# **Literature Review Roadmap and Conceptual Framework for PhD Research on Minority Teacher Inclusion in Ireland**

This report presents a progress update of what I've been reading and thinking about over the summer. In this report I summarise the four international literature reviews and foundational text I have chosen for a more thorough critical engagement, articulate the key concepts and debates that are influencing my current thinking, and set out a clear plan as to how these processes will affect my literature review, theoretical stance and structure of PhD thesis for next 12 months.

In order to guarantee that my research is underpinned by critical, postcolonial scholarship globally, but that also speaks directly to the Irish context, I have selected five texts that have been pivotal in furnishing me with the necessary theoretical ammunition.

1. **Sleeter, C. E. (2017).** *Critical Race Theory and the Whiteness of Teacher Education.  
   A key text on Critical Race Theory and Whiteness in Teacher Education*
2. **Irvine, J. J. & Villegas, A. M. (2010).** *Teachers’ Diversity and Student Outcomes: Evidence from Case Studies in the U.S.  
   A classic review of evidence on how minority teachers affect student engagement, belonging, and achievement.*
3. **Ghosh, R. & Galczynski, M. (2014).** *Redefining Multicultural Education: Inclusion and the Right to Be Different.  
   A worldwide synthesis of intercultural and multicultural studies stressing the inclusion which is based on rights.*
4. **Kavanagh, A. M. (2013).** *Emerging Models of Intercultural Education in Irish Primary Schools: A Critical Case Study Analysis: The title of the most pertinent Irish study of intercultural policy and practice with a representative bureaucracy slant***, bell hooks (1994).** *Teaching to Transgress: Education as the Practice of Freedom.  
   Foundational work in critical pedagogy, which underscores the stories of those who are marginalized and education as liberation.*

I chose these texts from international research about how diversity is conceptualised in policy and claim they help me to reflect on the distance between rhetoric and reality at the Irish level that I want to critically interrogate.

## **Core Concepts, Central Authors, and Debates:**

I have managed to distill five core conceptual clusters that will guide my research in the coming year from all these readings.

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| **Core Concept** | **Key Texts & Authors** | **Central Debates** |
| **Whiteness & Structural Exclusion** | Sleeter (2017), Gillborn, Ladson-Billings | In education, racism has to be conceived as being systemic as well as individual. One should focus on how whiteness gets enshrined in policy and professional norms. |
| **Minority Teachers as Resistance** | Irvine & Villegas (2010), Audrey Bryan, Rory McDaid | Do minority teachers work as agents of change? What role does pedagogy play in lived experience? |
| **Policy Gaps & Performative Inclusion** | Kavanagh (2013), Karl Kitching | What is the failure of diversity policies in enhancing minority teachers? Is it representation, or I mean the administration or the representative? |
| **Identity, Voice, and Epistemic Justice** | bell hooks, Freire, Elaine Keane | Is marginal knowledge real research? What is it that teachers negotiate identity within all white spaces? |
| **Diversifying the Teaching Profession** | All texts | Diversity is not merely numerical; it is about power, voice, and transformations. Diversity, numerical, or power, voice, or change? |

The notions are not stand-alone but an interrelated framework that enables me to transcend descriptive analysis to a critical analysis of power, race, and institutional silence.

## **Theoretical Orientation / Lessons learnt:**

Reading these works has disclosed new depths to my knowledge based on the systematic character of exclusion. It is this lack of recruiting in favor of Asian or other minority teachers (AMTs) that, as I am now realising, is not a recruitment issue, but is a structural consequence of institutional whiteness in Ireland.

The introduction of CRT to me through Sleeter (2017) and the work by David Gillborn has indicated that racism is not part of an aberration but is built into the ostensibly impartial rules of certification, assessment, and professionalism. Karl Kitching concluded that Irish educational imaginary on racism: the rhetoric is different from the reality. There is a celebration of diversity at the policy level, and marginalization of diversity in reality.

In the same way, minority teachers in Ireland have also been highlighted by Audrey Bryan and Rory McDaid, in their daily resistance through mentoring students, enacting curricular defiance, and forcing themselves to be seen as available in spite of being unsupported by institutions. It resonates with my lived experience and affirms my purpose: to speak my voice not only to explain exclusion, but to fight it.

bell hooks have proved to be radical. Her idea that to teach as transgression, love, risk, and vulnerability are necessary has also guided me to reframe my research activity as an epistemic project of resistance. I am not merely studying AMTs; I am one. My personal experience is not subjective; it is essential information.

## **Roadmap for the Literature Review and Thesis Development**

A literature review is pursued methodically because of the prospects of developing a thesis that questions structural inequity in the Irish schooling system. Discussion will be chronological, starting with the global theoretical view and then narrowing to the Irish scenario:

**White and structural inequality**

Critical race theory (CRT), which utilizes the work of Sleeter and Gillborn, is opened in this review to propose an analytic frame through which processes of privilege and disadvantage associated with race may be explored. Special focus is then given to “racialized gatekeeping” of hiring and teacher education in Ireland.

**Minority Teachers are the change agents.**

This leads to the discussion on the educational value of the representation and its Irvine and Villegas as the basis of the text. Their experiences are merged with the scholarship by Bryan and McDaid that sheds light on such resistance undertaken by minority teachers in the Irish context.

**Policy and the Absence of Support**

Next, the vital focus is made on the criticism of symbolic inclusion by Ghosh and Galczynski. The argument is constructed by discussing the order in which Irish schools embrace diversity when at the same time oppressing the minority teachers.

**Voice, Identities and Liberation**

The perspective of policy orientation is brought in by Kavanagh and Kitching, who reveal the policy vacuum of AMTs within Ireland. The theory of representative bureaucracy is put into motion to prove that the representation of student demography in staff contributes to educational outcomes.

**Identification, emancipation, and expression.**

The discussion ends with the arguments of bell hooks and Elaine Keane, who establish the position of narrative inquiry as a legitimate, radical instrument of methodology. The study is posited in a personal and political manner.

To answer the research questions below, the current study has used a systematic model, which will allow answering the following research questions:

(1) How do policy-makers conceptualize diversity? (2) What are AMTs' lived experiences? (3) and how do they maneuver identity?

In order to answer the first question, the discourse analysis of official documents will be provided. The second question is dealt with through narrative interviews, whereas self-concept and coping themes make up the content of the third question. There will be policy recommendations based on the critical race theory and intercultural theory that will clarify structural changes that are needed.

## **Conclusion:**

My research is surely not merely documenting underrepresentation. The combination of Critical Race Theory, narrative inquiry, and my identity helps me to prove that:

* It is not an oversight that there are no policies regarding Asian and other minority teachers in Ireland (AMTs; instead, it is normalised institutional white supremacy.
* The desirable component of diversity should not be gauged by any statistical figures; it is about who is permitted to talk to the community, and what profession can be defined as a profession.
* My minority teacher voice is not peripheral, however, which is needed in the transformation system.

As I draw the above synthesis, I am satisfied with the evidence presented that the idea that I am pursuing is large in conceptual terms, and also that I have worked through critical literature, and have produced a consistent and original framework on the basis of which I will proceed in the next part of my research. I have a solid theoretical grounding, and an ideology of responding towards justice through research, which will help me move on to the data collection process.