# **Primary Initial Teacher Education: Curriculum Plan**

# **Equality, Diversity and Inclusion (EDI) Postgraduate Programme**

**Curriculum Vision:**

Through our programmes, it is our intention that aspects of *equality*, *diversity* and *inclusion* are embedded within all areas of the curriculum and woven throughout the courses as good practice principles for teaching and learning. It is our intention that trainees will recognise that there are attainment gaps for different groups of pupils; they will understand the importance of an inclusive approach in order to provide equal access, opportunities and outcomes for pupils. They will understand that inclusion is broader than special educational needs and disabilities (SEND). They will be aware of their responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. Trainees will also be aware of the protections afforded to them against discrimination in the workplace and will feel included and valued within their own programmes. While there is no single, agreed definition of inclusion, in this context, the key features of an inclusive approach are as follows:

* acknowledging that all people have a fundamental right to education;
* valuing trainees’ wellbeing, dignity and contribution to society;

acknowledging that inclusion is a continuing process that seeks to eliminate barriers to education and promotes reforms to the culture, policy and practice in schools to include all trainees. (Schuelka, 2018)

| **Phase 1: Introductory policy and legislation** | | | | | |
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| **University Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Knows the protected characteristics in the Equality Act 2010 **(Statutory Duty: CCF p7)**  Knows about the UN Convention on Children’s Rights and how it relates to their practice  Knows the concepts of equality, equity, inclusion, diversity, difference and social justice and the theory of social constructionism and can reflect on various definitions of these concepts. **(LH 1.5; LT 1.5 & 1.6)**  Knows the principles of inclusion and the Equality Act 2010 **(Statutory Duty: CCF p7)**  Knows their responsibilities as a teacher in relation to the Equality Act 2010 and the Public Sector Equality Duty **(Statutory Duty: CCF p7)**  Knows the social and medical models of disability in relation to inclusion and social justice  Knows the way in which personal values underpin pedagogy  Knows that it is the legal and moral responsibility of teachers to make reasonable adjustments  Knows that pupils have a legal entitlement to a high-quality education, e.g. UN Rights of the Child, Equality Act | | To identify discrimination in its different forms and begin to develop strategies to promote equality within their practice. **(Statutory Duty: CCF p7)**  To involve children in decisions that are relevant to their lives and consult children on matters that affect them  To identify the values that underpin their own practice  To adapt teaching effectively to cater for different groups of learners  To effectively deploy additional adults to adapt teaching  To collaborate effectively with additional adults to create inclusive practice | | Intent |
|  | Knows there are strategies and provision that can address inequalities and to implement them when on Professional Practice  Knows that all children have a right to learn, and that differences in learning are a valuable part of human diversity | |  | |  |
| **Assessment** | **Assessment** | | | |  |
| * Students complete a survey-style quiz on high expectations, disadvantaged pupils and EDI content within phase 1 * Aspects included in PGP4110 strand lectures/seminars are assessed formatively by tutors * Components are linked to assignments PGP4110 (Contemporary Issues in Primary Education) and PGP4111 (Leading Development and Change in the Primary School) | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| * their professional responsibilities in relation to inclusion | * the role of education in either challenging or reinforcing inequalities | | * begin to promote equality within their practice by developing an inclusive approach |
| **Research** | **KEY RESEARCH****that trainees will know relating to equality, diversity and inclusion** | | | | |
| DEPARTMENT FOR EDUCATION (DfE). 2014. *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*. DfE: Darlington.Available from:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf> [Accessed 11 August 2022]  GOVERNMENT EQUALITIES OFFICE. 2011. *The Equality Act, making equality real*. Available from:  <https://www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real> [Accessed 11 August 2022]  KNOWLES, G, ed. 2018. *Supporting inclusive practice and ensuring opportunity is equal for all* [e-book]. London: Taylor and Francis. Available from:  <https://edgehill.on.worldcat.org/oclc/993762731> [Accessed 12 August 2022] | | | | |

| **Phase 2: Specific** | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | **Learn How** | | |
| **Component Knowledge** | Knows that it is the legal and moral responsibility of teachers to make reasonable adjustments  Knows that they have professional responsibilities in relation to inclusion, e.g. The Equality Act (2010)  Knows that there some activities are context embedded and cognitively demanding for children with EAL  Knows that vocabulary depth and breadth is essential for acquiring a second language and this should be addressed at the lesson planning stage  Knows that there are approaches that teachers and schools can take to support families with EAL and that refugee children may need additional support | To adapt teaching effectively to cater for different groups of learners  To support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners  To collaborate effectively with additional adults and the SENDCo/ specialist practitioners to create inclusive practice  To augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status  To source and analyse recent data on pupil attainment by pupil characteristics  To plan and teach lessons that explicitly address the topic of equality and equity  To make adjustments, and review inclusive practices e.g. use of inclusive resources | | Knows key research within the field of inclusion  Knows the socially constructed and contested nature of the categories of gender, ‘race’, and socio-economic status, and how historically these have impacted on children’s education. **(LH5.8, LT5.1 & LT5.2)**  Knows that there are attainment gaps between different groups of children and their peers **(LT 1.6)**  Knows the importance of teaching equality principles **(Statutory Duty: CCF p7; LT1.5 & LH 1.5):**   * the difference between race, ethnicity, culture and religion * how racism impacts on the education of children from minority ethnic backgrounds * the importance of adaptive teaching in relation to learners with additional/specific needs | | To analyse key research and evidence in relation to inclusion  To promote race equality in education  To promote LGBTQ+ inclusion in education  To promote gender equality, including trans inclusion in education  To identify the values that underpin their own practice  To consider techniques for adaptations for learners with additional needs e.g. EAL learners and looked-after children | Intent |
| **Assessment** | **Assessment** | | | | | | Impact |
| * Aspects included in PGP4110 strand lectures/seminars are assessed formatively by tutors * Components are linked to assignments PGP4110 (Contemporary Issues in Primary Education) and PGP4111 (Leading Development and Change in the Primary School) * Students’ commitment to promoting and implementing inclusive practice will be monitored by school-based mentors and university link tutors; evidence noted in weekly development summaries and interim/final reports | | | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | |  |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | |
| * that a range of factors may impede children’s educational attainment and wellbeing, leading to attainment gaps | | * the various strategies and types of provision that can alleviate the impact of these factors | | * identify and address various barriers to learning | |
| **Research** | **KEY RESEARCH****that trainees will know relating to equality, diversity and inclusion** | | | | | | |
| ANDREWS, J., ROBINSON, D AND HUTCHINSON, J. 2017. Closing the gap? Trends in educational attainment and disadvantage. London: Education Policy Institute. Available from:  <https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/> [Accessed 11 August 2022]  CHOUDRY, S. 2021. *Equitable education: what everyone working in education should know about closing the attainment gap for all pupils*. St Albans: Critical Publishing.  GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education*. [e-book] London: Routledge. Available from:  <https://edgehill.on.worldcat.org/oclc/841201176> [Accessed 12 August 2022] | | | | | | |

| **Phase 3: Leadership** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | Knows the importance of policies and procedures and reporting for inclusion and safeguarding  Knows that variables such as gender, ‘race’, disability and socio-economic status intersect to increase the disadvantages faced by children  Knows the approaches needed for the inclusion of pupils who have English as an additional language (EAL)  Knows the educational disadvantages faced by looked-after children (LAC) and what measures are needed to ensure they move successfully into adulthood (health, safety and opportunities)  Knows that it is the legal and moral responsibility of teachers to make reasonable adjustments  Knows that they have professional responsibilities in relation to inclusion, e.g. The Equality Act (2010)  Knows that there is a potential social and emotional impact of labelling and how to capture the voice and aspirations of children  Knows the four areas of need identified in the Code of Practice and the underlying theory that supports it | | To lead inclusion within schools including race, gender and LGBTQIA+  To act as a lead teacher for pupils with English as an additional language (EAL)  To act as a lead teacher for looked-after children  To read, understand, review and implement inclusive policies including safeguarding  To collaborate in multi-agency working with internal and external colleagues  To note class demographics and identify key groups of children such as LAC and EAL  To adopt inclusive practices throughout the curriculum and education setting  To adapt teaching effectively to cater for different groups of learners  To identify barriers to learning and learn how to implement strategies to overcome them  To implement tailored support, e.g. interventions, without adversely affecting motivation or access to a broader curriculum  To collaborate effectively with additional adults and specialist practitioners, e.g. SENCo, outside agencies, to create inclusive practice, perhaps to support implementation of EHC plans | | Intent |
| **Assessment** | **Assessment** | | | | Impact |
| * Aspects included in PGP4110 strand lectures/seminars are assessed formatively by tutors * Components are linked to assignments PGP4110 (Contemporary Issues in Primary Education) and PGP4111 (Leading Development and Change in the Primary School) * Students’ commitment to promoting and implementing inclusive practice will be monitored by school-based mentors and university link tutors; evidence noted in weekly development summaries and interim/final reports | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |  |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| * the importance of a whole school approach to inclusion | * the complex intersection of factors that may impact on children’s learning and wellbeing | | * advance equality of opportunity and outcomes for all pupils |
| **Research** | **KEY RESEARCH****that trainees will know relating to equality, diversity and inclusion** | | | | |
| COLE, M. ed. 2018. *Education, equality and human rights: issues of gender, ‘race’, sexuality and social class*. [e-book]. London: Routledge.  Available from: <https://edgehill.on.worldcat.org/oclc/1010662989> [Accessed 12 August 2022]  EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf> [Accessed 26 July 2022]  MOFFAT, A. 2017. *No outsiders in our school: teaching the Equality Act in primary schools.* [e-book]. London: Routledge.  Available from: <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4906734> [Accessed 13 August 2022] | | | | |