throughout EP journey

The power of parenting

Early childhood experiences of discrimination

#### 4. Anti-racist work as an integral part of EPs core practice

Anti-racist work being an essential part of EP practice

The importance of being a culturally responsive and anti-racist practice

Ensuring anti-racist practice is at the centre of work

Removing bias and changing the narrative

Complexities in engaging in anti-racist work

The power of prioritising support to schools around EDI

Supporting Black Individuals in the Community

#### 5. Maintaining perseverance and commitment in the EP profession despite inequities

Committing to a career in Educational Psychology

Commitment to your career and role as an EP

Prioritising EP career despite obstacles

## Appendix L: Final table of GETs with links to PETs and PET sub-themes

<p>Grace</p> <p>Empress</p> <p>Levi</p> <p>Thandi</p> <p>Josiah</p> <p>Angela</p>		
GETS	Contributing PETs	Sub-themes of different PETs related to GETS
Impact of racial discrimination in Educational Psychology	<p>Impact of lack of diversity and inclusivity within educational psychology</p> <p>The impact of diversity and inclusivity in practice</p> <p>Diversity of experiences, cultures, and backgrounds amongst Black people</p> <p>Key factors that influence the experience of Black children</p> <p>The use of assessment tools with Black and ethnic minority children</p>	<p>The EP profession still has a range of work to become anti-racist</p>

<p><b>Unjust treatment towards Black EPs</b></p>	<p><b>Navigating discrimination in the EP role</b></p> <p>The implications of how Black EPs are positioned and treated</p> <p>Impact of racism during professional career</p> <p>Navigating the pressures of being the only Black person</p> <p>Pressures of how you are perceived as a Black professional</p> <p>Perception of Black men</p> <p>Adjusting to becoming a minority in the UK and being more exposed to racism</p>	<p><b>Being a part of anti-racist work as a Black person</b></p> <p>Challenges during career to becoming a senior EP as a Black woman</p>
<p><b>The importance of representation, shared identity and allyship</b></p>	<p>The positive benefits of shared identity and representation in the EP role to support</p> <p>The importance of representation</p> <p>Resources needed to progress career as a Black EP</p> <p>Importance of support when navigating issues around race</p>	<p>The positive benefits of shared identity and interest in diversity and inclusivity</p> <p>Importance of shared identity and representation for Black children</p> <p>The need for support from cohort during racist incidents</p>

	<p><b>The power of parenting</b></p> <p><b>Early childhood experiences of discrimination</b></p> <p><b>Prioritising support for Black individuals in the community</b></p>	<p><b>Engaging in meaningful work through supporting CYP and families with shared identity and experience</b></p> <p><b>Working in a supportive environment with shared values</b></p> <p><b>Prioritising working in an environment with people with shared morals and values</b></p> <p><b>The role of leadership in supporting with EDI</b></p>
<p><b>Anti-racist work and community support as an integral part of EPs core practice</b></p>	<p><b>Anti-racist work being an essential part of EP practice</b></p> <p><b>The importance of being a culturally responsive and anti-racist practice</b></p> <p><b>Ensuring anti-racist practice is at the centre of work</b></p> <p><b>Removing bias and changing the narrative</b></p> <p><b>Complexities in engaging in anti-racist work</b></p> <p><b>The power of prioritising support to schools around EDI</b></p>	<p><b>Using your voice to call out discriminatory practice</b></p> <p><b>Seeking out a community within psychology regarding anti-racist practice</b></p> <p><b>Being in a supportive EPS environment which openly values and discusses EDI</b></p> <p><b>Leading a team on developing anti-racist practice</b></p>

<p><b>Maintaining perseverance and commitment in the EP profession despite inequities</b></p>	<p><b>Committing to a career in Educational Psychology</b></p> <p><b>Commitment to your career and role as an EP</b></p> <p><b>Prioritising EP career despite obstacles</b></p> <p><b>The value of support throughout EP journey</b></p> <p><b>Journey to being in a leadership position as a Black EP</b></p>	<p><b>Using your personal values to allow you to process racial inequity</b></p> <p><b>Having to work harder as a Black man</b></p> <p><b>The need to make change for Black people</b></p>
---	--	--

## Appendix M: Participant Information Sheet

Thank you for your interest in this study. Please take the time to read the participant information sheet before agreeing to partake in this research.

The Tavistock and Portman   
NHS Foundation Trust

### Participant Information Sheet

#### **Research Title:**

Racial Identity, Context and Practice: An exploration of the experiences of Black Educational Psychologists within England.

#### **Who is doing the research?**

My name is Georgia Apontua. I am a Trainee Educational Psychologist (TEP) in my third year of studying for the professional Doctorate in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust. I will be carrying out this research as part of my course under the supervision of Dr Rachael Green (Research Supervisor).

#### **What is the aim of the research?**

The aim of this research is to gain an insight into the lived experiences of Black Educational Psychologists (EP) who are practicing as EPs within England. The research aims to explore how racial identity and context can shape experiences of working within a UK education system with existing inequalities. It also seeks to explore black EPs experiences of engagement with anti-racist practice, particularly in relation to their racial identity. The aim is to gain a wider insight into these experiences, to reflect and think about what impact this could have on EP services and work carried out in schools.

- What are the experiences of Black EPs working in the UK?
- How can these experiences of Black EPs be understood in relation to their racial identity and context of the services and schools that they support?

- How have Black EPs responded to anti-racist and/or culturally responsive practices in their services and schools?

### **Who has given permission for this research?**

The Tavistock and Portman Research and Ethics Committee (TREC) has given ethical approval to carry out this research.

### **Who can take part in this research?**

I am looking for qualified EPs who are registered with the Health and Care Professions Council, who meet the following criteria:

- Identify of Black background or heritage
- Have been qualified as an Educational Psychologists for over a year and are currently practicing as an EP within England
- Have had experience or involvement of anti-racist practice or culturally responsive work within their services and/or schools at any capacity
- Are willing to talk about their lived experience as an EP and their racial identity
- Are able to engage in an online interview which lasts up to an hour

If more than the required number of interviewees come forward, participation will be on a first come first served basis.

### **What does participation involve?**

If you agree to take part, you will be invited to an online interview with the researcher that will roughly last about 1 hour and will include a series of questions to facilitate an open discussion. You will also be required to complete a participant screening questionnaire prior to the interview which will have questions relating to protected characteristics, such as age, gender and demographics.

### **What are the possible benefits of taking part?**



A potential benefit in participating in this study is providing insight into the lived experience of Black EPs practicing within England as this has been an area which hasn't been researched and explored in-depth. It is hoped that this research will be able to contribute to a better understanding of racial identity and the impact this has on the experiences of Black practitioners working within the education system. Participants may feel a benefit in speaking about their experiences for their voices to be heard and to increase their own self-awareness and development regarding racial identity, context and their experience.

By supporting EPs to share and think about their own racial identity and the impact this has on their work, the aim is that this research will positively benefit the diverse cultures that EPs work with, particularly those from a Black background. It is also hoped that it will encourage the importance of a more diversified EP field and allow for greater insight into Black professional's involvement in anti-racist practice within services and schools.

### **What are the possible risks of taking part?**

Any area of research has the potential to cause risk to participants, although it is hoped that this doesn't occur. However, a potential risk could be the personal issues that are being discussed by the participants regarding their race, culture and identity. There may be some participants who have had difficult experiences around this and possible racism, discrimination or racial trauma that may be discussed. Participants will be encouraged to take any uncomfortable thoughts or feelings to the researcher post interview or to supervision. The researcher will ensure they are highly vigilant to when participants may become distress and be open about this through regular check ins and offering breaks throughout the interview.

### **What will happen to the findings from the research?**

The findings will be analysed and collated together to form my thesis research which will be read by examiners and presented to other researchers and tutors. Findings may also be shared with a research supervisor during the process;

however this will be once the data has been de-identified. I may also publish my research at a later date. Finally, participants will have the option to read a summary of the findings or the full thesis upon completion.

### **What will happen if I don't want to carry on with this research?**

Participation in this research is voluntary and you are free to withdraw from the research at any time and to withdraw any unprocessed data previously supplied. Any research data collected before your withdrawal may still be used, unless you request that it is destroyed.

### **Will my taking part in this study be kept confidential?**

Yes. All records related to your participation in this research study will be handled and stored securely on an encrypted drive using password protection. Your identity on these records will be indicated by a pseudonym rather than by your name. The data will be kept for a minimum of 10 years. Data collected during the study will be stored and used in compliance with the GDPR (2016) and the Tavistock and Portman's Data Protection Policy.

### **Are there times when my data cannot be kept confidential?**

Confidentiality is subject to safeguarding limitations of the Tavistock and Portman NHS Trust's Safeguarding Policy. If a disclosure is made that suggests that imminent harm to self or others may/has occurred, then confidentiality may not be able to be maintained and other relevant parties may need to be informed as appropriate. Where possible, this will be discussed with you beforehand. The number of participants (6 – 8) may also mean that you recognise some examples and experiences you have shared in interviews. However, to protect your identity, pseudonyms will be used, and any identifiable details changed.

## Further information and contact details

For further information or queries regarding this research, or if you would like to contact the researcher, please use the following email: [Gapontua@tavi-port.nhs.uk](mailto:Gapontua@tavi-port.nhs.uk)

If you have any queries regarding the conduct of the programme in which you are being asked to participate, please contact: Paru Jeram, Trust Quality Assurance Officer [pjeram@tavi-port.nhs.uk](mailto:pjeram@tavi-port.nhs.uk) or Dr Rachael Green, Research Supervisor ([RGreen@tavi-port.nhs.uk](mailto:RGreen@tavi-port.nhs.uk))