

**A Participatory Research Project Exploring Educational
Psychologists' Engagement with Whiteness, White Privilege and
Developing Anti-Racist Practice.**

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Abstract

The educational psychology profession has acknowledged the Whiteness of psychology. Now, the profession is being called to action to challenge racial inequalities and bring about meaningful change to develop anti-racist practice.

Through a participatory approach, the primary researcher adopted the role of facilitator, recruiting a team of co-researchers to explore what research could be undertaken to add value to understanding and engagement relating to Whiteness, White privilege and anti-racist practice in educational psychology.

The primary researcher's understanding of race, racism and racial privilege is situated in an ecological context and the research was undertaken from the position of Critical Realism. Three educational psychology services in the UK volunteered to participate. The person-centred planning tool PATH (Planning Alternative Tomorrows with Hope) was used to collect data. Data were then analysed using a reflexive thematic analysis which focused on five main themes to address the primary research question.

The findings offer suggestions for how educational psychologists can develop their understanding of Whiteness, White privilege and anti-racist practice, generated by educational professionals in the field. The findings also highlight current barriers and facilitators to developing understanding and practice for three educational psychology services in the UK. The primary researcher proposes that the final thematic map demonstrates an action plan for participants.

It is hoped that the final thematic map may also be applicable as a model for reflection and development for the profession more widely, supporting educational psychologists to develop understanding of Whiteness, White privilege and anti-racist practice. To end, the current research is critically evaluated. Tentative implications for educational psychology practice and opportunities for future research are suggested.

Keywords: Anti-racist practice; Development; Educational Psychology; Whiteness; White privilege

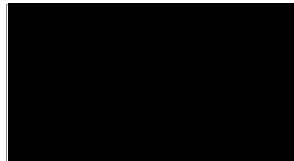
Student Declaration

University of East London
School of Psychology
Doctorate in Educational and Child Psychology

I declare that while registered as a degree student at UEL, I have not been a registered or enrolled student for another award of this university or of any other academic or professional institution.

I declare that no material contained within this thesis has been used in any other submission for an academic award.

I declare that my research required ethical approval from the University Ethics Committee (SREC) and that confirmation of approval is embedded within the thesis.



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My Academic and Professional Tutor Dr Miles Thomas, whose ongoing support and belief has been paramount throughout this thesis and my overall development as a psychologist.

Finally, the tutor team, with a special thanks to Dr Pandora Giles whose interim support helped me to cross the finish line.

List of Abbreviations

| | |
|---------|--|
| ANOVA | Analysis of variance |
| AP | Alternative Provision |
| ARP | Anti-racist practice |
| BLM | Black Lives Matter |
| BPS | British Psychological Society |
| CPD | Continuing Professional Development |
| CRT | Critical Race Theory |
| CWS | Critical Whiteness Studies |
| CYP | Children and Young People |
| DECP | Division of Educational and Child Psychology |
| DfE | Department for Education |
| EAL | English as an Additional Language |
| EBSCO | Elton B. Stephens CO |
| EDI | Equality, Diversity and Inclusion |
| EHCP | Education Health and Care Plan |
| EM | External motivation |
| EP | Educational Psychologist |
| EPS | Educational Psychology Service |
| FG1 | Focus Group 1 |
| FG2 | Focus Group 2 |
| HCPC | Health and Care Professions Council |
| HT | Head Teacher |
| IM | Internal motivation |
| LA | Local Authority |
| MANCOVA | Multivariate analysis of covariance |
| PATH | Planning Alternative Tomorrows with Hope |
| PCP | Person Centred Planning |
| PRM | Participatory Research Methods |
| PRP | Participatory Research Participant |
| P/T | Part-time |
| RDMP | Research Data Management Plan |
| RQ | Research Question |
| RTA | Reflexive Thematic Analysis |
| SALT | Speech and Language Therapy |
| SEL | Social and Emotional Learning |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disabilities |
| SES | Socioeconomic Status |
| SLT | Senior Leadership Team |
| TA | Thematic Analysis |
| TEP | Trainee Educational Psychologist |
| UEL | University of East London |
| UK | United Kingdom |
| WoE | Weight of Evidence |
| WP | White privilege |
| WRI | White racial identity |

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Chapter 1: Introduction

1.1 Chapter Overview

This chapter introduces and justifies the area of research that is the focus of the current project. It begins by outlining key terminology used throughout this thesis. Next, it provides background by summarising the global and national context. The researcher's position is then given, followed by the research rationale. To end, relevant theoretical underpinnings and key concepts for the current research are explored.

1.2 Terminology

It is important to define some of the terminology that will be used throughout this study. This is to ensure key terms have been operationalised within the context of the conceptual framework guiding this research.

1.2.1 Racial Terminology

The terminology 'people of Colour' is primarily used in America and has not been fully adopted within the United Kingdom (UK), although it is becoming more popular. When referencing other literature, the author maintains the language that they have used to describe racial identity, i.e. people/students/scholars/of Colour. When making personal contributions to the text, the author has chosen to use 'Black and people of Colour' to reference racial identity, following exploration into the preferred language stated by individuals who identify as a Black person and person of Colour (The Law Society, 2023). Please note that 'Black', 'White', 'Whiteness', 'Colour' and other race related identity components are all capitalised throughout the thesis when referring to a racial identity. This is to maintain a consistent approach for all groups.

No collective abbreviations, such as BIPOC (black, indigenous, and other people of Colour), BAME (Black, Asian and minority ethnic) or BME (Black and minority ethnic) have been used by the author as a replacement for directly addressing a specific racial or ethnic group or individual. The researcher views these abbreviations as problematic for the current research as they group together people of ethnic diversity, differing experiences and identities.

1.2.2 Definition of Key Terms

Anti-racism – Anti-racism is an active commitment to working against racial injustice and discrimination. An anti-racist is different from a ‘not-racist’ due to the active nature of the position. To be anti-racist is to be an active part of the solution, whereas a ‘not-racist’ is a bystander of the problem (The Law Society, 2023).

Anti-racist practice – Practice is the application or use of an idea, belief, or method by a person immersed in a context (Sandberg & Tsoukas, 2011). Anti-racist practice is practice that embeds the principles of anti-racism.

Ethnicity – Ethnicity is broader than race and has usually been used to refer to long shared cultural experiences, religious practices, traditions, ancestry, language, dialect or national origins (for example, African-Caribbean, Indian, Irish) (The Law Society, 2023).

Race – Race is a category that is based mainly on physical attributes or traits, namely skin colour, as well as an individual’s cultural and ethnic history (Burke & Stewart, 2022; The Law Society, 2023). In the current study, race is understood as a socially constructed identity (Leonardo, 2009).

Racism – Racism is the belief that some races are superior to others, used to justify individual and collective actions that create and sustain inequality amongst racial and ethnic groups (Bhopal, 2004).

Reflexivity – Reflexivity refers to the ability to recognise one’s own influence, and the influence of social and cultural context on research, the type of knowledge one creates, and the way one creates it (Fook, 1999).

Whiteness – The term ‘Whiteness’ is used as a social construct, rather than to refer to an essentialised notion of racial categories or colour. Whiteness refers to a set of assumptions, beliefs and practices that center the interests and perspectives of White people (Gillborn, 2015).

White people – White people are a socially constructed identity based on white skin colour (Leonardo, 2009).

White privilege – White privilege is the innate advantages that White people have within society based solely on skin colour (Gillborn, 2006).

White supremacy – White supremacy is the operation of conditions whereby the interests of White individuals are persistently centered, saturating every day policies and practices from White perceptions which are assumed as 'normal' in society (Gillborn, 2006).

1.3 Background and Context for the Current Research

1.3.1 Global and National Context Relevant to This Study and Educational Psychology Practice

Twenty twenty saw the resurgence of the 'Black Lives Matter' (BLM) movement following several devastating events including the death of George Floyd. As well as highlighting the racism that led to his murder, George Floyd's death highlighted the racism that continues to exist across institutions and society more generally (Gillborn et al., 2021). This resurfaced trauma for many Black and people of Colour and prompted reflection on the issues and impact of racism (Agyeman & Lichwa, 2020). In response, many White people were compelled to become increasingly aware of their privilege and power (Ferguson et al., 2022). For educational psychology specifically, the profession became more proactive in acknowledging the impact of racial privilege and discrimination within the education system, with position statements acknowledging the Whiteness of psychology and educational psychologists' (EPs') role in addressing this (Williams, 2020). A patron of this progress was The British Psychological Society (BPS), specifically its somewhat belated recognition of the role Psychology plays in perpetuating Whiteness within the discipline.

In the BPS's response to the BLM movement, the Chief Executive acknowledged the institutional racism that exists in the discipline (Bajwa, 2020). Other educational professionals acknowledged the Whiteness that perpetuates the Psychology curricula, the research and the theories being applied in the contemporary context (De Oliveira, 2020; Gillborn et al., 2021). As a result, the discipline was called to urgent action to enact long-term, meaningful change (Thornton et al., 2020). However, the issue that remains is the absence of said action since such initiatives.

In 2020, Dr Shungu Hilda M'gadzah wrote a powerful letter to White EPs, titled "We Can't Breathe. Black Lives Matter". In this, she called for White EPs to seize the opportunities offered by the BLM movement, expressing a desire for more than anti-racism position statements and rather dedicated actions to bring about meaningful change (M'gadzah, 2020). Now, the present study hopes to make a contribution to this end. Those in a position of power, such as EPs, have a responsibility to acknowledge privilege and challenge inequalities (Afuape & Hughes, 2015). Without

this, there will not be consistent and embedded anti-racist practice (ARP) in education (Ferguson et al., 2022).

1.3.2 National Statistics and Relevant Legislation

Whilst 'White' remains the largest high-level ethnic group in England and Wales, this percentage has decreased over the past 10 years (Office for National Statistics (ONS), 2023). Today, 18% of the total population in England and Wales identify with Black, Asian, mixed or other ethnic groups (ONS, 2023). More salient for educational professionals, the percentage of children and young people (CYP) who identify as White no longer makes up the majority of the population - and has not done so for over a decade - with the racial diversity of the young population continuing to increase year on year (ONS, 2013). Now, the percentage of CYP classified as being from minority ethnic backgrounds is 34.5% of the UK statutory student population (Department for Education (DfE), 2022).

The Special Educational Needs and Disabilities (SEND) Code of Practice (DfE, 2014) and Children and Families Act (HM Government, 2014) necessitate EPs' duty to empower CYP and their families and promote an inclusive environment; one that will support all members of society to feel confident that they belong (BPS, 2022). In 2022, the BPS outlined how psychologists within the Division of Educational and Child Psychology (DECP) can and should promote an inclusive education. To summarise the key points, the BPS states that psychologists should stress the impact of environmental or systemic factors that contribute to a child's needs; use skills in applying psychology, using approaches that opt towards collaborative solutions; use research findings to develop reflective practitioners who promote a sense of belonging and full participation for all students; enhance the capacity of learning environments to meet the learning needs of all students; demonstrate and model an acceptance of difference and a celebration of diversity; work with students to ensure the attitudes and values expected in an inclusive society are developed by all members of the community (BPS, 2022).

However, the most recent publication from the DfE in March 2023 addresses the country's plans for an inclusive education system in which it sets out the 'Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP)

Improvement Plan' (HM Government, 2023). This outlines the aim to improve inclusive mainstream provisions as well as increase APs; resources which are not universally considered to be inclusive by all educational professionals. What this highlights is that the BPS's dedication to support inclusion and re-inclusion in psychology is not necessarily reflected by the national picture.

What the BPS make more explicit is its standards of conduct in which it declares that EPs respect the dignity of people across cultural boundaries, with sensitivity to power dynamics, and act with integrity to ensure accurate and unbiased representation of all CYP (BPS, 2021). Similarly, the BPS Practice Guidelines clearly state that for psychologists to maintain ethical and inclusive practice culturally related differences *must* be considered (BPS, 2017). EPs have a professional duty to apply psychology to examine the factors that impact on CYP development (Health and Care Professions Council (HCPC), 2016). As such, the profession must consider the impact of the over-representation of White educational professionals in the field, especially as this is thought to impede the understanding of the educational needs of minority groups (Aronson & Meyers, 2022). Considering the increasingly diverse community that EPs serve, the profession is being called to action to become more culturally competent and proactive in developing ARP (Anderson, 2018).

1.4 Researcher's Position

Throughout my professional career in the world of education and psychology, I have acknowledged my position as a White, middle class female; a position that has been widely represented in my previous work places. Now, as a trainee educational psychologist (TEP) studying for the Professional Doctorate in Educational and Child Psychology at the University of East London (UEL), the course curriculum and teaching has given me increased opportunities to be self-reflective and reflect with peers, tutors and supervisors, some with differing backgrounds and experiences. As a result, I have developed my self-awareness, particularly around my race and the unearned privileges this gives me. I have become increasingly interested in the impact of my position and the influence on my practice, as well as the wider impact of the EP workforce being majority White, middle class and female, despite there being no national data to support these claims.

During my training with UEL, I have moved from working in an inner London Borough local authority (LA) to a LA in a predominantly rural county, out of the city. My experiences of discussing race, racism and racial privilege with colleagues changed following this move and I wondered whether the change in the workforce demographic (representing a higher proportion of White EPs in the county LA), the diversity of the communities in the local area and the apparent prevalence of race related issues in the schools impacted how such thinking was, or was not, being prioritised. These reflections inspired my initial interest in exploring EPs' engagement with Whiteness, WP and ARP, which was fostered by the ethos of the UEL doctoral programme, encouraging a drive to promote social justice and to support the development of ARP, awareness and engagement.

As well as my experiences on the course, my personal values and interest in collaboration align with participatory approaches in research. I feel strongly about applying research methods that best represent stakeholder interests and maximise the potential for real-world impact. As a result, the ambition to recruit research partners was at the forefront of decision making when embarking upon this research. Whilst I am committed to challenging inequalities, I recognise that I do not have any lived experiences of racism. Therefore, it was important for me to work collaboratively with others to prioritise what is most important and to ensure the research was not led by self-interest, nor a White, middle class perspective.

Nonetheless, I also acknowledge the signal from scholars in this field of research that the exploration of racism should not be exclusive to those who may have lived experiences of it, as these did not create the systems of oppression; White professionals need to reflect on their position, privileges and work to advocate for change (Hobson & Whigham, 2018). Introspections of discomfort and uncertainties must be developed into open discussions of race and racism, exposing oneself to vulnerability in the interest of meaningful change (Gillborn et al., 2021; Hobson & Whigham, 2018).

The above reflections demonstrate how I arrived to the current research project and the possible preconceptions that existed. Thus, I recognise the implications of my position and personal motivations on the research process and the importance of ongoing reflexivity to minimise biases. Further considerations for how my position may have influenced the current research, and vice versa, will be discussed in Chapter 5.

1.5 Research Rationale

Prevalent race related issues, subsequent position statements for EPs, and the profession's commitment to a social justice stance encapsulate the rationale of the current research. Moreover, the implicit, normative White rhetoric in education and the poor racial representation in the workforce highlight the need for issues related to constructs of Whiteness and White privilege (WP) to be explored. Since the resurgence of the BLM movement in 2020, the profession has had time to listen and reflect (Thornton et al., 2020). During this time, the primary researcher has had salient personal experiences whereby she has reflected upon EPs' engagement with Whiteness, WP and ARP and considered how this could be supported. Now, meaningful discussions and actions are required, specifically from an educational and psychological perspective.

1.6 Theoretical Underpinnings and Key Concepts for the Current Study

The primary researcher will now outline the theoretical frameworks and key concepts that underpin the current project. Their collective intent is to evidence how the primary researcher's understanding of race, racism and racial privilege is situated in an ecological context. This has been shaped from the primary researcher's understanding of how knowledge is created, born from her own life experiences, aligning with her adopted critical realism ontology (which will be discussed in Chapter 3). As such, these demonstrate the primary researcher's position and therefore, some criticality around these theories will be described. Due to the interplay of multiple theoretical underpinnings and key concepts put forward, a brief overview of each has been provided (rather than comprehensive explanations), highlighting their relevance to the education system, practices and the current research.

1.6.1 Critical Race Theory (CRT)

Broadly speaking, CRT argues that the laws and institutions of Western societies discriminate against Black and people of Colour in countless ways, however naïve or neutral they may appear to some (Gillborn, 2015; Quinn, 2020). CRT understands that racism is as much about systemic impact as it is about individual intent (Quinn, 2020) and it strives to examine how society and culture serves to produce and maintain systems of majoritarian power (Solórzano et al., 2000). The starting point of CRT is to acknowledge that racial inequality exists. The core tenets of CRT change in response to the evolving contemporary context, yet a similar set of components are identified by many CRT scholars, all highlighting the ‘centrality of racism’ (Gillborn, 2015). Below, the primary researcher offers her interpretations of the tenets relevant to the current research project.

1. *Race is a social construction:* CRT scholars align their understanding that ‘race’ is socially constructed, and racial difference is invented, perpetuated, and reinforced by society (Gillborn, 2015). As a result, social categories and hierarchies are created in society to maintain White supremacy ideology (Ladson-Billings, 2003). From this social constructionist epistemology, CRT views race as a complex and flexible construct, causing different groups to face different forms of racism and marginalisation (Gillborn, 2015; Ladson-Billings, 2021).
2. *Racism is ordinary and occurs commonly:* CRT understands that only obvious forms of racially driven discrimination are considered problematic, yet even without intention people make choices that fuel racism. Gillborn (2006) states that racism in society is normal and so ingrained that it looks ordinary to those within that culture. Subtler or unintentional acts of racism often remain camouflaged underneath the appearance of normality and as a result, much of their effect remains invisible (Gillborn, 2015). However, such acts of racism, often termed racial microaggressions, have a psychologically destructive cumulative effect despite their perceived subtlety (Gillborn, 2015; Solórzano et al., 2000).

3. *The power of storytelling and counter-storytelling*: CRT advocates for the importance of creating knowledge that embodies the lived experiences of Black and people of Colour. This is because individuals who have been marginalised can offer insight into existing inequalities which can challenge the normative hegemonic discourse (Solórzano & Yosso, 2002). This is often conceptualised in CRT as the 'centrality of experiential knowledge'.
4. *Interest convergence and the challenge to dominant ideology*: CRT highlights that the racial equality or advances that White people encourage also promote their self-interest (Taylor, 2009). As a result, CRT analyses and challenges these mechanisms that maintain a majority culture, such as colour-blindness, which are seen to disguise power and self-interest of dominant groups (Bell, 1980).
5. *The intercentricity of race and racism*: Whilst race is the central construct of CRT, it recognises that it does not function exclusively to other forms of injustice. CRT is interested in examining the influence of other dimensions of identity and social structures on inequality, introducing the notion of intersectionality into its analysis (Crenshaw, 1991; Gillborn, 2015).

A number of criticisms have been directed at CRT and it continues to face scrutiny (Sawchuk, 2021; Cole, 2021). Some argue that CRT is in itself racist; pitting White against Black, espousing damaging notions of WP and White supremacy which make for a culture of villains and victims in society (Quinn, 2020). In addition, many have criticised CRT because race is not the only construct that determines identity, and therefore it should not be the sole construct at the center of analysis (Cole, 2009). These scholars have described CRT as 'race reductionist', arguing that knowledge of any one social category, such as race, risks being incomplete and biased without unpicking the interactions with other categories, such as class (Cole, 2009). Instead, these scholars argue for symbiotic intersectional analysis whereby racism is not centered and instead interpreted alongside other forms of anti-colonialism and anti-capitalism, which address discrimination against other groups of people (Cole, 2021).

However, CRT advocates explain how such criticisms stem from misunderstandings and over-simplifications of CRT (Gillborn, 2006). Whilst CRT argues that all White people benefit from a White supremacist world, it does not suggest that all White people experience power equally (Carvalho Gomes, 2022). In fact, CRT does highlight the intersections of social categories, whilst demanding that race and racism are acknowledged as single unities of the oppression of Black and people of Colour. Critical race theorists promote this nuanced understanding of racial discrimination whilst retaining the primacy of racism in their analyses.

The current study believes that understanding the exclusivity of race is important. The tenets of CRT described offer a critical lens to consider the various racialised elements that may be at play when considering how EPs can develop ethical, inclusive practice. CRT makes institutional racism visible, addressing how it relates to education (Gillborn, 2015). Its applicability aims to highlight the discriminatory practices that are built into the frontward structures within society and education, including Whiteness and WP specifically (Fasching-Varner, 2012 in Peters et al., 2016; Schneider, 2004).

1.6.2 Critical Whiteness Studies (CWS)

White identity, understanding of privilege, and colour-blind ideology are key concepts of CWS. Examining how they function to serve racism is central to a CRT analysis, including how they manifest in the education system (Rogers & Mosley, 2006).

CRT adopts the view that as White people are a socially constructed group based on skin colour identity, Whiteness is also socially constructed (Leonardo, 2009). Whilst Whiteness has been defined in many ways, the foundations concern power relations, constructed by social, political, economic structures that serve to hold racism in place (Rogers & Mosley, 2006). Some scholars consider Whiteness to be a set of assumptions, beliefs and practices that center the interests and perspectives of White people (Gillborn, 2015; Leonardo, 2009). Others define Whiteness as a field of study which aims to reveal the structures that produce White supremacy and privilege in the everyday (Applebaum, 2016).

In CRT, White supremacy often refers to the operation of more subtle and extensive forces that center the interests of White people, saturating daily policies and practices (Gillborn, 2015). WP is the name given to the countless, often unrecognised, benefits that advantage White people in their daily lives, based solely on skin colour (Gillborn, 2006). McIntosh (1989) offered the metaphor that WP was an invisible knapsack of unearned benefits that many White people are unaware of. McIntosh (1989) listed 50 social privileges that she as a White woman experiences that Black and people of Colour do not, for example, 'I am never asked to speak for all the people of my racial group' (p. 2). However, discourse around WP has been criticised for minimising the agent of action, often because the privileges are described to suggest that they are happening somewhat without the awareness of White people (Leonardo, 2004).

Criticality towards Whiteness is not an attack on White people themselves; it is an attack on the socially constructed, reinforcing power of White identifications, norms, and interests (Ladson-Billings & Tate, 1995). As a result, CWS aims to advance vigilance amongst White people by examining how WP is connected to complicity in racism (Applebaum, 2016). Furthermore, efforts have been made to situate the concept of Whiteness as a tool for progressive, anti-racist developments, which is not based on assumed superiority (Lawrence & Tatum, 1999). These scholars argue for a notion of Whiteness that allows White individuals to identify as White and anti-racist at the same time (Giroux, 1997; Helms, 1992; Rogers & Mosley, 2006).

In this thesis, CRT and CWS theorise how race is interpreted and how Whiteness and WP operate in education. What CWS offers to CRT is its emphasis on deconstructing practices that are produced and reproduced in power hierarchies and society (Matias et al., 2012). CWS provides a platform for White scholars to interrogate their complicity in the system of White supremacy and attempt to disrupt Whiteness, to ensure research into White identity probes race-visible identities (Cole, 2021; Jupp & Lensmire, 2016). Without such knowledge, the Whiteness which shapes educational environments may remain uninterrogated (Gillborn, 2006). Thus, CWS and CRT will work alongside each other in the current study due to their complimentary perspectives when exploring educational contexts and practices (Burke & Stewart, 2022).

To establish such developments, it is critical to understand White racial identity (WRI) development and how this impacts privilege awareness (Helms, 1990); a process which involves abandoning one's racism and developing a realistic, self-affirming racial identity (Helms, 1990).

1.6.3 White Racial Identity Development Theory

Helms's (1990; 1995) WRI development theory is one of the most widely used models in the field of racial and ethnic identity. It describes six identity statuses which characterise a White individual's pattern of response to racial situations, seen to move from a colour-blind view of race, to an anti-racist perspective and commitment: 1) Contact, 2) Disintegration, 3) Reintegration, 4) Pseudo-independence, 5) Immersion-emersion, 6) Autonomy. The statuses of operation are not exclusive and may vary with the context (Lawrence & Tatum, 1999). However, a consistent development to the latter statuses is suggested when one deepens their understanding about racism and cross-racial experiences (Lawrence & Tatum, 1999). Because the ideology of White superiority is so deeply embedded in the Westernised society and education system, 'unlearning racism' is a process that White individuals must commit to throughout their lives (Lawrence & Tatum, 1999), taking action to challenge interpersonal and structural racism to become anti-racist (beyond being 'not-racist') (Boykin et al., 2020). Appendix A offers a more detailed explanation of Helms's (1990; 1995) WRI development model.

1.6.4 Intersectionality

Within the CRT lens adopted in the current study there is also space to examine other intersectional social identities that may intensify discrimination in the education system, coined as *intersectionality*, supporting the interrogation of institutional or 'invisible' acts of discrimination (Gillborn, 2015). Kimberlé Crenshaw (1991; Crenshaw et al., 1995) is known to have originated the term intersectionality, which aims to explain how multiple forms of identity and inequality interact in different contexts (Gillborn, 2015). Viewing race and Whiteness as social constructs asserts that the way White people benefit from Whiteness is not universal. Rather, access to power and privilege are mediated by factors such as socioeconomic status (SES), class, ability, age, religion, and sexual orientation (Rogers & Mosley, 2006).

Particularly considering the identification of special educational needs (SEN) and families access to support, it is important to consider the interrelating mechanisms at play in the contemporary context in which EPs practice.

Whilst intersectionality is considered an aspect of CRT, its explicit description here portrays the primary researcher's own experiences in her journey to becoming anti-racist. Its empirical and activist basis is coherent with the aims of the current research: to develop understanding and generate action towards changing the status quo (Gillborn, 2015). However, there is a danger of centering intersectionality in the current research as it risks paralysing progressive thought relating to race, racism and racial privilege, contradicting the centrality of race that CRT embraces. In addition, its multi-faceted framework means that it could be considered somewhat easy to point out absent factors in an analysis, impeding any sense of coherence (Delgado, 2011). Instead, its co-occurring application with CRT seems appropriate considering the topic of exploration in the current study and the rationale. Its inclusion may also offer a critical lens to explain any possible resistance and defensiveness in acknowledging racial privilege in the current research; an assumption which will be further discussed in Chapter 5.

1.6.5 Ecological Systems Theory

Schools are changeable environments with evolving people, practices, policies and decision-making processes (Ainscow et al., 2012). Each factor that sits within the school system is influenced by the others, creating a complex environment.

Almost half a century ago, Bronfenbrenner's (1979) ecological systems theory was applied to the field of education. The framework provides a structure to help organise the factors that exist within different environments, aiming to conceptualise the complexities and relationships between them. It focuses on two determinants of the child's learning: the context of their environments and the existing relationships and interactions between them.

Bronfenbrenner (1979) describes the five systems within this framework: The inner-most system is the micro-system, which places the child (the learner) at the center of the immediate settings. Encircling this is the meso-system, recognising the

interrelations between these settings at the individual and family level which create dynamic influences on the learner. Next is the exo-system, containing the structures that sit apart from the learner's immediate environment but that contain the learner, including the school. These maintain influence over the learner's experience, specifically related to school policy, resources and school ideology. The final environmental system is the macro-system, understood as the culture that encompasses the varying contexts in which the school exists, including the national and historical context. The chrono-system is known to be the fifth system. This represents the movement and influence of time for the learner. Relationships and connections exist within and between each system meaning the influence on the learner is invariably interactive (Anderson et al., 2014; Bronfenbrenner, 1979).

What Bronfenbrenner's (1979) ecological systems theory offers for the current research is an eco-systemic lens when exploring topics that contribute to the complex, changeable circumstances that is education, including how race, racism and racial privilege interact and contribute to child development. EPs are in a powerful position whereby they can promote inclusion across multiple levels of a CYP's surrounding environment, from immediate settings of family and school to broader cultural laws and values. To achieve development, educational professionals must explore the complex relationships and interactions amongst these levels (Anderson et al., 2014; Bronfenbrenner, 1979), recognised within the current research.

1.6.6 Personal Construct Theory

Given that developed racial attitudes, ideologies, and cultural competence result from individual and societal construction revision (Dune et al., 2021), a personal construct psychology lens may also offer understanding to the analysis and interpretation of the current study. Kelly's (1955) Personal Construct Theory is a way of understanding the ideas which shape each person's unique view of the world. This is developed through experience, attitudes, culture and family; meaning everyone may experience the world differently. Individual personal constructs are refined over time and contribute to how people predict and interpret future experiences (Kelly, 1955).

Personal Construct Theory (Kelly, 1955) offers a foundation for understanding why there may be differing perspectives throughout the current research process, particularly when thinking about the planning and interpretation phases. As a result, it also signals the personal reflexivity necessary for developing understanding of Whiteness, WP and ARP. Moreover, it reaffirms that the current research is not suggesting that there will be unified understandings of knowledge or reality (Mertens, 2015). Nevertheless, for the EP workforce which is allegedly predominantly White and middle class, the primary researcher hopes that the theoretical underpinnings described in this chapter are justified from her position and with consideration for the rationale of the current research.

1.7 Chapter Summary

This chapter has introduced and justified the current research, describing the primary researcher's position and affirming the rationale for this thesis. Currently, little seems to be known about EPs' engagement with Whiteness and WP, particularly in the context of the UK and how this impacts ARP for the profession. The findings from existing research presented in the next chapter will substantiate this statement, evidencing the identified gap in the research field. Following this, the purpose and aims for the current research will be outlined.

Chapter 2: Literature Review

2.1 Chapter Overview

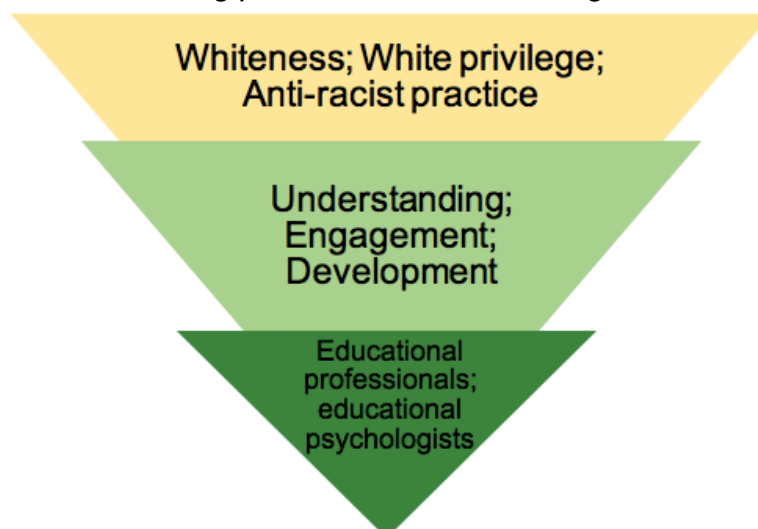
The aim of this chapter is to critically review the relevant literature relating to the current research. The first section outlines the systematic literature search, providing information about the search strategy and procedure, the assessment of quality and the meta-review which informed the current literature review. The second section critically appraises and describes the identified studies with the aim of answering the review question.

Booth et al. (2016) defined a systematic literature review as an exhaustive search process that aims to demonstrate extensive research and critical evaluation of quality. The primary researcher aimed to present a comprehensive, transparent, and replicable systematic review of the literature to avoid common reviewer errors, ensure an understanding of the extent and breadth of the research area and to identify gaps within the literature, contributing to the rationale for this study (Booth et al., 2016).

2.2 Formulating a Review Question

In considering Gough's (2007) stages of review, the systematic review process begun by formulating a review question (see Figure 1) and developing a protocol (see Appendix B).

Figure 1. *The funneling process when formulating the review question*



Correspondingly, the following review question was formulated: What is known about the understanding of and engagement with Whiteness, WP and relevant developments in ARP in education and educational psychology?

2.3 Details of Complete Search Process

The initial scoping search conducted in November 2021 helped to gain a broad overview of the research area and refine the search terms for the systematic review. The systematic review was then conducted between July – August 2022. The thesaurus function was used to identify synonyms for each of the main search terms. Following the scoping review, the subject term “racial privilege” was added as this was often found to be used as a synonymous term for “White privilege”. The stand-alone term “racial identity” was not included as literature obtained with this search term was not explicitly related to “Whiteness” and “White identity”. Other related terms identified in the literature, such as “cultural competency”, were not included as such terms are not explicitly related to ARP and can include other marginalised groups, for example women and people with disabilities (Brach & Fraserirector, 2000). The final search terms included "Educational Psychologists" OR "School Psychologists" OR "Educational Psychology" OR "School Psychology" AND "White privilege" OR “racial privilege” OR "Whiteness" OR "White identity" OR “anti-racism” OR “anti-racist” OR “anti-racist practice”.

Elton B. Stephens CO (EBSCO) Host was used to complete the systematic search within the following databases: Academic Search Complete; Education Research Complete; APA PsycARTICLES; APA PsycINFO; British Education Index. Description of the full inclusion and exclusion criteria generated for the systematic review can be found in Appendix C. To acknowledge the UK’s increasing population diversity in the last two decades (ONS, 2013) articles had to be published between 2002-2022 to be included. In addition, due to the sensitivity of the research area, much literature comes from a strong and emotional position and therefore, only peer-reviewed, empirical research was included to ensure rigour. This increases the validity of the review findings whilst caveating the possibility of publication bias as a result.

Aligned with the commitment for ongoing reflexivity, the primary researcher recognises that some of the exclusion criteria reflect a colonial position. The primary researcher also recognises that the exclusion of non-empirical and non-peer reviewed research means eliminating findings from indigenous epistemologies and literature which may contain relevant implications for EP practice. For example, Chittooran's (2020) study which was reviewed in the initial scoping review offers an explanation for how the solution-focused, consultee-centered consultation model (Brown et al., 2011) can be used to dismantle WP in a teacher education program in America. The model has eight stages which focus on building consultee competence and discusses the importance of gently introducing the concept of privilege first and then reinforcing this in teaching, later moving to the more sensitive issue of WP. This study highlights how conceptual models that already exist in educational psychology can be adapted to apply more cultural responsive and ARP. However, whilst this model can be considered evidence informed it has not yet been empirically investigated.

The full search and eligibility screening procedure can be found in Appendix D. Out of the papers hand-searched for empirical research and those fully assessed for eligibility, nine acceptable papers were identified. 'Scopus' searches were done to explore the relevant citations from these key papers identifying seven further papers. Four additional papers were identified during a hand-search of relevant empirical studies from the initial scoping search. In total, 20 key papers were identified as being both relevant to meeting inclusion criteria and answering the review question.

2.3.1 Quality Assessment

A fundamental part of a systematic literature review is an in-depth quality assessment of the included studies (Booth et al., 2016; Gough, 2007). In order to be systematic, a review needs to specify how the researcher considered both generic and review-specific quality and relevance of each study and how these combined components provide an overall judgement of their contribution to answering the review question (Gough, 2007).

Gough's (2007) weight of evidence (WoE) framework was used to judge the quality of each study and the relevance to the review question, informing a basis for

inclusion. The WoE framework comprises three separate judgements, scored as low, medium or high, which are then combined to produce an overall WoE judgement. Gough (2007) supports the application of the TAPUPAS framework (Pawson et al., 2003) to provide the thinking space to assess the quality. The TAPUPAS framework specifies judgements should be made according to transparency; accuracy; specificity; purposivity; utility; and propriety. Gough's (2007) WoE framework and the TAPUPAS framework (Pawson et al., 2003) are outlined in Appendix E.

As a prescriptive tool, the intention of applying these frameworks is not to score and exclude research (unless deemed untrustworthy) but rather highlight strengths and limitations to reflect on each study's merits in relation to the review question (Pawson et al., 2003). Each study's WoE score was also considered when determining the level of description provided in the current review. Appendix F presents the WoE judgements for each of the 20 papers included in this systematic literature review with further information illustrated in Appendix G. The primary researcher's transparency of the quality assurance process demonstrates the validity of the findings from the current systematic literature review.

2.3.2 Review of Meta-Review

The review search identified one existing systematic review of the current empirical literature. Manglitz's (2003) review offers insight into what had been previously accomplished in this research field. Subsequently, the conclusions from Manglitz (2003) informed the current literature review.

Manglitz (2003) conducted a critical review of the literature related to the examination of Whiteness and WP, offering recommendations for adult education which has many commonalities with the field of educational psychology. Manglitz (2003) discussed how efforts to this date were to *address* White identity and its concomitant privilege in education. The review highlighted that when examining Whiteness, it is equally important to understand how racism is perpetuated from both an individual level and from a systemic level. Whiteness norms are embedded within education institutions and educators are universally engaging in these, sometimes unknowingly. These historic, social discourses promote assumptions that position Whiteness as the invisible norm against which all others are compared, which aligns

with issues raised by professional bodies of UK educational psychology (BPS, 2021) and the theoretical framework of the current research. Whilst these authors have encouraged the acknowledgment of Whiteness and WP in education, many have also expressed caution against further centering the White perspective through this emphasis to reify them; a risk warned by critical race scholars (Gillborn, 2015).

Manglitz (2003) identified how the literature had seemingly moved from naming, to critiquing, to challenging and transforming the entrenched WP within adult education. However, understanding *how* remains to be unknown, with the literature lacking well-developed strategies that can assist this development. In conclusion, Manglitz (2003) called for an exploration of the issues and the strategies used by educational professionals to confront the difficulties that arise within attempts at praxis, hoping that this will further the debilitation of WP and racism in education. This informed the current review and shaped the primary researcher's exploration into whether research over the past 20 years has fulfilled this endeavor.

2.4 Critical Review of the Literature

Twenty papers were included in the final synthesis. A content analysis identified patterns in the literature and resulting topics were generated. Four key topics were apparent. These topics are not heterogeneous and can be seen to inform one another, with the findings from some studies relevant to multiple topics. The topics are presented in the following order owing to the temporal dimension of when they were acknowledged and empirically investigated in the research field:

- 1) Practices and attitudes that perpetuate Whiteness and WP in the education system and amongst educational professionals.
- 2) The identified affective, cognitive, and behavioural dimensions of discussing Whiteness (race) and WP (privilege).
- 3) Identified strategies and approaches to develop the understanding of and engagement with Whiteness and WP in education and amongst educational professionals.
- 4) Intersectional associations of the understanding of and engagement with Whiteness and WP.

Below, the findings from each relevant study that best illustrate the four topics will be described with consideration to each paper's WoE score. Papers have been presented temporally to support an approachable review and to present the developments in this research field over time, responding to Manglitz's (2003) conclusions. Salient topic links will be highlighted as well as additional topic intersections.

2.4.1 Hurd (2008). Hurd (2008) conducted a case study in one high school with approximately 50% Anglo-American and 50% of Mexican-descent students to explore their access and involvement in curricular and extracurricular activities in school. One independent White middle-class male researcher drew his analysis from four years of participation-observation. Both students' and teachers' perspectives are evidenced to consider institutional responsibility and practices that may reinforce students' views of racial, cultural, and class differences (Topic 1).

For example, a flag waving event intended to 'celebrate' Mexican culture in the school instead heightened awareness of differences amongst students, resulting in more segregation. The interpretative analysis revealed that such celebrations of ethnic culture were deemed acceptable insofar as they did not impede the 'real' business of student's performances on standardised assessments. From this and alike examples, Hurd (2008) evidenced how normative Whiteness practices in schools are embedded in curricular, extracurricular activities and decisions made by those in positions of power. Such issues can affect the sense of belonging and willingness to be actively involved in educational activities in students from ethnic-minorities, in turn compromising the opportunity to enhance their educational experience (Hurd, 2008).

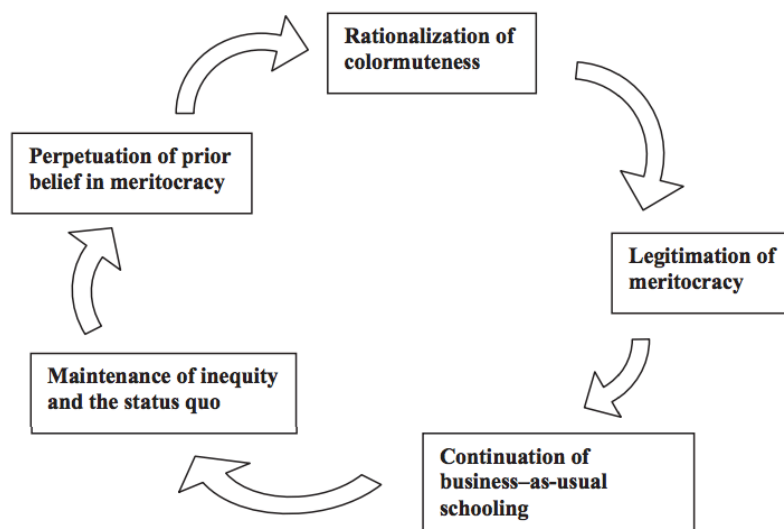
Despite the in-depth analysis and evidenced self-reflection, this study lacks rigour. The absence of detail around the design and methodology infer the possibility of bias and may suggest weak ethnography. In addition, the research was conducted in America with Mexican-descent students, whose differing education system and personal lived experiences mean the findings cannot be generalised. Nonetheless, students and institutions in England are likely to experience similar challenges

including those stemming from racial discrimination and prejudice. This study was given an overall WoE score of Low-medium.

2.4.2 Castagno (2008). Castagno (2008) examined qualitative ethnographic data from observations and interviews with 35 members of staff across two schools, to combat assumptions regarding the dichotomies across geographically diverse communities. Over a two-year time period, Castagno's (2008) deductive analysis addressed acts of 'silence' (an absence) and 'silencing' (an act done to someone else) in schools related to race, privilege and legitimising Whiteness (Topic 1).

Castagno (2008) largely interpreted the motivations behind the teacher's silences and silencing as desires to maintain peace and 'politeness'. Figure 2 is taken from Castagno (2008) and presents one process through which Whiteness is entrenched in schools, with the cumulative impact of this being the legitimization of Whiteness. For example, 'Colo[u]rmute practices' include efforts to avoid conversations about race due to the assumption that talking about race brands one racist. 'Business as usual' suggests resistance against challenging historic school practices that disseminate Whiteness, overlapping with Hurd's (2008) interpretative analysis. The model illustrates how 'easy' it is to rationalise normalised practices in schools and amplify the problem through even these somewhat inconspicuous acts, which are possibly insidious in their subtlety.

Figure 2. *One process through which Whiteness is entrenched in schools*



Unlike Hurd (2008), counter-examples were gathered from two teachers who disclosed the need to talk about race to understand it. Interestingly, neither of these participants identified with the dominant religious culture in their communities. As a result, it is possible that their experiences of non-belonging gave them a perspective in how to address Whiteness in education, aligning with the tenet 'centrality of experiential knowledge' in CRT (Solórzano & Yosso, 2002). This finding also aligns with intersectionality theory and suggests that discrimination of some kind can enable understanding and engagement with disentangling oppression related to other concepts (Gillborn, 2015) (Topic 4).

Castagno (2008) is transparent about their position, evidencing reflexivity related to the relationships formed with individuals throughout the study. As a result, the critiques and conclusions largely represent the system. However, Castagno (2008) highlights that individuals also play a role in sustaining oppression, even unknowingly, offering crucial reflections for all educational professionals. This study was given an overall WoE score of Low-medium.

2.4.3 ***Pinterits et al. (2009)***. Pinterits et al. (2009) developed an instrument to assess WP attitudes, integrating cognitive, affective and behavioural dimensions (Topic 2). They conducted three interrelated investigations with 501 self-identified White students from 11 geographically varied institutions in America.

A racially diverse team of faculty members generated 81 items following a consensual process of refinement. 15 items were reverse coded to reduce response bias. Their rigorous methodology determined the factor structure, validity, temporal stability and associated social desirability of their proposed scale. The final scale contained 28-items with four subscales. These include measures of 'Willingness to Confront WP' (behavioural); 'Anticipated Costs of Addressing WP' and 'WP Remorse' (affective); and 'WP Awareness' (cognitive), reflecting a nuanced representation of WP attitudes. Using the six-point scale, individuals can rate the degree to which they personally agree or disagree with each statement. Higher scores correspond with higher levels of acknowledgment of WP. The scale's primary audience is intended for self-identified White individuals but Black and people of Colour may also use the scale, leaving blank any items that are inapplicable.

Despite this scale being widely used and further validated (Conway et al., 2017; Langrehr & Blackmon, 2016; Miller et al., 2021), it can be argued that the quantitative analysis does not provide any context for understanding these complex dimensions and may lead individuals to overlook broader relationships and intersections. Using the scale alongside qualitative methods would yield more evidence and balance limitations, exploring the individual differences and wider environmental factors that influence WP attitudes, understanding and engagement. Nevertheless, it has shown to be a helpful tool in this field of research and the four subscales are useful, even if used as a starting point for discussion amongst educational professionals. This study was given an overall WoE score of High.

2.4.4 **Chick et al. (2009).** Chick et al. (2009) conducted an explanatory sequential design study into how students think and feel about their learning in race-related diversity courses (Topic 2 & 3). Chick et al. (2009) discussed how for White people who do not experience discrimination nor behave in overtly racist ways, racism is often viewed as being in isolation from oneself, resulting in privileges remaining unrecognised.

In their mixed-methods design 91 students across four race-related diversity classes in an American University completed the Colo[u]r Blind Racial Attitudes Scales (CoBRAS; Neville et al., 2000) before and after one semester. Students also engaged with individual and small-group metacognitive, meta-affective activities and used written journals to reflect on the cognitive and affective dimensions of their own and their classmates' learning. Two coders inductively and iteratively analysed the student's writings, looking for themes within four conceptual frameworks informing the analysis: 'current learning theories'; 'racial identity theory'; 'affective dimensions of learning'; and 'metacognition'.

The quantitative findings demonstrated how most students moved from a relative lack of awareness about racism and racial privilege to a place of greater understanding following the semester. From the qualitative analysis, students shared that hearing others' differing experiences were central to their learning and those in the discussion based, non-lecture classes were more likely to show an increased

awareness of WP and institutional racism. Whilst many novice learning journeys are foreclosed by intrusive cognitive and affective obstacles, students who were able to continue in their development despite discomfort demonstrated the use of multiple meta-affective skills to monitor and regulate their emotional responses (Chick et al., 2009).

A limitation of the Chick et al. (2009) study is the reductionist approach to the design and conclusions drawn. There is an absence of demographic information about the participants and relevant theoretical frameworks that may account for the interactions between participants' experiences, relationships and environment. Interestingly, Chick et al. (2009) also found that the educators on the courses shared their own hesitancy when discussing topics related to race, due to fear of being perceived as racist by their students. This highlights the importance of external factors, such as the learning environment dynamics, which evidently influence learning and development, possibly more so for novice learners. This study achieved an overall WoE score of Medium-High.

2.4.5 **Todd et al. (2010).** Todd et al. (2010) conducted a mixed-methods study with 275 self-identified White undergraduate students enrolled on an 'introduction to psychology' course. They examined how awareness of racial privilege and racial affect may predict general emotional responses. All participants completed the CoBRAS Short-Form, the Psychosocial Costs of Racism to Whites Scale (PCRW; Spanierman & Heppner, 2004) and the Positive and Negative Affect Schedule (PANAS; Watson et al., 1988). Participants were then assigned to either an interview or written reflection where they discussed their perceptions of societal racism and Whiteness. After this, participants completed the PANAS again. Following a review of the Whiteness literature, the researchers developed semi-structured interviews consisting of open-ended questions and written reflections consisting of 34 short statements for participants to agree or disagree with and explain why. Partial correlations were computed to determine any significant correlations of emotional responses at time-one, after controlling for these at time-two.

The findings suggest that feelings such as guilt and empathy have different implications in different contexts. Interestingly, in the written reflection group White fear moderated associations between awareness of racial privilege and negative emotional response (e.g., distress and upset). Whereas in the interview situation, White empathy moderated an association. High awareness of privilege and low White fear appeared to be the ultimate combination in predicting an emotional response - positive or negative - when reflecting on societal racism and racial privilege (Todd et al., 2010).

One possible explanation for these findings is that students who have low White fear may have greater personal connections with Black and people of Colour, in turn having more experiences to both acknowledge and understand their privilege, resulting in stronger emotional reactions than participants who do not. From this, it could be argued that prior self-reflection about Whiteness might assist students in processing their emotional reactions (Todd et al., 2010). Similar to Hurd (2008), this highlights the interpersonal and relational components of understanding and engaging with Whiteness and WP. However, Todd et al.'s (2010) quantitative analysis methodology limits any such conclusions to be stated with confidence.

Another limitation is the differences between the two experimental groups. Four additional statements were provided in the written reflection group, encouraging further reflection compared with the interview group. This seemingly small difference may have been significant and therefore impairs the fairness of comparisons made. Nevertheless, this study provides empirical evidence on the affective dimensions of discussing race and privilege (Topic 2) and highlights both the significance of the context in which these discussions are encouraged and the subsequent effect on emotional responses (Topic 3). This study was given an overall WoE score of Medium-High.

2.4.6 Puchner and Roseboro (2011). Puchner and Roseboro (2011) acknowledged and incorporated the perspectives of Black and people of Colour in their qualitative study exploring strategies to support learning about race and privilege (Topic 3). Data were collected from in-depth, semi-structured interviews with three White teacher-education students following a four-week course. Questions

enquired about the course content, teaching methods and their learning interviews, guided by Helms's WRI Attitude Survey (1995). A deductive thematic analysis (TA) approach was used to frame an argument related to two pedagogical questions that Black and educators of Colour are faced with when teaching White students about race and racism. One, regarding creating semi-safe dialogic spaces and two, how to maintain authority as the instructor despite the possibility that such discussions may disempower that authority in the classroom.

Although the analysis was somewhat determined and open to bias, it revealed that a pedagogy of 'purposeful compromise' can support the teaching of Whiteness and WP to White students. This entails a certain amount of withdrawal from the teacher to avoid imposition such that students come to their own conclusions. Though potentially powerful, this does not come without concerns, for example, a teacher's silence may be perceived as disengagement or insensitivity (Puchner & Roseboro, 2011). The affective dimensions of speaking about race were present in the interviews (Topic 2), with participants explaining that talking about race was rare in their personal social lives and this unfamiliarity contributed to initial reluctance to engage in the dialogue. However, as the course progressed, this hesitancy diluted.

This pedagogy of purposeful compromise highlights the issues that Black and teachers of Colour may be navigating whilst teaching White students, needing a strategic pedagogy to mitigate students' interpretation as one who 'overemphasises' race. By centering race as a social construct in this approach students are encouraged to question the world around them, which the authors argue is key considering much of what individuals learn about race and privilege is dictated by their personal beliefs (Puchner & Roseboro, 2011). If true, this is an important reflection for educational professionals, particularly those who identify as White.

There are, however, some limitations to Puchner and Roseboro's (2011) study rooted in the methodology. The second author taught the course and contributed to the data analysis, compromising their neutrality position and the trustworthiness of conclusions. Equally, as the authors' efforts were to frame a pre-existing argument, it could be suggested that interview questions were leading. Moreover, 13 students from the class volunteered to participate, yet only three interviews took place. This

feels somewhat counterproductive of the authors efforts to evidence an argument, unless data were purposefully extracted so not to produce any negative tone towards the class. Overall, Puchner and Roseboro's (2011) study received a WoE score of Medium.

2.4.7 Cole et al (2011). Cole et al. (2011) investigated the impact of diversity courses on students' understanding of racial inequality and social development. One hundred and seventy-three psychology students, majority of whom identified as being White (73.4%), completed pre- and post-measures following one semester of a diversity course (n=106) or a comparison psychology course (n=67). An analysis of variance (ANOVA) showed no significant interaction between time and course for the denial of blatant racial issues. However, there was a significant interaction on WP awareness, as participants enrolled on the diversity courses had greater awareness following the semester as well as greater awareness than the students completing the psychology course (Topic 3). Interestingly, diversity courses were associated with increased intersectional consciousness (Topic 4) and the extent to which the White students believe that 'individuals get what they deserve'. However, such effects were not observed for students with other racial ethnic identities. The diverse expectation, engagement and impact of diversity courses for individuals with different racial identities could offer an explanation for these findings (Cole et al., 2011).

A key strength of this study is the use of a comparison course as it supports claims that the diversity courses accounted for changes seen and these observations were not an outcome of incidental learning and development, e.g., exposure to a diverse university campus (Cole et al., 2011). A limitation is the lack of control and insight into the content of the course syllabus and exchanged discussions, similar to other studies (Kernahan et al., 2014; Peters et al., 2016). This limits the knowledge produced from this study around *how* educational professionals can develop understanding and engagement with Whiteness and WP. This study received an overall WoE score of Low-medium.

2.4.8 Yeung et al. (2013). Yeung et al. (2013) conducted a qualitative study using data from semi-structured interviews. Despite the small sample of White

undergraduate students from one Midwestern university (n=6), the study offers in-depth, rich data that quantitative studies often cannot. All participants completed a seven-week dialogue course co-facilitated by one Black and one White woman, utilising experiential learning activities to engage students in exploring Whiteness. Following the course, participants were interviewed about their experiences and learning outcomes (Topic 3). The authors completed an inductive approach to data analysis making efforts to ensure the findings were trustworthy by recruiting an independent auditor (a self-reported biracial male professor) to review the findings.

The findings strongly suggest that participants' learning and experience profited the most from a combination of reading, personal reflection and peer dialogue. In particular, reading course materials independently first supported participants to feel more comfortable to discuss them with their peers. Participants communicated that a respectful group environment supported self-discovery and shared the benefits of intergroup dialogue, explaining how having Black students in the class added richness to discussions around Whiteness. Interestingly, one participant expressed the support and comfort she felt observing the co-facilitator's struggle to understand some racial issues, expressing how this created a positive learning environment and alleviated internalised pressures. This suggests that being in the company of others who want to engage with Whiteness and WP learning, and seeing them manage feelings of discomfort, may support and motivate others to do the same.

There were, however, some exceptions to these positive accounts. One participant expressed the discomfort she felt submitting her written reflections to the Black facilitator over fear and guilt of sharing negative attitudes. Another participant shared concerns that the Black students may have felt obliged to speak on behalf of their entire race. Yeung et al. (2013) excluded participants who did not identify as White, justifying this decision based on the purpose of their investigation. However, these findings warrant the perspectives of the Black and students of Colour involved to create knowledge that includes counter-narratives. Furthermore, longitudinal exploration is needed to examine whether students' increased awareness and knowledge is maintained, lost or expanded outside of the course context. Overall, with their rigorous analysis and by acknowledging the researchers' position, biases

and evidencing reflexivity, Yeung et al. (2013) achieved an overall WoE score of High.

2.4.9 Kernahan et al. (2014). Kernahan et al. (2014) collected data across three undergraduate courses on prejudice, anti-racism and diversity all taught at one Midwestern university. One hundred and twelve participants who identified with a range of ethnicities completed pre- and post-course testing using the CoBRAS and a post-course purpose made Classroom Belonging measure. Linear regression analyses were computed, controlling for course to mitigate the potential influence of course-related variables.

Findings show that participants in all courses increased their awareness of WP following teaching, irrespective of the teachers' race. There was a direct relationship between feelings of belonging and awareness of racial privilege and blatant racial issues. These courses all utilised classroom discussion and small group work, which supports Chick et al.'s (2009) finding that discussion was superior to lecture in increasing racial awareness. Combined with the recognition that discussions around race and privilege can be emotionally and cognitively challenging, these findings suggest that fostering a sense of belonging may help to navigate these negative affective responses (Topic 2 & 3), in turn supporting understanding and engagement with ARP.

A strength of this study is the authors' efforts to manage the risk of socially desirable responding by assuring participants anonymity throughout the procedure. A limitation is that despite administering the CoBRAS which has been widely used, this only has one subscale that explores WP, therefore limiting the strength and generalisability of the findings. Kernahan et al.'s (2014) study was given an overall WoE score of Low-medium.

2.4.10 Matias and Zembylas (2014). Matias and Zembylas (2014) applied CRT and CWS in their participatory action research project exploring how emotional responses to discussing race, such as empathy and care, can be performative and are not exempt of Whiteness ideology. Participants were 25 trainee teachers all of whom grew up in middle-class White communities, enrolled on a

course exploring race, emotionality and Whiteness. Their pre- and post-course assignments were interpretively analysed alongside counter-stories by the one faculty of Colour on the teaching programme.

Findings demonstrate how the reactive emotional response to exploring Whiteness and WP can be overwhelming and subsequently there is a resistance amongst White educators to be honest about one's own biases and privileges (Topic 2). Overall, there was a lack of self-interrogation from participants and instead, the focus was displaced onto Black and people of Colour. For those who were open to sharing, there was a racialised feeling of shame present in many of their accounts. The authors argue that whilst identifying Whiteness and WP may seem to be a positive step, interpretative analysis revealed 'invisible' emotive responses in participants' narratives, namely how some emotions are disguised into others in attempt to defy epistemological racism. For example, 'caring' is not exempt from the structure of power and can be value laden in hegemony in many White trainee teachers due to their position as the racial majority (Matias & Zembylas, 2014). This finding could be considered an interesting extension of the CRT tenet 'interest convergence'.

Limitations of Matias and Zembylas's (2014) study are similar to other studies in this review; a small sample enrolled on one course and only one author providing counter-examples, impairing reliability and generalisability. Due to the sensitivity of the research area and many studies portraying a strong, emotional position, rigour in the methodology is paramount to support conclusions. Nevertheless, by not following a positivist methodological design, the analysis encompasses proactive criticality informed by the relevant theoretical interpretations within CRT and CWS. One suggestion to further support the analysis would be to explore the intent and reason behind these participants' experiences, possibly considering an intersectionality lens, as participants' middle-class SES may be interesting to examine when considering their interrogations of race and privilege (Topic 4). This study achieved an overall WoE score of Medium.

2.4.11 **Langrehr and Blackmon (2016).** Langrehr and Blackmon (2016) use Pinterits et al.'s (2009) representation of White guilt and fear to explore

WP remorse and the relationship with interracial anxiety (Topic 2). In their quantitative study, 145 White graduate students from four different Midwestern universities volunteered to participate. As part of a larger study on multi-cultural competency, participants completed a modified version of the Intergroup Anxiety Scale (Stephan & Stephan, 1985), the Remorse subscale of the WPAS, the Respond Without Prejudice Reactions Scale (Plant & Devine, 1998), and a two-part measure of internal motivation (IM) and external motivation (EM) to assess affective reactions related to responding to racially salient situations without prejudice.

Interaction effects and bivariate correlations show that self-reported interracial anxiety was positively and significantly related to EM but negatively and significantly related to IM and WP remorse. A prominent finding is that participants who reported greater feelings of discomfort around clients of Colour were less likely to express WP remorse. Unsurprisingly, participants who expressed stronger interracial anxiety were more concerned about the costs of appearing racist but interestingly, were less internally motivated to appear 'not-racist'. These fears may be particularly salient due to the sample of participants as it could be suggested that internalised social pressures of appearing non-prejudice accompany professional roles in education and psychology. Intriguingly, the relationship between interracial anxiety and WP remorse was neutralised for participants with the least amount of concern about appearing racist providing they reported average IM. These findings suggest that increased inter-group anxiety plays a negative role on a host of behavioural, cognitive, and affective outcomes. Even on professional training programmes with strong multicultural emphases, mild to moderate concerns about appearing racist could be enough to hinder students' strong internal commitment to 'not-racist' values (Langrehr & Blackmon, 2016).

These findings highlight implications for educational professionals, including those in more leadership and supervisory roles, calling for appropriate training and knowledge relating to race and privilege to understand these complexities and offer support for White colleagues. Equally, Black and colleagues of Colour, may also require support as it could be argued that this anxiety is a form of racial prejudice disguising overt racist emotions and attitudes, aligned with Matias and Zembylas's (2014) interpretations.

A limitation of this study relates to the methodology; with only four items assessing inter-racial anxiety and five items exploring WP remorse this study relies on limited data collection. Assessing WP remorse in isolation to the other three measures on the WPAS could be reductionist, although internal consistency estimates for this sub-scale are acceptable with White student samples (Pinterits et al., 2009). In addition, self-reported measures are subject to bias and this study did not measure or control for social desirability in responses, as other studies have advocated (Pinterits et al., 2009). However, a strength of this study was the relevance of the sample to the review question as participants ranged in age from 22-59 which can be considered applicable to the UK EP workforce. This study was given an overall WoE score of Medium.

2.4.12 **Garriott et al. (2016).** Garriott et al.'s (2016) quantitative pilot study aimed to test the relative efficacy of three established approaches to multicultural education. Participants were 52 self-identified White students all attending the same university in western North America. Participants were randomly assigned to one of four conditions. The 'Education' intervention involved participants reading McIntosh's (1998) seminal writing on WP; the 'Entertainment' intervention showed a video clip documenting the differential treatment received by one Black and one White man in daily interactions; the 'Social Norming' intervention was similar to guest speaker educational interventions; and the 'Control' intervention showed a video clip with no reference to race or racial privilege. Pre- and post-measures of WP awareness (cognitive) and White guilt (affective) were obtained to assess the outcomes of each intervention. Data were analysed using a multivariate analysis of covariance (MANCOVA). Interestingly, participants were also asked to describe the makeup of their friendship group and 55.8% selected "More than 75% White".

Findings showed that the Entertainment intervention (M=4.27) produced higher scores on awareness of WP compared with the Education (M=3.81), Social Norming (M=3.76), and Control (M=3.72) interventions. Both the Education (M=3.28) and Entertainment (M=3.51) interventions produced higher mean scores on a measure of White guilt compared with the control condition (M=2.60). Mediation analyses revealed that awareness of WP was not a significant mediator of the intervention

condition and White guilt. However, findings did support a causal ordering with changes in White guilt scores explaining the relationship between the intervention condition and awareness of WP. This could be explained by the experiment conditions as students engaging with race-focused multicultural interventions may experience induced-guilt, thus encouraging them to acknowledge the existence of WP (Garriott et al., 2016).

Garriott et al. (2016) tested their hypotheses with a limited sample; despite determining a priori power analysis (0.80), this was impaired once participants were split into four conditions. Subsequently, the internal and external validity of the study may be undermined. Nevertheless, this study empirically tests practical approaches to multicultural education and their effects on White guilt and awareness of WP which are both replicable and feasible for educators (Topic 2 & 3). They also suggest that even a short amount of exposure to appropriate teaching can have immediate positive effects on the awareness of WP for White students. However, the willingness of these participants engaging in multicultural education in a laboratory setting needs to be reflected in the conclusions. Garriott et al.'s (2016) study achieved an overall WoE score of Medium.

2.4.13 *Peters et al. (2016)*. Peters et al. (2016) concluded that White teachers failing to focus on their WRI development can have negative impacts on students from diverse backgrounds (Topic 1). Peters et al. (2016) examined the changes in racial identity and colour-blindness during one semester with 75 White student teachers enrolled on teaching seminar courses at an American University. Data were gathered using the White Racial Consciousness Development Scale-Revised (WRCDS-R; Lee et al., 2007) and CoBRAS. Each student also completed two eight-week teaching placements and 5-25 hours course embedded fieldwork in a high needs school with at least 50% students of Colour. Qualitative data in the form of written responses to open-ended questions were gathered to substantiate the quantitative findings, exploring participants' perceptions of working with students of Colour.

The quantitative findings show no significant changes on any of the WRCDS-R subscales. Different to Chick et al. (2009), findings from the CoBRAS demonstrate that students became *less* aware of institutional discrimination and racial issues and *more* colour-blind about institutional discrimination at the conclusion of teaching, possibly demonstrating a denial that racism exists and a disbelief that change is needed. However, the courses in this study did not have an explicit focus on increasing skills to engage with race and ethnicity related diversity issues, highlighting a significant difference to Chick et al. (2009) (Topic 2 & 3).

With strong inter-rater coding reliability in the qualitative analysis, 35% of the written responses demonstrated an increased self-awareness of the disparity between the White participants and the backgrounds of their students, including the privileges they possessed (20%) and cognizance towards race and economic status (15%). For participants who indicated that their thinking about working with diverse students had not changed, some explanations reflected preconceived bias, such as “The schools and the kids were bad, but my peers, professors, and supervisors warned me”. Peters et al. (2016) findings demonstrate that White teachers remain unaware of biases and privileges affiliated with Whiteness and avoiding these topics will prevent identity development of White professionals in education.

One limitation of Peters et al.’s (2016) design is the lack of control measures around course content and participants’ engagement, prohibiting the trustworthiness and generalisability of the findings. For example, the range of 5-25 hours of course embedded fieldwork offers much variability in exposure and experience, possibly contributing to the apparent disparities in the data. Overall, this study achieved a WoE score of Medium-High.

2.4.14 Conway et al. (2017). Similar to Langrehr and Blackmon (2016), Conway et al. (2017) explored the concept of motivation alongside more explicit accounts of racial prejudice and with a larger sample of White Americans (n=1310). Their two-study design examined whether attitudes toward White and Black people were related to the desire to avoid learning about WP, desire to change

WP and the effect of motivation to try to understand why (Topic 2). They collected data through measures of racial attitudes; desire to change WP; attitudes towards WP; and desire to avoid information. Correlation and simultaneous regression analysis were computed.

One salient finding from their study is that self-reported in-group racial preference predicted a stronger desire to avoid additional information about WP, compared with more positive attitudes toward racial out-groups which predicted both less desire to avoid additional information and a greater desire to change WP. Whilst remaining mindful of Matias and Zembylas's (2014) findings, Conway et al., (2017) found that participants who anticipated negative affective responses to learning about WP reported a greater desire to change, highlighting how such responses may also promote motivation. Interestingly, when exploring the determinants of why participants reported these desires, 'distrust of new information' explained a large portion of the variance in both outcome variables and 'perceived threat to a person's worldview' and 'social pressures' emerged as predictors, in line with interpretations from Langrehr and Blackmon's (2016) analysis.

Limitations of this study include the measures used as these were created and modified by the authors without assessing the validity and reliability of these. In addition, the correlational research design bares the same limitations as other studies in this review (Langrehr & Blackmon, 2016; Todd et al., 2010). This study was given an overall WoE score of Medium. The findings contribute to the complex relationship between racial attitudes, desire to avoid additional information about WP and desire to change WP. The empirical evidence discussed thus far shows that regardless of difficulties one may experience, it is fundamental that this type of inequality be acknowledged on an individual and systemic level before it can be changed.

2.4.15 Earick (2018). Earick (2018) conducted a six-year longitudinal case study with two predominantly White education institutions in America. Applying a racial realism ontology and a CWS epistemology, Earick (2018) utilised a CRT lens to analyse 60 critical incident entries extracted from meeting minutes and counter White-hegemonic narratives documented in critical incident journaling. Using

conversational and metaphor analysis, three main ideologies emerged from the data: 'Equal agency'; 'Ignorance is bliss'; and 'It's not real'.

'Equal agency' scholars claimed alliance with scholars of Colour, justifying a colour-blind ideology. 'Ignorance is bliss' scholars were posing as social justice advocates but without fear of being challenged. And thirdly, 'It's not real' scholars did not believe racism existed in their entries, offering no interrogation of WP and power. Earick's (2018) findings demonstrate race-evasive identities, which are problematic when examining racism. Earick (2018) concluded that there is a need for White scholars to understand their Whiteness and to take a responsibility in this transformative pedagogy, moving away from relying on colleagues of Colour to educate them and interrogating their own complicity (Topic 1 & 3).

Whilst Earick (2018) analysed the data over two years, there was no inter-rater reliability in this procedure. A further limitation of the study is that of the author's own experience and position; although Earick's (2018) experience as a Critical Whiteness Scholar in higher education may offer authenticity, it may also invalidate some of the conclusions drawn due the deductive approach to analysis. Nevertheless, the analysis scope and depth addresses these complexities and therefore this study achieved an overall WoE score of Medium.

2.4.16 ***Murdoch and McAloney-Kocaman (2019)***. Murdoch and McAloney-Kocaman's (2019) study is the only empirical research in this systematic review that was conducted in the UK. Their quantitative experimental design study explored the impact of exposure to WP evidence on self-reported personal hardship and belief in privilege. One hundred and forty-eight White individuals completed brief measures of belief in WP, personal privilege and personal hardship. Participants in the experiment condition were also presented with WP evidence in the form of 10 statements adapted from Peggy McIntosh's writings (1989). Independent sample t-tests were performed and hierarchical multiple linear regressions were calculated.

Findings show that belief in WP was significantly positively correlated with belief in personal privilege. Participants in the experiment condition reported greater personal hardships following exposure to evidence of WP and interestingly, when belief in WP

was removed and belief in personal privilege was added, this resulted in a considerable increase in the variance explained in comparison. This suggests that evidence of WP may result in White individuals over-reporting personal hardship but this may be lessened by the salience of personal privilege (Topic 4). Another possible explanation of these findings is the simplicity of McIntosh's 10 statements, particularly if read in complete isolation. As identified by McIntosh herself, each of the 10 statements carry assumptions that participants may question, for example, that WP can be easily eliminated and that one's family members all have the same understanding and beliefs (McIntosh, Communication, August 1st, 2022). These limitations may inflict ambivalence related to understanding WP, which contradicts the prominence of personal privilege and hardships.

Despite the strength in having British participants, there are many limitations to the study contributing to the overall WoE score of Low-medium. The limited breadth of data gathered seemingly oversimplifies the complexities of the topic and the laboratory setting and online-design impede the real-life relevance. Furthermore, the authors did not measure participants' baseline scores before being exposed to WP evidence nor were they able to monitor whether participants viewed both conditions before choosing which to respond to, which is another significant design error of the self-randomising nature of this study.

2.4.17 Zarate and Mendoza (2020). Zarate and Mendoza's (2020) study explores strategies and approaches in naturalistic settings to develop the understanding of and engagement with Whiteness and WP in educational professionals, specifically leaders (Topic 3). Twenty-seven students on an educational leadership doctorate were paired with a partner. Pairs included racial and ethnic combinations and all participants had between six and 32 years' prior education experience. Participants exchanged peer-to-peer letters for 12-weeks capturing their reflections on one of the course readings from that week, followed with a thoughtful reply from their partner, emphasising reflexivity and positionality. Data from the letters were analysed thematically by both researchers independently and collectively. A comparative analysis compared the responses between White students and Black and students of Colour.

The analysis grouped the data in two themes: 'Reflection Strategy' and 'Dismissal Strategy'. Reflection Strategies included 'Setting the Stage', 'Assuming Responsibility' and 'Assuming Supportive and Advocate Roles'. Dismissal Strategies included 'Feeling Guilty', 'Deficit-Oriented Narratives', 'Relying on Analogies', 'It's Class' and 'Victimisation'. The Dismissal Strategies showed that participants avoided discussing race and privilege by using analogies that minimised the significance of race, engaging instead in discourse around other elucidations of discrimination such as the salience of class (Topic 4). Interestingly, evidence of emotional defeat was only present among the White participants through documentation of feeling antagonized when discussing race and their privileged position (Topic 2). This seems somewhat juxtaposing given the nature of racism, yet aligned with what is known concerning the affective and cognitive dimensions of such discussions for White individuals. Zarate and Mendoza's (2020) findings also suggest that written exchanges were less tension-filled than what others have documented in verbal class discussions. However, written exchanges may overlook immediate reactions about one's privilege which rejects any learning that can be obtained by sitting with feelings of discomfort and managing tensions in the moment. Alternatively, peer-to-peer letter exchanges could be viewed as a scaffold to verbal discussions (Zarate & Mendoza, 2020).

Considering the ways in which participants' engagement varied, this supports previous suggestions that the context, teaching, learning materials, and status in the cohort all impact students' critical consciousness around race and privilege (Kernahan et al., 2014; Peters et al., 2016). A strength of the study is the open-ended methodology, suggesting that this study may have yielded more honest reactions and reflections to discussing race and privilege. Unfortunately, it was beyond the scope of this study to evaluate the impact on practice or the multi-layered process of participants' self-growth, a gap that remains absent from the literature in the field. Future research would benefit from utilising similar collaborative strategies and racially diverse populations with longitudinal designs and larger samples, to combat the limitations of this study. Zarate and Mendoza's (2020) study received an overall WoE score of Medium.

2.4.18 **Miller et al. (2021).** A recent study by Miller et al. (2021) was conducted following the resurgence of the BLM movement, exploring how beliefs about the existence of racism, WP and concerns about appearing racist predict support for BLM in America. Their quantitative design yielded data from 225 self-identified White individuals using the MRS, WPAS, Propensity to Make Attributions to Prejudice Scale (Miller & Saucier, 2018), an in-preparation measure of Self-Presentational Concerns with Appearing Racist, and a measure of lay conceptualisations of racism. The authors also created five items to explore beliefs about racism being predominantly an issue of individual or systemic oppression. For the dependent measures, participants responded to three items assessing their support for BLM, All Lives Matter, and Blue Lives Matter; the latter two are phrases in contemporary society acquired in response to the BLM movement and used as comparatives. Perceptions of whose responsibility it is to take action to address racial inequality and of the appropriateness of different actions that could be taken were also measured.

Through an exploratory factor analysis, the primary contribution of their research relevant to the review question is the demonstration that lower racial prejudice, higher WP beliefs, greater self-presentational concerns with appearing racist, and a greater inclination to make attributions to prejudice were generally related to greater levels of perceived racial inequality, more support for BLM and for challenging the status quo through protest. The results suggest that some White individuals may attribute racism to problematic individuals, rather than acknowledging the system, as a way of protecting self-image and creating distance from their own responsibility (Miller et al., 2021). However, although different to implications drawn by Peters et al. (2016), these behaviours and beliefs still maintain a defensive perspective stemming from privilege.

This study adds to the literature regarding the behavioural dimension of Topic 2 and generates findings application to the contemporary context of the world today. Despite the broad collection of data, similar to Conway et al. (2017) the authors did not evidence the validity of modifying and creating their own scales. Miller et al.'s (2021) study was given an overall WoE score of Medium.

2.4.19 ***Blevins and Todd (2022)***. Blevins and Todd (2022) conducted a quantitative study with a large sample of White university students (n=1285). Their study provides a nuanced examination of how racial and economic individual- and community-level variables contribute to awareness of WP both independently and interactively (Topic 4). Their survey included the WP Awareness subscale of the WPAS, the Modern Racism Scale (MRS; McConahay, 1986) and the Social Dominance Orientation Scale (Pratto et al., 1994). Objective and subjective SES were measured through self-report and zip-code consensus calculating the percentage of residents within the zip-code who were White (White racial homogeneity), the median income and income inequality.

Regression analyses demonstrated that greater income inequality was significantly associated with higher WP awareness. Interestingly, participants' gender, modern racism, social dominance orientation, and subjective SES all significantly predicted their awareness of WP. Furthermore, participants with high subjective SES and low White racial homogeneity had the highest WP awareness, demonstrated by the significant interaction between community-level White racial homogeneity and individual-level subjective SES.

Blevins and Todd's (2022) study explores an ecological approach to WP awareness, empirically testing the hypothesis that discrimination of some kind can enable understanding and engagement with WP, supporting claims from Castagno (2008). The large sample size is a strength of this study, however the methodology does not enable any understanding of the effect of the findings. In relation to Zarate and Mendoza's (2020) findings, although Blevins and Todd (2022) found that racial and economic individual- and community-level variables contribute to awareness of WP, this may not result in transformative outcomes and may in fact foster into dismissal and disengagement with anti-racist reflection. The nuanced understanding of the intersectionality endorsed by CRT appears salient here. This study achieved an overall WoE score of Medium-High.

2.4.20 ***Forman et al. (2022)***. Forman et al. (2022) is another study highlighting the responsibility of leaders in education to implement strategies that

develop ARP, explicitly White teachers in this study (Topic 3). Forman et al. (2022) focus on the applicability of Social [and] Emotional Learning (SEL), arguing that this theory assumes White middle-class behaviours as the standard. This poses problems for racially and culturally diverse students, particularly those taught by White teachers who may resist learning about race and Whiteness, providing evidence to substantiate issues considered in Topic 1.

Forman et al. (2022) purposefully sampled three education leaders who evidenced intersections of ARP and SEL in data collected as part of a larger study, including a SEL director with a doctorate in Special Education, an Elementary School Principal and a School Equity Leader. Forman et al. (2022) use the term 'anti-racist SEL intersections' to refer to good practice observed in co-occurrences of SEL and anti-racist work. Following the initial data collected through interviews, observations, and artifacts, the authors conducted additional semi-structured interviews. Data were then analysed using a critical frame analysis to investigate how SEL was framed in relation to ARP in schools.

The prominent findings suggest how SEL strategies can be applied as a support for White teachers to remain engaged during emotionally challenging instances that can often disrupt participation in professional development relating to race and privilege. Furthermore, by emphasising the familiarity of the SEL strategies with the teachers they were able to envision ARP as a realm within their capacity and skills. It is also possible that the meta-affective skills used by participants in Chick et al.'s (2009) study drew upon SEL principles, despite the theoretical underpinnings not being explored in this study.

SEL is a theory that is widely recognised, referenced and practiced within education and educational psychology in the UK and therefore, the findings from this study are paramount for the current review question. Forman et al.'s (2022) study also highlights how leaders can empower pre-existing knowledge and skills in their colleagues to counter-fears around addressing the complexities of ARP. This is a crucial finding as it both challenges the normative Whiteness of established praxis used in education whilst providing suggestions for educational professionals to implement more race-conscious approaches to SEL, disrupting hegemonic

Whiteness in education. Further exploration to advance these findings requires larger samples and shared perspectives, including those from the students themselves to explore their perception of anti-racist SEL intersections. This study achieved an overall WoE score of Medium.

2.5 Summary and Conclusions

Described below are the conclusions and implications relevant to the current review question, pertinent to the four established topics and for future research in education.

The studies discussed with relevance to Topic 1 highlight how supporting students to 'learn' needs to be understood beyond the narrow definition of academic achievement which requires educational professionals to embed relational, social and emotional strategies in their teaching (Castagno, 2008; Hurd, 2008). This support must encompass the complex institutional and interpersonal politics within a school context that can impact success both inside and outside of the classroom (Castagno, 2008; Hurd, 2008).

The studies discussed also highlight how leaders in education can play a key role in perpetuating an educational culture in which inequities and the racial status quo are challenged (Forman et al., 2022; Hurd, 2008; Zarate & Mendoza, 2020). Further exploration into how best to support current and future school leaders to reflect upon racial privilege, oppression and develop ARP could be considered vital as these individuals are often in positions of power, creating the culture in their community and prescribing how other professionals within the system engage in such thinking (Zarate & Mendoza, 2020). Currently there is little guidance on how education leaders might establish this across all systems and therefore, supplementary empirical research is warranted to support these promising efforts in the field.

Findings relevant to Topic 2 emphasise the complexities of discussing Whiteness and WP. Some studies found that reflexivity towards these constructs can result in positive learning outcomes (Chick et al, 2009) whilst others found that some White individuals not only grapple with the discomfort of these topics but actually desire to avoid learning additional information about WP entirely (Conway et al., 2017). As

concerns related to appearing racist can have a negative impact upon individuals' commitment to 'not-racist' values (Langrehr & Blackmon, 2016), the studies relevant to Topic 2 highlight the importance of unpicking emotional responses to discussing race and privilege and to determine the meaning of such responses (Conway et al., 2017; Matias & Zembylas, 2014).

It is evident that there are individual differences when exploring the understanding of and engagement with Whiteness and WP. What appears to be universally supportive is the application of emotional regulation strategies in the moment and the creation of a comfortable environment to facilitate individuals engaging in this learning (Kernahan et al., 2014; Peters et al., 2016). Further exploration to better understand this complex framework requires holistic exploration utilising qualitative methods situated within an ecological context (Bronfenbrenner, 1979), in naturalistic settings and with larger samples (Conway et al., 2017; Todd et al., 2010).

Implications for education and future research as an outcome of the findings relevant to Topic 3 build on this need for educators to create a safe space, a community and provoke thoughtful discussions around race and privilege before applying any specific teaching strategy (Puchner & Roseboro, 2011). Whilst Garriott et al. (2016) found that a short amount of exposure to appropriate teaching can have immediate positive effects on the awareness of WP for White students, Murdoch and McAloney-Kocaman (2019) suggest adverse implications for non-salient exposure that overlooks the associated affective and cognitive dimensions. In addition, such conclusions may oversimplify the complexities of engaging with Whiteness and WP, especially those drawn from laboratory experiments without fairly reflecting participants' willingness to engage (Garriott et al., 2016). A willingness to engage is the first step towards coming to terms with existing societal inequalities (Sue, 2015) and therefore, this factor needs more explicit attention in future research. In addition, further efforts to disentangle the role of the teacher, the class structure, and the teaching content itself may result in helpful insights for those seeking to teach these topics more effectively and support such learning through supervisory roles (Kernahan et al., 2014; Peters et al., 2016).

Another key finding from the studies relevant to Topic 3 is the usefulness, yet sensitivity, around collaboration and inter-group learning opportunities (Puchner & Roseboro, 2011; Zarate & Mendoza, 2020; Yeung et al., 2013). Inter-group dialogue is not a strategy that should be applied to education contexts without proper consideration for everyone involved in the discussion (Yeung et al., 2013). If research in this field attempts to encourage White individuals to take responsibility around understanding and engaging with Whiteness and WP, then learning activities centered around inter-group dialogue need to promote collaboration and joint discussion, and not diverge to teaching from Black and people of Colour without shared participation and effort. A salient implication for the review question is the consideration needed when determining *how* to address such reflection and critical thinking with colleagues, as some topics and methods risk dismissing the relevance of racial privilege (Zarate & Mendoza, 2020).

Finally, a key implication stemming from the more recent findings relevant to Topic 4 is the applicability of intersectionality theory to broaden the understanding of the intent and reason behind the facilitators and barriers to understanding and engaging with Whiteness and WP (Blevins & Todd, 2022; Matias & Zembylas, 2014). However, there is also an apparent need to distinguish life hardships and WP for White individuals due to confusion that these domains have succeeding effects (Murdoch & McAloney-Kocaman, 2019); a belief which could have negative consequences for the development of ARP. As a result, this finding reiterates the importance of understanding the exclusivity of race which the current research proposes. Going forward, it would be interesting for this field of research to continue exploring how the understanding of discrimination of some kind may enable or disable the understanding and engagement with racial privilege and oppression for different individuals, and why this might be (Gillborn, 2015).

In conclusion, the findings from the systematic literature review illustrate the salience of; the complexities of; the impact of; the facilitators to; and the barriers to understanding and engaging with Whiteness, WP and relevant developments in ARP for education and educational professionals. In response to Manglitz's (2003) review, there has been some examination and exploration of the issues and the strategies that can influence this development with more recent studies appearing to recognise

the associated intersectional complexities. However, such complexities result in difficulties establishing well-developed strategies that can be applied to all individuals and systems in education. Thus, more efforts are needed to further understand and disentangle wider environmental factors.

In addition, this review highlights the absence of research focusing on Whiteness and WP explicitly in the field of educational psychology and in the UK despite the diverse, multi-racial population, which is daunting. The collective findings demonstrate the importance of EPs being prepared to have conversations with clients and colleagues related to privilege, race and bias. However, to date, much of the literature and conclusions drawn directly inform White students, educators and professionals, when issues of race and privilege largely effect Black and people of Colour. Therefore, there is a need for research to be built on shared voices and a variety of perspectives.

Furthermore, there is an absence of participatory research in the existing body of literature, excluding only one study included in the current review (Matias & Zembylas, 2014). Much of the research appears to be being done 'to' participants and not 'with'. Similar to the previous reflection, it is interesting to consider why researchers may have chosen such methodologies. From the current researcher's position this highlights the need to apply participatory approaches in this research field to unfold meanings around existing inequalities, particularly with those who have lived experiences (Robson & McCartan, 2016). Nonetheless, careful consideration of the methodology is required to ensure the research promotes collaboration, shared participation and joint effort. This will be further discussed in the next chapter.

2.6 Aims of the Current Research

With recent literature acknowledging the Whiteness of psychology and EPs' role and responsibility to address this (M'gadzah, 2020; Williams, 2020), there is an opportunity to explore Whiteness and WP with EPs in the UK, addressing this gap in the literature. The current research therefore seeks to develop EPs' understanding of

and engagement with Whiteness and WP through participatory research methods (PRM). Subsequently, there aims to be a transformative contribution to the educational psychology profession in developing ARP.

2.6.1 Research Questions (RQs)

Having explored and critically reviewed the literature, the primary researcher formulated the primary RQ for the current study:

How can EPs develop their understanding of Whiteness, WP and ARP?

Owing to the participatory nature of the current research, a preliminary RQ was also formulated:

What research could be undertaken to add value to understanding and engagement relating to Whiteness, WP and ARP in educational psychology?

The purpose of the preliminary RQ was to inform the primary RQ and facilitate the participatory approach. How these RQs were addressed in the current project will be discussed in Chapters 3 and 4.

2.7 Chapter Summary

This chapter has detailed the process and outcomes of the current systematic literature review. The subsequent conclusions drawn have informed the research aims and questions. Now, the current methodology used and details of both the data collection and analysis procedures will be outlined.

Chapter 3: Methodology

3.1 Chapter Overview

This chapter provides a summary of the methodology in the current research. It begins by describing the purpose of the research and the aims. This is followed by an explanation of the researcher's ontological and epistemological position. The research design is outlined providing details of the participatory nature of the research, the recruitment process and the procedures used for data collection and analysis. To end, ethical considerations and reflexivity are discussed.

3.2 Purpose of Research and Research Aims

The current research aims to provide a unique contribution to educational psychology by addressing some of the limitations identified in the literature review. It also aims to respond to the calling for dedicated actions from EPs to bring about meaningful change and developments in ARP (M'gadzah, 2020).

One finding from the current systematic literature review was the pattern of research exploring Whiteness and WP with White individuals only, excluding the participation and perspective of Black and people of Colour in education. With the primary researcher's own WRI and position at the forefront of ongoing reflexivity, a core aim of the current research was to establish research that promoted the inclusion of Black and EPs of Colour. Communication with Dr. Peggy McIntosh, an American feminist, anti-racism activist and scholar, known in this research field for her seminal writing on WP (1989) reaffirmed the appropriateness of PRM. McIntosh posed the consideration of asking Black and colleagues of Colour whether there is anything they would like to research about WP and their profession (McIntosh, Communication, January 14th, 2022). To meet this endeavour, fulfil limitations of the current literature review and ensure this research was led by the primary researcher's own values, a participatory research project was designed and the preliminary RQ was formulated.

Robson and McCartan (2016) identify four types of research: exploratory, descriptive, explanatory and emancipatory. The purpose of the current research is both exploratory and emancipatory. Exploratory research investigates new or little-understood phenomena (Kirby et al., 2017). In this case, the understanding and

engagement relating to Whiteness, WP and ARP in educational psychology. In addition, the current research recognises the importance of inclusion, particularly with individuals who may be affected by a phenomenon. As a result, the current research aims to catalyse thought in EPs and address the power imbalance of traditional research paradigms, aligned with the principles of emancipatory research (Stone & Priestley, 1996). It is hoped that this will elicit implications for practice that are built on shared perspectives and collaboration, supporting positive change in the profession.

3.3 Conceptual Framework

A paradigm is a way of looking at the world (Mertens, 2015). Composed of philosophical assumptions, these guide and direct a researcher's choice of ontology (the nature of reality), epistemology (the nature of knowledge) and methodology (the acquisition of knowledge) (Guba & Lincoln, 1994; Mertens, 2015). It is imperative for researchers to make the underpinning research paradigm explicit and maintain related reflexivity throughout. The present research encompasses an interpretive framework and transformative paradigm. The primary researcher will aim to be transformative, facilitating ethical practice that is culturally responsive and inclusive of members of marginalised populations, in an effort to create social transformation in educational psychology (Mertens, 2021).

The current study recognises that knowledge is not neutral and instead reflects power and social relationships within society (Mertens, 2015). It encompasses the assumption of CWS that White people are a socially constructed group who benefit from the normalised system of Whiteness that privileges White people and marginalises Black and people of Colour (Cabrera, 2017). In this, Whiteness and WP are *realities*, but one's understanding and experience of these can be defined as a *social construct*.

The position of critical realism is put forward as the researcher's philosophical stance (Maxwell, 2012). Critical realists see physical experiences and the meanings and beliefs individuals hold as interacting aspects of reality; both equally real (Maxwell, 2012). Developed by Bhaskar (1978), whilst critical realism is often hard to define, what unites the heterogeneous positions of critical realists is their adoption of

ontological realism and epistemic relativism (Archer et al., 2016). Ontology refers to “theories about the nature of reality or being” (Braun & Clarke, 2013, p.26). By adopting a critical realist ontological view, the researcher claims that there are multiple, complex realities that can be constructed (Robson, 2011). How an individual experiences this reality depends on their constructs, experiences and social history (Robson & McCartan, 2016). Furthermore, committing to this ontology within a transformative paradigm, the current research recognises various versions of reality based on social positioning and the consequences of privilege (Guba & Lincoln, 1994; Lincoln & Guba, 2005; Mertens, 2015). Epistemology refers to the theory of knowledge (Willig, 2013). It considers what counts as legitimate knowledge and how knowledge is acquired (Braun & Clarke, 2013). Committing to epistemic relativism, the researcher considers knowledge to be valid only within a specific context, society, culture or individual (Bhaskar, 2008). Critical realism acknowledges that reality exists, although it cannot be known with certainty since perceptions are fallible (Mertens, 2009).

From a critical realist perspective, knowledge is also developed through the *interaction* between the researcher and the participants (Robson & McCartan, 2016), which is pertinent given the use of PRM. In summary, the current research relies upon the meaning participants give to their experiences, the way the researchers elicit such information, their interpretation of it and the resulting actions. Therefore, it is vital the primary researcher acknowledges their own beliefs, assumptions and experiences including the influence of the construing between the researcher and participants (Mertens, 2015). Consequently, the primary researcher will become embedded within the study and will engage in ongoing reflexivity. Ongoing critical self-reflection is needed when considering one’s own privilege and power (Afuape & Hughes, 2015) and it is important to be reflexive with regard to the workings of Whiteness, particularly how it assumes normality (Ahmed, 2008). The primary researcher will discuss reflections related to her beliefs, epistemological assumptions and the interaction between herself and the participants in Chapter 5.

In summary, the current research adopts a transformative paradigm and critical realist research position, committing to ongoing reflexivity. Next, the research design will be outlined.

3.4 Research Design

There are three types of research design; quantitative, qualitative and mixed methods (Creswell & Creswell, 2018). Quantitative research uses scientific techniques or instruments, often with pre-determined validity, to gather measurable information (Denzin & Lincoln, 2018; Willig, 2013). On the other hand, qualitative research is an interpretive, naturalistic approach (Denzin & Lincoln, 2018) where the perspective of those involved unfolds meaning (Robson & McCartan, 2016). The current study uses a qualitative research design with PRM.

It is important to have compatibility between the research purposes, conceptual framework and RQs, shaping the design framework (Robson & McCartan, 2016). The purpose of qualitative research is often to describe and explain events and experiences, as well as facilitating transformation (Willig, 2013), encompassing the exploratory and emancipatory purpose of the current study. In addition, by adopting a critical realist conceptual framework, this research acknowledges that there is an external reality which exists but is experienced differently between individuals (Robson & McCartan, 2016), which is compatible with qualitative research methods. And lastly, the transformative paradigm of the current study sees the purpose of knowledge construction as to improve society (Mertens, 2015), which is reflected in the design and RQs.

As explained in section 2.6, the current RQs relate to the findings from the literature review, firstly exploring what research could be undertaken to add value to educational psychology research and practice in order to inform the primary RQ, 'How can EPs develop their understanding of Whiteness, WP and ARP?'. The preliminary RQ supports the emancipatory purpose of the current study and encompasses the participatory approach. PRM in qualitative research offer a more inclusive approach, involving the participants directly and working collaboratively to an agreed shared agenda (Robson & McCartan, 2016). This aligns with qualitative research which accepts the existence and importance of the values of researchers and participants, accommodating flexibility and allowing for the research design to emerge as the research is carried out (Robson & McCartan, 2016).

An overview of PRM, as well as the specific application of PRM in the current study, will now be described.

3.4.1 Participatory Research Methods (PRM)

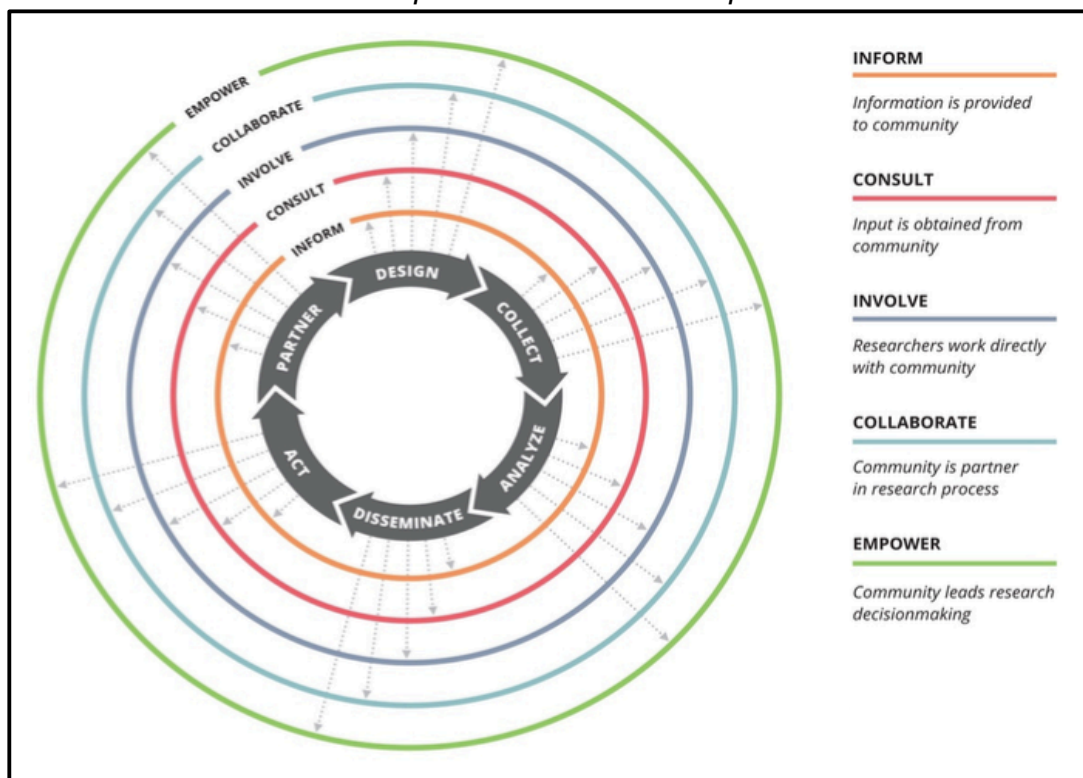
What makes research participatory is not the design or methods used, but the involvement of participants in the research process itself (Bagnoli & Clark, 2010; Kindon et al., 2007). PRM see individuals as experts in their own lives, empowering them to create change. The foundation of PRM is the value placed on genuine and meaningful participation (Abma et al., 2019), prioritising the co-construction of research through partnerships between researchers and stakeholders, community members, and others with lived experiences and knowledge (Jagosh et al., 2012). Creating community partnerships between those in positions of power and those actively involved and affected by a phenomenon adds strength and rigour to research, ensuring it is informed and relevant to real world contexts (Robson & McCartan, 2016; Vaughn & Jacquez, 2020).

There is no prescription for the ‘correct’ way to do participatory research; instead, research partners must collaborate to choose methods that best represent stakeholder interests, emphasise what is of the utmost importance, and aim to maximise the real-world impact (Vaughn & Jacquez, 2020). This involvement varies across different PRM, from the depth of involvement, to the stages at which they are involved, or to the extent to which they are considered ‘co-researchers’. This can be viewed on a continuum ranging from consulting individuals on the research process to individuals being actively involved and making joint decisions with researchers (Asaba & Suarez-Balcazar, 2018).

Vaughn and Jacquez (2020) developed a model, adapted from the International Association of Public Participation (IAP2) Spectrum of Public Participation (IAP2, 2018), outlining how at each stage in a research process there are ‘choice points’ which guide the selection of research methods, tools and depict participants’ degree of participation (shown in Figure 3). At the ‘highest’ level is ‘empower’, where the community truly leads decision making. Comparable to this is the ‘collaborate’ level which partners with the community and values shared decision making. The ‘involve’ level provides the community with ongoing feedback during decision making,

whereas the ‘inform’ and ‘consult’ levels of participation tend to provide feedback on decisions already made by the researcher alone. These latter levels of participation are associated with more traditional research outreach, however, all levels can be considered participatory to different degrees, and are guided by the aims and goals of the research.

Figure 3. Vaughn and Jacquez’s (2020) developed model of participation choice points in the research process



Using the tenets of CRT from the beginning of the research is an effective tool to shape the researcher’s focus on equity throughout the process (Walls, 2016). Specifically, the tenet ‘centrality of experiential knowledge’ which reinforces the requisite that the voices and experiences of all individuals regardless of race, ethnicity, or gender must be encouraged. Similarly, it evidences the need to facilitate counter-stories that may challenge the dominant narratives, also demonstrated by some of the existing literature discussed in Chapter 2 (Castagno, 2008; Matias & Zembylas, 2014). As this research holds the position that multiple realities exist that are equally real and dependent upon an individual’s constructs and experiences (Robson & McCartan, 2016), the application of PRM in the current study marries the research’s theoretical and ontological perspectives.

3.4.1.1 Application of PRM in the current study

The current research utilises participatory research as an *approach* to research; an approach that values the voice, perspective and involvement of participants with efforts to address power dynamics of conventional research methods (Bagnoli & Clark, 2010). To achieve this and the aims of the current research, the primary researcher formed a research team, recruiting co-researchers to participate in the planning, design and analysis of the current research.

Initially, the primary researcher created a half-way position to gain ethical approval by the university research registration board (see Appendix H), stating the overarching RQ to provide a full understanding of the research area and proposed structure of the project. As a result, the co-researchers were informed about the existing broader research interests before their participation. In addition, a PRM information sheet was distributed to co-researchers upon their recruitment to ensure they understood PRM and the approach in the current study (see Appendix I).

In the first instance, co-researchers attended Focus Group (FG) 1 where they decided what data would be collected, how and from whom (see Appendix J). It was at this point in the research procedure that the preliminary RQ was addressed, 'What research could be undertaken to add value to understanding and engagement relating to Whiteness, WP and ARP in educational psychology?'. The preliminary RQ was addressed through collaboration with the co-researchers. To illustrate this, quotation extracts from FG1 will be embedded throughout this chapter, evidencing the rationale for the chosen data collection and analysis methods in the current project. The second and final requirement of the co-researchers was their attendance to FG2 to contribute to the data analysis.

Co-researchers maintained their autonomy to choose their degree of participation both inside and outside of these two FGs. All joint decisions were supported by Vaughn and Jacquez's (2020) model to decide how best to meet the needs of the research and those involved. The primary researcher ensured ongoing transparency with the co-researchers about their invited level of participation whilst affirming their autonomy. For example, time demands and complexities were recognised regarding

the geographical locations and professional commitments within the research team. As a result, some decisions throughout the research process led to highly participatory elements whilst others were driven by the primary researcher more independently.

Next, the full procedure, recruitment processes and participants will be discussed.

3.5 The Procedure

A chronological overview of the research procedure between January 2022 – April 2023 can be found in Table 1. Table 1 also describes the degree of participation of the research team at each stage with reference to Vaughn and Jacquez’s (2020) model.

Table 1. A chronological overview of the research procedure

| The Research Procedure | | | |
|-------------------------------|--|--|---|
| Action/ Task | Preliminary actions (completed by primary researcher only) | Action/ task list | Degree of participation for co-researchers |
| Ethics submission | <ul style="list-style-type: none"> Primary researcher created half-way position | <ul style="list-style-type: none"> Decide research topic and guiding RQ/s | <i>Inform</i> |
| Recruit co-researchers | <ul style="list-style-type: none"> Literature review | <ul style="list-style-type: none"> Send out participant invitation letter. | <i>N/A</i> |
| Focus group 1 | <ul style="list-style-type: none"> Email ‘introducing participatory research’ document. Email FG1 agenda. Personal data obtained. | <ul style="list-style-type: none"> Understanding the steps involved (in planning and completing the research project). Discussing the research purpose and aims. Devising exploratory focus / questions. Planning data collection and data analysis. | <i>Collaborate/empower</i> |
| Post-Focus Group 1 actions | | <ul style="list-style-type: none"> Send out FG1 minutes (see Appendix J). | <i>Consult/ Inform/ Involve</i> |
| Recruit EPSs | | <ul style="list-style-type: none"> Send out participant invitation letter (see Appendix N). | <i>Consult/ Inform</i> |
| Facilitate PATHs | <ul style="list-style-type: none"> Obtain consent from EPS. Liaise with PEPs / graphic facilitator to negotiate specifics. | <ul style="list-style-type: none"> Data collection using PATH. | <i>Collaborate/ Consult</i> |

| | | | |
|----------------------------|--|--|---------------------------------|
| Post-PATH actions | <ul style="list-style-type: none"> Email update to co-researchers. | <ul style="list-style-type: none"> Send debrief form to attending participatory research participants. Type-up/ transcribe PATH for analogous analysis. | <i>Inform/ Involve</i> |
| Focus group 2 | <ul style="list-style-type: none"> Email 'Introducing thematic analysis' document (including proposed approach). Email FG2 agenda. | <ul style="list-style-type: none"> Data analysis (first three stages of thematic analysis). Reflections and next steps, including dissemination plan. | <i>Collaborate/ Empower</i> |
| Post-Focus Group 2 actions | <ul style="list-style-type: none"> Data analysis (last three stages of thematic analysis). | <ul style="list-style-type: none"> Send data analysis excerpt (for co-researchers to sense-check ideas and/or to explore assumptions or interpretations of the data). | <i>Consult/ Inform/ Involve</i> |
| Write-up and Dissemination | <ul style="list-style-type: none"> Email debrief form to participating co-researchers. | <ul style="list-style-type: none"> Complete formal write-up and dissemination. | <i>Consult/ Inform</i> |

Further description of the research procedure now follows.

3.5.1 Co-researchers and Recruitment Procedure

A volunteer sample of trainee and/or qualified EPs (T/EPs) were recruited. The primary researcher distributed participant invitation letters (Appendix K) to Principal Educational Psychologists (PEPs) within LAs and Programme Directors of the Educational Psychology Doctorate programme from Universities in the UK, via email. Interested participants were then asked to provide informed consent (Appendix L), confirming their agreement to the full participation requirements. A total of six co-researchers were recruited; three TEPs and three EPs.

The primary researcher had no prior relations with any of the co-researchers before the research project. On the contrary, the three TEPs were from the same cohort at one university and the three EPs were from the same EP service (EPS). The primary researcher considered this to be supportive of the research group dynamics as individual members' familiarity to one another may have supported the creation of a safe space within the group, contributing to their comfortability to discuss the research topic; a protective factor suggested in the literature review findings (Kernahan et al., 2014; Peters et al., 2016). Similarly, this may have also shifted the power dynamics within the group as the primary researcher was the only individual who was unfamiliar with all other members.

The primary researcher acknowledges the potential for volunteer bias as a result of the convenience volunteer sampling method. Similar to previous research, there may be an uptake in participation from T/EPs who had an interest in exploring Whiteness, WP, race related issues and developing ARP. However, as research suggests that a willingness to engage is the first step in coming to terms with existing societal inequalities (Sue, 2015), this was not considered problematic. Nevertheless, possible limitations and further reflections on the participants and recruitment methods will be discussed in Chapter 5.

Personal data from the co-researchers was obtained voluntarily. There was a range of educational experience and ethnic identities in the research team supporting the aim of the research design, including self-reported Black British, Mixed Race, and White British co-researchers. Co-researchers were asked to choose their own pseudonym for the research write-up to protect anonymity.

3.5.2 Research Participants and Recruitment Procedure

Deciding who the participating research participants (PRPs) would be was a core responsibility for the research team in FG1 (see Appendix J). Various possible PRPs and corresponding rationales were discussed. Ultimately, the research team collectively agreed that exploring the concept of Whiteness, WP and ARP with EPs should be collaborative and multi-systemic; ARP is everyone's responsibility, and despite individuals being on personal learning journeys, organisational change requires shared understanding and accountability from all those involved in the system (Richards, 2017). Quotation extracts from FG1 have been embedded to illustrate the group discussions.

Remy: *As part of an anti-racism working group within my current local authority there is that... it's still our responsibility and actually that's not the case. It's everyone's responsibility but we're maybe a group more willing or maybe just more aware.*

Ruby: *The thought of the like coming together I think would be really interesting. So like you say, if it is about perspectives from leadership and leadership perspective from EPs, maybe part of this research could kind of model that in the next part of like coming together, and confronting some of that awkwardness maybe or the discomfort. You know we talk all the time in the EP world about collaboration don't we?*

Alex: The split is real I think between the two, and how can we reduce that a little bit would be helpful.

Remy: I feel we are very aware of power balances in our discussion.

These extracts from FG1 illustrate the rationale for the chosen participants, evidencing the importance for collaboration within the EPS system, including EPs from different levels in the hierarchy. As a result, a minimum of five EP colleagues, with one EP in a leadership role (i.e., the PEP) were required to participate from each EPS that was interested in participating.

A volunteer sample of colleagues from EPSs in the UK were recruited. The primary researcher initially sent out a recruitment poster (Appendix M) to PEPs from LAs in the UK via email. PEPs who expressed interest were then emailed participant invitation letters (Appendix N) and asked to consult with their EP colleagues and provide informed consent (Appendix O), confirming their agreement to the full participation requirements. Informed consent was also obtained from all individual PRPs, in person, on the day they participated.

PRPs included a mix of EPs from different levels, including some Assistant EPs. One PEP extended the invitation to the wider psychology service in their LA, meaning a small number of participants were not EPs but worked for related educational teams in the council. The primary RQ was reiterated to all participants so they were clear that the focus was exploring EPs' understanding of Whiteness, WP and ARP. Three EPSs participated and there were 34 participants in total (PATH A: n=6; PATH B: n=19; PATH C: n=9).

3.5.3 Data Collection Technique

The second core aim of FG1 was for the research team to decide the data collection method. Various data collection methods were also discussed during FG1 (see Appendix J). Due to the guiding aims of the current research and in response to answering the preliminary RQ, the research team collectively agreed that Planning Alternative Tomorrows with Hope (PATH) would be a helpful tool to collect data. The rationale for choosing PATH as a data collection method namely related to three reasons: collaboration, solution-focused and transformation.

Remy: *It could be a very solution-focused it doesn't need to be accusational in any way, you know, 'whose fault is it that we haven't done this'... it could be more 'what's working well', 'what can we do more of when things have gone right', you know, so it doesn't feel as though we are trying to pinpoint blame onto people.*

Alex: *Thinking about some of the person centred planning [PCP] tools and whether you could just... like a huge PATH and you could... like everyone could think about what their dreams for understanding Whiteness and anti-racist practice could be and then kind of work backwards in that sense. Like how do we achieve EP practice that looks like all the things that everyone wants it to look like and that might be like you said a more solution-focused way of... let's not identify the problems but what are we going to do to make things better.*

Ruby: *I guess in terms of PCP you'd set that up in a way that everyone would hopefully feel not judged and would all come out of it with a shared understanding, even if there are lots of different perspectives.*

Morgan: *It would be a really good way to like ensure that it stays solution-focused and positive.*

The research team wanted to choose a data collection tool that reflected discussions in FG1 around the need for shared responsibility to develop ARP, including the role and responsibility of leaders in EPSs, aligned with previous research (Forman et al., 2022; Hurd, 2008; Zarate & Mendoza, 2020).

Li: *I think it's from leadership where they can facilitate that culture within the local authority, because if you have a group of individuals who really wanna make that change but leadership have different priorities, then that could be a real barrier.*

Alex: *It feels like as a Black person you do a lot of the thinking a lot of the time anyway and sometimes, it feels like I'm tired of doing the thinking about me. Someone else do it who's in the power... position to make change.*

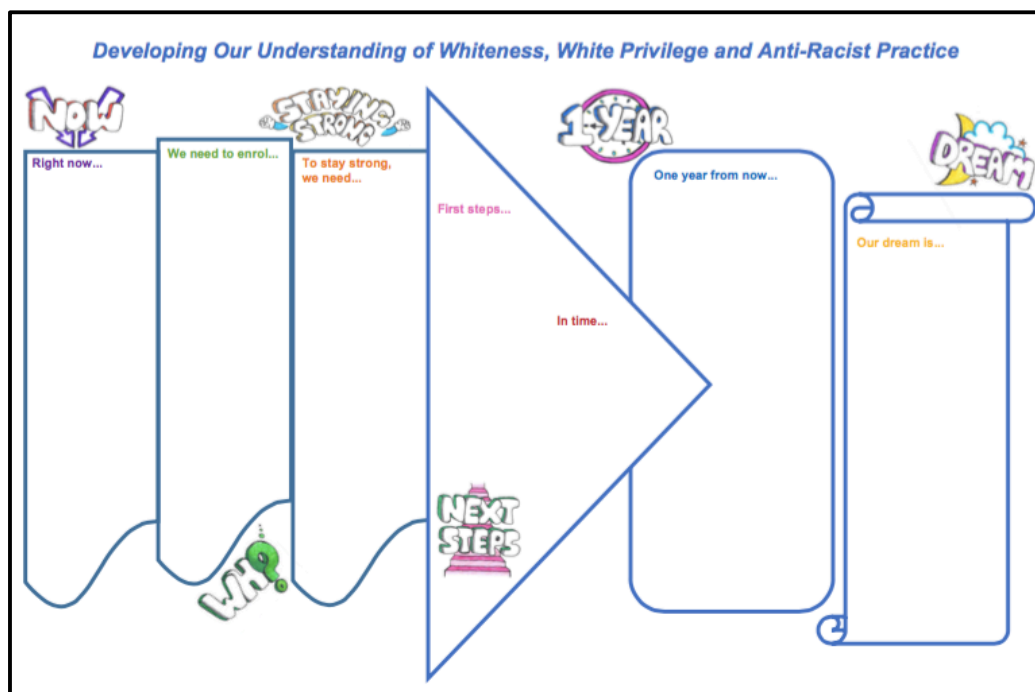
Core elements of PATH include identifying strengths and support needs; building relationships; developing action plans; and establishing accountability (Holburn, 2002). Therefore, PATH was considered a data collection tool which aligned with the current research purpose and aims. It was originally predicted that the research team would devise 'interview questions' for the current research. Instead, the research team adapted the PATH headings to ensure these were compatible with answering the primary RQ. This development demonstrates the PRM approach, allowing for change and adaptations to what was initially stated from the primary researcher's

half-way position. The adapted PATH headings formed the ‘interview’ questions to collect data (Appendix P).

3.5.3.1 PATH

Planning Alternative Tomorrows with Hope, or PATH, is a person-centred planning tool first developed by Pearpoint et al., (1993), with the single word ‘PATH’ often being used as a stand-alone description of the planning process (O’Brien et al., 2010). PATH involves the creation of a positive future by placing those involved at the center, allowing participants to develop a shared vision and a means to accomplish it (Bristow, 2013). Through solution-focused questioning, PATH aims to work backwards from a future vision or dream by working through the six stages: The Dream; One Year from Now; Grounding in the Now; Who Do We Need to Enrol; Staying Strong; The Next Steps. The stages are presented visually to represent the structure and progression through the planning process. This is illustrated in Figure 4, a blank electronic PATH template that the primary researcher developed for the current research. Each stage has particular questions associated with it and participants’ aspirations are created into a colourful visual or ‘graphic’ representation by the facilitator (Bristow, 2013). Typically, PATH meetings are led by two facilitators, one taking the lead in eliciting aspirations and the other graphically recording each stage of the process.

Figure 4. PATH template developed by the primary researcher



3.5.3.2 PATH in Educational Psychology

It is important to reiterate that for the purposes of this research, the term 'PCP' is used to refer to Person Centred Planning and not personal construct psychology (Kelly, 1955).

PATH can be used as a PCP approach with individuals and with organisations (Hughes et al., 2019). PCP embraces a humanistic perspective that emphasises choice, growth and principles of empowerment and collaboration (Rogers, 1957; Sanderson, 2000). The use of PCP tools in educational psychology is vast and a core underpinning of the role, with PCP featuring largely in EPs' statutory guidance such as the SEND Code of Practice (DfE, 2014).

EPs are often familiar with PATH and use these in practice to support individual CYP, including for annual reviews (White & Rae, 2016). However, literature regarding the extent of how PCP tools are used in educational psychology practice is minimal (Bristow, 2013), particularly the use of such tools with organisations and regarding systemic matters (Hughes et al., 2019). Research which has explored the use of PATH with groups of professionals working in educational organisations revealed how external factors, including wider organisational pressures, can limit the positive outcomes of PATH, despite immediate achievements following the planning process (Morgan, 2016). Considerations and reflections when using the PATH with groups of adults for organisational change will be further discussed in Chapter 5.

3.5.4 Data Collection Procedure

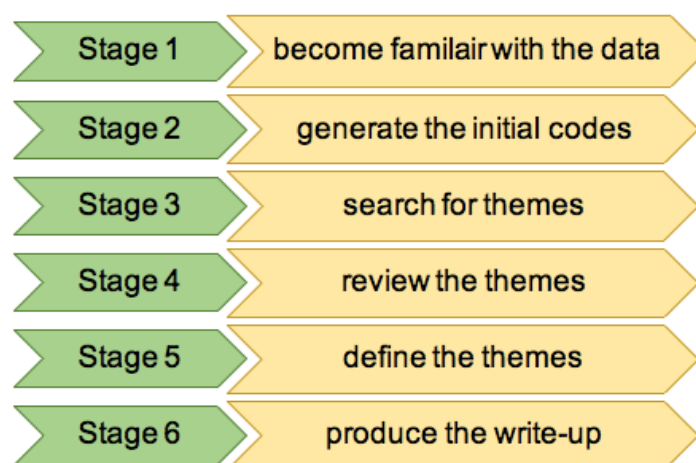
Data collection occurred between November – December 2022. The primary researcher arranged a PATH session with the PEP of each participating EPS. The PEP was then responsible for inviting colleagues in the service and identifying a volunteer co-facilitator, ensuring the participation requirements were met (see Appendix M). The primary researcher liaised directly with the PEP and the voluntary co-facilitator to arrange the PATH session. All three PATH sessions were completed in person at the relevant LA. The PATH sessions lasted for a minimum of 90 minutes. One PATH session was scheduled for 2 hours 30 minutes following negotiation with the PEP to accommodate a larger group of attending participants (PATH B: n=19).

During the PATH session the primary researcher guided the PRPs through the six stages, embedding solution-focused questioning throughout. The primary researcher and co-facilitator were guided by the adapted PATH headings (Appendix P) and the facilitator prompt sheet (Appendix Q) created by the research team. The PRPs were informed that their ideas would be recorded by the co-facilitator using mostly written text to ensure data could be analysed. Some accompanying graphic illustrations were also added but these were not analysed in any way. At the end of each PATH session, an anonymised version of the PATH was photographed by the primary researcher. The physical PATH remained with each EPS, in line with the recommended PATH procedure and to support the transformative purpose of the research.

3.5.5 Data Analysis

The data analysis method was discussed during FG1 and the research team agreed on Thematic Analysis (TA). TA as proposed by Braun and Clarke (2006) is a method for identifying, analysing and reporting patterns within qualitative data, i.e. themes, and to use these themes to interpret aspects of the research topic and address the RQ/s. Braun and Clarke (2006) provide a six-stage framework for conducting TA (see Figure 5). A chronological order is suggested but the stages are not linear and researchers may move forward and back between them.

Figure 5. TA six-stage framework (Braun & Clarke, 2006)



A Reflexive TA (RTA) approach was adopted, encouraging thoughtful engagement with the data and analytic process (Braun & Clarke, 2019). Having

multiple coders for RTA is beneficial, to sense-check ideas and/or to explore multiple assumptions or interpretations of the data. However, there is no expectation in RTA for code and theme consensus among multiple coders (although this is possible), rather RTA aims to achieve richer interpretations of meaning (Braun & Clarke, 2019). The RTA approach should be collaborative and embrace different perspectives (Byrne, 2022). Interpretation subjectivity and creativity are considered assets in knowledge production (Braun & Clarke, 2019), making RTA a flexible analytical process suitable for use within the ontological and epistemological perspective of the current research.

A predominantly inductive approach was adopted in the current research, meaning data were open-coded and participant/data-based meanings were emphasised. However, a degree of deductive analysis was employed as the research team required some form of criteria to ensure that the RTA approach produced themes that were meaningful when addressing the primary RQ. Nevertheless, despite relevant theoretical and conceptual frameworks being discussed in FG1, there were no preconceived themes that the research team had generated before the analysis began.

Inductive/deductive approaches to analysis are by no means exclusively or intrinsically linked to a particular epistemology (Byrne, 2022). Yet, Braun and Clarke (2012) clarify that one approach does tend to predominate over the other, indicating a general orientation towards either researcher/theory-based meaning or participant/data-based meaning. Often, critical realist approaches align with more inductive approaches (Byrne, 2022). In the current research, data was treated as a fabrication of the PRPs' reality and located truth about experiences, understanding and engagement with Whiteness, WP and ARP, individual to each PRP. Further details on how the above stages were put into practice will be discussed in detail in section 4.2.

3.5.5.1 Rationale for Data Analysis Used

During the initial planning and design of the current research, the primary researcher was mindful to consider alternative approaches for data analysis, such as narrative analysis. Speaking in general terms, narrative approaches in research draw

upon a range of text- or image-based sources of data to explore individuals' stories and narratives. The analysis considers how individuals interpret their experiences and construct a sense of meaning to their lives (Murray, 2003). During FG1, the research team were empowered to share all ideas for data analysis methods. In the end, the use of TA was confirmed and justified based on the primary RQ, purpose and design of the current study. TA is also a useful method to employ when working within a participatory research paradigm (Robson & McCartan, 2016), aligning with the current research aims and methodology.

The advantages of TA include the flexibility with virtually all types of qualitative data and its accessibility for researchers with little or no experience of qualitative research, lending itself to the current research. However, these points are not exempt from disadvantage as this flexibility means that the potential range of patterns that can be identified in the data is broad, which can be inhibiting to the research team when trying to decide what aspects of their data to focus on (Robson & McCartan, 2016). Nevertheless, by employing a RTA approach, seeking coherence is not mandatory and both subjectivity and creativity are considered advantages in the analytical process (Braun & Clarke, 2019). To offer transparency, the primary researcher will outline any differing interpretations during analysis in Chapters 4 and 5.

3.5.6 Trustworthiness

Trustworthiness of a qualitative study relates to a combination of its credibility, transferability, confirmability and dependability. When establishing the quality assurance and trustworthiness of research findings, validity and reliability are the central concepts (Robson & McCartan, 2016). Creswell (2014) proposed several identified strategies for ensuring the validity of qualitative research and the accuracy of findings, many of which are adopted in the current research. These are largely facilitated by the PRM and will now be outlined.

Firstly, having a team of researchers enabled the process of inter-rater reliability, established by having data independently and interactively analysed. This has been recognised as being beneficial in the RTA procedure and participatory research, since research quality and rigour are improved by the 'integration of researchers'

(Byrne, 2022; Vaughn & Jacquez, 2020). Consequently, the research team were able to explore multiple interpretations of the data, comparing codes for agreement or differences, seeking a degree of shared understanding. As quotations are included throughout Chapter 4, this demonstrates how links between the research findings and conclusions were established.

In addition, working with multiple co-researchers created a mutually reinforcing partnership, advancing the real-world knowledge and experiences embedded into the methodologies and analysis (Vaughn & Jacquez, 2020). As a result, the PRM allowed for multiple perspectives from a variety of people with differing expertise within the educational psychology profession, limiting the effects of researcher bias; a salient consideration when exploring sensitive topics in research. Whilst the primary researcher outlined her position, including the reasons for her interest in the research and her ontological and epistemological perspective, this collaborative examination supports the accuracy and trustworthiness of the data analysis. Moreover, it also exemplifies an integral process of the current study since it relates directly to the core aim of building research from shared voices and perspectives. At the final stage of analysis, the primary researcher also sought feedback from her Director of Studies, further strengthening the trustworthiness of the findings.

Finally, to ensure a commitment and rigour were maintained throughout, the Appendices provide evidence of a paper trail for the current research. Maintaining a paper trail also enabled the primary researcher to facilitate the co-researcher's participation and provide them with the information they needed at each stage in the current project, including stages where they may not have all been directly involved.

3.5.7 Reflexivity

Reflexivity involves the researcher critically reflecting upon their role in the study (Creswell & Creswell, 2018). This is an essential requirement for good qualitative research especially considering the undoubted influences of the primary researcher's position, personal experiences and potential biases (Braun & Clarke, 2013). The primary researcher was aware of her position as a White middle-class female researcher and TEP, as previously mentioned in Chapter 1 and section 3.2. As a result, the primary researcher committed to ongoing reflection as a theorist

(epistemological reflexivity) and as a person (personal reflexivity) (Willig, 2013) throughout, making every effort to acknowledge preconceptions, motivations, and self-interests. To aid this process, a research diary was kept which enabled the primary researcher to record reflections as well as note key issues and decisions. Other ongoing reflections were related to developing rapport with co-researchers and PRPs, reducing power imbalances, recognising interactional challenges and context sensitivity. Salient personal reflections will be shared in Chapter 5 (section 5.8).

3.5.8 Ethical Considerations

“Research ethics refers to the moral principles guiding research from its inception through to completion and publication of results” (BPS, 2014, p.5). This research was planned and conducted in line with the BPS’s Code of Human Research Ethics (2014), the HCPC (2016) Standards of Conduct, Performance and Ethics, and UEL’s (2013) Code of Practice for Research Ethics. Ethical approval was received from the University Research Ethics Committee in February 2022 (Appendix H). The primary researcher evidenced the secure handling of all data in a Research Data Management Plan (RDMP) which was also approved in February 2022 (Appendix R). Following the decision to use PATH as a tool to collect data, the primary researcher confirmed with her Director of Studies that there were no ethical implications to this decision. Therefore, no amendments to the original ethical approval were submitted.

Ethical standards were upheld in relation to informed consent, confidentiality and anonymity and ongoing candour was especially important (BPS, 2021). As previously mentioned in section 3.5.1, all participant co-researchers read the participant information letter (Appendix K) outlining their involvement, including information about data storage, anonymisation, confidentiality, and the right to withdraw. Participating co-researchers then signed consent forms (Appendix L) before their participation commenced to confirm they had read and understood this information and agreeing to participation requirements. Participants were reminded of their right to withdraw throughout the research. Co-researchers were able to choose their own pseudonym for the research write-up to protect their anonymity and confidentiality.

The same process was followed when recruiting PRPs from participating EPSs, as explained in section 3.5.2. Initially, it was the PEP who provided informed consent on behalf of their EP colleagues (Appendix O). However, informed consent was obtained from each PRP on the day of the PATH session (Appendix S). One PRP chose to participate in the PATH session, but did not consent to their personal contributions being included in the research analysis. It was therefore agreed that data shared by them would be removed before the analysis began. All identifiable information recorded on the PATH, such as names or locations, were anonymised in the transcripts to protect participants' confidentiality and anonymity. PRPs were reminded of their right to withdraw from the research at any point.

All participants were sent a debrief form following the completion of their participation in the research, which included further information and contact details for relevant support organisations if required (see Appendix T).

3.6 Chapter Summary

This chapter outlined the research methodology by first explaining the purpose and aims, before considering the ontology and epistemology of the research. The research design then followed, justifying the decisions made by the research team. Data collection was described in detail and data analysis was introduced. The trustworthiness of the current study was explored and relevant ethical considerations were discussed. Next, data analysis will be discussed in detail and the research findings will be presented.

Chapter 4: Analysis and Findings

4.1 Chapter Overview

Following on from the methodology, this chapter will begin with an explanation of the data analysis, evidencing the process of iteration. Next, findings will be introduced with an overview of the five superordinate themes. Each superordinate theme and its subordinate themes (subthemes) will be discussed, with quotations detailing their determination. Data will be synthesised and contextualised in Chapter 5, making explicit links between the findings and the wider literature, relevant theoretical perspectives and the author's position as a researcher.

4.2 Introduction to Analysis

The six-phase guide by Braun and Clarke (2006) was used as a clear structure to guide the analysis. With continuing reference to Vaughn and Jacquez's (2020) model, Table 2 presents the research team's approach to RTA, outlining members' degree of participation at each stage.

Table 2. *The research team's approach to RTA*

| RTA | Task | When? | Who? | What? Why? How? |
|---------|-------------------------------|-------|--------------------|---|
| Stage 1 | Become familiar with the data | FG2 | All co-researchers | <p>All co-researchers will have an opportunity for this during FG2.</p> <p><i>Individuals from the research team who were present during data collection phase may have had an initial/ brief opportunity for this.</i></p> <p><i>The primary researcher has spent time familiarising herself with the data to support dual role of facilitator and researcher during FG2.</i></p> |
| Stage 2 | Generate the initial codes | FG2 | All co-researchers | <p>All co-researchers will have an opportunity for this during FG2.</p> <p><i>The primary researcher has taken note of casual observations of initial trends in the data (whilst familiarising herself) to support facilitation of FG2.</i></p> |
| Stage 3 | Search for themes | FG2 | All co-researchers | <p>All co-researchers will have an opportunity for this during FG2.</p> <p><i>The primary researcher has taken note of casual observations of initial trends in the data (whilst familiarising self) to support the facilitation of FG2.</i></p> |

| | | | | |
|---------|----------------------|----------|--|--|
| Stage 4 | Review the themes | Post FG2 | Primary researcher only Co-researchers' participation requested | The primary researcher aims to complete this independently initially. <i>This will also be an opportunity for the primary researcher to return to Stage 2 & 3: further familiarisation and checking for repeated iterations (the researcher can identify any codes that are conducive to interpreting themes and any that can be discarded).</i> Then, following revision: A data analysis excerpt will be sent to all co-researchers for comments, suggestions, etc. to sense-check ideas and/or to explore assumptions or interpretations of the data. (via email). |
| Stage 5 | Define the themes | Post FG2 | Primary researcher only | The primary researcher aims to complete this independently. |
| Stage 6 | Produce the write up | Post FG2 | Primary researcher only | The primary researcher aims to complete this independently. |

In addition to the stages outlined in Table 2, the research team considered the possibility that the process of data analysis began organically by the PRPs themselves during the PATH process. This is due to the role of the PATH facilitator, whereby a core responsibility is to check the meaning of participants' thoughts, to summarise, paraphrase and clarify what to capture on the PATH (O'Brien et al., 2010). As a result, the primary researcher facilitated PRPs to actively engage in the process of meaning-making and interpretation of the data, further aligning the analytic process with the participatory and transformative paradigm adopted. This also supports the trustworthiness of the analysis, aiding 'member-checking', as recommended by Creswell (2014).

4.2.1 Transcription and Familiarisation

The primary researcher typed-up the data from each PATH onto a Word Document in preparation for analogous data analysis, supporting unified comparisons and analysis for the research team. This process allowed the primary researcher opportunities for familiarisation and immersion in the data. During the transcription, the data were anonymised, removing names or places and replacing these with square brackets. A sample of a transcribed PATH is included in Appendix U. The data were only shared with the co-researchers during FG2 in line with the

University's data management regulations (Appendix R), with allocated time for familiarisation (see Appendix V).

4.2.2 Generating Codes

Both semantic and latent coding were utilised in the current research, with some data items double-coded in accordance with the semantic meaning communicated by the PRPs and the latent meaning interpreted by the research team, reflecting the underlying theoretical assumptions of the analysis. This phase required coding all of the data systematically and thoroughly to ensure the coding of extracts related to the primary RQ (Braun & Clarke, 2013). A series of iterations were completed to assess existing codes and examine for the interpretation of new codes (see Appendix W for a sample of coding iterations). A total of 49 codes were included in the final list.

4.2.3 Searching for and Reviewing Themes

Potential themes were recorded by the research team throughout the previous phases as familiarity with the data developed. For example, one co-researcher noticed the presence of 'responsibility' during FG2:

***Morgan:** There's a lot about like responsibility. Like who's responsibility is it to like share information or to communicate information or to change practice or to reflect on practice and, that seemed quite stark.*

Following FG2, the primary researcher continued looking for associations and ideas independently using a visual strategy. This involved writing all codes on post-it notes and arranging into groups (see Appendix X), allowing for a fluid construction of themes and subthemes. Next, the primary researcher reviewed the themes to ensure they captured the meaning of the data in relation to the primary RQ, returning to the entire dataset and final list of codes to ensure fidelity. Each theme and subtheme were then carefully analysed, ensuring the subthemes shared the same central organising concept (the theme), but each focused on one notable specific element (Braun & Clarke, 2013). The primary researcher remained open to letting go of prospective themes as the analysis was refined.

During this process, it was important to understand themes in their own right and consider the relationship between them, in order to inform the overall analysis and generate a thematic map. The primary researcher reflected alongside her Director of

Studies, further gathering alternative interpretations and overall impressions of a draft thematic map (see Appendix Y). Subsequently, themes and subthemes were further integrated and refined. Specifically, Bronfenbrenner's (1979) ecological systems theory was initially referenced when defining the proposed theme 'Promoting inclusion in education'. However, upon independent and interactive refinement, its relevance appeared applicable to the overall thematic map, helping to frame the essence of the RTA in answering to the primary RQ. This was determined considering how the work of EPs exists within a framework of varying contexts and influences; without recognition of these relationships, developing understanding of Whiteness, WP and ARP in educational psychology could be considered reductionist.

Moreover, the visual arrangement of the thematic map was refined to produce a circular illustration, representing the interactions and connectedness between the themes. Aligned with Bronfenbrenner's (1979) description of the five systems, the final thematic map demonstrates relationships and connectedness that exists within the system and between the factors sitting within each system of an inclusive education (Anderson et al., 2014). A selection of draft thematic maps is evidenced in Appendix Y, demonstrating the primary researcher's thorough and thoughtful RTA.

4.2.4 Defining and Naming Themes

This phase involved ongoing analysis of each theme, ensuring they provided a rich, coherent and meaningful picture of the data in order to address the primary RQ. Clear definitions and names for each theme were generated. As per the example provided in the previous stage, the primary researcher did not follow the RTA as a linear process; returning to previous stages where necessary to ensure a rigorous and reflective analysis until the thematic map captured the essence of the analysis.

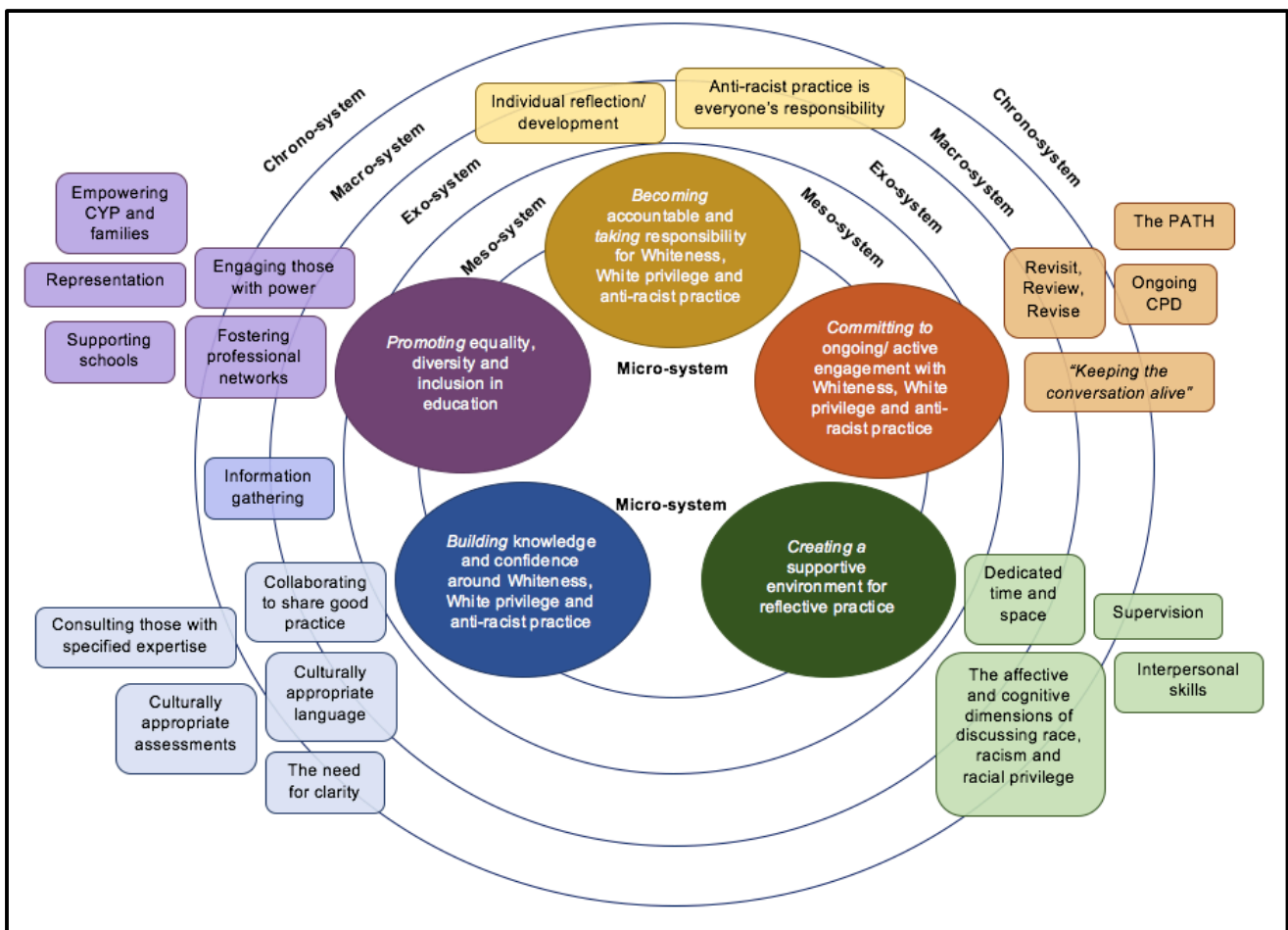
4.3 Findings

The themes presented aim to reflect the shared experiences of the PRPs in this study, as well as capture their unique experiences. Abbreviations have not been used when naming themes and subthemes to ensure clarity for the reader. A selection of supporting quotes have been embedded with some additional information provided in square brackets to aid the reader's understanding. Data

extracts are presented illustratively, providing a surface-level description of what PRPs shared, and analytically, evidencing the meaning that was interpreted to be important by the research team (Braun & Clark, 2013). Due to the PATH process and the accompanying guiding questions, when answering the primary RQ, ‘How can EPs develop their understanding of Whiteness, WP and ARP?’, data analysis revealed both PRPs’ previous efforts, as well as their hopes for the future.

Following multiple revisions and refinements throughout the RTA, Figure 6 below illustrates the final thematic map, visually presenting the final five themes, related subthemes and the relationships and connectedness between them embedded within Bronfenbrenner’s (1979) ecological systems theory. Further explanation, including the rationale regarding the visual portrayal of the thematic map, will be shared in Chapter 5.

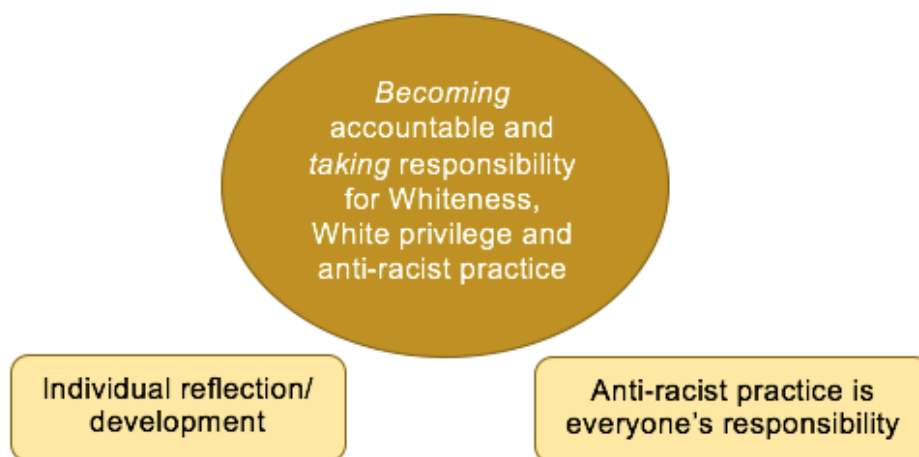
Figure 6. Final Thematic Map



4.3.1 Theme 1: *Becoming* accountable and *taking* responsibility for Whiteness, White privilege and anti-racist practice

Whilst this theme is being presented first and is positioned at the top of the thematic map, it is important to note that the visual illustration of the themes is not intended to suggest a prescriptive developmental process. Instead, the circular presentation aims to highlight the relationships between the themes and demonstrate that developing understanding of Whiteness, WP and ARP is not a linear process. Nevertheless, data analysis revealed that for PRPs where the PATH session appeared to be a catalyst for developing their understanding, becoming accountable and taking responsibility for Whiteness, WP and ARP appeared to be a logical starting point. PRPs recognised that this needs to happen individually and collectively, leading to the identification of Theme 1, which has been organised into two subthemes: 'Individual reflection/ development' and 'Anti-racist practice is everyone's responsibility'.

Figure 7. Theme 1



4.3.1.1 Individual reflection/ development

PRPs across all three EPSs committed themselves to take responsibility alongside their EP colleagues during to the 'Who do we need to enrol' stage of PATH:

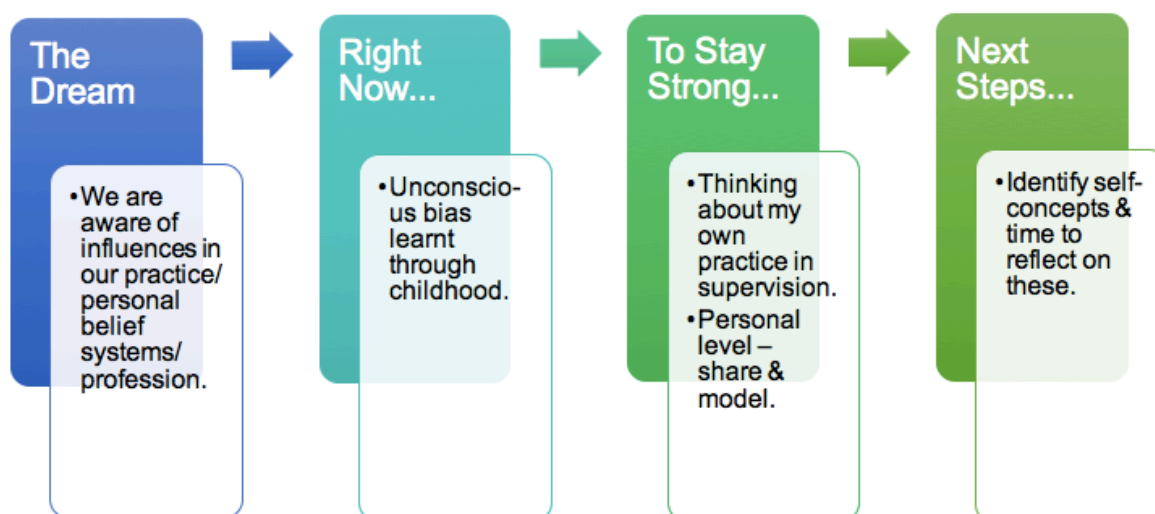
PATH A: *Ourselves – to make designated time for reflection.*

PATH B: *Each other within the service – reflection/ feedback & respectful challenge.*

PATH C: *Ourselves! Personal commitment.*

Two EPSs commenting on individual biases and needing an ‘*Awareness of unconscious biases*’ (PATH A). PRPs in PATH B reflected on personal biases in depth, both in relation to personal growth and to support them to foster a better understanding of Whiteness, WP and ARP. Figure 8 presents an example of how the PATH process facilitated this discussion for this EPS:

Figure 8. Example extract from one PATH discussing individual biases, reflection and development



4.3.1.2 Anti-racist practice is everyone’s responsibility

PRPs identified that currently there are ‘*Members of the team not engaging in this conversation*’ (PATH C) and in order to develop understanding and ARP, this calls for the ‘*Whole team [to be] actively engaged in developing their anti-racist practice*’ (PATH C). All three EPSs discussed the need for a ‘*Collective approach*’ (PATH B) within the EPS and amongst the wider school systems/community. To support this, one EPS discussed including an ARP section during new EPs’ inductions (PATH C) to promote a shared understanding and encourage all colleagues in the EPS to take responsibility.

4.3.2 Theme 2: *Committing to ongoing/ active engagement with Whiteness, White privilege and anti-racist practice*

Theme 2 reflects PRPs’ recognition of the need for ongoing, active engagement with ARP to develop understanding and engagement. This was especially prominent within two EPSs; PRPs discussed a strive towards consistent ARP, rather than appearing to comply with a ‘tick box’ narrative, recognising the need for a

commitment and willingness to engage continually. During FG2, one co-researcher interpreted this change as a 'shift in culture', moving away from static actions to focusing more on how EPs can communicate with and support each other, acknowledging the exo-systemic influences relevant to this theme. Theme 2 was further developed with the subthemes 'Revisit, Review, Revise', "Keeping the conversation alive", 'Ongoing CPD [continuing professional development]', and 'The PATH'.

Figure 9. Theme 2



4.3.2.1 Revisit, Review, Revise

All three EPSs discussed the need to 'revisit', 'review' and 'revise' policies, procedures and training, stating:

PATH A: We [will] have revisited CPD on anti-racist practice and reviewed our anti-racist development plan from August 2021. We [will] have also reviewed the anti-racist documentation that exists on SharePoint/Teams.

PATH B: A plan – time to take the plan forward & also to review it at regular intervals.

PATH C: Tried out escalation procedure several times & refined. a) At least 3 times and make adaptations accordingly.

4.3.2.2 "Keeping the conversation alive"

This subtheme has been named using a quotation which illustrates the subtheme narrative. PRPs shared wanting regular discussions and practical opportunities to facilitate their active engagement in these conversations.

PATH B: Keeping the conversation alive.

PATH B: Constant access to conversations/communication.

PATH C: Conversations that are regular and embedded.

PATH C: *Team meeting has standing item [about anti-racist practice] but ACTIVE. a) With activity every team meeting.*

4.3.2.3 Ongoing CPD

Ongoing CPD was discussed by all three EPSs, summarised by the following data extract: ‘CPD – not just pockets’ (PATH B). One EPS discussed recording relevant CPD so that all EPs can access this at any time, including new starters, and so the learning can be revisited with ease. However, data analysis did reveal some disparity in how CPD was viewed within different EPSs at present. In one EPS, some data entries in their ‘Now’ section were interpreted to suggest that PRPs currently viewed CPD as a ‘static’ activity, something they could potentially ‘tick off’ but not recognising the need for this to be ongoing with subsequent opportunities for active reflection. This interpretation will be further discussed in Chapter 5. Encouragingly, to move forwards, all PRPs recognised the need for CPD to be embedded within contextual, relational, experiential learning with accompanying opportunities to reflect on new learning individually and with colleagues on an ongoing basis.

4.3.2.4 The PATH

This subtheme was inspired by PRPs’ recognition of the usefulness of PATH to support them to actively engage with ARP in the short term and longer term. The subtheme is titled ‘The PATH’ to honour the language used by the PRPs. PRPs discussed the value of attending the PATH session for them, as well as hopes to involve colleagues who were not present, moving forward.

PATH A: *This PATH will be shared with EPs/TEPs with an opportunity for colleagues to add to this document.*

PATH B: *Revisit the PATH individually & collectively.*

PATH C: *Review outcomes & reflection [from this PATH] with EP team.*

PRPs also recognised the PATH as a helpful visual prompt to support colleagues to continually engage with this thinking and the actions agreed.

PATH B: *Display the PATH.*

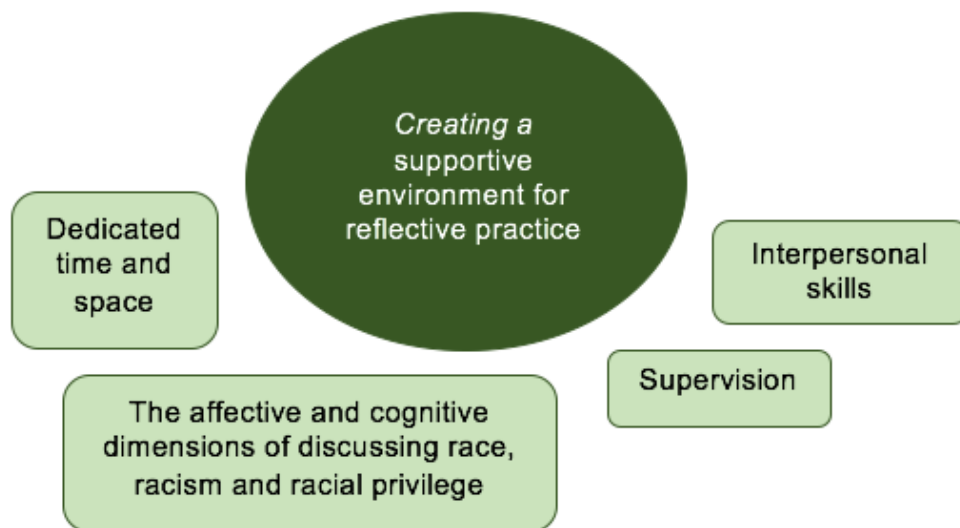
Finally, PRPs shared their positive experience of using PATH to identify ways for the EPS to move forward, as well as reminding them of their previous efforts to develop ARP, achieving the transformative purpose:

PATH C: Nice being reminded about things we have already done (happened today).

4.3.3 Theme 3: *Creating a supportive environment for reflective practice*

This theme uncovered PRPs' discussions around the significance of creating a supportive environment to enable reflective practice; to engage in a process of continuous learning in order to develop understanding. Specifically, data analysis revealed the subthemes 'Dedicated time and space', 'The affective and cognitive dimensions of discussing race, racism and racial privilege', 'Supervision' and 'Interpersonal skills'.

Figure 10. Theme 3



4.3.3.1 Dedicated time and space

Dedicated time and space was discussed as being crucial to create a feeling of safety in the EPS, as well as ensuring active development of EPs' understanding of Whiteness, WP and ARP is protected and prioritised. Some PRPs acknowledged that they may make mistakes along the way as part of this journey; in order to share these experiences, it was important to them for the environment to feel containing.

PATH B: Protect & prioritise space/time within supervision.

PATH B: Creating a safe place for discussions.

PATH C: TIME to invest in training/discussions.

PATH C: EPS – safe place – can make mistakes.

4.3.3.2 The affective and cognitive dimensions of discussing race, racism and racial privilege

PRPs recognised the affective and cognitive dimensions of discussing race, racism and racial privilege on an intrapersonal level and interpersonally, specifically in regards to supporting one another through cognitive and affective perspective-taking. It is important to note that PRPs from different cultures, with different life experiences and perspectives expressed different thoughts and feelings around discussing these topics during PATH sessions.

PATH C: *Self-care... this work is really hard and I don't always make time to look after myself (I'm mixed race and can feel affected by these issues).*

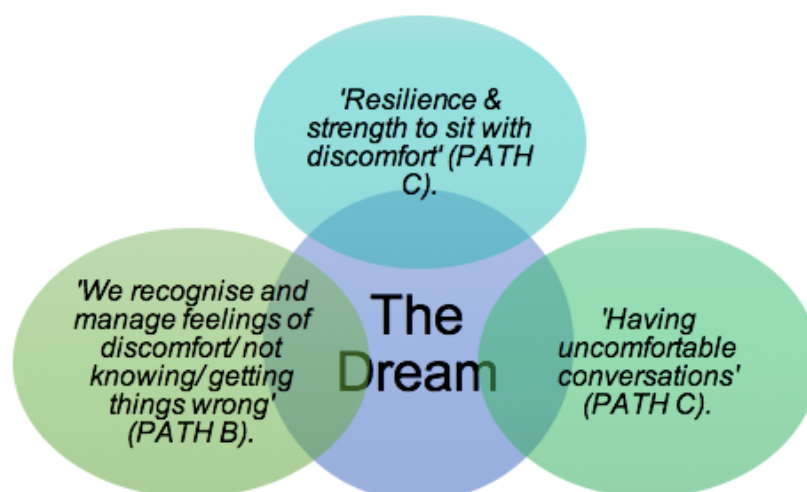
PATH B: *Negativity – feelings – as a White person feeling of being blamed for past & present actions of White people.*

PRPs also discussed the value that 'open reflections' can have on facilitating such discussions and containing the affective and cognitive weight they may feel:

PATH C: *More reflectiveness around what has gone wrong. A brave move to be vulnerable and acknowledge mistakes. This has been modelled by [Assistant PEP]. [i.e.,] OPEN REFLECTIONS.*

Developing this was evident within two EPSs' 'Dreams', illustrated in Figure 11.

Figure 11. PRPs' recognition of the affective and cognitive dimensions of discussing race, racism and racial privilege within their 'Dream'



4.3.3.3 Supervision

A number of PRPs explained that supervision was essential for continual progress as a reflective practitioner. PRPs discussed the value of 1:1 supervision with a supervisor, with a peer and more informally with colleagues in the EPS who may be

particularly well versed to support and facilitate reflective practice around these topics, such as members of the EPS 'anti-racist working groups'.

PATH B: *Thinking about my own practice in supervision.*

PATH B: *Peer supervision.*

PATH C: *Contacting ADP WG [anti-discriminatory practice working group] members with concerns for informal supervision.*

4.3.3.4 Interpersonal skills

The section of PATH titled 'Staying Strong' enquired about the skills PRPs felt they needed to enrol that would support them to develop their understanding of Whiteness, WP and ARP. All three EPSs discussed interpersonal skills as being salient when creating a supportive environment, particularly to ensure EPs felt safe to discuss their experiences with one another and to start similar discussions with others.

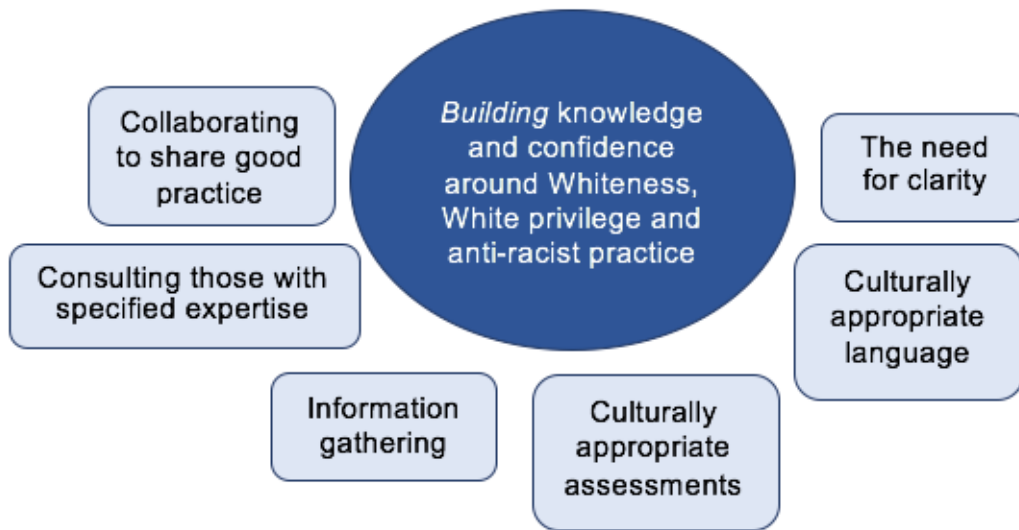
PATH A: *Interpersonal skills enabling me to link with other professionals.*

The three most salient skills discussed were 'Communication skills', 'Listening skills' and 'Empathy'. PRPs also shared other positive attributes and skills needed to develop ARP, including 'Curiosity', 'Openness', 'Sensitivity', 'Motivation', 'Thoughtfulness' and 'Resilience/determination'.

4.3.4 Theme 4: Building knowledge and confidence around Whiteness, White privilege and anti-racist practice

The analysis across all three data sets uncovered the desire and necessity for EPs to build upon their knowledge and confidence around Whiteness, WP and ARP. PRPs recognised current gaps in these areas and for some, the feeling of a complete lack of knowledge and confidence. PRPs also acknowledged the impact of this on practice. Data analysis revealed two strong narratives around *why* PRPs wanted to build upon their knowledge and confidence, one being to develop 'cultural competency' and the other to support them to 'challenge racism'. Subthemes were identified to capture the *what* and *how*, answering the primary RQ: 'Collaborating to share good practice', 'Consulting those with specified expertise', 'Information gathering', 'Culturally appropriate assessments', 'Culturally appropriate language', 'The need for clarity'.

Figure 12. Theme 4



4.3.4.1 Collaborating to share good practice

The idea of collaboration was pertinent across the data from all three PATHs, highlighting the collective approach and teamwork necessary to develop ARP as well as the dynamic influences on the system in which EPs are practicing. In particular, PRPs discussed how collaborating with other EPs to share positive practice would support knowledge and confidence building. PRPs in all three EPSs discussed collaborating with other EPs within their service, from other EPSs, as well as national associations for EPs. PRPs in one EPS named collaborating with 'Services that are further along the journey' (PATH A), acknowledging national disparities amongst EPs' confidence and competence around understanding Whiteness, WP and developing ARP, as well as highlighting the value that working collaboratively with each other could bring.

PATH B: Other people within the profession – neighbouring EPSs, National groups.

PATH A: EPs from other LAs who are well-versed in a variety of culturally-appropriate assessment.

PRPs in two of the EPSs recognised the value of experiential learning to develop understanding of Whiteness, WP and ARP and shared ways this could be facilitated, such as hearing examples of good practice from EPs in their service and from other EPSs.

PATH B: Sharing ideas, experiences, resources with each other.

PATH B: Sharing any cultural learning with the team.

PATH C: *Linking with [other EPS] & sharing good practice.*

PATH C: *Examples of every day practice of anti-racism – what does it look like in our roles?...*

PRPs in PATH C agreed an active way for the EPS to encourage colleagues to share experiences, successes and also their questions with each other. One of their actions was to create ‘a board or a box’ where EPs could add post-it notes to be shared during team meetings, facilitating collaborative discussions. PRPs in PATH B discussed wanting to share good practice with the wider local community, adding to their ‘Dream’ that they hope to collaborate with educational professionals to facilitate a ‘Conference held in [name of local context]’, engaging wider systems and building knowledge and confidence further afield.

4.3.4.2 Consulting those with specified expertise

One of the most discussed routes to build knowledge and confidence from PRPs was to consult those with specified expertise. For this theme, ‘specified expertise’ has been defined as individuals and groups who have specific knowledge, experience, or interest in developing understanding around topics relating to Whiteness, WP and ARP. Prominent examples of those with relevant ‘specified expertise’ that PRPs included in the ‘Who’ stage of PATH, include:

PATH A: *Regional Anti-Racist Working Group.*

PATH B: *Community groups & leaders.*

PATH C: *[Name] – equality & diversity team/lead (escalation process oversee-er?).*

PATH C: *[Names] [Training Name] whiteness trainers [training around witnessing and understanding Whiteness].*

PATH C: *AEP [Association of Educational Psychologists].*

PRPs discussed wanting to involve those with specified expertise for purposes such as training, multi-agency working, as well as opportunities to upskill EPs within their service, to develop in-house specialisms in the area of ARP.

PATH A: *There would be opportunities for EPs to develop specialisms in the area of anti-racist practice.*

PATH B: *TRAINING by cultural psychologists/cultural writers.*

Some PRPs seemed to acknowledge that the TEPs who were currently on placement at their LA may have more knowledge and confidence around some areas of EP practice relevant to developing ARP, due to having protected time,

teaching and access to evolving practice and research. PRPs recognised that the EPS workforce could utilise TEPs as a resource to share this learning with the wider team, supporting each other's development:

PATH A: *[Name] to observe [TEP Name] conducting a dynamic assessment and reflect on cultural fairness.*

One powerful discussion during FG2 was the interpretation from one co-researcher who felt as though there was a 'reliance on others to educate' in order to develop understanding of Whiteness, WP and ARP (Alex, FG2). This interpretation will be further discussed in Chapter 5.

4.3.4.3 Information gathering

This subtheme was identified within Theme 4 following comments around the value of data and research to build knowledge, confidence and inform ARP.

PATH C: *Research commissions has influence – using the research to inform practice.*

PATH B: *[Access to/discussions around] Current/new research in the area.*

During group analysis in FG2, the research team discussed their interpretations of PRPs' comments, including the sense that PRPs wanted to have discussions around Whiteness, WP and ARP with their schools but perhaps felt like having more information would help them with those conversations (Alex, FG2). It was evident that PRPs valued involving CYP and families directly to support the EPS to gather information, as well as immersing themselves in their local community to build 'Awareness of local cultural artefacts/history and sharing with service' (PATH B).

4.3.4.4 Culturally appropriate assessments

This subtheme reflects this debate and demonstrates the disparity amongst EPSs in regards to their knowledge and confidence using culturally appropriate assessments¹. Two out of the three EPSs discussed assessments frequently

¹ Cognitive assessments are an integral part of EP practice. The ethical application of psychometric assessments is open to debate in the field (Knauss, 2001). The dynamic approach to assessment emphasises a CYP's learning potential rather than assessing them in comparison to a standard population. As a result, dynamic assessments are considered a fairer measure of cognition particularly with CYP from culturally and linguistically diverse backgrounds (Frederickson & Cline, 2009) and for those with identified learning difficulties (Lauchlan, 2001).

throughout the PATH session, acknowledging their current use of culturally bias assessment tools and hopes to build their knowledge and confidence with tools that are culturally appropriate and accessible for the populations they serve.

PATH B: *Cultural bias assessment tools (have).*

PATH A: *Lacking confidence with the use of a variety of culturally appropriate assessments.*

PATH A: *Development of fluency with a range of culturally appropriate assessments.*

PRPs in PATH A identified how they could support this development of knowledge and confidence, including training, research and audits:

PATH A: *[Name] to meet with other seniors re: CPD on anti-racism and dynamic assessment.*

PATH A: *[Name] will research around culturally appropriate assessments and conduct a critique of how culturally appropriate the assessments we have, are.*

4.3.4.5 Culturally appropriate language

All three EPSs reflected on building their awareness of culturally appropriate and sensitive language, reflecting on the power of language. PRPs discussed the complexities of challenging racism and the value that language skills could have in supporting knowledge and confidence when talking about race, racism and racial privilege, both with clients and with each other.

PATH B: *[the use of] jargon: Black vs. BAME [that are not always representative of the individuals or community].*

PATH A: *Confidence to ask challenging questions.*

PATH A: *Richer questions for consultation [around culture and race].*

PATH A: *Lack of confidence/uncertainty about how to ask about certain questions to schools e.g. why have they disclosed certain information about cultural factors and issues to do with home? What was their thinking around that?*

PRPs considered practice to be a supportive means of developing this identified skill:

PATH C: *Practicing vocab, dialogue, narrative around anti-racist practice.*

EPs' articulation of culturally appropriate and sensitive language was discussed by two of the EPSs, with one stating that, 'It can be hard to talk about this articulately' (PATH C) and with the other adding 'Articulation' to their 'Dream' (PATH B). This demonstrates PRPs' reflections upon the importance of being coherent and providing clarity when using language around these topics, whilst maintaining

mindful, respectful and accepting of cultural differences. There was evidence of a desire amongst PRPs to improve their knowledge and confidence to achieve this.

4.3.4.6 The need for clarity

To support ARP, EPs want clarity in the form of clear processes, guidelines and plans. There was a unanimous recognition of the need for clear pathways of communication within the EPS and between the wider systems involved:

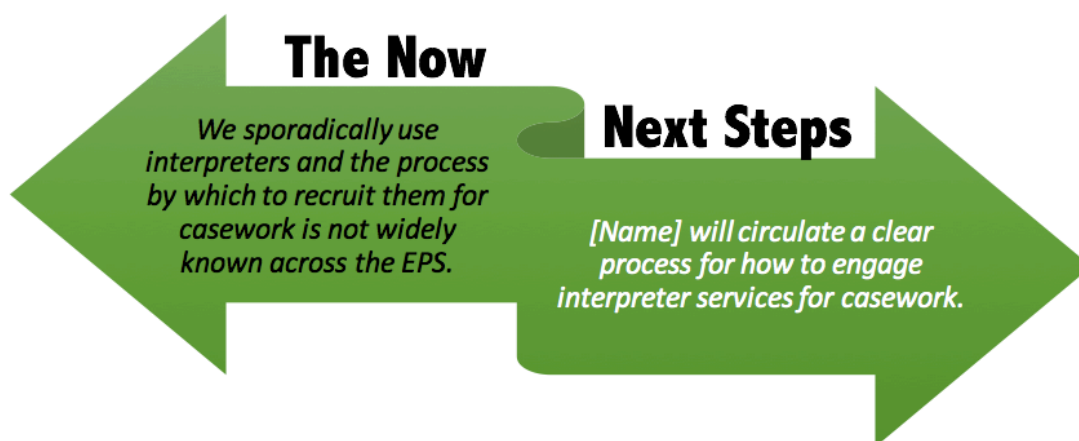
PATH B: *A plan – time to take the plan forward & also to review it at regular intervals.*

PATH B: *Clarity & commitment from the LA/department.*

PATH C: *Clear process for escalating concerns/ racism – guidelines and support.*

This can be demonstrated by an example from one EPSs 'Now' and 'Next steps' presented in Figure 13 below.

Figure 13. *A comparison from PATH A's 'Now' and 'Next steps'*

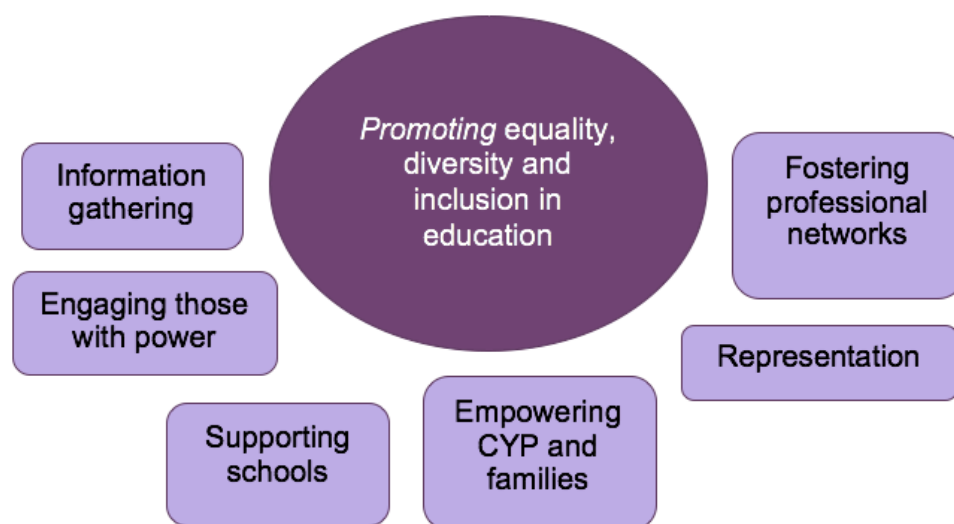


4.3.5 Theme 5: **Promoting equality, diversity and inclusion in education**

PRPs considered promoting equality, diversity and inclusion (EDI) in education to be a central part of the EP role when developing understanding of Whiteness, WP and ARP; with 'promoting' being understood as to encourage further the progress of EDI. PRPs' 'Dream' included 'fair', 'accessible' and 'equal opportunities' for all in education, with hopes for '*Reduced exclusions*' (PATH C), highlighting EPs' social justice agenda and current issues where racism is occurring at a local and systemic level in education. PRPs across all three EPSs recognised that EPs are in a privileged position whereby they have the potential to promote EDI across multiple

levels of a CYP's environment. In order to achieve this, subthemes were identified to capture the *what* and *how*, answering the primary RQ: 'Information gathering' 'Engaging those with power', 'Supporting schools', 'Representation', 'Empowering CYP and families', 'Fostering professional networks'.

Figure 14. Theme 5



4.3.5.1 Information gathering

This subtheme was identified within Theme 5 following comments around the value of data and research to promote EDI in education.

PATH A: *We have added to our referral form, to collect info about ethnicity and languages spoken by parents.*

PRPs discussed gathering information to build 'Awareness of inequality and discrimination' (PATH A) to support specific aspects of EP practice, including fair access to EP services and to combat school exclusions.

PATH A: *We will have access to school's data of the ethnic mix of their school population, to prompt discussions in planning meetings. We can compare whether the ethnic mix of children referred to us is representative of the wider school's population.*

PATH A: *Deeper understanding of the ways marginalised groups are impacted by EPS practice.*

PATH C: *Exclusions – do we really know what is going on? E.g., [for CYP on] P/T [part-time] timetables.*

The above data extract from PATH C suggests that the PRPs are aware that CYP from ethnic minorities are disproportionately represented in school exclusion statistics.

In this EPS's 'One year from now', they identified how they were going to build their knowledge around this salient issue, with reference to research and data:

PATH C: *Research on exclusions to better understand barriers to inclusion & reflection on outcomes within the team & dissemination of findings beyond team.*

4.3.5.2 Engaging those with power

PRPs discussed the importance of EPs engaging others in order to promote EDI in education and develop ARP. Specifically, PRPs recognised the need to engage those with power at different levels in the education system, as those in leadership roles often hold the decision making powers that are key for influencing change and development, acknowledging the systemic influence of authority.

PATH C: *School governors.*

PATH C: *Counsellor [Name].*

PATH B: *Local authority leaders.*

PATH C: *SLT [senior leadership team] especially in raising profile.*

PRPs in PATH A explicitly delegated responsibility to those in leadership roles and positions of power specifically related to 'forging closer liaison', highlighting theme and subtheme relationships related to collaborative working.

PATH A: *The SLT will have reached out to other teams within [name of local context], to forge closer liaison, to promote anti-racist practice and full inclusion of all families.*

4.3.5.3 Supporting schools

PRPs discussed engaging 'schools and school staff' and directly supporting them to promote EDI in schools, noting this as a core part of the EP role when developing understanding of Whiteness, WP and ARP. The support that EPs could offer schools was specifically related to developing school policies, resources and reframing school ideologies, naming factors in the exo-system. This is demonstrated by examples from PATH B:

PATH B: *Community inclusion in sch[ool], using [psychology symbol] to help sch[ool] reframe [with arrow to the word inclusion on PATH].*

PATH B: *Helping schools to develop resources, i.e. social stories, [around Whiteness, WP and ARP].*

PATH B: *Help schools create safe spaces [to talk about these topics].*

Across the data, there were also references to the national and historical context in schools, including the hope for the 'Implementation of [a] true curriculum in school'

(PATH B). Although PRPs considered the role of the EP to be further detached from promoting inclusion at this level, it was recognised as a hope for the future.

4.3.5.4 Empowering CYP and families

PRPs discussed ways that EPs could empower CYP and families, acknowledging that they are at the center of the system when promoting EDI in education (the micro-system). Some PRPs made their position explicit, actively positioning themselves as partners, rather than experts. This is demonstrated by examples from PATH C:

PATH C: Children/YP/parents. Consulted with & also co-partners.

PRPs in two EPSs discussed practical ways EPs could facilitate this in practice, for example, identifying ‘*Diversity champions*’ or ‘*CYP champions*’ in schools (PATH B). PRPs in PATH B discussed engaging CYP for reasons which included educating key adults in schools, including the EP, on what may be circulating social media around anti-racism; recognising that CYP may have access to different sources of information than the adults in the school community.

Analysis also revealed central narratives around embracing cultural differences, having acceptance of these (rather than tolerance) and fostering a sense of belonging for their clients so they can be ‘*fully included in all relevant aspects of EP work (e.g. consultation)*’ (PATH A).

PATH B: Greater awareness and understanding of cultural difference. E.g. how a child maintains their sense of identity within a school where the majority of children are from a different cultural background.

PRPs credited particular skills that EPs have in order to achieve these, including ‘*Skills in acquiring pupil and family voice*’, making reference to person-centred practice (PATH A).

PRPs in PATH B made explicit reference to other relevant theoretical frameworks to support EPs to promote EDI through the application of psychology, including Bronfenbrenner’s (1979) ecological systems theory and intersectionality.

PATH B: *Feelings of belonging, [CYP] can achieve, regardless of ‘graces’²*
PATH B: *Using cultural responsive practice to challenge restrictive practice – ecological model.*
PATH B: *Colleagues bring intersectionality to the forefront.*

4.3.5.5 Representation

PRPs in PATH B stated in their ‘Dream’ that they hoped for EPs to ‘*Influence societal changes/ growth*’. Ideas shared around how EPs could directly promote transformation at this level acknowledged the social, political, and historical context in which EP practice exists and largely made reference to representation. PRPs in one EPS shared in their ‘Now’ that there is a ‘*Lack of diversity of people in senior roles (e.g. SLT)*’ (PATH B) and that representation across all systems in education is crucial for promoting EDI.

PATH A: *The ethnic diversity of a community would be reflected in the diversity of the staff working in schools.*

PATH B: *Diversity of staff in schools & local authority.*

PRPs in PATH C discussed the idea of ‘*EP work experience*’ as one way the EPS could facilitate opportunities for the community related to representation and inclusion, with the end goal of creating an ‘*EP service [that] reflects [the] diversity of [the] city*’.

4.3.5.6 Fostering professional networks

PRPs named their hopes to foster professional networks to promote EDI in education. This could highlight meso-systemic factors, recognising the relationships and connections between the systems needed for evolution at all levels. Specifically, PRPs discussed the value of multi-agency working, predominately with Speech and Language Therapy (SALT), Education Health and Care Plan (EHCP) teams, and other teams within the LA dedicated to supporting vulnerable CYP and families, particularly those with SEND:

² Burnham's (2012) ‘social GRRAAACCEEESSS’ or ‘social graces’ has become a relatively common acronym in the educational psychology field. The acronym ‘social graces’ describes aspects of a person’s identity which offer varying levels of power and privilege in society, or powerlessness and oppression, namely Gender, Geography, Race, Religion, Age, Ability, Appearance, Class, Culture, Ethnicity, Education, Employment, Sexuality, Sexual orientation, Spirituality (Burnham, 2012).

PATH A: EPs and SALT would work collaboratively to meet the needs of an EAL [English as an Additional Language] child.

PATH C: Safeguarding & education team.

Two EPSs named ‘groups’ and ‘services’ generally, possibly recognising the desire to grow their professional networks and engage wider systems, but demonstrating the current absence of these working relationships in their EPS.

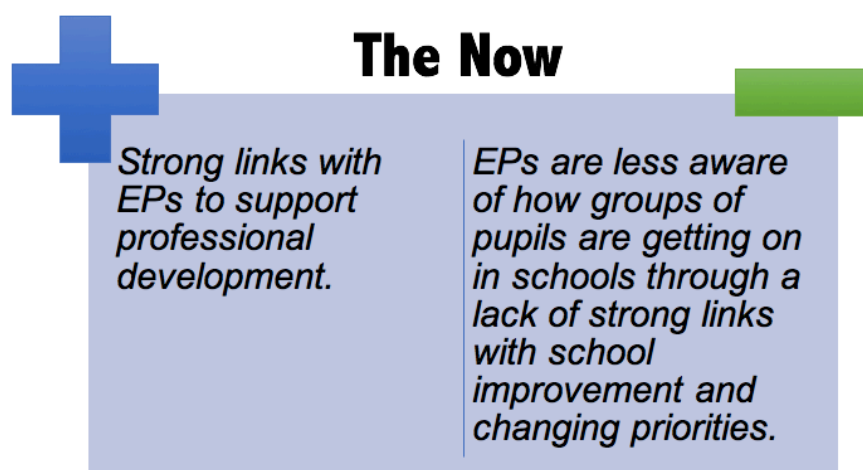
PATH B: Community groups & leaders – to start a joint discussion.

PRPs in PATH A discussed how multi-agency working would be most successful if the professionals working together had a rich understanding of the roles and responsibilities of each other, strengthening the network. This also possibly highlights that this is currently not the case in their EPS.

PATH A: Interpreters would understand the work of EPs so that they are able to support effectively in meetings.

PRPs in PATH A highlighted positive working relationships as both a current barrier to promoting EDI in education as well as a future facilitator. This balance was distinguished by the *strength* of the relationship with the other agency, facilitating effective communication and collaboration. This is demonstrated in Figure 15.

Figure 15. PATH A’s ‘Now’ highlighting the importance of having strong relationships to foster professional networks



An explicit link between fostering professional networks and supporting EPs to build confidence to engage in ARP discussions was made by PRPs in PATH B, highlighting more theme and subtheme relationships:

PATH B: Relationships with schools, enabling confidence to talk to HT [head teacher] about this.

Finally, PRPs in PATH B discussed the idea of sharing their PATH with other agencies as a way of facilitating partnership working, further highlighting the transformative value of PATH.

PATH B: SEND managers/share PATH.

4.4 Chapter Summary

The RTA provided substantial and significant information to draw upon when considering the primary RQ of the current research. The next chapter will take that information, combined with the previously discussed literature and theories, and explore in detail how EPs can develop their understanding of Whiteness, WP and ARP. The author will also critically evaluate the current research and explicitly engage in reflexivity.

Chapter 5: Discussion

5.1 Chapter Overview

In this chapter, the findings will be summarised, proposing their contribution to the research field and the EP profession. The research findings will then be considered in relation to the primary RQ, the existing literature and key topics from Chapter 1. These will then be integrated when outlining the strengths and limitations of the research findings and the methods by which they were constructed. Next, consideration will be given to potential implications for educational professionals and opportunities for future research. Personal reflections will then be discussed and finally, research conclusions given.

5.2 Summary of Findings and the Distinctive Contribution

Overall, the findings outline suggestions for how EPs can develop their understanding of Whiteness, WP and ARP, generated by educational professionals in the field. The findings also highlight current barriers and facilitators to developing understanding and practice for three EPSs in the UK. The final thematic map collates the findings and aims to demonstrate an action plan for the participating EPSs; one which the primary researcher hopes the PRPs will revisit and use in practice, owning these actions and empowering them to make further change.

It is also hoped that the thematic map provides an overview of the learning and development cycle for developing understanding of Whiteness, WP and ARP, breaking it down into five domains or phases of instruction. The use of active verbs to name the themes was intentional, both to ensure the analysis explicitly answered the primary RQ and to suggest clear actions and points of reflection to develop practice. Each theme can be seen to highlight an important segment of developing an anti-racist EPS, as opposed to a 'not-racist' EPS, with the practical, tangible actions contained within the subthemes.

Whilst the purpose of the current research was to promote transformative change for the PRPs and not to produce generalised conclusions, the primary researcher proposes that the final thematic map is applicable as a model for the profession when considering how to develop understanding of Whiteness, WP and ARP; a pedagogical praxis. In this context, the word praxis is understood as an iterative,

reflective approach to taking action (Freire, 1973; 1985). This lends itself to the current research findings and thematic map; not intended as a prescriptive or linear model, but rather a pedagogical praxis for reflection and development. Whilst this point is considered an important implication of the current research (section 5.5), it is stated at the start of this chapter to show the distinctive contribution of the current research and to frame the suggestions and reflections that will now follow.

5.3 Interpretation of the Findings in Light of Relevant Literature and Theoretical Perspectives

Following on from the summary of findings, the five superordinate themes will now be discussed, theme by theme, in relation to existing research, relevant theories detailed in Chapter 1 and the primary RQ: How can EPs develop their understanding of Whiteness, WP and ARP?

The four topics that were apparent in the current systematic literature review will be referenced throughout. These are:

- 1) Practices and attitudes that perpetuate Whiteness and WP in the education system and amongst educational professionals.
- 2) The identified affective, cognitive, and behavioural dimensions of discussing Whiteness (race) and WP (privilege).
- 3) Identified strategies and approaches to develop the understanding of and engagement with Whiteness and WP in education and amongst educational professionals.
- 4) Intersectional associations of the understanding of and engagement with Whiteness and WP.

5.3.1 Theme 1: *Becoming* accountable and *taking* responsibility for Whiteness, White privilege and anti-racist practice

The final thematic map of the current research demonstrates the personal commitment and accountability that is necessary, whilst also illustrating the interrelations between systems and people in the contexts where understanding of Whiteness, WP and ARP must develop. Bronfenbrenner's (1979) ecological theory was considered relevant from the outset of the current research and whilst it's applicability to the findings has been discussed in Chapter 4, its relevance to Theme

1 elucidates that development will never happen in isolation; for progressive change to occur, a collective approach is required and this must be built with committed individuals. This evidences the dynamic relationship between the themes in the final thematic map.

In line with Helms's (1990) theory of WRI development, the primary researcher considers where the findings related to Theme 1 could be placed on the model; albeit a subjective interpretation. The final thematic map appears to describe the latter three statuses in Helms's (1990) model: Pseudo-independence; Immersion-emersion; Autonomy (see Appendix A for further description). Identifying elements within these latter statuses suggests that PRPs do not hold a colour-blind view of race, which would be problematic when considering that such ideology maintains the mechanisms of a majority culture and 'interest convergence' (Bell, 1980; Taylor, 2009). Instead, PRPs shared recognising their own biases and searching for personal meanings of racism, developing a realistic, self-affirming racial identity, which is critical to developing understanding of Whiteness and WP (Helms, 1990).

However, there was an evident desire amongst many PRPs from all three EPSs for *more* understanding and confidence around what Whiteness and WP mean on an individual and systemic level (Theme 3). This may suggest that there is more learning to be done to better understand the relationship between WRI, privilege and oppression. Encouragingly, PRPs shared their collective openness to learn to support ARP development.

Given both the group context and the expectation for PRPs to have open discussions during the PATH session, it is important to consider whether White PRPs who may be oblivious to racial issues or resistant to accept responsibility for racism (the earlier stages of Helms's (1990) model) would feel comfortable to share this; a possible limitation of the current research methodology. Is the risk of appearing racist enough to maintain silence, similar to previous research suggestions (Langrehr & Blackmon, 2016)? This interpretation signals the complex relationship between racial attitudes, desire to avoid additional information about WP and desire to change WP that the existing literature highlights (Conway et al., 2017);

even if EPs actively commit to developing their racial identity, this is not necessarily a straightforward journey.

Nevertheless, both the literature and current research findings acknowledge the possible emergence of feelings such as discomfort and guilt when discussing Whiteness and WP (Garriott et al., 2016; Langrehr & Blackmon, 2016; Todd et al., 2010; Zarate & Mendoza, 2020). Therefore, it may be somewhat reassuring for educational professionals who may resonate with this, encouraging their ongoing development even at times when it may feel challenging. Equally, it is crucial for individuals to not allow these to become excuses for disengagement, or worse, reasons to avoid committing to the personal work that is essential. In the existing literature, Blevins and Todd (2022) found that whilst racial and economic individual- and community-level variables contribute to awareness of WP, this may not result in transformative outcomes. Instead, this may foster into dismissal and disengagement with anti-racist reflection (Blevins & Todd, 2022). Therefore, [we] must take accountability for developing understanding of Whiteness, WP and ARP. Some White educational professionals may need to start by acknowledging themselves as racial beings, moving away from a colour-blind view of race to develop a deeper understanding of racism and racial privilege (Helms, 1990; Jupp & Lensmire, 2016).

Furthermore, recognising personal accountability and collective responsibility to develop understanding of Whiteness, WP and ARP, a commitment from all PRPs, is also related to Kelly's (1955) Personal Construct Theory, as highlighted by the research team. Discussions around individuals having differing life experiences and world views that shape and contribute to their values and understanding of societal issues reflects Kelly's explanation of how people develop different constructs about how the world works. Kelly (1955) states that an individual's unique life experiences, attitudes, culture and family shapes their anticipated interpretation of what they observe, meaning everyone experiences the world differently. Interpreting the current findings with Personal Construct Theory evidences the personal reflexivity necessary for developing understanding of Whiteness, WP and ARP, whilst also highlighting the need to understand the same in others; for EPs, this predominately being their clients and colleagues. In addition, it also indicates the value of PRM and

its relevance to this research field as one cannot assume synergy to another's experiences, evidencing how research methodology must encompass shared voices and perspectives to generate applicable conclusions.

5.3.2 Theme 2: Committing to ongoing/ active engagement with Whiteness, White privilege and anti-racist practice

Theme 2 has strong links with the existing literature detailed in Chapter 2. Whilst PRPs shared the value of acknowledging their previous efforts to develop their understanding of Whiteness, WP and ARP, the data analysis revealed that there needs to be ongoing and active engagement, that is consistent and committed. It could be said that this shift depicts becoming anti-racist, as opposed to remaining 'not-racist'. As defined in Chapter 1, an anti-racist is different from a 'not-racist' due to the active nature of the position. To be anti-racist is to be an active part of the solution working against racial injustice and discrimination, whereas a 'not-racist' is a bystander of the problem (The Law Society, 2023). Take CPD for example, the specifics in terms of the consistency and engagement are essential to becoming 'anti-racist', moving away from tokenistic tick-box exercises which demonstrate 'not-racist' practice.

As signaled in Chapter 4, there were differences in the research team's interpretation regarding how CPD was viewed by different EPSs. This was identified by one co-researcher during FG2, reflecting on CPD and tokenism. Hence, the final thematic map conceptualises these discussions as the need for a commitment to ongoing, active engagement, including specific mention of 'ongoing CPD'. This is to ensure EPs avoid tokenistic actions and instead 'keep the conversation alive' and 'revisit, review and revise' policies to support evolving reflective practice that is embedded within contextual, relational, and experiential learning. As the analysis was theoretically informed by CRT, such examples reveal even the less detectible structures and assumptions that maintain racial inequalities (DeCuir-Gunby et al., 2019) in the form of tokenistic rather than meaningful action.

Furthermore, previous literature suggests that whilst exposure to appropriate teaching may have immediate positive effects on the awareness of WP for White students (Garriott et al., 2016), other studies imply the possibility of adverse

implications when exposure is not salient (Murdoch & McAloney-Kocaman, 2019). Similarly, as multiple studies discussed in the systematic literature review concluded that discussion was superior to lecture in increasing racial awareness (Chick et al., 2009; Kernahan et al., 2014), educational professionals must acknowledge that without active engagement, discussion, reflection, and efforts to commit to this consistently, activities such as CPD will not influence meaningful growth for the individual or the EPS. In summary, it is not sufficient to offer occasional CPD if meaningful changes in understanding issues of race and racism are to occur (Carvalho Gomes, 2022).

Moreover, as previously mentioned, the existing literature also suggests that mild to moderate concerns about appearing racist may be enough to hinder a strong internal commitment to anti-racist values (Langrehr & Blackmon, 2016). Therefore, when considering Theme 2 and its application in EP development, there must first be a consideration of the individuals' willingness and commitment, and then the salience of the teaching including how opportunities to reflect and discuss content are integrated. This consideration also demonstrates the relationship between Theme 1 and Theme 2. As a result, if applying the proposed pedagogical praxis for reflection and development, it may be helpful to consider these themes simultaneously.

5.3.3 Theme 3: *Creating a supportive environment for reflective practice*

The importance of reflective practice was highlighted in previous research, by both the PRPs and the research team during data analysis, and is reflected in Theme 3. Generally, self-reflection is considered a decolonising tool as it requires individuals to interrogate assumptions about what knowledge is assigned value in our society and institutions and why (Harvey, & Russell-Mundine, 2019). Thus, whilst self-reflection often inspires questions rather than answers, it encourages one to explore the complexities in their sense making, encouraging essential learning and 'unlearning' (Fook & Gardner, 2007).

In the current study, PRPs recognised the need to create a supportive environment for reflective practice, in line with previous research findings (Yeung et al., 2013). As previous research has recognised the influence of the learning

environment dynamics on this learning and development (Chick et al., 2009), the findings from the current research hope to provide clarity for educational professionals around *how* they can create a supportive environment. Explicitly, a sense of physical, emotional and psychological safety. This supports the applicability of the findings to EP practice specifically.

The subtheme 'The affective and cognitive dimensions of discussing race, racism and racial privilege' parallels Topic 2 in the current systematic literature review, demonstrating how both research findings and existing literature outline the prevalence of emotionally laden thoughts and feelings when discussing race, racism and racial privilege. In the current study, one PRP expressed feelings of blame when discussing Whiteness, WP and ARP and another discussed how self-care was necessary, naming that "*this work is really hard*". Interpreting these data with Zarate and Mendoza's (2020) study in mind indicates how such thoughts and feelings may have the potential to become 'Reflection Strategies' or 'Dismissal Strategies' when discussing Whiteness. As such, it is important for educational professionals to acknowledge that *how* discussions around race, racism and racial privilege are facilitated and the feelings that may accompany them cannot be viewed in isolation. Careful consideration needs to be given to the environment, especially when working with larger groups or groups with individuals who may not be as familiar with each other as the PRPs were in the current study, as feelings of belonging are suggested to foster critical consciousness around race and privilege (Kernahan et al., 2014).

Importantly, if educational professionals engage in reflexivity to examine the roots and influences that may have shaped their thoughts and feelings when thinking about race, racism and racial privilege, as opposed to dismissing or suppressing them, this can result in positive learning outcomes (Chick et al, 2009). This distinction may explain the difference between progressive change versus maintaining the status quo, which the primary researcher hopes the current findings can promote. It also demonstrates the core role of reflexivity in connecting all five themes to develop understanding of Whiteness, WP and ARP.

5.3.4 Theme 4: *Building* knowledge and confidence around Whiteness, White privilege and anti-racist practice

In Chapter 1, the systematic literature review highlighted a prominent topic relating to identified strategies and approaches to develop the understanding of and engagement with Whiteness and WP in education and amongst educational professionals (Topic 3). This topic can be seen to align with Theme 4. Facilitated by PATH, PRPs identified strategies relevant to the EP profession that would support EPs to build knowledge and confidence around Whiteness, WP and ARP. Therefore, the current findings provide clarity for PRPs around how they can achieve this, relevant to their current understanding and practice. In the absence of existing literature relevant to the EP profession, the current findings also aim to support this somewhat for the EP profession more widely, whether that be with specific strategies or more generally as points of reflection for the profession. This is another novel contribution of the current findings.

As previously mentioned, developing understanding of Whiteness, WP and ARP is a complex and dynamic process. As such, the literature review and findings from the current research reveal that specific approaches to such development may support change in different ways for different people. For example, it could be considered that pedagogical peer support from sharing resources such as books, websites, articles, etc. also lend themselves to structural support in the form of discussion groups and team meeting agenda items. Such suggestions align with Topic 3 in the current systematic literature review, where it was suggested that different methods of discussing race and racism may produce different learning outcomes (Chick et al., 2009; Kernahan et al., 2014; Zarate & Mendoza, 2020). As such, the primary researcher hopes that the findings propose considerations that all educational professionals - regardless of race or experience - can ponder, reflecting the current research's theoretical and ontological perspective and reiterating the rationale for applying PRM.

However, facilitating inter-group dialogue requires careful consideration, as CRT theorises (Gillborn, 2015). Relevant to this theme and Topic 3 of the current literature review, a prominent interpretation that arose during data analysis (and a suggested consideration for educational professionals when developing ARP) is around there

being a reliance on others to educate, evident amongst some PRPs' ideas. During FG2 one co-researcher discussed this interpretation and suggested that some individuals may not want to take accountability for racism and ARP, possibly evidencing earlier statuses within Helms's (1990) theory. Opposing interpretations were also shared within the research team, suggesting that PRPs recognised the value in learning from those who may have more knowledge and/or different lived experiences to them, viewing opportunities for learning and development from these individuals as optimistic. When interpreting these discussions alongside previous literature and theory, the usefulness yet sensitivity around collaboration and inter-group learning opportunities is reinforced (Puchner & Roseboro, 2011; Yeung et al., 2013; Zarate & Mendoza, 2020). Fair-minded consideration for everyone involved in the discussion should be applied before methods to engage in this thinking are enforced (Yeung et al., 2013). This interpretation also demonstrates how having a team of co-researchers contributed to rich interpretations of the data, again highlighting the value of PRM and interdependent analysis.

Furthermore, this interpretation emphasises the circular relationship and connectedness between the themes of the current research, linking with Theme 1 specifically and the personal accountability and shared responsibility needed. The existing research and current findings demonstrate that there is a need for educational professionals to understand Whiteness and to take a responsibility for racism, without relying on Black and colleagues of Colour to educate them and moving towards shared participation and joint effort (Earick, 2018). Related to EP practice, this consideration could be seen as a possible limitation of resources such as anti-racist working groups; despite bringing fuel and ideas for many EPSs, there is the possibility that EPs see members of such groups as dedicated individuals who have volunteered to take responsibility for developing ARP, enabling others to take a back seat. It is hoped that through the proposed pedagogical model developed and the circular illustration, it is clear that utilising those with specified expertise may support knowledge and confidence building, but it is each individual's personal responsibility to take accountability for ARP too. It is not warranted to *rely* on others to educate, but where EPs may feel they want to be *supported* by others to build their knowledge and confidence around Whiteness, WP and ARP, the methods to do

this must encompass collaboration, joint effort and facilitate opportunities for personal reflexivity.

5.3.5 Theme 5: Promoting equality, diversity and inclusion in education

Findings within Theme 5 can be interpreted in relation to theoretical perspectives adopted in the current research (Chapter 1) and conclusions developed from the current systematic literature review (Chapter 2). Findings make reference to the eco-systemic frameworks within which an understanding of Whiteness, WP and ARP develop as well as more widely, within which EPs work to promote EDI in education (Anderson et al., 2014; Bronfenbrenner, 1979).

In Theme 5, the reference to engaging those with power has likeness with the importance of leadership recognised in the existing literature; as those with decision making powers often create the organisational culture that either perpetuates or challenges Whiteness, WP and racism in education (Peters et al., 2016; Zarate & Mendoza, 2020). The context of Helms's (1990) theory of WRI development is also applicable when considering how EPs can promote EDI in education as this theory suggests that neglecting attention to WRI perpetuates exclusivity and categorisation in schools, which existing literature has found to negatively impact racially diverse communities (Peters et al., 2016). Considering the subtheme 'Representation', for example, the PRPs and literature recognised this is one way to promote EDI in educational psychology, supporting openness to learn about, challenge and change WP in education (Conway et al., 2017). It is hoped that PRPs and other educational professionals accessing this research consider promoting ideas such as '*EP work experience*' within their community as such actions have the potential to impact CYP's immediate environment as well as wider systemic growth, supporting holistic ARP development.

In addition, the findings relevant to Theme 5 align with Topic 4 of the literature review, related to intersectionality theory (Crenshaw, 1991). PRPs in PATH B discussed the 'social graces', abbreviated to 'graces', when considering how EPs can promote EDI in education. This suggests that PRPs considered all aspects of an individual's personal and social identity to be important when developing cultural competency and awareness, adopting a holistic understanding. Therefore,

encouraging an intersectional understanding of identities that may be mutually constructed to afford CYP privilege or oppression may support EPs to promote EDI.

However, interpreting the current findings through CRT highlights that bringing '*intersectionality to the forefront*' of practice, as PRPs in PATH B discussed, cannot be a route to avoiding engagement in explicit and direct conversations about race and racial privilege (Gillborn, 2015). Zarate and Mendoza (2020) suggest that it is possible to 'minimise the significance of race' when engaging in discourse around elucidations of discrimination, such as class. For PRPs, the distinction between privilege and hardship seems salient here as well as understanding the nuance needed to apply intersectionality theory to ARP within the context of CRT (Burke & Stewart, 2022). As a result, it appears important to support educational professionals to understand why acknowledging the exclusivity of race is key to enabling analyses that unveil societal and institutional racism, which may be presenting as neutral (Gillborn, 2015).

5.3.6 Broader Relevance of Findings to the Theoretical Underpinnings of the Current Research

Outside of the specific theme interpretations, the findings from the current study have broader relevance to the underpinning theoretical frameworks and key concepts. In Chapter 1, the primary researcher detailed how her own understanding of race, racism and racial privilege is situated in an ecological context. Since, the prevalence of these theories within the analysis and interpretation has been led by the PRPs and collaborative discussions amongst the research team, owing to the participatory nature of the current study. As a result, there has been an explicit focus on Bronfenbrenner's ecological systems theory and how this framed the RTA in answering to the primary RQ. In summary, Bronfenbrenner's ecological systems theory highlights the systemic nature of Whiteness, WP and ARP. The final thematic map aims to demonstrate this, showcasing how the PRPs recognised the need to explore the complex relationships and interactions amongst the systems involved in education in order to develop ARP (Bronfenbrenner, 1979).

Anderson et al.'s (2014) paper 'The ecology of inclusive education: Reconceptualising Bronfenbrenner' depicts specific factors included at each level

within the education system. Anderson et al. (2014) do not attempt to order the complexities that are school environments, rather advance understanding for educational professionals and researchers around current systems and practices. To know how to develop practice and policy, these systems, relationships, and the interconnections between them need to be better understood (Anderson et al., 2014). Therefore, the situational knowledge that Anderson et al. (2014) provide may support educational professionals to identify the specific systems involved in the proposed pedagogical model of the current study, providing further clarity for potential users.

In addition, Anderson et al. (2014) describe three determinants of a successful inclusive education for the learner: participation (the learner's voice), achievement (the learner's success) and value (the learner's value for who they are and what they have to offer). These important components of inclusion may be helpful when considering how to ensure an inclusive education for all CYP alongside what is painted by the national picture. As such, the primary researcher considers Anderson et al. (2014) to offer a useful theoretical framework within which educational professionals can situate their work, and indeed the proposed model; one that allows flexibility within contextually diverse school environments.

Regarding CRT, the final thematic map demonstrates that PRPs acknowledged that racism is as much about systemic impact as it is about individual intent. The core tenets of CRT transpired in the data collection and analysis procedures, including the commonality of racism, the power of storytelling and counter-storytelling and the intercentricity of race and racism. Specifically, the co-researcher who highlighted the notion of tokenism within the data enabled the visibility of practices that often camouflage the normative hegemonic rhetoric, disguising power and self-interest of dominant groups (Gillborn, 2015). It could be argued that components of EP practice continue to appear 'normal', including some discussed in the current research. As a result, EP practice warrants further, collaborative interrogation. Moreover, this highlights how PRM is considered complementary to a CRT analysis.

Critically, the nuance around the ‘intercentricity of race and racism’ and intersectionality theory possibly remains under examination for the current PRPs. Whilst a CRT analysis enables opportunities to consider other intersectional identities that may intensify experiences of discrimination (Carvalho Gomes, 2022), PRPs discussed bringing intersectionality to the *forefront* of practice. As a result, critical race theorists may argue that some PRPs did not consider the primacy of race throughout their process of meaning making. Moving forwards, as PRPs in the current study acknowledged the complexities of challenging racism, this reiterates how the tenets of CRT could offer the profession a helpful lens to persist with such interrogation.

Considering the overall relevance to CWS, the final thematic map evidences how PRPs are noticing Whiteness in educational psychology practice, including how to disrupt WPs through assessments and language used. However, as PRPs endeavour to develop their practice, it is important that the purpose of CWS is wholly understood: to uncover these structures that center the interests and perspectives of White people (Gillborn, 2015; Leonardo, 2009). As such, building knowledge and confidence around these constructs must not re-center Whiteness in educational psychology. Instead, its application must maintain the aim of producing productive ways that Whiteness can be used to benefit education, rather than to reiterate racism (Rogers & Mosley, 2006).

Helms’s (1990) WRI development theory seems salient here and is considered to have complemented the CRT and CWS analysis within the current study. From the primary researcher’s own perspective as a White TEP, she considers that familiarisation with this model and remaining mindful of which identity status one may be situated, may support continuation of challenging the dominant ideology, majoritarian culture and power in educational psychology. However, by maintaining criticality, the primary researcher recognises that the mere application of Helms’s WRI development theory may appear to re-center the self-interest of White people in this chapter. Nevertheless, it is hoped that considering its complementary relationship with CRT and CWS, Helms’s (1990) WRI development theory can be considered a helpful model for EPs who may relate to the primary researcher’s position to challenge racism and become White allies.

5.3.7 Additional Theoretical Perspectives with Relevance to the Current Research

The primary researcher did not approach this research with an organisational orientation, namely due to her initial half-way position. However, as the current research progressed to involve working with groups, the primary researcher will now offer a reflection on the group processes that were observed and how these might be framed from a psychological perspective, specifically the unconscious group processes.

Systems-psychodynamics is concerned with the unconscious, ‘below the surface’ aspects of individuals as members of groups, teams and organisations (Eloquin, 2016). Understanding anxiety is a key aspect of systems-psychodynamics, as are the defence mechanisms mobilised to manage it (Eloquin, 2016). Considering the topic of exploration in the current project and the conclusions from the systematic literature review, the presence of anxiety amongst participants was not unlikely. Whilst the primary researcher recognised how CRT could offer a critical lens to explain any possible resistance and defensiveness in thinking about Whiteness, WP and ARP, on reflection it could also have been interesting to apply a systems-psychodynamics perspective during the current research project.

For example, during one PATH session a PRP shared, *“as a White person feeling of being blamed for past & present actions of White people”*, acknowledged in Chapter 4. As the PATH session facilitator, it was within the primary researcher’s responsibilities to contain such comments and facilitate the conversational process. Therefore, it was important for the primary researcher to acknowledge this PRP’s bravery in sharing these personal feelings and experiences. The primary researcher believes that it is important to lead with compassion to encourage open discussions around race, racism and racial privilege. Moreover, as the existing literature indicates that a fear of appearing racist can be detrimental to progressive engagement with such conversations, not acknowledging this could have potentially led to this PRP and others avoiding discussions altogether (Langrehr & Blackmon, 2016; Miller et al., 2021; Zarate & Mendoza, 2020).

The primary researcher also took this opportunity to apply CRT and CWS, explaining how criticality towards Whiteness is not an attack on White people themselves; to encourage anti-racist developments it is important to retain the primacy of racism and invite counter-narratives to encourage a better understanding of such issues (Ladson-Billings & Tate, 1995; Solórzano & Yosso, 2002). Ultimately, negative feelings towards discussing race, racism and racial privilege must be acknowledged but cannot become excuses for disengagement. Instead, encouraging self-interrogation of such emotive responses may be helpful to untangle power structures that may be value laden in hegemony (Matias & Zembylas, 2014).

Reflecting on this experience from a systems-psychodynamics perspective, considering the existing relationships amongst group members and how this may have contributed to change aspirations, both consciously and unconsciously, could have been interesting. Systems-psychodynamics understands how group members begin to make links between personal experiences and the wider system over time (Eloquin, 2016). Therefore, encouraging systemic thinking more explicitly may have enabled PRPs and the research team to explore how dominant narratives are created by those with power to ensure the marginalisation of particular groups (Foucault, 1975), complementing the adopted theoretical perspectives and contributing to ARP developments. This also reaffirms why ongoing exploration and development is needed, as emphasised by the final thematic map.

Systems-psychodynamics also highlights the significance of the 'container-contained' relationship, as one's ability to hold projected feelings, make sense of them and communicate them back to their source in a digestible means bears some responsibility for the subsequent outcomes (Eloquin, 2016). Given the primary researcher's position as an external facilitator and her lack of insight into the inter-group relationships between members of the participating EPSs, the decision to ensure each PATH co-facilitator was a familiar member of the EPS appears even more purposeful, providing a safe holding environment for these discussions by an individual more embedded in the system (Eloquin, 2016). Furthermore, the research team did recognise that power dynamics would be present in the group setting and briefly discussed the psychology of systems during FG1 (see Appendix J). As a result, they made efforts to address these during the PATH sessions by embedding

opportunities for paired and small-group discussions to ensure everyone had the chance to speak. Moving forwards, applying a systems-psychodynamics perspective more explicitly when working with groups to explore their engagement with Whiteness, WP and developing ARP could enable interesting analysis of the resulting unconscious group processes at play stemming from such dynamics.

These reflections offered by the primary researcher demonstrate how systems-psychodynamics appears an interesting and relevant psychological perspective for the current project and could facilitate group work around Whiteness, WP and ARP in the future. Widening the lens to include the organisations history and structure may help make sense of individual and inter-group behaviours, ultimately influencing how members respond to organisational issues, further disentangling EPs' understanding of Whiteness and WP as well as combatting limitations of applying solution-focused tools with groups, such as PATH (Morgan, 2016). Such limitations will be further discussed in section 5.5.

5.4 Critical Evaluation of the Current Research

The research findings offer insight into a largely unexplored area of research, especially in the EP context. The findings provided some originality in not only exploring how EPs can develop their understanding of Whiteness, WP and ARP, but also providing clarity on current barriers and facilitators to such change for the participating EPSs. Now, further strengths and possible limitations will be discussed.

5.4.1 Strengths of the Current Research

The primary researcher considers the transformative agenda of the current research to have been achieved due to three core features of the current research's methodology: PRM; the inclusion of those in leadership roles; the use of PATH. As a result, this study has started to address key criticisms of the existing research literature, combatting the exclusivity of participants when exploring race, racism and racial privilege and the self-interest led methodologies, including relying on Black and people of Colour to educate others (Earick, 2018; Yeung et al., 2013).

The PRM applied throughout the current research project encompasses the rationale, purpose and the value added. Unlike traditional researchers who depict the

data collection methods before recruiting the participants, the primary researcher's half-way position allowed for the development of an authentic, participatory design built on shared voices and perspectives. When designing emancipatory research that aims to support marginalised communities and explore issues that affect them, traditional research methods may lead the researcher to think that they are working *for* people who are unable to help themselves, rather than conceptualising methodologies that promote working *with* a community to bring about social change (Case, 2017). Careful consideration of the methodology in the current research was taken to ensure the research promotes collaboration, shared participation and joint effort. The co-researchers' participation was encouraged consistently, using clear guidelines from Vaughn and Jacquez's (2020) participation choice points, ensuring clarity and autonomy for them throughout. Importantly, the voluntary participation of all participants safeguarded everyone involved in the current research to ensure they maintained power and choice.

Through PRM, the current research was also able to address a gap in the existing literature. The systematic literature review revealed that much of the existing research and conclusions drawn in this field only include White educational professionals in their design, appearing to avoid methodology which navigates the potential power dynamics of discussing issues of race and privilege inclusively. This demonstrates the absence of coherence in the methodologies studied, not considering ways to work *with* those who may be impacted by the outcomes. Engagement with members of marginalised and vulnerable communities is critical (Solórzano & Yosso, 2002). This needs to be approached in ways that value the knowledge they bring and addresses power inequities (Mertens, 2021). The application of PRM in the current research ensured efforts to explore EPs' understanding of Whiteness, WP and ARP was elicited from multiple, differing perspectives (see section 3.5.1), facilitating shared effort as well as space for personal reflection.

Furthermore, mandating that a person in a leadership role participated ensured the inclusion of someone in a position of power from each EPS. The decision to start the initial recruitment communication with the PEP of each EPS was carefully considered. Whilst recognising the possible limitations of this on obtaining greater

interest for participation and reinforcing power imbalances, it is considered a strength of the current project. This is because it aligns with the transformative paradigm by ensuring the active involvement of an individual with the power to disseminate the findings and actions agreed, supporting development in practice and the organisational culture of the EPS (Forman et al., 2022; Hurd, 2008; Zarate & Mendoza, 2020). This decision also honoured the research team's discussions in FG1 concerning leadership (see Appendix J).

The primary researcher acknowledges the value added through the use of the PATH tool, facilitating the PRM in the current project. PATH worked successfully as a tool to bridge the gap between EPs' 'dream' and their 'reality', with its PCP process. As PRPs discussed their ideas for moving forwards, it appeared that these ideas were not beyond the current practice scope of EPs in the UK, and even ideas such as arranging an ARP 'Conference' for all educational professionals in the local community could be possible for this EPS. Previously, McIntosh has called for new investigations in the research field that do not contain "unreachable dreams, and misunderstandings of the huge systemic nature of privilege, such as 'eliminating' and 'dismantling' WP as an individual, or 'letting go' of what has been in you since birth" (McIntosh, Communication, as cited in Broems & Jackson, 2020, p.12). A key strength of the use of PATH in the current research is that it supported PRPs to discuss realistic and achievable goals as well as highlighting the systemic nature of racism and racial privilege, demonstrated in the final thematic map.

Moreover, it gave the participating EPSs protected time and space to have a shared discussion, generate an action plan and create a physical, visual resource to prompt maintained dedication to their agreed actions. The findings from Yeung et al. (2013) suggest that participants' learning and experience when exploring Whiteness profited the most from a combination of reading, personal reflection, and peer dialogue. In addition, hearing others' differing experiences are considered central to learning around race, racism and racial privilege (Chick et al., 2009). The PATH session was an opportunity for PRPs to start this open conversation and incorporated many of the supportive strategies highlighted in existing literature, with a focus on peer dialogue. Other data collection methods, such as individual interviews with EPs, would not have enabled these strengths nor facilitated

collaborative methods. The data analysis revealed that for EPs to develop their understanding of Whiteness, WP and ARP, they need to take accountability and acknowledge that Whiteness, WP and ARP is everyone's responsibility, creating a safe space for such work. Therefore, PATH proved to be a coherent approach to collect data in the current project, demonstrated by the findings.

However, when critically evaluating the application of PATH in the current project, its grounding in solution-focused psychology warrants consideration. Specifically, the research team's decision to focus on a solution-focused approach when thinking about engaging with Whiteness, WP and developing ARP. As discussed in Chapter 3, when the research team were reaching a consensus for the data collection technique, one co-researcher shared, "*let's not identify the problems but what are we going to do to make things better*" (p. 60). This statement illustrates a preference within the research team to engage in solution-orientated talk, rather than exploring how issues of race and racism were invented, perpetuated, and reinforced by society previously; the roots of the problem. This may be due to the boundaries of the research project's capacity, the desire to encourage familiar EP practice, or maybe wider influences from the research team's perspectives, experiences and positions. For example, additional comments during FG1 about avoiding "*pinpoint[ing] blame*" and facilitating a research project where participants would "*feel not judged*" could be interpreted through a CRT lens as ways to protect the self-interest of dominant groups, possibly without the co-researchers having a conscious awareness of such insinuations at the time of these discussions.

Nonetheless, choosing PATH for the data collection technique was a group decision and the rationale is clearly explained throughout Chapter 3. This was primarily based on three core reasons: collaboration, solution-focused and transformation; ultimately choosing a data collection technique which would be purposeful when answering the primary RQ. The bigger picture of solution-focused approaches like PATH is to not get *stuck* in problem orientation, rather than to ignore the problem altogether. This is evidenced by the PRP's discussions around current barriers and facilitators to ARP which were elicited by PATH. For educational professionals who may be feeling stuck in a process of development, solution-focused approaches can be supportive by reframing thinking from hopelessness to

an expectation of change; a critical and needed position for EPs to develop ARP as recognised by the research team, the profession more widely and the existing literature. Thus, the application of PATH in the current research project was informed and justified. Some informal feedback received from PRPs regarding the value of PATH for developing their understanding of Whiteness, WP and ARP is shared in section 5.5.

Lastly, the existing literature suggests that to observe someone else's open reflections around the challenges faced when developing understanding of specific racial issues can create a positive learning environment and alleviate internalised pressures (Yeung et al., 2013). This mirrors one of the findings from the current research as the same was expressed by a PRP in PATH C. This strengthens an important consideration when facilitating discussions around race and racial privilege, acknowledging that hearing other's experiences does not necessarily need to be around successes. Instead, recognising the challenges and speaking openly about the cognitive and affective dimensions of these creates a supportive learning environment and builds knowledge and confidence, reinforcing the appropriateness of PATH. In summary, the use of PCP tools, specifically PATH, alongside PRM has been demonstrated by the current research as a positive way to explore how to develop EP practice, specifically ARP in this case.

5.4.2 Limitations of the Current Research

Whilst the voluntary participation is a key strength of the current research methodology and ethics, a key aim of the transformative paradigm was to foster a shared understanding and joint effort. The voluntary participation may have led to some EPs within each EPS not attending or choosing not to engage, a key limitation to the overall development of EPs understanding and practice, highlighted in Theme 1 from the thematic map. As such, the participating EPSs may want to ask themselves, did *enough* EPs attend in order to establish a shared understanding within the EPS? Nevertheless, there were efforts amongst PRPs during the PATH session to commit to sharing their completed PATH with EPs who were not present on the day. This also highlights how PATH may support PRPs to extend the joint responsibility within their EPS, acting as a visual prompt to in part remove the pressure on the individual's dialogue to engage colleagues in this thinking.

Another limitation of the current research could be the decision to only use the written text recorded on the completed PATH as data. In doing so, it is possible that the richness that came from peer-to-peer discussions and reflections during the session was somewhat lost. In addition, as the primary researcher facilitated the PATH session, their efforts were divided between guiding PRPs through the PATH process and supporting the co-facilitator to capture PRPs ideas. This could have further contributed to the possibility of some data not being captured on the final PATHs. To counter these limitations, an alternative possibility would have been to audio record the PATH sessions to ensure all of the PRPs' rich conversations were captured. However, this consideration would not have removed all limitations, especially considering the large group sizes in the PATH sessions. Depicting discussions via audio recordings would have been challenging as multiple small group and peer discussions were happening simultaneously. The primary researcher purposefully encouraged small group discussions during PATH sessions to ensure all PRPs felt they had the opportunity to speak and share their ideas and so the data collected were not dominated by any one perspective within each EPS. Moreover, despite reassurance that data would be anonymised, audio recording the PATH sessions may have inhibited the creation of a safe, protected space. The process chosen whereby the primary researcher supported the PRPs to decide what they wanted to capture on their PATH enabled the participants to own the power, facilitating the participatory design. For this reason, it is felt that the data captured does reflect what PRPs wanted to share.

More generally, it is important to consider the origins and etymology of PATH. The PCP tool is rooted in Rogers's (1957) Person-Centred Psychology, which advocates for self-directed exploration, centering the individual in the thinking as they hold intrinsic resources within for self-understanding (Rogers, 1957). Rogers was a White, Western American humanistic psychologist. Whilst humanistic psychology understands that individuals perceive the world according to their own experiences, even the understanding of the 'self' and 'self-knowledge' varies in different cultures. For example, 'Afrikan-Centred Psychology' explores the spiritual influences that come from the outside to produce knowledge of the self (Simango & Segalo, 2020). Therefore, whilst its solution-focused, participant led approach allows for flexibility, it

is important to consider how culturally responsive PATH is as a tool, possibly reinforcing White Western models and approaches to psychology.

Another possible limitation of the current research is that generalised conclusions about the EP workforce in the UK cannot be drawn. Whilst the development of the pedagogical model has been produced to contribute to transformative developments in ARP for the educational psychology profession more widely, this currently only bares intended generalisability. As with any study which has a small sample, generalisations must be made with caution. The current findings only demonstrate the experiences and hopes for three EPSs in the UK, a limited sample. Moreover, the fact that this participatory research project was short and only captured a brief picture of where the EPSs were in developing their understanding of Whiteness, WP and ARP also needs to be considered when looking to generalise from the findings and when considering their transferability (Mertens, 2005). Despite these being considered limitations when contemplating the generalisability of the findings, it is not considered a concern when interpreted alongside the aims and rationale of the current research.

Reflecting on the small sample, it is possible that other PEPs in the UK considered their participation in the current research but the opportunity may not have matched their current priorities or goals as an organisation. For example, the PEP may have considered their EPS to have already developed and embedded an understanding of Whiteness, WP and ARP, or, it is possible that this remains absent from some EPSs agenda. Interestingly, this reflection stresses another possible limitation with the recruitment procedure, highlighting the issue of power as previously mentioned. As initial communication was only with PEPs, an alternative approach could have been to advertise on more public platforms and networks for the profession, such as EPNET (an online community forum for EPs), so EPs at all levels could access it, making the initial invitation more inclusive and possibly gathering more interest.

Time demands and restrictions must be considered alongside this reflection as the primary researcher considers time to be a key limitation of the current research. Discussions around race, racism and racial privilege are sensitive and should not be

interrupted. However, balancing the primary researcher's dual role to facilitate meaningful discussions whilst also guiding the PRPs through the PATH process was demanding at times. As a result, a possible limitation of the design could be that the scheduled time may not have allowed PRPs to delve into their discussions in as much depth or reflection as they may have hoped for.

That being said, the primary researcher believes that advertising the PATH as a one-off session lasting 90-minutes supported recruitment uptake. Nationally the EP profession is navigating demands on time and budget cuts and as a result, advertising a longer session may have been detrimental to recruitment. In the future, the use of a pilot study could have been helpful, to gauge whether the time was sufficient before engaging PRPs. Nevertheless, with ranging numbers of attending participants in each PATH session, it would have been somewhat difficult to determine a universal time that would be optimum for all EPSs. Instead, the primary researcher coordinated times with each individual PEP and offered extended times if this was requested by them.

Finally, it is possible that the calendar schedule enforced by the research project timeline may have also impacted other PEPs expressing interest in participating, contributing to the small sample. This was acknowledged by the primary researcher after one EPS was not able to participate due to the PEP being unable to find any availability to arrange the PATH session during the autumn term, despite being keen to participate. Nevertheless, as this research is intended to be transformative for the participants first and foremost, recruiting a large sample was not considered essential.

5.5 Implications of Research and Relevance to Educational Psychology

The resurgence of the BLM movement in 2020 provided the backdrop for the current research. It highlighted the inequality and discrimination that saturates the systems in which justice is promised, including EP practice (Gillborn et al., 2021; Williams, 2020). For some EPs, this appeared to propel initiatives related to developing ARP (Bajwa, 2020; De Oliveira, 2020; Gillborn et al., 2021). However, for others this fuel appeared to be short lived and without steadfast action or change (M'Gadzah, 2020). The findings from the current research offer powerful insights into

how EPs can develop their understanding of Whiteness, WP and ARP, serving as a model for reflection and change. For the participating EPSs, it is hoped that PATH facilitated a shared understanding and commitment to developing ARP, whilst addressing current barriers to change, positive efforts in place and existing power dynamics. For some, the PATH session appeared helpful as a means to catalyse ARP, whereas for others, it seemed to be an opportunity to have a dedicated reflective space to develop existing understanding and practice. By utilising PRM the project aimed to foster a positive organisational culture and decision making approach for the participating EPSs, which is essential to achieve and maintain change (Morgan, 2016). It is hoped that longer-term change will occur for the PRPs, prompted by the visual PATH and aligned with the actions and 'dreams' that EPs shared with their colleagues.

More widely and as previously mentioned, the pedagogical model developed as an outcome of the current research may be applicable to support similar developments in other EPSs in the UK. This could begin in collaborative settings, such as team meetings, supporting EPs to ask themselves, 'Do I individually and collectively take responsibility for anti-racism?'; 'Do I and we keep Whiteness, WP and ARP at forefront of our practice?'; 'Are there safe spaces to talk about racism?'; 'How confident do we feel to embed and promote ARP in our day to day work?'. The use of frameworks and models are endorsed in EP practice (Kelly et al., 2017). Indeed, many EPs turn to models as they provide clarity and processes to support evidenced based practice (Kelly et al., 2017). Similarly, models can be a helpful short hand for accessing new research, which the current research hopes to offer.

Finally, research which has explored the use of PATH with groups of professionals working in educational organisations previously revealed how external factors, including wider organisational pressures, can limit the positive outcomes of PATH, despite immediate achievements following the planning process (Morgan, 2016). The primary researcher has not gathered formal feedback from PRPs, which could be a future action to develop the current research. Nonetheless, the primary researcher did receive some feedback from one PRP in February 2023, who shared '*what a great difference path has made to our service already*'. The PRP reported that the service had held a meeting to gather additional views and comments from

other members of the team who were not able to attend the PATH session and that these have since been added to an online PATH document. The PRP also shared how the EPS plan to keep this as a working document that colleagues can add to and hopefully place as a standing item on their team meeting agendas. This highlights the value of PATH, beyond the immediate timeframe. It is possible that including someone in a leadership role in the EPS combatted the limitations of the organisational pressures that Morgan (2016) noted, somewhat. By actively involving someone from senior leadership when applying PRM there may also be longer term benefits for EPs, which is a salient implication of the current research. Moving forward, it would be helpful to explore how PATH made a 'great difference' for said EPS with them, gathering data around the implications of this research beyond the primary researcher's own suggestions.

5.6 Opportunities for Further Research

Given the insight and knowledge gained from EPs exploring how the profession can develop understanding of Whiteness, WP and ARP and following on from limitations associated with the generalisability of the data, further research exploring the longer term impact of PATH would build upon this research. Given conclusions drawn by Morgan (2016) regarding the limitations of external factors on the usefulness of PATH, this would be interesting to explore. This would also facilitate opportunities to gain feedback from PRPs on the proposed pedagogical model, which could provide further implications for the EP profession.

Furthermore, exploring the current research with a larger sample of EPs, who have differing current barriers and facilitators to developing their ARP would pose another opportunity to develop the current research. This could develop and expand the themes found in the current research as well as strengthen the voice of EPs in this field of research. In line with participatory and person-centred approaches, ideally this research would be developed with further PRM, substantiating the benefits of such methodology.

Another opportunity to develop the current research would be to explore any one of the themes in more depth, to enable qualitative inquiries that focus on the processes associated with them. Whilst discussions took place in the PATH sessions

regarding the mechanisms that may be driving PRPs behaviour and practice, this was not the focus of data collection. To explain and offer suggestions on a wider scale, conducting empirical research around mechanisms specifically would be supportive to seek (Bromiley & Johnson, 2005). This information could expand upon the themes and subthemes, advancing the practicality and applicability of the thematic map content by exploring with EPs what this looks like in practice, outside of the PATH session. In summary, whilst the current research noticed relationships, exploring these further could refine the proposed pedagogical model and advance the current research findings.

5.7 Proposal for the Dissemination of the Findings

The most vital aspect of dissemination for the author is feeding back the findings to the participants, both the co-researchers and PRPs. This research aimed to be transformative for the PRPs first and foremost and therefore, the summary of the key findings and explanation of the final thematic map is owed to them.

The primary researcher is also open to share the findings and possible implications with EPs further afield, for example through conference opportunities at UEL or any other forums relevant to participatory approaches. Whilst generalisability was not a primary aim of the current study, as previously mentioned, the proposed pedagogical model may be able to support other EPs to develop their understanding of Whiteness, WP and ARP.

Furthermore, components of the proposed pedagogical model may also be applicable to the education system more generally. Therefore, the primary researcher would consider expanding dissemination to support other educational professionals who work in schools, such as teachers, particularly as EPs maintain a responsibility to support schools in such ways, as acknowledged in the final thematic map. Similarly, to honour PATH B PRPs' 'Dream' to hold a local 'Conference' to build knowledge and confidence around Whiteness, WP and ARP for educational professionals, the primary researcher is open to supporting such endeavours and future opportunities to collaborate further with participants.

5.8 Personal Reflexivity

Inevitably, the research process is affected by the researcher's beliefs, just like these are affected by the research journey (Fox et al., 2007). The primary researcher will now use the first person to share some salient thoughts on her engagement with reflexivity throughout the research process and on the impact of the research journey on herself.

5.8.1 Impact of the Researcher on the Research

I acknowledge my position and dedication to the theoretical underpinnings that have conceptualised this research throughout. In particular my application of CRT and CWS, theorising my understanding of Whiteness and WP which have undoubtedly had an influence on the design of the study and interpretation of the findings. Whilst I consider this to be a strength, I acknowledge the influence this will have had throughout the current project.

I also acknowledge that decisions made throughout the research, especially those driven by myself more independently as a researcher, will inevitably have been led by my own perspective and position. Whilst I committed to PRM and aimed to be sensitive to different experiences and perspectives throughout, I acknowledge the existence of bias (both conscious and unconscious) even within decisions made with good intention. For example, whilst I gathered personal data from the co-researchers, including their ethnicity, I decided not to gather this data from the PRPs. This decision was made namely because the PRPs volunteered to participate as a group with their EP colleagues, rather than individually. Furthermore, as generalised conclusions were not a primary aim of the project and given the topic of exploration, I considered whether such data gathering was necessary and could appear tokenistic. However, upon reflection, I recognise that such an assumption stems from my own perspective.

To advocate for the participatory approach of the current research, the power of making such a decision should have been given to the PRPs themselves by offering a voluntary self-reported personal data questionnaire, the same way it was achieved with the co-researchers. As such, I acknowledge how neglecting to collect such personal data from the PRPs may not have been sensitive to their experiences, as

well as the participatory approach, and I remain mindful of other decisions made with a similar assumption throughout the research process, evidencing the impact of the researcher on the research.

Nonetheless, working alongside other researchers with differing experiences and perspectives did contribute to avoiding this research being solely directed from one, White perspective, limiting the frequency of decisions being led by personal assumptions and biases. As a TEP also on a journey to develop my own understanding of Whiteness, WP and ARP, I had many of my own ideas for how this research could be completed. However, I believe that completing this research project as an independent researcher would not have had the same contributions for the PRPs, the EP profession, nor would I have learnt as much about myself in the process.

In addition, my own progression in the EP profession means that many of the PRPs discussions during the PATH sessions were relatable. Nevertheless, the interpersonal skills, active listening, and collaborative consultation skills that I have fostered throughout the UEL doctorate enabled me to remain in my role as a researcher, rather than a TEP. That being said, I do acknowledge that my experiences may have influenced my interpretation of the data, somewhat. I made efforts throughout the project to acknowledge what was in my own interest as a White TEP and what was in the interest of the wider research aims, ensuring the research was participatory and emancipatory, and I have continued to do so upon further reflection. To achieve this, maintaining a written record of my thinking was crucial as well as engaging in ongoing communication with the co-researchers, supporting me to reflect on decisions made throughout the research.

5.8.2 Impact of the Research on the Researcher

Engaging in the current research project has been rewarding and educational; I have learnt a lot about myself as a researcher, as a White female, as a TEP and about my journey to becoming anti-racist. This process has also been challenging at times. Bringing my own race, racial identity and privileges into my consciousness throughout my day to day life has been necessary to do throughout this research project, however, it has not always been comfortable. Through this, I recognise that

‘choosing’ when to think about race and racism is a privilege in itself; a WP. The current research has encouraged me to acknowledge my own WPs as a TEP and I have chosen to share salient entries in Appendix Z to honour my commitment for transparency. This list is a working document and will aid my continued reflexivity and personal development throughout my journey to developing my understanding of Whiteness, WP and ARP.

Whilst some of these reflections may read as things that cannot be changed, sharing these WPs is not to undermine the seminal work that needs to be done to develop ARP. In line with Critical Whiteness Scholars, I hope for a notion of Whiteness that allows White individuals to identify as White and anti-racist at the same time (Giroux, 1997; Helms, 1992; Rogers & Mosley, 2006). As such, I pledge to continue to acknowledge, reflect and address Whiteness and my WPs, specifically related to how they exist in EP practice.

I have also reflected upon intersectionality theory and my personal application of this when developing my understanding of Whiteness, WP and ARP. I believe that I have applied my experiences as a woman to help me understand racism and the impact of unwarranted oppression and discrimination that individuals from marginalised groups face as a result of historical social and political constructs. It has been helpful for my learning to view social identities as mutually inclusive, specifically understanding systemic inequalities and across-group similarities, as opposed to fixating on hypothesised differences. In turn, this has allowed me to develop my understanding of Whiteness and WP, which is central to becoming an accountable anti-racist and a White ally. I feel strongly that understanding the exclusivity of race is important. Nevertheless, I wonder whether intersectionality theory could bring light to other issues in this research field and the EP profession generally, such as class, specifically as the EP profession is known to be dominated by the middle class.

Finally, I wanted to explicitly state my value for PRM as a research methodology and for how it has facilitated my own development as a researcher. I am aware of how powerful the support of the co-researchers has been and how this collaborative dynamic has aided my researcher position and perspective. In particular, I

acknowledge how different the affective, cognitive and behavioural experiences of completing this research may have been if I was not able to facilitate a collaborative research project built of shared voices and perspectives. For that, I am grateful to all the participants in the current research for supporting this research project and helping to fulfil the aims I was hopeful to achieve.

5.9 Research Conclusions

The current research explored how EPs can develop their understanding of Whiteness, WP and ARP through PRM, acting upon an identified gap in the existing literature and profession (M'gadzah, 2020; Williams, 2020). Through PRM, PRPs were encouraged to have ownership of their own change and development facilitated by a PCP tool, PATH. PATH supported participants to engage in thinking around Whiteness, WP and ARP, considering both the current situation and future aims for them as individual EPs and collectively as an EPS. PRPs' previous efforts to develop their understanding were emergent and it appeared that unearthing these, through collaborative, solution-focused methods, contributed to PATH being a catalyst for change.

Interestingly, many of the current restraining factors identified in the data appeared to mirror what PRPs believe could *facilitate* opportunities for positive change in future practice. Moreover, PRPs' ideas for development were within the current practice scope and responsibilities of EPs with evident overlaps across the three EPSs, which is encouraging. As a result, it could be argued that for EPs to develop their understanding of Whiteness, WP and ARP there is a need to embed and commit to familiar practice, such as empowering clients to work towards collaborative solutions to promote inclusion, which the BPS and the SEND Code of Practice explain (BPS, 2022; DfE, 2014).

Consequently, it could be argued that the findings highlight that the opportunity for development exists, it just has not been taken yet by all EPs. This research considers this to be a salient reflection point for the profession. Fox (2015, p.394) asks the question, "Do [EPs] see unjust practice but do not know where or how to change it?". This reflection relates to children with SEN, but can be applied to all areas of EP work and anti-bias practice. And so, the primary researcher wonders

whether the findings may suggest that some EPSs have recognised Whiteness, WP and racism within EP practice but have not known how to challenge it. Considering that this may be true, this advances the value of the current proposed model offered to the profession as an iterative, reflective approach to taking action; not intended as a prescriptive or linear model. This distinction is important as it allows the proposed pedagogical praxis to be helpful at multiple stages in an EP's journey to becoming anti-racist. As such, it is the primary researcher's hope that the current research will contribute to this endeavour.

Nevertheless, the findings suggest that EPs are equipped with the skills to develop understanding and practice and it is hoped that this research provided time and space for the three participating EPSs to work towards achieving this. As a result, it is also the primary researcher's hope that the findings have contributed to transformative change for the PRPs, with potential applicability for the EP profession more generally.

Finally, the current findings appear to echo many of the recommendations stated in the BPS's (2022) Inclusion Statement and its call to work more systemically and inclusively (see Chapter 1). The findings could be considered an extension of these by making contributions specifically around developing ARP, giving voice to the views and experiences of three EPSs in the UK. Longer term, it is hoped that this research will support the continued development of such topics in the EP profession and inform the future work of EPs who may be committed to further developing their understanding of Whiteness, WP and ARP.

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Appendices

Appendix A. White Racial Identity Development Theory

Helms (1990; 1995) WRI development theory is one of the most widely used models in the field of racial and ethnic identity. It describes the statuses in which White individuals move from a colour-blind view of race to a less racist perspective.

1. **Contact** – oblivious to racial issues and adopts a colour-blind view.
2. **Disintegration** – becomes aware of the social implications of race on a personal level; begin to and recognise White or socioeconomic privilege.
3. **Reintegration** – the person understands, but is resistant to accept, Whites are responsible for racism.
4. **Pseudo- independence** – the person understands the unfair advantages of growing up White and the disadvantages of growing up Black (originally in the United States but applicable to the UK); adopting liberal views.
5. **Immersion-emersion** – deeper understanding: the person searches for a personal meaning of racism and the ways in which one benefits. E.g. *I thought I was open-minded until this course. This course made me aware of my 'isms' and taught me how to change them.*
6. **Autonomy** – a positive, less-racist self-concept: develop a positive racial identity embracing their Whiteness, recognising the connection between privilege and oppression, and engaging in activities to combat racism.

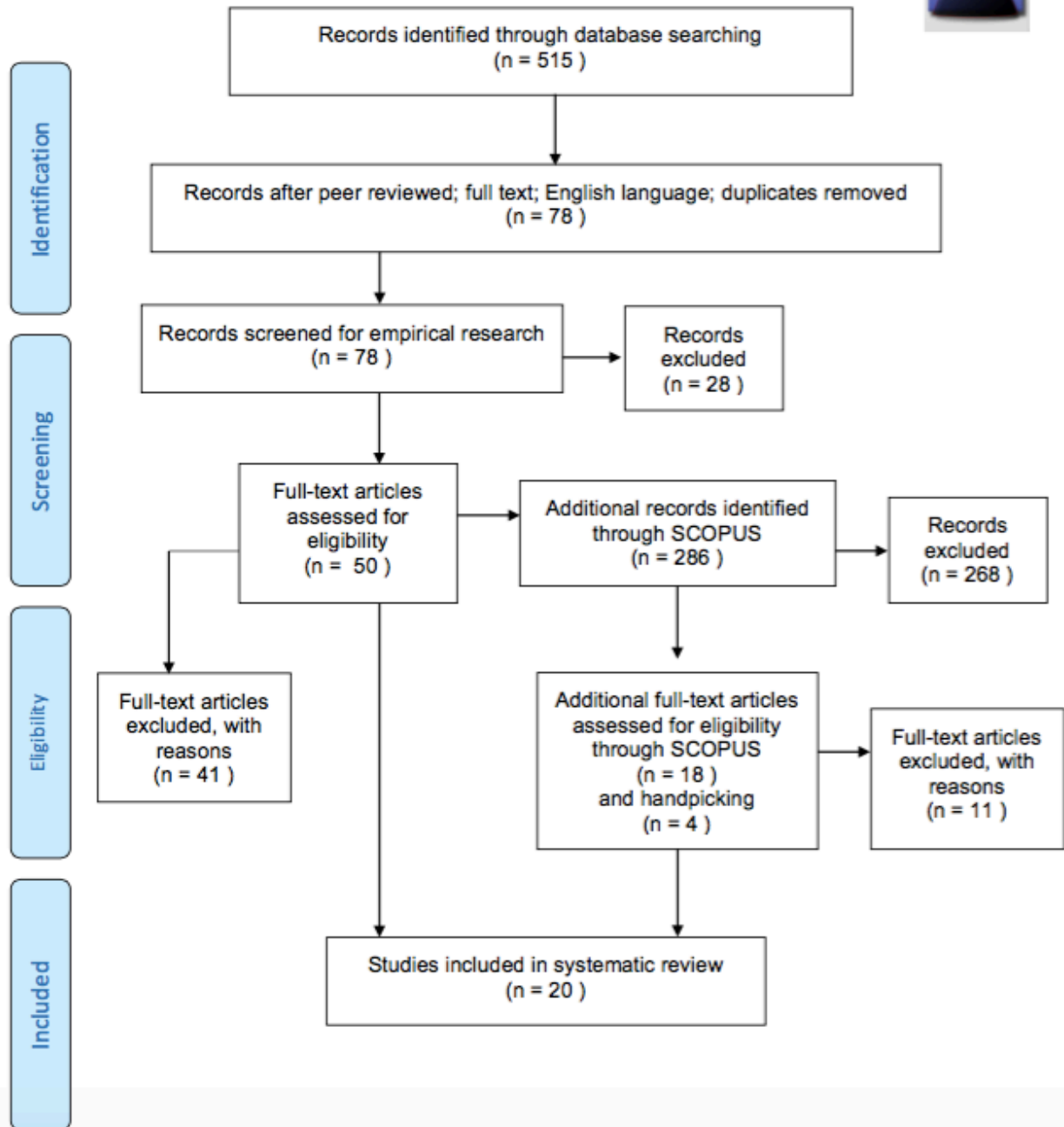
Appendix B. The Review Protocol

| | |
|--|--|
| <i>Define review questions</i> | What is known about the understanding of and engagement with Whiteness, WP and relevant developments in ARP in education and educational psychology? |
| <i>Outline search strategy</i> | See information presented under 'Details of complete search process' (section 2.3) and Appendix D. |
| <i>Define and apply inclusion and exclusion criteria</i> | Presented in Appendix C. |
| <i>Screen the studies (ensure the studies meet the inclusion criteria)</i> | The studies were screened according to the inclusion and exclusion criteria outlined in Appendix C. |
| <i>Describe studies</i> | Data extraction and systematic mapping embedded throughout the literature review. |
| <i>Appraise quality and relevance of the studies</i> | See Appendices F and G. |
| <i>Synthesis and communication of the findings</i> | A critical review of the included studies is presented for the review question. |

Appendix C. Inclusion and Exclusion Criteria for Systematic Literature Review Search

| Inclusion Criteria | Exclusion Criteria |
|--|---|
| Published during or after 2002 | Published before 2002 |
| Research with full text access | Research without full text access |
| Peer reviewed research | Non-peer reviewed research including grey literature |
| Research written in or translated to the English language | Research not accessible in the English language |
| Empirical research | Non-empirical research |
| Articles focusing on Westernised populations | Articles focusing on populations who do not have a Westernised culture |
| Quantitative, qualitative and mixed-method research design studies | N/A |
| Research that explicitly explores 'Whiteness' and 'WP' within the design of the study and/or racial identity, racism, anti-racism through this theoretical and contextual lens | The key concepts of 'Whiteness' and 'WP' are not the main focus of the research, and/or are not part of the design methodology and/or are mentioned only in the discussion <i>i.e. research that explores 'racial identity', 'Black identity', 'culture', 'cultural responsiveness', 'cultural competence', etc.</i> |
| Research that explores ARP explicitly through the theoretical and contextual lens of the key concepts of 'Whiteness' and 'WP' | Research that explores ARP through other theoretical and contextual lenses <i>i.e. research that explores 'racial identity', 'Black identity', 'culture', 'cultural responsiveness', 'cultural competence', etc.</i> |
| Considers 'understanding', 'engagement' and/or 'development' of the key concepts being explored | Does not consider 'understanding', 'engagement' and/or 'development' of the key concepts being explored <i>i.e. research that explores 'considerations', 'future research', 'impact', etc. associated with the key concepts</i> |
| Relevance, implications and/or generalisability to education, education professionals, educational psychology, the role of EPs and/or EP practice | Research which focused on other groups, professions and/or areas of research, i.e. medicine, health, social care |

Appendix D. PRISMA (2009) flow diagram



Moher, D., Liberati, A., Tetzlaff, J., Altman, D.G., & The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Med*, 6(7), 1-6. <https://doi.org/10.7326/0003-4819-151-4-200908180-00135>

Appendix E. WoE framework (Gough, 2007) and the TAPUPAS framework (Pawson et al., 2003)

Gough's (2007) WoE framework is outlined below:

- 1) **WoE A:** This refers to the coherence and integrity of the research paper. Researchers should consider the transparency, accuracy, accessibility, and specificity of the study. This is a generic judgement of the paper related to the quality of execution.
- 2) **WoE B:** This is a review-specific judgement which considers how appropriate the form of evidence is to the review question, specifically methodological considerations, for example the relevance of the research design. Researchers should consider purposivity in this judgement.
- 3) **WoE C:** This is another review-specific judgement, focusing on the relevance of the research focus and topic to the review question. Utility and propriety are considered.
- 4) **WoE D:** This is the overall judgement of the WoE for the paper. It is determined by combining the previous three ratings (WoE A, B and C).

The TAPUPAS framework (Pawson et al., 2003):

- **Transparency:** to meet this standard, knowledge should address how it was generated, clarify aims, objectives and all steps of the subsequent argument to give the readers an understanding of the underlying reasoning. Knowledge generation should be transparent to invite outside scrutiny.
- **Accuracy:** to meet this standard, knowledge should demonstrate that the information informing assertions, conclusions and recommendations is both relevant and appropriate. Knowledge claims should be faithful to the sources used in production.
- **Purposivity:** to meet this standard, a demonstration that knowledge has followed the apposite approach to meet the aims and objectives should be provided. In this, the approaches and methods used to gather information should be 'fit for purpose'.
- **Utility:** to meet this standard, knowledge should be 'fit for use', providing closely matched answers for the question. Knowledge should be appropriate to the information need expressed by the researcher/s and the intention for its use.
- **Propriety:** to meet this standard, knowledge should be created and managed ethically and with proper care to all relevant participants. Adequate evidence of informed consent and the agreement of release (or withholding) of information should be demonstrated.
- **Accessibility:** to meet this standard, the presentational style should meet the needs of the knowledge seeker and not exclude any potential reader.
- **Specificity:** to meet this standard, knowledge must be perceived to measure up within its own domain by its participants and proponents.

(Pawson et al. 2003)

Appendix F. Table of WoE Judgements for the Studies Identified for the Literature Review Question

| Study (Author/s / Date) | A: Quality of Execution ('transparency'; 'accuracy'; 'accessibility'; 'specificity') | B: Methodological Relevance ('purposivity') | C: Relevance of Topic ('utility'; 'propriety') | Overall weight of evidence |
|-----------------------------------|---|--|---|-----------------------------------|
| Hurd (2008) | Medium | Low-medium | Low | Low-medium |
| Castagno (2008) | Low-medium | Low-medium | Medium | Low-medium |
| Pinterits et al. (2009) | High | High | Medium-High | High |
| Chick et al. (2009) | Medium-High | High | Medium-High | Medium-High |
| Todd et al. (2010) | Medium | Medium-High | High | Medium-High |
| Puchner & Roseboro. (2011) | Low-medium | Low-medium | High | Medium |
| Cole at al. (2011) | Low-medium | Low | Low-medium | Low-medium |
| Yeung et al. (2013) | Medium-High | High | High | High |
| Kernahan et al. (2014) | Low-medium | Low-medium | Low | Low-medium |
| Matias & Zembylas (2014) | Medium | Low-medium | Medium | Medium |
| Langrehr & Blackmon (2016) | High | Medium | Medium | Medium |
| Garriott et al. (2016) | Medium | Medium | Medium | Medium |
| Peters et al. (2016) | High | Medium-High | Medium | Medium-High |
| Conway et al. (2017) | Medium-High | Medium | Medium | Medium |
| Earick (2018) | Medium | Medium | Medium-High | Medium |
| Murdoch & McAloney-Kocaman (2019) | Medium | Low-medium | Low-medium | Low-medium |
| Zarate & Mendoza. (2020) | Low-medium | Medium | Medium | Medium |
| Miller et al. (2021) | Medium | Medium | Low | Medium |
| Blevins & Todd (2022) | High | Medium | Medium-High | Medium-High |
| Forman et al. (2022) | Medium | Medium | Medium | Medium |

Appendix G. Detailed WoE Judgements for the Studies Identified for the Literature Review Question

| Study | Hurd (2008): Cinco de Mayo, Normative Whiteness, and the Marginalization of Mexican-Descent Students. | |
|------------------------------------|---|---|
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Lacks explanation and description on methodology; lacks rigour. ▪ Lacks conceptual and theoretical framework description. ▪ Design is open to bias; no mention of author's position. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Perspectives from both students and one teacher. ▪ Conclusions drawn from evidence related to Mexican-Descent Students. ▪ Evidence of self-reflection. ▪ Assumed deductive approach. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible with clear sub-headings. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ American study and Mexican-Descent Students. ▪ In-depth exploration in a school setting. ▪ Direct quotations used to evidence conclusions. ▪ Despite conclusions drawn that are not related to Mexican-Descent Students in isolation, generalisability may be impaired. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Case study design; in-depth interpretive analysis from one White, middle-class, male researcher. ▪ Quotations used but no explanation of interview process; quotations appear to be taken from incidental conversations only. ▪ Would be supported by explanation of data collection and analysis method. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores Whiteness and normative Whiteness related to school settings. ▪ Implications for education institutions/ organisations; at the systemic level. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Uncertain whether participants were aware data were being collected and for what purpose. ▪ No mention of informed consent. |
| Overall WoE | Low-medium | |

| | | |
|------------------------------------|---|---|
| Study | Castagno (2008): "I Don't Want to Hear That!": Legitimizing Whiteness through Silence in Schools. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim and research questions. ▪ Researcher acknowledges positionality and ethnographic tensions. ▪ Outlines conceptual and theoretical framework clearly. ▪ Lacks information on the larger study, including participants, sampling, etc. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Methodology appears to lack rigour. ▪ Based on one author's interpretation. ▪ Includes data that were collected as part of a larger study. ▪ Possible deductive approach/ aims. ▪ Direct quotations used to evidence conclusions. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ The use of subheadings and figures were helpful to break up the large quantity of written text and analysis. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ In-depth qualitative data and analysis. ▪ Subset of data from a yearlong ethnographic study. ▪ Observations and interviews over a 2-year time period. ▪ Evidence of reflexivity throughout. ▪ Some conclusions drawn from limited examples/ occurrences, thus impairing trustworthiness and generalisability. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Qualitative? ▪ Methodology appears to lack rigour. ▪ Data analysis purposeful and justified, yet limited to one author. ▪ Interpretative analysis. ▪ Deductive analysis (created from concepts drawn from the literature, from theory, or from propositions that the researcher has developed). |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores whiteness in education. ▪ Direct implications for educators and students. ▪ Implications for both White and Black and people of Colour. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval. ▪ Lack of evidence that participants were consulted on how their assignments would be used as data in this subsequent study. |
| Overall WoE | Low-medium | |

| Study | Pinterits et al. (2009): The WP Attitudes Scale: Development and initial validation. | |
|------------------------------------|--|---|
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ The sampling strategy is clearly described. ▪ Data analytic methods are explained. ▪ Openly discussed limitations of the study. ▪ Where closer examination is warranted, this is highlighted by the authors. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ White students only. ▪ Evidence of rigour in methodology. ▪ Interrelated investigations. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Use of tables to support presentation of quantitative results. ▪ Descriptive results which were clear, if not difficult to decipher in parts due to extensive nature. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Adequate sample size. ▪ different sample of individuals across the three studies. ▪ Participants attended 11 different institutions supporting generalisability. ▪ Use of appropriate scales which have been widely used and evidenced. ▪ Thorough analysis. ▪ Evidence of rigour. ▪ Correlations do not allow for cause and effect. ▪ Qualitative studies could offer a better understanding. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative design, appropriate for purpose. ▪ Interrelated investigations support development and validation of new scale. ▪ Validity of existing scales have been evidenced. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explore Whiteness and WP explicitly. ▪ Implications specific to attitudes. ▪ Could inform developing more comprehensive and effective training and intervention programs in education and psychology. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. |
| Overall WoE | High | |

| | | |
|------------------------------------|---|--|
| Study | Chick et al. (2009): Learning from Their Own Learning: How Metacognitive and Meta-affective Reflections Enhance Learning in Race-Related Courses. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Outlines conceptual approach and theoretical underpinnings. ▪ Absence of detail of recruitment; sampling; demographic information; etc.: would benefit from further explanation. ▪ Clear detail of data collection and analysis. ▪ Limitations of study clearly stated. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Naturalistic setting. ▪ Use of appropriate scales which have been widely used and evidenced. ▪ Mixed methods design. ▪ Directly application to teaching and education. ▪ Pre- and post- measures to support comparison of a variety of factors. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible and easy to read. ▪ More weighting appears to be given to qualitative findings in write up. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ Fairly small and limited sample (n=91); impacting generalizability. ▪ Sample all from one university; across four courses. ▪ Participants demographic information is missing. ▪ Thorough analysis. ▪ Few quotations/ examples provided to evidence conclusions? ▪ Inductive and iterative analysis of qualitative data. ▪ Particular attention given to participants own reflections. ▪ Further control and detail regarding course content and teaching methods would further support conclusions and applicability to review question. ▪ Detailed recommendations relevant to education. ▪ Did not assess effects of interventions over time. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Mixed methods. ▪ Interdisciplinary approach. ▪ Exploration into different approaches to learning. ▪ Design guided by established conceptual and theoretical frameworks. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicit explores White racial privilege within one scale only. ▪ Exploration into different approaches to learning; supports applicability to review question. ▪ Recommendations generated by participants. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ All procedures and measures were Institutional Review Board approved at the respective universities of the authors. ▪ Informed consent obtained to participate. ▪ Anonymity established in design and dissemination. |
| Overall WoE | Medium-High | |

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|------------------------------------|--|--|
| Study | Todd et al. (2010): White students reflecting on whiteness: Understanding emotional responses. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim ▪ Research questions are clearly set out and derived from the literature. ▪ The sampling strategy is clearly described. ▪ Clearly describes the measures chosen providing justifications for these choices. ▪ Openly discussed limitations of the study/measures used etc. ▪ Data analytic methods are explained. ▪ Invitation to request additional information available from authors. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Adequate sample size (n=275) ▪ Use of appropriate scales which have been widely used and evidenced. ▪ Thorough analysis. ▪ Four additional statements provided in written reflection group only. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Use of tables to support presentation of quantitative results. ▪ The findings section is vast, but clearly laid out. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Adequate sample size (n=275) ▪ Gender factors considered in interviewers. ▪ Only self-identified White students included. ▪ Sample all from one Midwestern university. ▪ Unequal number of participants in each group = interview (n=88); written reflection (n=187). ▪ Only exploring initial emotional responses. ▪ No exploration into what such responses actually mean to the participants. |
| B: Methodological Relevance | <i>Purposivivity</i> | <ul style="list-style-type: none"> ▪ Mixed methods design ▪ Validity of scales have been evidenced. ▪ Laboratory setting could suggest a lack of ecological validity. ▪ Absence of qualitative data despite this being gathered. Although this would have added richness to findings it does not directly answer the research question or purpose. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores Whiteness. ▪ Quantitative data but relevant to the review question. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Informed consent gained. ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. |
| Overall WoE | Medium-High | |

| | | |
|------------------------------------|--|---|
| Study | Puchner & Roseboro. (2011): Speaking of whiteness: Compromise as a purposeful pedagogical strategy toward white students' learning about race. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Unclear aim, appearing to be explored to frame an existing argument. ▪ Brief but clear sampling method explained. ▪ Demographic information not provided. ▪ Procedure clearly explained. ▪ Description about Authors and their involvement. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Very limited sample (n=3) ▪ White students only. ▪ Includes data that were collected as part of a larger study. ▪ Possible deductive approach. ▪ Themes identified with direct quotations to evidence. ▪ Semi-structured interviews. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Methodology difficult to decipher. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ In-depth qualitative data. ▪ Semi-structured interviews at three separate time points. ▪ Larger sample needed. Thirteen students volunteered; only interviewing three is not explicitly accounted for. ▪ Limited narratives and thus generalisability. ▪ No exploration into how the students perceived this pedagogy; yet assumptions drawn. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Limited sample. ▪ Qualitative method appropriate and justified. ▪ 'Guiding questions' not provided; neutrality position of researcher therefore cannot be confirmed. ▪ Data re-analysed using a grounded theory approach due to initial analysis being considered limiting. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores Whiteness. ▪ Study relevant to education and educational professionals. ▪ Conclusions drawn from the different perspective and experiences of the teachers. ▪ Implications for both White and Black and scholars of Colour. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Human subjects review board approval received for the research. ▪ Volunteer sample; no mention of informed consent. |
| Overall WoE | Medium | |

| | | |
|------------------------------------|--|---|
| Study | Cole at al. (2011): Understanding what students bring to the classroom: Moderators of the effects of diversity courses on student attitudes. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Unclear research questions. ▪ Brief information is provided about the participants, sampling, etc.; although further information would have been useful. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Some external factors considered through control variables in the methodology. ▪ Sample not representation of EPs (Mean age= 18). |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Tables support quantitative results however results section remains difficult to decipher. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ Some adapted/ developed measures used however reliability have been evidenced. ▪ There were equal number of participants at Time 1 and Time 2 data collection. The attrition rate was 24.8% with 57 Time 1 participants missing at Time 2. ▪ Individual differences not explored/ somewhat reductionist approach. ▪ Social desirability not accounted for. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative design. ▪ Methodology fit for purpose of investigating impact. ▪ Generalisability limitations. ▪ Lack of control and detail around course content; engagement; intergroup discussions; space; etc. meaning conclusions lack richness and applicability. Thus reducing the amount of information relevant to the review question. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores understanding of WP in psychology undergraduate students. ▪ Implications related to supporting understanding of WP. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. |
| Overall WoE | Low-medium | |

| | | |
|------------------------------------|--|---|
| Study | Yeung et al. (2013): "Being White in a multicultural society": Critical whiteness pedagogy in a dialogue course. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Research questions are clearly set out and derived from the literature. ▪ The sampling strategy is clearly described. ▪ Data analytic methods are explained. ▪ Openly discussed limitations of the study. ▪ Course syllabus available from the third author upon request. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ All participants completed the same course led by the same co-facilitators. ▪ Interviews conducted by separate author to those who facilitated the course. ▪ Themes identified with direct quotations to evidence. ▪ Some triangulation although limited by one researcher. ▪ Open-ended questions. ▪ External factors outside the course not accounted for. ▪ 1-month time period in-between course and data collection could have been significant. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible, easy to read and understand. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Small sample size (n=6). ▪ Limited age range. ▪ Sample all from one predominantly White Midwestern university. ▪ Findings reviewed by independent researcher. ▪ Trustworthiness of data considered, although limitations on generalisability remain. ▪ Researcher's acknowledge position and biases, evidencing reflexivity. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Qualitative design clearly justified. ▪ Only White students' data were analysed, excluding data collected from one Black participant. ▪ Data analytic methods justified. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explored critical Whiteness pedagogy which explores both Whiteness and WP explicitly. ▪ Suggestions made for understanding Whiteness and disrupting White Ignorance, relevant to education and education professionals. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Pseudonyms used. ▪ Volunteer sample; no mention of informed consent. ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. |
| Overall WoE | High | |

| | | |
|------------------------------------|--|---|
| Study | Kernahan et al. (2014): A Sense of Belonging: How Student Feelings Correlate with Learning about Race. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear hypotheses based on existing literature. ▪ Brief explanation on participants and sampling; would be supported by further detail. ▪ Clear detail on procedure. ▪ More detail on development of new scale warranted. ▪ Possibly subject to researcher bias. ▪ Limitations of study not made explicit by authors. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Only one subscale within one measure explores WP. ▪ Use of existing scales that have been widely used; reliability evidenced. ▪ Use of new scale created to be fit for purpose; reliability evidenced. ▪ Lack of control around internal and external factors in design. For example, identity of course teachers not accounted for in analysis and conclusions. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible and easy to read. ▪ Clear and succinct quantitative results presentation with tables. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ Fairly small and limited sample (n=112). ▪ Sample all from one Midwestern university. ▪ All undergraduate students; impacting generalisability. ▪ Range of ethnicities. ▪ Steps taken to account for social desirability in responses. ▪ Evidence of rigour. ▪ Correlations do not allow for cause and effect. ▪ Qualitative studies could offer a better understanding. ▪ Warrants further detail in discussion section. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative. ▪ Fit for purpose. ▪ Lacks richness in analysis. ▪ Efforts to disentangle the role of the professor, the class structure, and the content itself would have been useful; however difficult in doing so is recognised. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores White racial privilege within one scale only. ▪ Explicit implications and strategies for classroom learning about racial privilege. ▪ The 'how' is missing from implications due to lack of control; minimising impact on relevance to review question. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Institutional Review Board approval obtained. ▪ Appears to be volunteer sample; detail is lacking. |
| Overall WoE | Low-medium | |

| | | |
|------------------------------------|---|--|
| Study | Matias & Zembylas. (2014): 'When saying you care is not really caring': Emotions of disgust, whiteness ideology, and teacher education. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Outlines conceptual approach. ▪ Research questions clear and in line with literature and theoretical framework. ▪ Lacks information on the larger study, including participants, sampling, etc. ▪ States ontological and epistemology position with justification. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Methodology appears to lack rigour. ▪ Based on one author's counter-narratives. ▪ Includes data that were collected as part of a larger study. ▪ Possible deductive approach/ aims. ▪ Direct quotations used to evidence conclusions. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible and easy to read. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Limited sample and analysis perspective. ▪ Part of larger participatory critical action research. ▪ In-depth qualitative data. ▪ Deductive analysis. ▪ No evidence of reflexivity. ▪ Some conclusions drawn from limited examples/ occurrences, thus impairing trustworthiness and generalisability. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Qualitative. ▪ Methodology appears to lack rigour. ▪ Methodology allows for critical, proactive analysis. ▪ Data analysis purposeful and justified, yet limited to one author. ▪ Interpretative analysis. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores Whiteness and Whiteness ideology. ▪ Consider implications for education and educators. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval. ▪ Lack of evidence that participants were consulted on how their assignments would be used as data in this subsequent study. ▪ Anonymity maintained. |
| Overall WoE | Medium | |

| | | |
|------------------------------------|---|--|
| Study | Langrehr & Blackmon (2016): The impact of trainees' interracial anxiety on WP remorse: Motivation to control bias as a moderator. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Clear information is provided about the participants, sampling, etc. ▪ Openly discussed limitations of the study. ▪ Data analytic methods are explained. ▪ Theoretical framework discussed. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Volunteer sample of psychology trainees. ▪ Limited sample size (n =145); good age range (22-59). ▪ Data taken from a larger project on privilege and multicultural training in psychology. ▪ Participants had enrolled onto multicultural courses and therefore may have pre-existing motivations and desires; applicable to EPs. ▪ Participants from original data set who identified as racial-ethnic minorities were excluded from this study. ▪ Modified versions of scales utilised, with few items administered; internal consistency confirmed and compared to other research. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible and easy to read. ▪ Clear and succinct quantitative results presentation with tables. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Four different Midwestern universities. ▪ Correlations do not allow for cause and effect. ▪ Limited sample size thus underpowered, increasing the likelihood for Type II error. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Implications specifically for training of psychology professionals i.e., TEPs. ▪ Only a few items administered for each scale, could suggest inadequate data collection to support hypotheses/ conclusions. ▪ Self-reports may reflect socially desirable responding. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores WP, specifically WP remorse. ▪ Methodology limits inference of causal relationships which would further support the review question. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Both primary researchers gained approval from their respective institutional review boards. ▪ Volunteer sample; no mention of informed consent. |
| Overall WoE | Medium | |

| | | |
|------------------------------------|--|---|
| Study | Garriott et al. (2016): Testing the Efficacy of Brief Multicultural Education Interventions in White College Students. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim and hypotheses; where no clear hypotheses were stated for mediation analyses, justification was provided. ▪ Clear description on participants. ▪ Detail on recruitment and sampling supported by figures. ▪ Clear detail and explanation of data collection and analysis. ▪ Researchers open about insignificant results. ▪ Researchers open about study limitations and further research required. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Limited sample impacts generalisability. ▪ Individual differences not accounted for or controlled. ▪ Lack of control for participant's engagement. ▪ Use of a variety of scales which have been widely used. ▪ All interventions were developed in consultation with experts on multicultural education and were pilot tested. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible and easy to read. ▪ Tables and figures used well. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Relatively small sample (n=52); power analysis conducted and stated. ▪ White students from one university. ▪ Evidence of rigour in recruitment; design; analysis. ▪ Artificial intervention conditions. ▪ Validity of scales have been evidenced. ▪ Social disability measured showing efforts to control for this. ▪ Materials and measures used seem appropriate and have been justified. ▪ Correlations do not allow for cause and effect. ▪ Qualitative studies could offer a better understanding. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative ▪ Both affective (i.e., White guilt) and cognitive (i.e., awareness of WP) outcomes of interventions assessed. ▪ Randomised control trial. ▪ Real-life examples of individual's experiences with privilege and oppression may have been a more useful educational strategy to explore. ▪ Lacks richness and further explanation that qualitative methods could provide. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores WP. ▪ Explores related affective and cognitive concepts: White guilt. ▪ Direct implications for multicultural education. ▪ 'Brief' interventions suggest practical and feasible implications and strategies. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Institutional Review Board approval obtained. ▪ Volunteer sample. |
| Overall WoE | Medium | |

| | | |
|------------------------------------|---|--|
| Study | Peters et al. (2016): What's Race Got to Do with It? Preservice Teachers and White Racial Identity. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aims and research questions. ▪ Clear description of guiding literature. ▪ Clear description of procedure and measures used. ▪ Clearly designed and explained methodology. ▪ Brief evidence of transparency around limitations of the study. ▪ Open about discrepancies in data. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Naturalistic setting. ▪ Use of appropriate scales which have been widely used and evidenced. ▪ Thorough analysis. ▪ Evidence of rigour. ▪ Deductive coding of qualitative data. ▪ Confirmatory analysis of the open-ended responses to ensure a reliable coding. ▪ Inter-coder agreement stated. ▪ Themes identified with direct quotations to evidence. ▪ Social responsibility bias not accounted for. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible, easy to read and understand. ▪ Useful tables to summarise findings. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Adequate sample supported by richness of data gathered; to support conclusions. ▪ Naturalistic setting. ▪ Open-ended questions. ▪ External factors outside the course not accounted for. ▪ No evidence of reflexivity. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Mixed methods. ▪ Design suitable for purpose. ▪ Qualitative data collected to substantiate the quantitative findings. ▪ Lack of control measures for participants' engagement in fieldwork and teaching; somewhat impacts relevance for review question. ▪ Findings may reflect socially desirable responding. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores WP through quantitative measures. ▪ Direct implications for education and educators; specifically, teacher education programmes. ▪ Links to multi-cultural competence in education professions. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Study approved by the Institutional Review Board and followed all guidelines for ethical treatment of participants. ▪ Volunteer sample; mention of informed consent. |
| Overall WoE | Medium-High | |

| | | |
|------------------------------------|--|--|
| Study | Conway et al. (2017): Racial prejudice predicts less desire to learn about WP. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Hypotheses clearly stated and in line with literature. ▪ Clearly designed and explained methodology. ▪ Clear procedures with explanation provided. ▪ Authors not transparent about limitations of study. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Large sample (n=1,310) of self-identified White US citizens. ▪ Sample generalisability due to size; age range; gender mix; etc. ▪ Quantitative measures explore a range of topics relevant to review question. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Clear and succinct quantitative results with tables to support. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Explicitly measures WP; but only <i>desire to change</i> WP ▪ Study 1 warranted further exploration which was met in Study 2. ▪ Validity; reliability; consistency of scales not evidenced. ▪ Correlations do not allow for cause and effect. ▪ Unclear whether participants from sample 1 and 2 were the same or independent; no detail provided by authors. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative design. ▪ Variety of measures utilised to gather broad data around the topic. ▪ Authors appeared to create their own measure without reference to process; rigour; reliability; etc. ▪ Qualitative data collection would have added richness to findings and been appropriate for purpose. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores WP; desire to learn <i>more</i> about WP. ▪ Methodology limits inference of causal relationships which would further support the review question. ▪ Provides explanation for when and why White people may avoid additional information about WP. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Volunteer sample. ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. |
| Overall WoE | Medium | |

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| Study | Earick (2018): We are not social justice equals: the need for white scholars to understand their whiteness. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Absence of detail of recruitment; sampling; etc.: would benefit from further explanation. ▪ Outlines conceptual and theoretical framework clearly. ▪ Researcher's position clearly stated; possible bias remains. ▪ Limitations of study are not made explicit. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Methodology appears to lack rigour. ▪ No evidence of formal data collection procedure. ▪ Possibility of purposeful sampling/ data extraction. ▪ Direct quotations provided for evidence. ▪ Analysis limited by one researcher. ▪ Possible researcher bias. ▪ Possible deductive approach. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Lengthy results section; tables and summaries helpful to decipher key points. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Sample of social justice scholars. ▪ Data collected over a period of 6 years. ▪ Large data sample. ▪ Clear explanation and justification for analysis method. ▪ Themes identified with direct quotations to evidence and contextualise methods of interpretation. ▪ Evidence of reflexivity and encouragement of others in the profession to do the same. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Qualitative. ▪ Longitudinal study. ▪ Narratives extracted from critical incident journaling and meeting minutes. ▪ Methodology appears to lack rigour. ▪ Educator professionals as sample. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores Whiteness and WP. ▪ Explicitly related to education and educators. ▪ Clear and direct implications for education professionals. ▪ Theoretical lens aligned with research and review question. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. ▪ Pseudonyms used. ▪ Lack of evidence that participants were consulted on how their assignments would be used as data in this subsequent study. |
| Overall WoE | Medium | |

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| Study | Murdoch & McAloney-Kocaman (2019): Exposure to evidence of WP and perceptions of hardships among white UK residents. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Brief information is provided about the participants, sampling, etc.; although further information would have been useful. ▪ Clearly describes the measures chosen providing justifications for these choices. ▪ Data analytic methods are explained. ▪ Openly discussed limitations of the study. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ UK study/ study ▪ Quantitative measures explore a range of topics relevant to review question. ▪ No baseline measures obtained; limitation. ▪ Evidence of rigour in methodology. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Clear results section of quantitative analysis and findings. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ UK study/ study. ▪ Relatively small sample (n=148); but based on power analysis stated. ▪ Good gender mix and age range. ▪ White individuals. ▪ Representativeness of sample to the wider white UK population is restricted by demographic details obtained. ▪ A range of scales administered. ▪ Current study builds on previous UK study exploring hardship claimed by White people related to racial inequity. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative design, appropriate for purpose. ▪ Only few items administered on each scale. ▪ Began with 'exposure' to WP in experiment condition. ▪ Online experiment results in lack of control. ▪ Experimental condition may result in unauthenticity. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores WP. ▪ Lacks direct implications; purpose is more related to understanding. ▪ Not explicitly related to education or educators. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Ethical approval received from University School of Health and Life Sciences ethics committee. ▪ Volunteer sample. |
| Overall WoE | Low-medium | |

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| Study | Zarate & Mendoza. (2020): Reflections on race and privilege in an educational leadership course. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Research questions clearly stated. ▪ Detail provided on background and relevant literature. ▪ Brief information provided on participants. ▪ Clear information on sampling. ▪ Clear explanation of data collection and analysis. ▪ Brief mention of study limitations. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Explores racial privilege in methodology; WP exploration is assumed due to sample, findings and discussion. ▪ All participants completed the same course. ▪ Relevance to education and education professionals. ▪ Themes identified with direct quotations to evidence. ▪ Participants given freedom to discuss what they want to; open-ended methodology. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Lengthy results section; tables and summaries would have been helpful to decipher key points; subheadings useful. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Small sample (n=27). ▪ Range in education experience. ▪ Interaction between different ethnic backgrounds; shared perspectives and experiences. ▪ Exploration of strategies to support self-reflection. ▪ Exploration into collaborative strategies to support understanding and engagement with racial privilege. ▪ Thorough analysis; independent and collaborative analysis completed. ▪ Lack of consideration for participant's standpoint on privilege and exposure to critical reflection. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Qualitative method; appropriate for purpose. ▪ Limited sample. ▪ Exploration into collaboration and joint learning; supported by existing literature. ▪ Thorough analysis. ▪ Open-ended methodology supports avoidance of social desirability responding. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores racial privilege; methodology guided by literature on Whiteness and WP. ▪ Study relevant to education and educational professionals. ▪ Relevance and implications educational profession training programmes. ▪ Relevance and implications for leaders in education. ▪ Shared perspectives and experiences supportive of review question. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. ▪ Volunteer sample; informed consent gained. |
| Overall WoE | Medium | |

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| Study | Miller et al. (2021): "I can't breathe": Lay conceptualizations of racism predict support for Black Lives Matter. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim and hypotheses. ▪ Limited detail on participants; sampling; recruitment. ▪ Unclear explanation and evidence to support new scales developed. ▪ The full matrix of data analysis is available upon request from the author. ▪ Openly discussed limitations of the study. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Adequate sample (n=225); based on power analysis stated. ▪ Only self-identified White participants included. ▪ Range of scales used to analyse interaction between varying related beliefs/ topics. ▪ Use of appropriate scales, some which have been widely used and evidenced. ▪ Thorough analysis between predictor and dependent variables. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Quantitative results represented clearly supported by tables. |
| | <i>Specificity adequate or satisfactory?</i> | <ul style="list-style-type: none"> ▪ Variation of established scales and new scales developed; subject to bias ▪ Validity; reliability; consistency of all scales not evidenced. ▪ Correlations do not allow for cause and effect. ▪ Qualitative studies could offer a more rich understanding. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Variety of measures utilised to gather broad data around the topic. ▪ Authors appeared to create their own measure without reference to process; rigour; reliability; etc. ▪ Qualitative data collection would have added richness to findings and been appropriate for purpose. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explore WP attitudes and related concepts/ beliefs about racism and anti-racism. ▪ Implications for understanding racism as a systemic problem and not isolated incidents. ▪ No explicit link to education and educators; but implications are important for professional role and responsibilities of EPs. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Volunteer sample. ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. |
| Overall WoE | Medium | |

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| Study | Blevins & Todd (2022): Remembering where we're from: Community- and individual-level predictors of college students' WP awareness. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim. ▪ Clear explanation of sampling; recruitment; etc. with available supporting information providing more in depth details. ▪ Detail on analysis methods and considerations. ▪ Openly discussed limitations of the study. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Theoretical framework established; Draws on Bronfenbrenner's ecological model. ▪ Use of appropriate scales, with reliability etc. evidenced. ▪ Evidence of reflection on analysis. ▪ Evidence of rigour in methodology. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Use of tables to support presentation of quantitative results. ▪ The findings section is vast, but clearly laid out. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ Large sample size (n=1,285) ▪ Only self-identified White students included. ▪ Sample all from one Midwestern university. ▪ Student sample limits generalisability. ▪ Considers intersectionality. ▪ Assessment of gender did not align with best practices for inclusive gender assessment. ▪ Explored both objective and subjective SES. ▪ Correlations do not allow for cause and effect. ▪ Both independent and interactional predictors explored. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Quantitative design, appropriate for purpose. ▪ Only few items administered on each scale. ▪ Smaller geographic units such as census tract may offer more precise SES measures. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores WP awareness and predictors. ▪ Explores the facilitators and barriers to raising awareness about WP. ▪ Vast background on Whiteness and WP informing current research. ▪ Applied an ecological lens; references ecological factors in educational spaces through myriad strategies. ▪ No explicit link to education and educators in methodology. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Approved gained by the university's Institutional Review Board. ▪ Appears to be volunteer sample. |
| Overall WoE | Medium-High | |

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| Study | Forman et al. (2022): School Leaders' Use of Social-Emotional Learning to Disrupt Whiteness. | |
| | <i>TAUPUS</i> | <i>Comments</i> |
| A: Quality of Execution | <i>Transparency</i> | <ul style="list-style-type: none"> ▪ Clear aim and purpose. ▪ Detailed information on participants. ▪ Procedure clearly explained. ▪ Position and biases of researchers discussed; and similar transparency with participants is evidenced. |
| | <i>Accuracy</i> | <ul style="list-style-type: none"> ▪ Very limited sample (n=3). ▪ Purposeful sample. ▪ Investigating an emergent phenomenon related to ARP. ▪ Includes data that were collected as part of a larger study. ▪ Possible deductive approach. ▪ Themes identified with direct quotations to evidence. ▪ Data collected from a range of sources. ▪ Semi-structured interviews. |
| | <i>Accessibility</i> | <ul style="list-style-type: none"> ▪ Accessible. ▪ Methodology somewhat difficult to decipher. |
| | <i>Specificity</i> | <ul style="list-style-type: none"> ▪ In-depth qualitative data. ▪ Data collected at separate time points. ▪ Larger sample needed. ▪ Limited narratives and thus generalisability. ▪ No exploration into how the students perceived this approach to SEL. ▪ Thorough analysis. ▪ Three rounds of coding to calibrate between researchers and reliability. ▪ Evidence of reflexivity and discussion around researcher trustworthiness. ▪ Goal to facilitate theory building. |
| B: Methodological Relevance | <i>Purposivity</i> | <ul style="list-style-type: none"> ▪ Limited sample. ▪ Qualitative method appropriate and justified. ▪ Two phases of data supporting depth and richness. ▪ Thorough analysis. |
| C: Relevance of Topic | <i>Utility</i> | <ul style="list-style-type: none"> ▪ Explicitly explores Whiteness. ▪ Direct relevance to Social-Emotional Learning (SEL); recognise theory UK EP practice. ▪ Study relevant to education and educational professionals. ▪ Relevance and implications for leaders in education. ▪ Conclusions drawn from the different perspective and experiences of leaders. ▪ Investigating an emergent phenomenon related to ARP. |
| | <i>Propriety</i> | <ul style="list-style-type: none"> ▪ Does not explicitly discuss ethical approval; however, it does appear to comply to ethical standards. ▪ Volunteer sample; no mention of informed consent. |
| Overall WoE | Medium | |



School of Psychology Ethics Committee

NOTICE OF ETHICS REVIEW DECISION LETTER

For research involving human participants

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

Reviewer: Please complete sections in **blue** | **Student:** Please complete/read sections in **orange**

Details

| | |
|---------------------------------|---|
| Reviewer: | Anna Stone |
| Supervisor: | Miles Thomas |
| Student: | Alice Bateman |
| Course: | Prof Doc in Educational and Child Psychology |
| Title of proposed study: | Please type title of proposed study |

Checklist

(Optional)

| | YES | NO | N/A |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| Concerns regarding study aims (e.g., ethically/morally questionable, unsuitable topic area for level of study, etc.) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Detailed account of participants, including inclusion and exclusion criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Concerns regarding participants/target sample | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Detailed account of recruitment strategy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Concerns regarding recruitment strategy | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| All relevant study materials attached (e.g., freely available questionnaires, interview schedules, tests, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Study materials (e.g., questionnaires, tests, etc.) are appropriate for target sample | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Clear and detailed outline of data collection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Data collection appropriate for target sample | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| If deception being used, rationale provided, and appropriate steps followed to communicate study aims at a later point | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If data collection is not anonymous, appropriate steps taken at later stages to ensure participant anonymity (e.g., data analysis, dissemination, etc.) – anonymisation, pseudonymisation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Concerns regarding data storage (e.g., location, type of data, etc.) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Concerns regarding data sharing (e.g., who will have access and how) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Concerns regarding data retention (e.g., unspecified length of time, unclear why data will be retained/who will have access/where stored) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If required, General Risk Assessment form attached | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any physical/psychological risks/burdens to participants have been sufficiently considered and appropriate attempts will be made to minimise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any physical/psychological risks to the researcher have been sufficiently considered and appropriate attempts will be made to minimise | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If required, Country-Specific Risk Assessment form attached | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If required, a DBS or equivalent certificate number/information provided | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If required, permissions from recruiting organisations attached (e.g., school, charity organisation, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| All relevant information included in the participant information sheet (PIS) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information in the PIS is study specific | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language used in the PIS is appropriate for the target audience | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All issues specific to the study are covered in the consent form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language used in the consent form is appropriate for the target audience | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All necessary information included in the participant debrief sheet | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language used in the debrief sheet is appropriate for the target audience | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study advertisement included | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Content of study advertisement is appropriate (e.g., researcher's personal contact details are not shared, appropriate language/visual material used, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Decision options

| | |
|--|--|
| APPROVED | Ethics approval for the above-named research study has been granted from the date of approval (see end of this notice), to the date it is submitted for assessment. |
| APPROVED - BUT MINOR AMENDMENTS ARE | In this circumstance, the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box at the end of this form once all amendments have been attended to |

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| <p>REQUIRED BEFORE THE RESEARCH COMMENCES</p> | <p>and emailing a copy of this decision notice to the supervisor. The supervisor will then forward the student’s confirmation to the School for its records.</p> <p>Minor amendments guidance: typically involve clarifying/amending information presented to participants (e.g., in the PIS, instructions), further detailing of how data will be securely handled/stored, and/or ensuring consistency in information presented across materials.</p> |
| <p>NOT APPROVED - MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED</p> | <p>In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.</p> <p>Major amendments guidance: typically insufficient information has been provided, insufficient consideration given to several key aspects, there are serious concerns regarding any aspect of the project, and/or serious concerns in the candidate’s ability to ethically, safely and sensitively execute the study.</p> |

| <p align="center">Decision on the above-named proposed research study</p> | |
|--|---------------------------------------|
| <p>Please indicate the decision:</p> | <p align="center">APPROVED</p> |

| <p align="center">Minor amendments</p> | |
|--|--|
| <p align="center">Please clearly detail the amendments the student is required to make</p> | |
| Empty space for student input | |

| <p align="center">Major amendments</p> | |
|--|--|
| <p align="center">Please clearly detail the amendments the student is required to make</p> | |
| Empty space for student input | |

Assessment of risk to researcher

| | | |
|--|--|---------------------------------------|
| Has an adequate risk assessment been offered in the application form? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| If no, please request resubmission with an <u>adequate risk assessment</u> . | | |
| If the proposed research could expose the <u>researcher</u> to any kind of emotional, physical or health and safety hazard, please rate the degree of risk: | | |
| HIGH | Please do not approve a high-risk application. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not be approved on this basis. If unsure, please refer to the Chair of Ethics. | <input type="checkbox"/> |
| MEDIUM | Approve but include appropriate recommendations in the below box. | <input type="checkbox"/> |
| LOW | Approve and if necessary, include any recommendations in the below box. | <input checked="" type="checkbox"/> |
| Reviewer recommendations in relation to risk (if any): | Please insert any recommendations | |

Reviewer's signature

| | |
|--|-------------------|
| Reviewer: (Typed name to act as signature) | Anna Stone |
| Date: | 24/02/2022 |

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee

RESEARCHER PLEASE NOTE

For the researcher and participants involved in the above-named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Research Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UEL's Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard.

Confirmation of minor amendments

(Student to complete)

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data

Student name:

(Typed name to act as signature)

Please type your full name

Student number:

Please type your student number

Date:

Click or tap to enter a date

Please submit a copy of this decision letter to your supervisor with this box completed if minor amendments to your ethics application are required

Appendix I. Participatory Research Methods Information Sheet

Introducing Participatory Research

What makes research ‘participatory’ is not the design or methods used, but the involvement of participants in the research process itself (Bagnoli & Clark, 2010; Kindon et al., 2007). The involvement of participants varies across different participatory research, from the depth of participant involvement, to the stages at which they are involved, or to the extent to which they are ‘co-researchers’. This can be viewed on a continuum ranging from consulting individuals on the research process to individuals being actively involved and making joint decisions with researchers (Asaba & Suarez-Balcazar, 2018). Thus, participatory research has been defined as an ‘approach’ to research (Schratz & Walker, 1995).

Participatory research approaches have grown in popularity alongside challenging the principles and practices of conventional research approaches (Bangoli & Clark, 2010). Participatory research approaches allow for consideration of the issues of power and control within research, especially between researchers and the researched (Bangoli & Clark, 2010). Participatory research prioritises co-constructing research through partnerships between researchers and stakeholders, community members, or others with insider knowledge and lived expertise (Jagosh et al., 2012). The foundational premise of participatory research methods is the value placed on genuine and meaningful participation, offering participants the ability to speak up and be experienced as a person with the right to express oneself and to have the expression valued by others (Abma et al., 2019).

There is, however, a current lack of consensus in defining participatory research as a term. There is no prescription for the “right” way to do participatory research; instead, research partners must collaborate to prioritise what’s most important and choose methods that best represent stakeholder interests and maximize the potential for real-world impact (Vaughn & Jacquez, 2020). There are many ways in which stakeholders participate and share decision making in each research task. Vaughn and Jacquez (2020) share a model which depicts these “choice points”:

https://www.researchgate.net/publication/345013382_Participatory_Research_Methods_-_Choice_Points_in_the_Research_Process

This research understands participatory research as an *approach to research*; an approach that values the involvement of participants, built on shared voices and perspectives, is concerned with addressing the power dynamics of research and that uses methodology flexibly to best suits the research needs.

The primary researcher is eager to know how your participation can be supported. If you have any comments, please do share these with the primary researcher.

Email: u2064590@uel.ac.uk

Thank you.

References

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Appendix J. Focus Group 1 Minutes

Focus Group 1 Minutes

1. Summary of discussion
2. Defining our research
3. Agreed actions

1. Summary of discussion

Discussion around what Whiteness and White privilege means to us. And what is the relevance to educational psychology.

Answering our preliminary research question: *What research could be undertaken to add value to understanding and engagement relating to Whiteness, WP and ARP in educational psychology?*

To inform our primary research question: *How can educational psychologists (EPs) develop their understanding of Whiteness, White privilege and anti-racist practice?*

Topics we discussed,

- What's being done already? And what has been the impact?
- Concept of will & skill.
- Personal journeys to developing understanding and difference in experiences.
- Facilitators and barriers to developing anti-racist practice: time; space; leadership.
- The potential of leadership bias in decision making.
- Importance of having a safe space where we can learn and reflect.
- The role of supervision in developing understanding.
- Is anti-racist practice embedded in the role of the EP, or seen as an addition?
- Considering the depth of changes being made. Are some changes tokenistic?
- Feelings of discomfort and fear for some EPs when discussing this topic.
- The importance of confronting feelings of discomfort.
- Reflecting on intersectionality.
- Considerations around the demographic of the EP workforce, including diversity and representation.
- Importance of sharing experiences to support learning.
- Considering our primary client – children and young people (CYP). How have they experienced racism?
- Bronfenbrenner's ecological systems theory and its relevance to developing anti-racist practice.

Possible questions we discussed,

- What do EPs feel they need support around to develop their understanding?
- What do individuals need to start having these discussions? Does this vary across individuals?
- Whose responsibility is it to prioritise anti-racist practice in EP services (EPSs)? Individuals, groups or leaders?
- Who is in the position to create change? Top-down vs bottom-up approaches.
- Do we know how change can happen?

Discussion around where the profession needs to start.

Three key tangents in our thinking,

- The role of leadership in EPSs.
- The role of the individual EP.
- The role of the CYP we work with.

Leadership:

- Leaders can facilitate culture change and a shift in priorities.
 - Are they willing to do this?
 - Have they tried and been successful or unsuccessful? Why?
 - What are the facilitators / barriers?
- Leaders can hold individuals accountable.
 - How is performance measured? Number of statutory assessments or engagement with anti-racist practice?
- Leaders are in a position of power and therefore hold some of the responsibility.
 - Whose responsibility do they think it is?
 - Types of power: power with; power to.
 - How involved are they as a leader?

Considerations around ethical research design:

- Solution-focused approaches.
 - Avoidance of pinpointing 'blame'.
- Awareness of power dynamics and the psychology of systems.
- Facilitating collaboration.
 - Working together & sharing perspectives across the EPS.
 - Focus groups to facilitate shared discussions.
- Person-centred planning tools.
 - The PATH (Planning Alternative Tomorrows with Hope).
- Consistency across all focus groups.
 - Same PATH headings.
 - One consistent facilitator.

2. Defining the focus and aims of our research.

Research question:

- *How can educational psychologists develop their understanding of Whiteness, White privilege and anti-racist practice?*

Aims:

- To answer the 'possible questions we discussed' in focus group 1.
- To facilitate a collaborative, solution-focused, person-centred approach to support EPs to develop their understanding of Whiteness, White privilege and anti-racist practice.
- To identify general hopes and directions in EPSs to develop anti-racist practice.

Research design:

- Facilitating focus groups (in-person or virtual) with different Local Authorities (LAs) EPSs (possibly during team day/ team meeting).

Participants:

- Invite individuals across all levels within the system/ organisation (PAs; EPs; SEPs; PEPs).
 - Volunteer sample.
 - Recruited through co-researcher team.

Data collection methods:

- Utilising the PATH (tool/ model) to collect qualitative data.
 - With edited headings to explore the research question & aims.

Data analysis:

- Thematic analysis to analyse data collection.
 - Identify themes across PATHs.

3. Next steps/ actions:

| Action: | Who? | When? |
|--|--|----------------------------------|
| Co-researchers to choose pseudonym and send to primary researcher via email. | All co-researchers | By 29/07/2022 . |
| Resource sharing around PATH model, via email to all co-researchers. | Primary researcher & volunteer co-researchers | By 22/07/2022 . |
| Edited PATH headings to be sent to all co-researchers. | Primary researcher | On 22/07/2022 |
| Co-researchers to comment on/ amend PATH headings and final headings to be agreed. | Primary researcher & all co-researchers | By 29/07/2022 . |
| Example visual PATH template to be created and shared with all co-researchers. | Primary researcher | On 29/07/2022 . |
| Information sheet on facilitating a PATH to be created and shared with all co-researchers. | Primary researcher | On 29/07/2022 . |
| Recruitment letter to be created and shared with all co-researchers. | Primary researcher | On 29/07/2022 . |
| Recruitment letter & Information sheet to be distributed to the relevant LAs. | Primary researcher & all co-researchers | In September 2022 . |
| Data Collection: facilitate PATH focus groups. | Primary researcher & volunteer co-researchers | During Autumn term 2022 . |
| Send date possibilities for Focus Group 2. | Primary researcher | During Autumn term 2022 . |
| Focus Group 2 (data analysis) to take place. | All co-researchers. | In December 2022 . |

Appendix K. Participant Invitation Letter for Co-researchers



UNIVERSITY OF EAST LONDON

Invitation letter to participate in a research study

You are being invited to participate in a research study. Before you agree it is important that you understand what your participation would involve. Please take time to read the following information carefully.

Who am I?

I am a Postgraduate Trainee Educational Psychologist in the School of Psychology at the University of East London and am studying for a Professional Doctorate in Educational and Child Psychology. As part of my research I am conducting a participatory research project in which you are invited to participate.

What is the research?

I am conducting a participatory research project exploring educational psychologists' engagement with Whiteness, White privilege and developing anti-racist practice. My research has been approved by the School of Psychology Research Ethics Committee. This means that my research follows the standard of research ethics set by the British Psychological Society.

Why have you been asked to participate?

You have been invited to participate in my research as someone who fits the kind of people I am looking for to help me explore my research topic. I am looking to involve educational psychologists and trainee educational psychologists (T/EPs) who are currently practicing and/ or training in the UK. I am seeking individuals who are interested in my research study and are committed to promoting inclusion, diversity and equity in educational psychology, both across the workforce and in practice. However, I must emphasise that I am not looking for 'experts' on the topic. You will not be judged or personally analysed in any way and you will be treated with respect. You are quite free to decide whether or not to participate and should not feel coerced.

What will your participation involve?

The essence of this participatory research project is to facilitate a research project built on shared voices and perspectives around race related issues and developing anti-racist practice. The tentative nature of a participatory research project means that your contribution cannot be wholly defined. This is not to appear uncertain but rather to avoid anticipating your degree of participation and disempowering the participatory research group. You will have the autonomy to choose your level of contribution beyond the initial commitment listed below.

If you agree to participate you will be asked to form part of a participatory research group. This group will be an academic-community partnership between the primary researcher and 4-8 volunteer T/EP participants. Your involvement will be primarily to attend two focus groups, lasting for no more than 1 hour 30 minutes each and become a co-researcher.

The first focus group will be facilitated by the primary researcher and will explore the research question: **how can educational psychologists develop their understanding of Whiteness, White privilege and anti-racist practice?** The primary researcher has established this broad research question and outlined the design of the project. The research design will be to yield qualitative data through semi-structured interviews. Your role, as part of the co-researcher group, will be to determine who the participants are going to be and what interview questions are going to be asked. Recruitment and other considerations will also be discussed. Therefore, the first focus group will be structured around defining the focus of the research, the research aims and from this, the data analysis will be established.

The aim of the second focus group will be to collectively analyse the data, interpret results and plan dissemination methods to inform the profession.

The primary researcher welcomes your involvement and collaboration in-between and beyond these focus groups. That being said, time demands and complexities are recognised and therefore the primary researcher will offer suggestions where they may have the equipped skills to complete one or more procedures alone, or with less collaboration from the group partners, to reduce these. Please contact the researcher for further details if this information will inform your decision to volunteer your participation.

To confirm, should you choose to participate in the participatory research project you are committing to,

- An initial focus group lasting 1.5 hours (maximum).
- A second focus group lasting 1.5 hours (maximum).
- A welcomed opportunity to participate beyond these two groups, without obligation but with encouragement, at your discretion.

Focus groups may take place virtually (via Microsoft Teams) or in person, hosted at the University of East London. The primary researcher welcomes your preferences to establish this.

I will not be able to pay you for participating in my research, but your participation would be very valuable in helping to develop and undertake research to add value to understanding and engagement relating to Whiteness, White privilege and developing anti-racist practice in educational psychology.

How will the information I provide be kept secure and confidential?

Your taking part will be safe and confidential. Your privacy and safety will be respected at all times. The focus group discussions will be recorded but only the primary researcher will have access to these recordings. The original recordings of the focus groups will be stored securely electronically in a password protected file, only accessible by the primary researcher. The

original recording will then be destroyed once the project has been completed (expected July 2023).

If any of your comments or ideas are documented in written form, no identifiable information will be included and they will all be anonymous and confidential. This written data will be held for 3 years, which is required for research that may be published. During this time the data will be stored securely electronically in a password protected file, only accessible by the primary researcher. The University of East London will be permitted to access this data if they request it, however they will not be given access to any information that would identify you or your place of employment.

What will happen to the information that you provide?

The results of the study will be written up as part of the requirements for the award of a Doctorate in Educational and Child Psychology. The participatory research group may discuss and plan other dissemination methods throughout the research procedure. For example, presentation to a journal for publication, additional focus groups with T/EPs, and/ or research summary distribution via information sheets. You will not be identified in any report or publication; however anonymised quotations from the focus groups may be used.

Can I change my mind?

You are free to withdraw from the participatory research group at any time without explanation, disadvantage or consequence. However, if you withdraw from the research study I would reserve the right to use material that you contributed to and provided up until the point of my analysis of the data.

Contact Details

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Alice Bateman

Email: U2064590@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor: Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: M.Thomas@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: t.patel@uel.ac.uk

Appendix L. Consent Form for Co-researchers



UNIVERSITY OF EAST LONDON

Consent to participate in a research study

A Participatory Research Project Exploring Educational Psychologists' Engagement with Whiteness, White Privilege and Developing Anti-Racist Practice.

I confirm that I have read the participant information sheet relating to the above research study and have been given a copy to keep. The nature and purposes of the research and participatory research group have been explained to me, and I have had the opportunity to discuss the details of my involvement and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.

I understand my involvement in the participatory research group including the commitment to be a co-researcher. In this, I understand that particular data from this research, including my own, will remain strictly confidential. In addition, I understand that any discussions and handling of data is strictly permitted to take place within the perimeters of the focus group only. Only the primary researcher involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I understand that the focus group/s will be audio recorded for analysis purposes and to allow the primary researcher to re-visit discussions. Such recordings will then be deleted. I understand that anonymised quotes from the focus groups discussions may be documented and that these will not personally identify me.

I hereby freely and fully consent to participate in the study which has been fully explained to me. Having given this consent I understand that my participation is voluntary and I have the right to withdraw from the study at any time, without explanation or disadvantage. I also understand that should I withdraw, the researcher reserves the right to use my anonymous data after analysis of the data has begun.

Participant's Name (BLOCK CAPITALS)

.....

Participant's Signature

.....

Participant's Email

.....

Researcher's Name (BLOCK CAPITALS)

.....

Researcher's Signature

.....

Date:

.....

If you require reasonable adjustments to be made to the formatting of this form to allow you to provide informed consent, please contact the researcher directly:

Alice Bateman / Email: U2064590@uel.ac.uk

Appendix M. PATH Recruitment Poster



UNIVERSITY OF EAST LONDON

Invitation to participate in a research study

This is an invitation to be part of a doctoral research project exploring how educational psychologists can develop their understanding of Whiteness, White privilege and anti-racist practice **and** support the development of this within your educational psychology service (EPS) using a PATH.

The process

Planning Alternative Tomorrows with Hope, or **PATH**, is a participatory planning process which places people at the centre, allowing participants to develop a vision and a means to accomplish it via graphic facilitation of ideas.

PATH draws on people's ability to visualise different futures, to plan backwards from a future vision or dream and to collaborate on how that vision can come into being.

There are **6 steps** in the PATH process, each with its own particular questions and conversations associated with it. The Dream; One Year from Now; Grounding in the Now; Who Do We Need to Enrol; Staying Strong; The Next Steps.



The primary researcher will facilitate a PATH session with your EPS. They will guide you through the 6 stages and create a graphic (pictures and words) record of each of the steps in your PATH.

We hope that by participating, you will gain:

- A shared vision within the group of a positive future for your EPS relating to your understanding of Whiteness, White privilege and developing anti-racist practice.
- A commitment to invest in moving towards this future.
- A sense of how to do this.

What your participation will involve if you choose to participate?

1. A 1 x 90-minute session to complete a PATH during the Autumn term of 2022.
 - possibly during a team day/ meeting/ CPD day, etc.
2. A commitment to arrange a group of attending colleagues from your EPS.
 - at least 5 individuals, with at least 1 in a senior/ leadership position.
3. An online (via Microsoft Teams) or in-person meeting.
 - depending on your preference and geographical location.
4. A volunteer colleague to support the primary researcher to record the ideas shared.

The initial deadline for expressing interest is the 30th of September 2022. In the event of receiving a large volume of interest, participating EPSs will be randomly selected.

If you would like to volunteer your EPS to participate, please contact the primary researcher to express your interest.

Alternatively, if you would like further information or have any questions, please do not hesitate to contact the primary researcher.

Alice Bateman / Email: U2064590@uel.ac.uk

This research has been ethically approved by the UEL School of Psychology Ethics Committee.

Appendix N. PATH Participant Invitation Letter



UNIVERSITY OF EAST LONDON

Invitation letter to participate in a research study

You are being invited to participate in a research study. Before you agree it is important that you understand what your participation would involve. Please take time to read the following information carefully.

Who am I?

I am a Postgraduate Trainee Educational Psychologist in the School of Psychology at the University of East London and am studying for a Professional Doctorate in Educational and Child Psychology. As part of my research I am conducting a participatory research project in which you are invited to participate.

What is the research?

I am conducting a participatory research project exploring educational psychologists' engagement with Whiteness, White privilege and developing anti-racist practice. I have recruited a team of co-researcher educational psychologists (EPs) and trainee educational psychologists (TEPs) with the aim of building a research project built on shared voices and perspectives around race related issues and developing anti-racist practice.

As a co-researcher group, we have identified an opportunity to facilitate a collaborative, solution-focused discussion with EPs, using person centred planning tools to explore our research question: **how can educational psychologists develop their understanding of Whiteness, White privilege and anti-racist practice?**

To facilitate this, we will use Planning Alternative Tomorrows with Hope, or **PATH**, as a tool. PATH is a participatory planning process which places people at the center, allowing participants to develop a vision and a means to accomplish it via graphic facilitation of ideas. PATH draws on people's ability to visualise different futures and to plan backwards from a future vision or dream and tell stories about how that vision can come into being. There are **6 steps** in the PATH process, each with its own particular questions and conversations associated with it: The Dream; One Year from Now; Grounding in the Now; Who Do We Need to Enrol; Staying Strong; The Next Steps. The primary researcher will facilitate a PATH session with your educational psychology service (EPS). They will guide you through the 6 stages and create a graphic (pictures and words) record of each of the steps in your PATH.

Not only is this an opportunity for you and your colleagues to be part of this research project, we hope it may also support the future direction of your EPS, developing your understanding of Whiteness, White privilege and anti-racist practice.

This research has been approved by the School of Psychology Research Ethics Committee. This means that the research follows the standard of research ethics set by the British Psychological Society.

Why have you been asked to participate?

We are seeking EPSs and EPs who are interested in supporting this research study and are committed to developing their understanding of Whiteness, White privilege and anti-racist practice. We must emphasise that we are not looking for 'experts' on the topic or 'role models' by any means. You will not be judged in any way and you will be treated with respect. You are quite free to decide whether or not to participate and should not feel coerced.

What will your participation involve?

We are interested in working with a variety of EPSs and individuals at different levels within your organisation, from TEPs to those in senior and leadership positions.

If you agree to participate you are committing to:

- A 1 x 90-minute session to complete a PATH during the Autumn term of 2022.
 - *possibly during a team day/ meeting/ CPD day, etc.*
- An online (via Microsoft Teams) or in-person meeting.
- A commitment to arrange a group of attending colleagues from your EPS.
 - *at least 5 individuals, with at least 1 in a senior/ leadership position.*
- A volunteer colleague to support the primary researcher to record the ideas shared.

We hope that by participating, you will gain:

- A shared vision within the group of a positive future for your EPS relating to your understanding of Whiteness, White privilege and developing anti-racist practice.
- A commitment to invest in moving towards this future.
- A sense of how to do this.

Meetings may take place virtually (via Microsoft Teams) or in person, hosted at your EPS. The primary researcher welcomes your preferences and geographical location to establish this.

We will not be able to pay you for participating in our research, but your participation would be very valuable in helping to develop and undertake research to add value to understanding and engagement relating to Whiteness, White privilege and developing anti-racist practice in educational psychology.

How will the information you provide be kept secure and confidential?

Your taking part will be safe and confidential. Your privacy and safety will be respected at all times. The information collected via your completed PATH will be used as data for the research project. Only you (your EPS colleagues) and the primary researcher will have access to the data collected on your PATH.

Your completed PATH will be recorded by the primary researcher, either directly from the electronic document or via a photograph copy of the physical PATH in paper form (depending on whether your PATH session is facilitated online or in-person). In the case where a physical PATH is completed in paper form, the original document will remain at your EPS and in your responsibility.

The recorded PATHs will be stored securely electronically in a password protected file, only accessible by the primary researcher. This PATH document will be anonymous and confidential, ensuring individual names and/ or any identifiable information that could link your PATH to your EPS is excluded. Any local copy stored in downloads on the primary researcher's laptop device will be deleted immediately. The recording saved in the primary researcher's secure folder will be the only location where it is saved. This data will be held for

3 years, which is required for research that may be published. The University of East London will be permitted to access this data if they request it, however they will not be given access to any information that would identify you or your place of employment.

What will happen to the information that you provide?

In the first instance, the primary researcher will share this data (your PATH) with the co-researcher group only, in order to collectively analyse the data. The co-researcher group will only have access to your PATH via the primary researcher and during a focus group; they will not have any direct access. Themes across all PATHs facilitated during the project will be established by the co-researcher group. The co-researchers will then interpret results and plan dissemination methods to inform the profession.

The results of the study will be written up as part of the requirements for the award of a Doctorate in Educational and Child Psychology. In addition, an image of your completed PATH may be included, ensuring any identified information (relative to your EPS and/or individuals) is excluded to protect confidentiality and anonymity. The co-researcher group may discuss and plan other dissemination methods throughout the research procedure. For example, presentation to a journal for publication, additional focus groups with T/EPs, and/ or research summary distribution via information sheets. You will not be identified in any report or publication; however anonymised quotations from your PATH may be used.

Can you change your mind?

You are free to withdraw from the participatory research project at any time without explanation, disadvantage or consequence. However, if you withdraw from the research study we would reserve the right to use material that you contributed to and provided up until the point of our analysis of the data.

Contact Details

If you would like further information about our research or have any questions or concerns, please do not hesitate to contact the primary researcher.

Alice Bateman

Email: U2064590@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor: Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: M.Thomas@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: t.patel@uel.ac.uk

Appendix O. PATH Consent Form



UNIVERSITY OF EAST LONDON

Consent to participate in a research study

A Participatory Research Project Exploring Educational Psychologists' Engagement with Whiteness, White Privilege and Developing Anti-Racist Practice.

I confirm that I have read the participant information letter relating to the above research study and have been given a copy to keep. The nature and purposes of the research and the participation of my educational psychology service (EPS) have been explained to me, and I have had the opportunity to discuss the details of our involvement and ask questions about this information. I understand what is being proposed and the procedures in which my EPS and educational psychologist (EP) colleagues, will be involved.

I understand the involvement of my EPS, including the commitment to complete a PATH. In this, I understand that particular data from this research, including my own and that of my EP colleagues, will remain strictly confidential. In addition, I understand that any discussions and handling of data is strictly permitted to take place within the perimeters of the co-researcher group only, under the responsibility of the primary researcher. Only the primary researcher involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I understand that the PATH will be recorded for data collection purposes and to allow the co-researcher team to analyse and interpret the data. I understand that anonymised quotes from the PATH, as well as an anonymised image of the graphic illustration, may be documented and that these will not personally identify me, my EPS nor my EP colleagues. Such document recordings will then be deleted.

I hereby freely and fully consent to participate in the study which has been fully explained to me, volunteering my current EPS and agreeing to all participation commitments required. Having given this consent, I understand that my participation is voluntary and I have the right to withdraw from the research project at any time, without explanation or disadvantage. I also understand that should I withdraw, the primary researcher reserves the right to use my anonymous data after analysis of the data has begun.

Participant's Name (BLOCK CAPITALS)

.....

Participant's EPS (please include full address)

.....
.....

Participant's Signature

.....

Participant's Email

.....

Primary Researcher's Name (BLOCK CAPITALS)

.....

Primary Researcher's Signature

.....

Date:

.....

If you require reasonable adjustments to be made to the formatting of this form to allow you to provide informed consent, please contact the primary researcher directly:

Alice Bateman / Email: U2064590@uel.ac.uk

Appendix P. Adapted PATH Headings

PATH Headings

1. The Dream

Our vision = developing our understanding of Whiteness, White privilege and anti-racist practice

- a. What is our dream when we think about developing our understanding of Whiteness, White privilege and anti-racist practice?
- b. What would we be doing?
- c. What would best practice look like?
- d. What matters the most to us as we think about developing our understanding and our future practice?

2. One Year from Now

Imagine one year has passed

- a. What have we done to make the dream more of a reality?
- b. What has taken place?
- c. What have we achieved?

3. Grounding in the Now

- a. What is the current situation?
- b. What is our current understanding of Whiteness, White privilege and anti-racist practice?
- c. What are our current experiences of considering these concepts so far?
- d. What is going well?
- e. What could be better?
- f. How important do we consider these concepts to be in our practice?
- g. How confident do we feel when thinking about these concepts with regards to children and young people and our practice?

4. Who Do We Need to Enrol?

- a. Who will we need to help us on this journey?
- b. Who will encourage us?







5. Staying Strong

- a. What will we need to help?
- b. What will encourage us?
- c. What will help us to keep on track?

6. The Next Steps

- a. What will our next steps be?
When will they be done?
 - i. In a week?
 - ii. In a month?
 - iii. Next term?
 - iv. In a year?
- b. Who will do it?
- c. Who will check progress?

Appendix Q. PATH Facilitator Prompt Sheet

| <ul style="list-style-type: none"> • Listen, do not interpret. • Record clearly using their words. • Always check back understanding with the individual/ group. • Everyone has a chance to speak. • May ask other people for suggestions. • May ask for smaller group discussions first. • Include visuals where possible. • Make it colourful. <p style="text-align: right;">Facilitator Notes</p> | <ul style="list-style-type: none"> • No jargon – only use acronyms that are familiar to everyone here today. • Do not be held back by the past. • Avoid judgements. • Speak with honesty and care. • Let us harness the power of ‘yet’ to embrace our hopes & change. • <i>Any more from the group?...</i> <p style="text-align: right;">Group Rules</p> |
|---|---|
| <ul style="list-style-type: none"> • Explain what we mean by the ‘dream’... • It does not have to be realistic. • Focus on the people; activities; practice that we wish for. • What is our vision for developing our understanding of Whiteness, White privilege and anti-racist practice? • What kind of future would we like to see? • What does our practice look like? • What are we doing? • Where are we? • Who are we with?  | <ul style="list-style-type: none"> • Discuss the year as if it has already happened. • Imagine what we have done and what has changed. • What events have taken place? • What changes have been made? • What it is like to be part of this EPS? • Keep our thoughts <i>positive</i> – remembering the good times. • Keep our thoughts <i>possible</i>, realistic & manageable.  |
| <ul style="list-style-type: none"> • We want a full picture of the current situation. • We want to have a vision of where we are starting from on this journey. • Not everything has to be positive. • We want the facts. • We want everyone’s perspective! • What is close to the dream? • What needs to change?  | <ul style="list-style-type: none"> • Who is the fuel to keep us moving? • Our goals are not achievable by working on our own, or one individual’s responsibility. • Who will we need with us to help on this journey? • Who out of those present today? • Who else who may not be present today? • Will we want any other perspectives? If so, from who? • Will anyone stand in our way? If so, what can we do about it?  |
| <ul style="list-style-type: none"> • What will it take for us to move towards our dream? • How are we going to build strength? • How are we going to stay committed to our goals? • How can we support each other? • What skills and capacities do we have that can help us? • What might we need to start doing? • What might we need to stop doing? • We want everyone’s perspective!  | <ul style="list-style-type: none"> • This is where we start action planning. • Think big & small steps. • Some next steps might be done now? • Some next steps might be planned ahead? • Let’s pick some dates & set some goals... • Who? • What? • When? • Where? • Remember to be specific. • Who and how might we review things?  |

Appendix R. Research Data Management Plan

UEL Data Management Plan

Completed plans **must** be sent to researchdata@uel.ac.uk for review

If you are bidding for funding from an external body, complete the Data Management Plan required by the funder (if specified).

Research data is defined as information or material captured or created during the course of research, and which underpins, tests, or validates the content of the final research output. The nature of it can vary greatly according to discipline. It is often empirical or statistical, but also includes material such as drafts, prototypes, and multimedia objects that underpin creative or 'non-traditional' outputs. Research data is often digital, but includes a wide range of paper-based and other physical objects.

| Administrative Data | |
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| PI/Researcher | Alice Bateman |
| PI/Researcher ID (e.g. ORCID) | U2064590 |
| PI/Researcher email | Alice Bateman: u2064590@uel.ac.uk |
| Research Title | A Participatory Research Project Exploring Educational Psychologists' Engagement with Whiteness, White Privilege and Developing Anti-Racist Practice. |
| Project ID | |
| Research start date and duration | 03.02.2022 – 31.07.2023 |
| Research Description | <p>The purpose of this research project is both exploratory and emancipatory. Through a participatory approach, the primary researcher will adopt the role of facilitator with the guiding aim of exploring educational psychologists' (EPs') engagement with Whiteness, White privilege and developing anti-racist practice.</p> <p>The primary researcher will facilitate this design by recruiting an academic-community partnership with trainee educational psychologists and/ or educational psychologists (T/EPs) to become co-researchers. The participatory research group will attend focus groups to establish data collection, analysis and interpret results to disseminate back to the profession.</p> |

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| | <p>The primary researcher will take a half-way position by establishing the broader research question and outline the design of the project prior to the involvement of the co-researcher team. The research design will be to yield qualitative data through semi-structured interviews. The co-researcher team will then determine who the participants are going to be and what interview questions are going to be asked.</p> <p>The primary researcher has established this broad research question and outlined the design of the project. The research design will be to yield qualitative data through semi-structured interviews. The role of the co-researcher group will be to determine who the <u>participants</u> are going to be and what <u>interview questions</u> are going to be asked. Recruitment and other considerations will also be discussed.</p> <p>The first focus group will be structured around defining the focus of the research, the research aims and from this, the data analysis will be established. The aim of the second focus group will be to collectively analyse the data, interpret results and plan dissemination methods to inform the profession.</p> <p>At each stage, the partnership will decide their degree of participation (inform; consult; involve; collaborate; empower). In contrast, the partnership may decide that the primary researcher has the equipped skills to complete one or more of the above procedures alone (or with less collaboration) once the interview schedule has been devised, in turn supporting the complexity and time demands of the participatory research. The primary researcher welcomes co-researcher's involvement and collaboration in-between and beyond the two focus groups.</p> <p>At this stage, the primary researcher must emphasise the tentative nature of the study due to the participatory approach; this is to avoid anticipating any degree of participation and disempowering the participatory research group.</p> |
| Funder | None |
| Grant Reference Number (Post-award) | None |
| Date of first version (of DMP) | 03.02.2022 |
| Date of last update (of DMP) | 15.02.2022 |

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| Related Policies | Research Data Management Policy |
| Does this research follow on from previous research? If so, provide details | No |
| Data Collection | |
| What data will you collect or create? | <p>Personal data collected from participants will include their name, age, gender identity, and ethnicity. Participants will also be asked to provide their preferred email address so they are contactable. This information will be known by the primary researcher only and stored securely. Participants may share their personal information with the other members of the participatory group at their own discretion.</p> <p>Any participants recruited as an outcome of the participatory research group will only be asked to provide personal data necessary for the research, anticipated to be name, age, gender identity, and ethnicity. All personal data will be treated with the same sensitivity and confidentiality as above.</p> <p>The discussions which take place during the focus groups will be data that is collected by the primary researcher. This data will be collected with the primary purpose of informing the design to answer the research question. Data collection which is planned by the participatory group will be responses to semi-structure interview questions (based on the research question and guiding aim).</p> <p>Both the focus group discussions and the interviews will be audio recorded through Microsoft Teams (in .mp4 format) which is installed on the primary researcher's laptop. Participants will consent to these recordings from signing the relevant consent form. Focus group recordings will be taken to allow for the primary researcher to revisit the discussions. Interview recordings will be taken to allow for data analysis.</p> <p>The primary researcher will transcribe the interview recordings. Transcriptions will be in written format created on a Word Document, in electronic format only. If transcriptions are printed for analysis purposes (possibly to share with the co-researcher group), they won't be stored and will be shredded immediately afterwards by the primary researcher so physical evidence is deleted.</p> |

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| <p>How will the data be collected or created?</p> | <p>The data to inform the interview schedules will be collected from the focus groups discussions (2 x 1.5 hours focus groups). This will be created through joint conversations between the facilitator and co-researchers either virtually via Microsoft Teams or in person in UEL. Discussions will be audio-recorded using Dictaphone technology via Microsoft Teams and saved in the Microsoft Stream Library. These files will be downloaded from Stream immediately and uploaded to the UEL storage (OneDrive for Business) immediately after the focus group and/ or interview has concluded. The original file in the Microsoft Stream Library file location and any local copy stored in downloads on the researcher's laptop device will be deleted immediately. The recording saved in the private OneDrive folder will be the only location where it is saved.</p> <p>Qualitative data via semi-structured interviews will be collected either virtually via Microsoft Teams or in person on the UEL Stratford campus. Interviews will be audio-recorded, and the interviews transcribed. It is not possible to determine the length of these interviews or whether they will be individual or in groups. Similarly, it is not possible to determine whether these will be facilitated only by the primary researcher or co-delivered with a partner co-researcher. It is important to note that interview lengths and arrangements will be made with the participants' best interest in mind, ensuring they are not too long (no more than 90 minutes) and in a context which is comfortable for them.</p> <p>Before the focus groups and the interviews, informed consent will be obtained by emailing the participants the consent form and invitation letter, outlining the research and what is expected of them, and then asking them to sign and return the consent form via email. Either an e-signature or written signature will be accepted. These documents will be saved immediately and directly to the primary researcher's private OneDrive for Business (UEL). Separate folders will be created to organise the data. Participants will be allocated their own folder, using their initials and all of their personal data documents will be stored securely in these with the corresponding document file name, i.e. 'Consent Form'. The primary researcher will have sole access to and responsibility of participant's personal data storage.</p> <p>At the beginning of each focus group and interview, the researcher will check consent has been given, remind them of the purpose of the study and check that they are still happy to participate.</p> <p>Interview data will be hand transcribed by the primary researcher and with the use of Microsoft Teams auto-transcription (if</p> |
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| | <p>interview data is collected through this platform). Transcriptions will be de-identified at the point of transcription and saved with participant number which only the primary researcher is aware of who it relates to. NVivo software will not be used due to compatibility issues with the researcher's laptop. The primary researcher and co-researchers will generate the data analysis by hand, via Microsoft Word or physical paper. Any physical analysis materials will not be stored and will be shredded immediately afterwards so physical evidence is deleted. As transcriptions will be de-identified, the co-researchers will not have access to any personal or identifiable information about the participants.</p> |
| Documentation and Metadata | |
| <p>What documentation and metadata will accompany the data?</p> | <p>Metadata will consist of duration and the date focus groups and interviews were completed.</p> <p>As qualitative data will be kept in word documents, meta data will consist of author, file size and date the document was created.</p> <p>Documentation that will accompany the data:</p> <ul style="list-style-type: none"> • The participant invitation letter for both phases of the research • The participant consent form for both phases of the research • The participant debrief letter • Interview schedule with questions • Research findings and conclusions • Possible dissemination documents, such as an information sheet <p>At this stage, the primary researcher must emphasise the tentative nature of the study due to the participatory approach. This means it is not possible to determine the exact documentation that may be developed.</p> |
| Ethics and Intellectual Property | |
| <p>Identify any ethical issues and how these will be managed</p> | <p>Informed consent will be obtained from all participants. All participants recruited for the focus groups will be over the age of 18 and therefore able to provide this on their own behalf. Participants will be informed of the research purpose and procedure and given the opportunity to withdraw their participation then, prior to giving consent. Participants will be reminded of confidentiality and anonymity steps in place.</p> |

It is not anticipated that there are any serious physical or psychological risks as a result of taking part in the research and all reasonable steps have been taken to minimise distress or harm of any kind. Nevertheless, it is important to note that exploring race, racial identity and racial privilege will need to be approached sensitively and respectfully. Participants can withdraw at any time and to reduce potential harm, participants will also be warned of possible distress before giving consent. Previous literature has identified the potential negative emotive responses that may accompany discussions around the awareness of racial privilege and inequalities (however no long term harm has been reported).

Although participation is voluntary, this risk is acknowledged and the debrief letter will provide information on where they can seek support and access further resources and reading. There is no deceptive element to this research meaning that participants will be fully aware of the research topic, exploratory design and commitment.

All participants in the partner co-researcher group will be debriefed collectively by the primary researcher. Individual debriefs and follow-up information discussions will be offered to these participants to ensure they feel contained. The researcher will ensure participants are treated with care and the researcher will state a neutrality position of inquiry.

Any participants recruited as an outcome of the participatory research group will be treated with the same care and containment.

Regarding confidentiality and anonymity, if any of data is transcribed and/ or reported in the primary researcher's thesis (as part of the requirements for the award of a Doctorate in Educational and Child Psychology), direct quotes or comments will be assigned to pseudonyms allocated to each co-researcher participant and participants who are interviewed. This will ensure participants will not be identified in any research outputs.

Only the primary researcher will have access to participants' personal data ensuring confidentiality.

The primary researcher has undertaken training on GDPR and is therefore aware of how to comply with data protection legislation. To comply with GDPR principles, the primary researcher will:

- Gain written consent from participants for collection, storage, archiving, and sharing of anonymised data.

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| | <ul style="list-style-type: none"> • Minimise the amount of data collected. • Only use data for the purposes it was obtained. • Retain data only for as long as necessary. • Store data within the EU on UEL secure OneDrive. • Ensure robust anonymization for all data storage and sharing (i.e. participant numbers; pseudonyms). <p>Confidentiality is an ethical issue pertinent to this project, as the primary researcher will be interviewing a small, vulnerable population about sensitive and personal subject matter. Anonymising voices and video content will not be feasible, so the primary researcher will de-identify upon transcription. Interview recordings will be handled securely, access will be restricted to the primary researcher only, and all data will be stored in the secure UEL storage (OneDrive for Business). The transcripts will be stored separately from the pseudonymisation log which could be used to re-identify participants.</p> |
| Identify any copyright and Intellectual Property Rights issues and how these will be managed | The project will not involve any copyright and Intellectual Property Rights issues. |
| Storage and Backup | |
| How will the data be stored and backed up during the research? | <p>Initially, audio recordings collected from the focus groups and semi-structured interviews will be on the Microsoft Stream Library. These recording files will be downloaded from Stream immediately and uploaded to the UEL storage (OneDrive for Business) immediately after the focus group and/ or interview has concluded. The original file in the Microsoft Stream Library file location and any local copy stored in downloads on the researcher's laptop device will be deleted immediately. The recording saved in the private OneDrive folder will be the only location where it is saved. Similarly, if an audio recording is taken during a face-to-face focus group, any local copy stored in the researcher's downloads folder on the laptop device will be deleted immediately and the recording will be saved in the UEL OneDrive folder. This will also be backed up on OneDrive for Business. Qualitative transcripts will also be kept on the password protected secure OneDrive for Business within a password protected user account.</p> |

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| | <p>Any further data collected will always be deleted from any local downloads files at the earliest possible opportunity and saved in the primary researcher's OneDrive folder via UEL storage [OneDrive for Business]. All data will be stored here on a private, password protected file only accessible by the primary researcher.</p> <p>A pseudonymisation log will be created and stored in a separate folder on the primary researcher's private, password protected OneDrive folder (UEL storage). Only the primary researcher will have access to this and therefore will be able to identify participants if need be.</p> |
| <p>How will you manage access and security?</p> | <p>No specific details of the participants will be shared. Each interview recording and transcription will only include a participant number so participants can't be re-identified. Names will not be noted on any of the data. In reporting interview data, pseudonyms will be used to protect confidentiality.</p> <p>The primary researcher will be the only individual with direct access to data, accessed via OneDrive for Business from a password protected laptop using Multi-Factor authentication secure OneDrive. The partner co-researcher group may view the data electronically from the primary researcher's device. If the primary researcher needs to share data with the partner co-researcher group, this will only be done during the focus groups and shared only within this time and space explicitly. If physical copies of data are made by the primary researcher to support analysis procedures, for example, these will not be stored and will be shredded immediately afterwards so physical evidence is deleted. Partner co-researcher's will not be authorised to handle any data outside of the focus group time and space.</p> <p>If any physical data is collected, this will be securely scanned from a Multi-Function Device in UEL, directly to the primary researcher's UEL account, on their device and stored in their UEL OneDrive file. Original copies of the data will be shredded immediately afterwards so physical evidence is deleted.</p> <p>The primary researcher is the only authorised individual to handle the data outside of the focus group time and space.</p> |
| <p>Data Sharing</p> | |

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| <p>How will you share the data?</p> | <p>All participants who partake will receive debrief form following their participation has concluded, thanking them for taking part in the study. It will be noted that they may contact the primary researcher to request a summary of the findings following the completion of the research study. Contact details will be provided.</p> <p>The transcripts are of potential interest to researchers in the field. They will be anonymised before deposit to the ISO27001 certified secure UEL Research Repository at project end alongside appropriate documentation and metadata, assigned a DOI, and shared under a CC BY 4.0 license.</p> <p>Depending on the findings and conclusions drawn, the researcher may share a summary information sheet nationally via online platforms relevant to educational psychology professionals, such as EPNET. The researcher may also write a blog post and request publication on BERA (British Educational Research Association) to support dissemination. Further dissemination plans will be decided by the participatory group and therefore cannot be determined at this stage.</p> <p>All participants will be made aware on the consent form if data is to be shared.</p> |
| <p>Are any restrictions on data sharing required?</p> | <p>Data will be primarily shared with the research supervisors at the University of East London and the participating T/EPs. Further sharing suggested by the participatory group will only be possible if the participating T/EPs consent to data being shared in this way. The primary researcher will ensure this consent is gained if required.</p> <p>All participants will be made aware on the consent form if data is to be shared.</p> |
| <p>Selection and Preservation</p> | |
| <p>Which data are of long-term value and should be retained, shared, and/or preserved?</p> | <p>The interview transcript data informs the research question and will therefore be retained. Personal data from participants, such as name, age, gender, etc. will not be retained if the primary researcher does not consider this data to be necessary for answering the research question or written documentation of the project.</p> <p>This data will be transferred and stored securely on an encrypted external hard drive locked in lockable storage. This data will be</p> |

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| | <p>kept for 3 years beyond the end date of the research (2026), which is required for research that may be published.</p> <p>The data will not be stored passed this date unless specifically requested for educational purpose by UEL.</p> <p>Following any plans for dissemination, any data shared with the participants and/ or other individuals is likely to be kept by them.</p> |
| What is the long-term preservation plan for the data? | <p>Any data stored will be kept for 3 years beyond the end date of the research (2026), which is required for research that may be published. As the researcher will have completed their Doctorate course in 2023, and will no longer have access to the OneDrive, an agreement with her UEL academic tutor will be made to ensure data is accessible whilst continuing to be stored securely.</p> <p>The data will not be stored passed this date unless specifically requested for educational purpose by UEL.</p> <p>If any data is selected for long-term access and preservation, it will be stored on the UEL's data repository (https://repository.uel.ac.uk). As all data is anonymised, participants will remain unidentifiable to protect confidentiality.</p> |
| Responsibilities and Resources | |
| Who will be responsible for data management? | <p>The one researcher will be solely responsible for data management. There will not be an expectation for the co-researchers to support with this.</p> <p>The primary researcher is supervised by her UEL University Academic Tutor, Miles Thomas, who will guide her and ensure correct protocols are met throughout the data gathering and storage periods.</p> <p>The researcher will be involved with the conduction of all interviews (possibly alongside a co-researcher) and will be individually responsible for the data collection and recording of each interview. The researcher is responsible for the safe transference of the recordings to the secure folder. Similarly, the researcher is responsible for the safe storage of interview transcriptions. Qualitative data will be stored in the researcher's UEL OneDrive account accessible to her.</p> <p>Overall responsibility of the data throughout the data collection and analysis process lies solely with the researcher.</p> |

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| <p>What resources will you require to deliver your plan?</p> | <p>The primary researcher will facilitate focus groups and interviews in person or online, depending on the preferences shared by the relevant participants. If in person, face-to-face delivery is selected the primary researcher will book a suitable sized room at the University in the psychology department to host. This will be coordinated with her academic tutor (psychology faculty member) and the psychology technicians.</p> <p>If virtual delivery is selected, the researcher and participants will require access to an electronic device (i.e., laptop or similar). The electronic device/s used will be personal property of the researcher and participants. All co-researcher participants will be over the age of 18 and employed by either a University and/ or an EPS. As a result, it is anticipated that all participants will have access to this equipment. Similarly, the researcher and participants will require access to Microsoft Teams to attend, which is a free online communication platform they can download.</p> <p>All co-researcher participants will be over the age of 18 and employed by either a LA or private EPS or enrolled on a professional doctorate programme at an University. As a result, it is anticipated that all participants will have access to this equipment. Similarly, the primary researcher and these participants will require access to Microsoft Teams to attend, which is a free online communication platform they can download.</p> <p>Any participants recruited as an outcome of the participatory research group will be offered the same choice of in person, face-to-face delivery or online via Microsoft Teams. If these participants opt for virtual interviews, they will be expected to use a device which is personal property to them or the organisation/ institution they are part of (if applicable).</p> |
| <p>Review</p> | |
| | <p>Please send your plan to researchdata@uel.ac.uk</p> <p>We will review within 5 working days and request further information or amendments as required before signing</p> |
| <p>Date: 16/02/2022</p> | <p>Reviewer name: Penny Jackson Assistant Librarian (Research Data Management)</p> |

Guidance

Brief information to help answer each section is below. Aim to be specific and concise.

For assistance in writing your data management plan, or with research data management more generally, please contact: researchdata@uel.ac.uk

Administrative Data

Related Policies

List any other relevant funder, institutional, departmental or group policies on data management, data sharing and data security. Some of the information you give in the remainder of the DMP will be determined by the content of other policies. If so, point/link to them here.

Data collection

Describe the data aspects of your research, how you will capture/generate them, the file formats you are using and why. Mention your reasons for choosing particular data standards and approaches. Note the likely volume of data to be created.

Documentation and Metadata

What metadata will be created to describe the data? Consider what other documentation is needed to enable reuse. This may include information on the methodology used to collect the data, analytical and procedural information, definitions of variables, the format and file type of the data and software used to collect and/or process the data. How will this be captured and recorded?

Ethics and Intellectual Property

Detail any ethical and privacy issues, including the consent of participants. Explain the copyright/IPR and whether there are any data licensing issues – either for data you are reusing, or your data which you will make available to others.

Storage and Backup

Give a rough idea of data volume. Say where and on what media you will store data, and how they will be backed-up. Mention security measures to protect data which are sensitive or valuable. Who will have access to the data during the project and how will this be controlled?

Data Sharing

Note who would be interested in your data, and describe how you will make them available (with any restrictions). Detail any reasons not to share, as well as embargo periods or if you want time to exploit your data for publishing.

Selection and Preservation

Consider what data are worth selecting for long-term access and preservation. Say where you intend to deposit the data, such as in UEL's data repository (<https://repository.uel.ac.uk>) or a subject repository. How long should data be retained?

Appendix S. Consent Form for Participatory Research Participants



UNIVERSITY OF EAST LONDON

Consent to participate in a research study

A Participatory Research Project Exploring Educational Psychologists' Engagement with Whiteness, White Privilege and Developing Anti-Racist Practice.

I confirm that I have read the participant information letter relating to the above research study and have been given a copy to keep. The nature and purposes of the research and the participation of my educational psychology service (EPS) have been explained to me, and I have had the opportunity to discuss the details of my involvement and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved.

I understand my involvement, including the commitment to complete a PATH. In this, I understand that particular data from this research, including my own and data that identifies the EPS, will remain strictly confidential. In addition, I understand that any discussions and handling of data is strictly permitted to take place within the perimeters of the co-researcher group only, under the responsibility of the primary researcher. Only the primary researcher involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I understand that the PATH will be recorded for data collection purposes and to allow the co-researcher team to analyse and interpret the data. I understand that anonymised quotes from the PATH, as well as an anonymised image of the graphic illustration, may be documented and that these will not personally identify me, EP colleagues nor the EPS. Such document recordings will then be deleted.

I hereby freely and fully consent to participate in the study which has been fully explained to me, agreeing to all participation commitments required. Having given this consent, I understand that my participation is voluntary and I have the right to withdraw from the research project at any time, without explanation or disadvantage. I also understand that should I withdraw, the primary researcher reserves the right to use my anonymous data after analysis of the data has begun.

Participant's Name (BLOCK CAPITALS)

Participant's Signature.....

If you require reasonable adjustments to be made to the formatting of this form to allow you to provide informed consent, please contact the primary researcher directly:

Alice Bateman / Email: U2064590@uel.ac.uk

Appendix T. Debrief Form for Participatory Research Participants



UNIVERSITY OF EAST LONDON

Debrief letter

Thank you for your involvement in the participatory research project, for collaborating with your colleagues to create a PATH, sharing your thoughts around anti-racism and race related topics, and for contributing to research exploring how can educational psychologists develop their understanding of Whiteness, White privilege and anti-racist practice.

This letter contains:

- Information regarding support.
- Information about the research you have been involved in, including the contact details of the primary researcher.
- A resource guide for developing White privilege awareness.

It is not anticipated that you will have been adversely affected by taking part in the research, and all reasonable steps have been taken to minimise distress or harm of any kind. Nevertheless, discussions around race including Whiteness and White privilege can be personal and emotive topics for many and it is possible that your participation – or its after-effects – may have been challenging, distressing or uncomfortable in some way. If this research has raised any concerns that you would like to discuss then you can contact the primary researcher directly to arrange a follow-up discussion.

Alternatively, the organisations listed below can provide support and further information if you would like to speak with someone else about any of the issues raised through your involvement in this research.

Samaritans

Samaritans offer a safe place for you to talk any time you like, in your own way.
Call: 116 123 (Free to call 24 hours a day, 365 days a year)

Education Support Partnership

Education support partnership are a charity who provide mental health and wellbeing support services to all education staff and organisations.
Call: 08000 562 561 (Free to call 24 hours a day, 365 days a year)

Further information and contact details:

If you would like to request a summary of the findings following the completion of the research study, please contact the primary researcher directly on the email stated at the

bottom of this letter. If you have further questions or queries, please feel free to contact the primary researcher (Alice Bateman) or the Director of Studies (Dr Miles Thomas).

If you have any questions or concerns about how the research has been conducted please contact the research supervisor: Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: M.Thomas@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: t.patel@uel.ac.uk

Finally, if you would like to continue in your thinking and learning about race, race related issues and anti-racism, please see the brief resource guide at the bottom of this letter.

Thank you in anticipation.

Alice Bateman

Email: U2064590@uel.ac.uk

Dr Miles Thomas

Email: M.Thomas@uel.ac.uk

Resource Guide

Suggested Sources for Developing White Privilege Awareness

Articles

- Helms, J. E. (2017). The challenge of making Whiteness visible: Reactions to four Whiteness articles. *The Counseling Psychologist*, 45(5), 717-726.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and freedom*, 49, 188-193.
https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf
- Spanierman, L. B., & Smith, L. (2017). Confronting white hegemony: A moral imperative for the helping professions. *The Counseling Psychologist*, 45(5), 727-736.
- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128-142.

Websites

- <https://www.learningforjustice.org/topics/race-ethnicity>
- <https://blacklivesmatter.com/resources/>

Podcast

- *Conversations with Nova Reid* – raw, unedited conversations about race, identity, allyship and everything in between as we navigate this funny thing called life. Brought to you by Tedx Speaker and Anti-Racism Campaigner Nova Reid.
 - *Please note some interviews may include personal accounts of racism, so please be mindful when sharing with any person, including those under the age of 18.*

Debrief Form for Co-Researchers



UNIVERSITY OF EAST LONDON

Debrief letter

Thank you for your involvement in the participatory research project, for sharing your thoughts around anti-racism and race related topics, and for contributing to research exploring how can educational psychologists develop their understanding of Whiteness, White privilege and anti-racist practice.

This letter contains:

- Information regarding support.
- Information about the research you have been involved in, including the contact details of the primary researcher.
- A resource guide for developing White privilege awareness.

It is not anticipated that you will have been adversely affected by taking part in the research, and all reasonable steps have been taken to minimise distress or harm of any kind. Nevertheless, discussions around race including Whiteness and White privilege can be personal and emotive topics for many and it is possible that your participation – or its after-effects – may have been challenging, distressing or uncomfortable in some way. If this research has raised any concerns that you would like to discuss then you can contact the primary researcher directly to arrange a follow-up discussion.

Alternatively, the organisations listed below can provide support and further information if you would like to speak with someone else about any of the issues raised through your involvement in this research.

Samaritans

Samaritans offer a safe place for you to talk any time you like, in your own way.
Call: 116 123 (Free to call 24 hours a day, 365 days a year)

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Education support partnership are a charity who provide mental health and wellbeing support services to all education staff and organisations.
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Further information and contact details:

If you would like to request a summary of the findings following the completion of the research study, please contact the primary researcher directly on the email stated at the

bottom of this letter. If you have further questions or queries, please feel free to contact the primary researcher (Alice Bateman) or the Director of Studies (Dr Miles Thomas).

If you have any questions or concerns about how the research has been conducted please contact the research supervisor: Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: M.Thomas@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: t.patel@uel.ac.uk

Finally, if you would like to continue in your thinking and learning about race, race related issues and anti-racism, please see the brief resource guide at the bottom of this letter.

Thank you in anticipation.

Alice Bateman

Email: U2064590@uel.ac.uk

Dr Miles Thomas

Email: M.Thomas@uel.ac.uk

Resource Guide

Suggested Sources for Developing White Privilege Awareness

Articles

- Helms, J. E. (2017). The challenge of making Whiteness visible: Reactions to four Whiteness articles. *The Counseling Psychologist*, 45(5), 717-726.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and freedom*, 49, 188-193.
https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf
- Spanierman, L. B., & Smith, L. (2017). Confronting white hegemony: A moral imperative for the helping professions. *The Counseling Psychologist*, 45(5), 727-736.
- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128-142.

Websites

- <https://www.learningforjustice.org/topics/race-ethnicity>
- <https://blacklivesmatter.com/resources/>

Podcast

- *Conversations with Nova Reid* – raw, unedited conversations about race, identity, allyship and everything in between as we navigate this funny thing called life. Brought to you by Tedx Speaker and Anti-Racism Campaigner Nova Reid.
 - *Please note some interviews may include personal accounts of racism, so please be mindful when sharing with any person, including those under the age of 18.*

Appendix U. A Sample of a Transcribed PATH

| THE NOW | WHO? | STAYING STRONG |
|---|---|--|
| <p>(Close to our 'Dream'):</p> <ul style="list-style-type: none"> Received CPD re: anti-racist practice and individual accountability SENCOs questioning to what extent a CYP's presenting issues are as a result of SEN or EAL We have added to our referral form, to collect info about ethnicity and languages spoken by parents <p>(Closer to our 'Nightmare'):</p> <ul style="list-style-type: none"> We sporadically use interpreters and the process by which to recruit them for casework is not widely known across the EPS Lacking confidence with the use of a variety of culturally appropriate assessments EPs are less aware of how groups of pupils are getting on in schools through a lack of strong links with school improvement and changing priorities Lack of confidence/uncertainty about how to ask about certain questions to schools e.g. why have they disclosed certain information about cultural factors and issues to do with home? What was their thinking around that? We have no knowledge of how SALT explore language needs for EAL | <ul style="list-style-type: none"> SALT School Improvement EPs from other LAs who are well-versed in a variety of culturally-appropriate assessment Interpreters EHCP team [Name of SEND Support Service] Regional Anti-Racist Working Group Ourselves – to make designated time for reflection Service users – to ask them how it feels to have psychological advice provided to them in English [Name of local service for SEND support, advice and support around the EHC process for parents] / other groups that advocate for parents. | <p>Skills we have:</p> <ul style="list-style-type: none"> Access to current research and journals Relationship with link schools to have more difficult conversations Interpersonal skills enabling me to link with other professionals Strong links with EPs to support professional development Solution-focused Engaging services Thoughtfulness Greater influence with [Name of local context] Education and the wider [Name] LA Deeper understanding of the ways marginalised groups are impacted by EPS practice. <p>Skills we need:</p> <ul style="list-style-type: none"> Getting familiar with a broader range of assessment tools Development of fluency with a range of culturally appropriate assessments Contacts with services that are further along the journey Develop dynamic assessment Develop criterion referenced assessment Richer questions for consultation Increasing awareness of the issues Interested colleagues Confidence to ask challenging questions Understanding around how to access interpretation and translation services Confidence, knowledge and practice Curiosity, active listening, motivation for change and growth Awareness of inequality and discrimination Skills in acquiring pupil and family voice Awareness of unconscious bias |

Appendix V. Focus Group 2 Agenda

Focus Group 2

Date: 19.12.2022

Agenda

1. Welcome
 - a. Update on data collection
 - b. Recap Focus Group (FG) 1
 - i. Conceptual and theoretical lenses identified (during FG1)
2. Introduction to Reflexive Thematic Analysis (RTA)
 - a. Reference to pre-reading information document
 - i. Six Stages of RTA
 - ii. The proposed approach
3. **Analysing the data** to answer the research question: *'how can educational psychologists develop their understanding of Whiteness, White privilege and anti-racist practice?'*
 - a. Becoming familiar with the data (Stage 1)
 - b. Generating the initial codes (Stage 2)
 - c. Searching for themes (Stage 3)
4. Next steps
 - a. Opportunity to review and define themes (Stage 4 & 5)
 - b. Dissemination plan
 - c. Reflections
5. Debrief
6. Thanks & Questions

Appendix W. A Sample of Coding Iterations

Final list of codes:

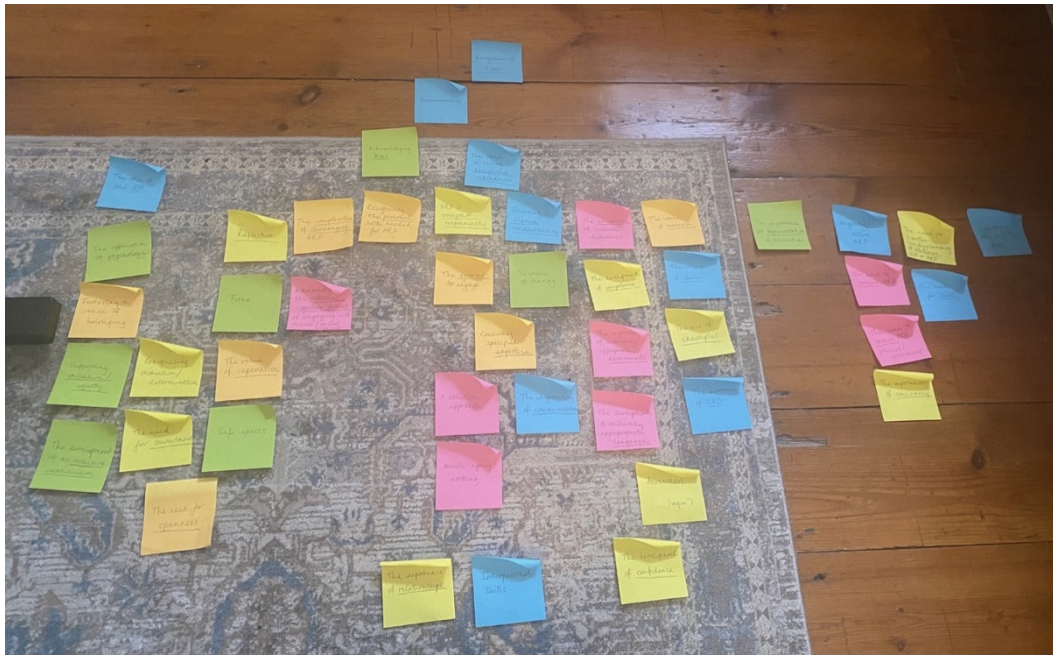
1. The importance of CPD
2. Accountability
3. The need for clarity
4. The value of data
5. The importance of consistency
6. The development of competence
7. The development of confidence
8. The importance of relationships
9. Multi-agency working
10. A collective approach
11. The development of culturally appropriate language
12. The importance of culturally appropriate assessments
13. The value of sharing
14. Acknowledging bias
15. Supporting inclusion/ equity
16. The application of psychology
17. Fostering a sense of belonging
18. Consulting specified expertise
19. The systems to engage
20. The value of research
21. Interpersonal skills
22. Ongoing/ active ARP
23. The importance of communication
24. Recognition of power
25. Awareness
26. Recognising motivation/ determination
27. The need for commitment
28. ARP is everyone's responsibility
29. Time
30. Safe spaces
31. The importance of representation in education
32. The development of an inclusive curriculum
33. The acceptance of cultural differences
34. Acknowledging the affective/ cognitive factors of engaging with racism/ racial privilege
35. The need to review ARP
36. The need to revise ARP policies/ procedures
37. Recognising the personal work needed for ARP
38. The complexities of challenging ARP
39. The need for openness
40. The value of supervision
41. The role of the EP
42. Fostering a shared understanding
43. Supporting ARP engagement
44. Leadership
45. Supporting ARP with the PATH
46. The value of having designated individuals
47. The use of examples
48. Reflection
49. The need for a better understanding of Whiteness, White privilege and ARP

| Data | Codes | | |
|--|---|---|---|
| Data Extract | Iteration 1 | Iteration 2 | Iteration 3 |
| <p><i>The EPS are offered further CPD on the use of dynamic assessment.</i></p> <p><i>CPD – not just pockets.</i></p> | <p>EP role specific developments needed</p> <p>Active/ ongoing CPD</p> | <p>CPD on culturally appropriate assessments</p> <p>Ongoing/ active CPD</p> | <p>The importance of CPD</p> |
| <p><i>Regular team slots/ meetings for feedback.</i></p> <p><i>Keeping the conversation alive.</i></p> | <p>Ongoing/ active</p> <p>Ongoing/ active communication</p> | <p>Ongoing/ active engagement</p> <p>Ongoing/ active conversations</p> | <p>Ongoing/ active ARP</p> |
| <p><i>We have revisited [NAME] flowchart/pack on how to support EAL children and what to look for when exploring EAL/SEN factors.</i></p> | <p>Reviewed policies supporting own cultural competence</p> | <p>Reviewed policies to support knowledge, competence, confidence</p> | <p>The need to review ARP</p> |
| <p><i>Escalation procedure relatively new – ‘troubleshooting’ stage currently.</i></p> <p><i>Tried out escalation procedure several times & refined.</i></p> | <p>Policies need reviewing / revising</p> <p>Refined processes</p> | <p>Review & revise policies/ procedures</p> <p>Review & revise policies/ procedures</p> | <p>The need to revise ARP policies/ procedures</p> |
| <p><i>Ourselves! Personal commitment.</i></p> | <p>Individual accountability</p> | <p>Individual accountability</p> | <p>Accountability</p> |
| <p><i>Colleagues, [LOCAL SERVICE] and others.</i></p> <p><i>Members of the team not engaging in this conversation.</i></p> | <p>Everyone’s responsibility / multi-agency working</p> <p>Currently not active participation from everyone – need to move towards it being everyone’s responsibility</p> | <p>Everyone’s responsibility</p> <p>Everyone’s responsibility</p> <p>‘Not yet all’</p> | <p>ARP is everyone’s responsibility</p> |
| <p><i>Student diversity officer.</i></p> | <p>CYP / responsibility / relationship building</p> | <p>Designated individuals to support good relationships and communication</p> | <p>The value of having designated individuals</p> |

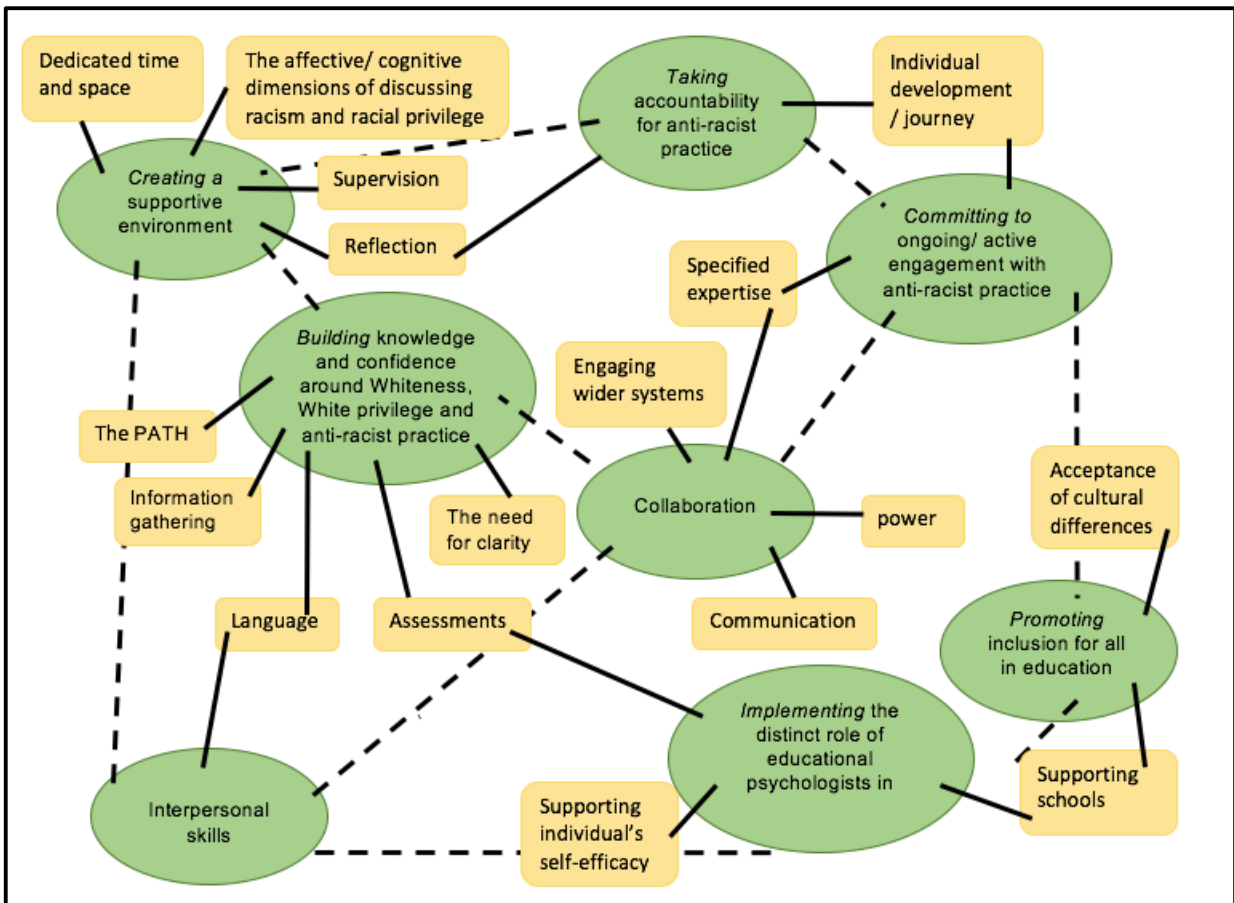
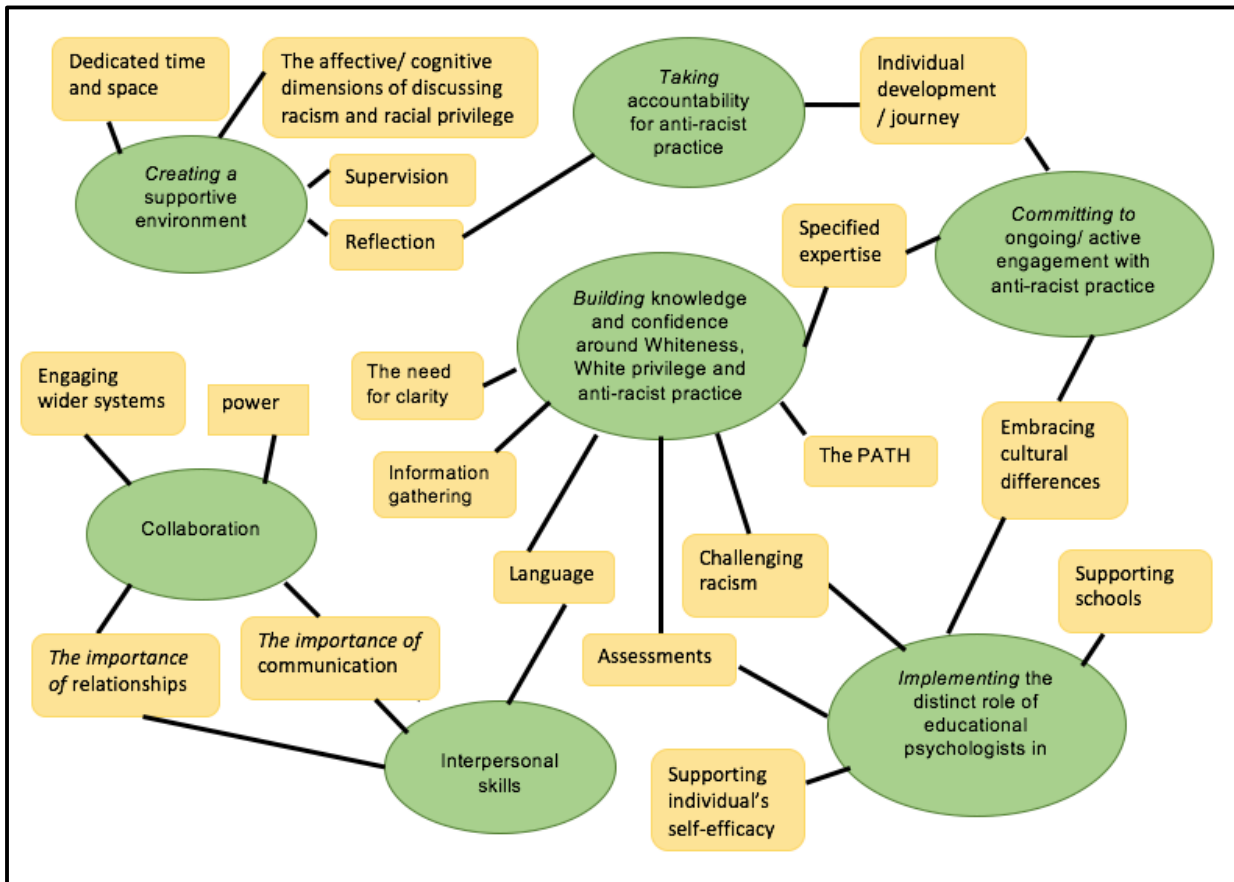
| | | | |
|---|---|--|--|
| <p><i>Student diversity officer.</i></p> <p><i>SLT (of LA).</i></p> <p><i>We have a mechanism for feedback from CYP/ families.</i></p> <p><i>Empowering teachers to engage and connect with children.</i></p> | <p>CYP / responsibility / relationship building</p> <p>Leadership</p> <p>Mechanisms for feedback / invite feedback from clients</p> <p>Empowered staff Willingness?</p> | <p>Engaging CYP to support ARP</p> <p>Engaging wider systems</p> <p>Engaging service users</p> <p>Engaging schools & CYP</p> | <p>The systems to engage</p> |
| <p><i>AEP (Association of Educational Psychologists).</i></p> | <p>National boards – wider systems Responsibility/ accountability</p> | <p>National group with specified expertise</p> | <p>Recognition of power</p> |
| <p><i>Identify self-concepts & time to reflect on these.</i></p> | <p>Self-concepts – personal work/ individual accountability</p> | <p>Awareness of personal work</p> | <p>Recognising the personal work needed for ARP</p> |
| <p><i>Awareness of unconscious bias.</i></p> <p><i>More understanding of bias (i.e., P.E.) in school policy, procedure, dress.</i></p> | <p>Individual accountability/ knowing our biases</p> <p>Greater understanding of bias</p> <p>Inclusive policy/ practice/ dress</p> | <p>Awareness of individual bias</p> <p>Need for knowledge on bias <i>in school policy & practice</i></p> | <p>Acknowledging bias</p> |
| <p><i>We have a mechanism for feedback from CYP/ families</i></p> <p><i>We have added to our referral form, to collect info about ethnicity and languages spoken by parents.</i></p> | <p>Mechanisms for feedback / invite feedback from clients</p> <p>Data gathering around race/ language/ ethnicity/ culture</p> | <p>Data gathering from service users</p> <p>Data gathering to support cultural awareness/ competency</p> | <p>The value of data</p> |
| <p><i>Feedback to team about research commissions – findings [NAME].</i></p> | <p>Feedback/ sharing research/ value of research</p> <p>Consistent exposure?</p> | <p>Value of research</p> | <p>The value of research</p> |

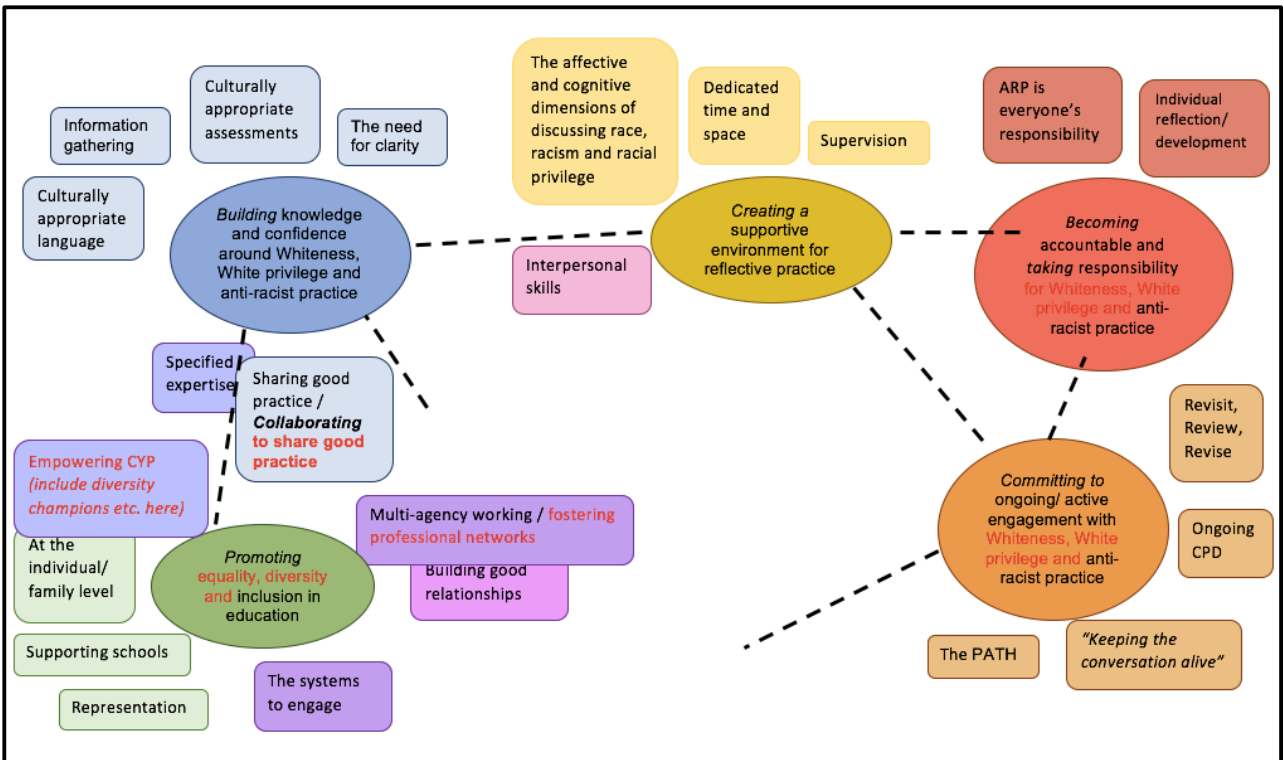
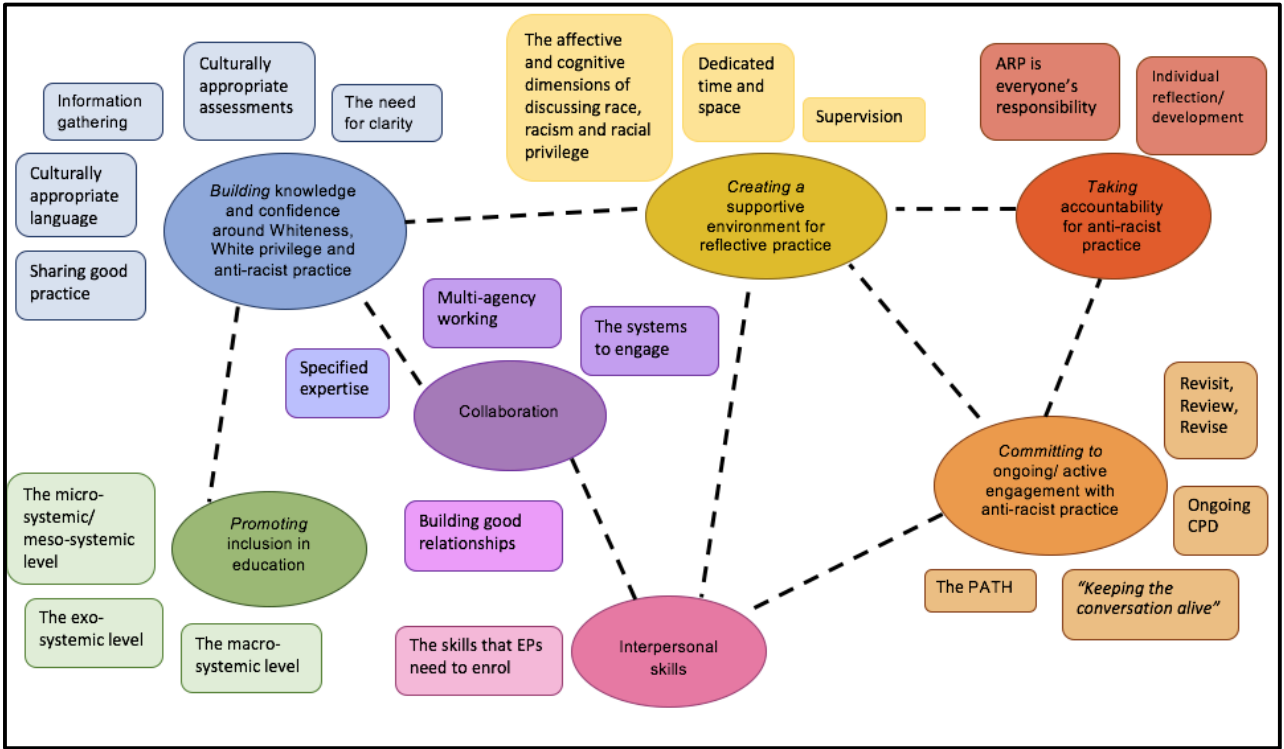
| | | | |
|---|---|---|--|
| <p><i>[LOCAL SERVICE] (Name of local service for SEND support, advice and support around the EHC process for parents) / Other groups that advocate for parents.</i></p> <p><i>AEP (Association of Educational Psychologists).</i></p> | <p>local groups with specified expertise/ goals National boards – wider systems</p> <p>Responsibility/ accountability</p> | <p>Local groups with specified expertise</p> <p>National group with specified expertise</p> | <p>Consulting specified expertise</p> |
| <p><i>[NAME] will link with EPs in other services to find out whether any of their services are particularly skilled and experienced around using a variety of culturally appropriate assessments and can offer some CPD to [LOCAL CONTEXT] EPS.</i></p> <p><i>Sharing any cultural learning with the team.</i></p> <p><i>[NAME] – equality & diversity team/ lead (escalation process overseer?)</i></p> | <p>Multi-agency working Relationships with other EPSs Cultural competence CPD</p> <p>Sharing learning/ to support cultural competence</p> <p>Multi-agency working – resources/ people within the wider EPS with specified expertise</p> | <p>Sharing knowledge of culturally responsive practice between EPs (<i>external</i>)</p> <p>Sharing knowledge of culturally responsive practice between EPs (<i>internal</i>)</p> <p>Sharing knowledge of culturally responsive practice between agencies</p> | <p>The value of sharing</p> |
| <p><i>Colleagues, [LOCAL SERVICE] (for SEND support) and others.</i></p> <p><i>[NAME] – equality & diversity team/ lead (escalation process overseer?).</i></p> | <p>Everyone’s responsibility / multi-agency working</p> <p>Multi-agency working – resources/ people within the wider EPS with specified expertise</p> | <p>Multi-agency working</p> <p>Multi-agency working</p> | <p>Multi-agency working</p> |

Appendix X. Visual Strategy Used to Support Searching for and Reviewing Themes



Appendix Y. Draft Thematic Maps





Appendix Z. Salient entries from the primary researcher's list of White privileges as a Trainee Educational Psychologist

1. I can be pretty sure that educational professionals will meet me with neutrality or pleasantry.
2. If my practice is challenged I can be pretty sure this is not due to my race.
3. It is most common that the cultural norms practiced in the schools I visit align with my own.
4. I can always see photos of pupils and staff of my race when I visit a new setting.
5. I am yet to come across an assessment material or resource that would not be appropriate for someone who identifies with the same race or ethnicity as me.
6. I have never had to speak on behalf of my whole race during my doctorate training.
7. I do not fear that I may be the only person of my race when I visit a new setting.
8. I do not fear that I will experience racial microaggressions during my day-to-day work.
9. I can see my experiences in this profession as normative and successful without any racial, cultural, political, or social agenda.