**Primary Initial Teacher Education: Curriculum Plan**

**STRAND: Postgraduate Programmes**

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| **Curriculum Intent: Equality, Diversity, Inclusion***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 children and 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 just pupils with special educational needs and disabilities (SEND) and will be aware of their responsibilities under the Equalities 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 feel included and valued within their own programmes. There is no single, agreed definition of inclusion, but in this context, key features of an inclusive approach are:** *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)[[1]](#footnote-1)* |
| **Phase** | **Learn that…** | **Learn how to…** |
| **Phase 1****(University-led)** | **Trainees will know: (Statutory Duty-CCFp7) (LT1.5; LH 1.5)** | **Trainees will be able to:**  |
| * The Equality Act (2010) identifies protected characteristics and provides protection against discrimination
 | * Identify examples of discrimination
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| * Whole School approach to Inclusion **(LH8.13)**
 | * Name the protected characteristics under the Equality Act (2010)
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| * Gender Diversity and Equality impacts education(**LT5.2)**
 | * Challenge discriminatory language in relation to gender diversity in their schools.
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| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** *Their professional responsibilities in relation to inclusion and equality.*

*By the end of this phase trainees will* ***understand:**** The role of education in either challenging or reproducing inequalities.

*By the end of this phase trainees will* ***be able to:**** *Begin to promote equality within their practice and have begun to develop an inclusive approach to their practice.*
 |
| * The Equality Act (2010) relates to their practice and it protects them
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| * That definitions of equality are socio-culturally and historically specific i.e. the concept has changed over time.
 |
| * Current definitions of key concepts: equality, diversity and difference.
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| * Policies influence and inform practice
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| * Their responsibilities under the Public Sector Equality Duty
 |
| * The broader definition of Inclusion that covers more than SEND
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|  | **Research, literature and resources supporting curriculum design of Phases 1 and 2.**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.Government Equalities Office. *The Equality Act, making equality real*. 2011. Available from:<https://www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real>[Accessed 18 February 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 18 February 2022] | **Assessment for Phase 1.**Students will complete a survey-style quiz which includes all aspects of phase 1 coverage. Personal Academic Tutors to reinforce the importance of completing this with tutees. |
| **Phase 2****(School-led – Professional Practice 1)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at*  | **Trainees will know:**  | **Trainees will be able to:** |
| * Where to access the school policies relating to EDI
* Who leads in relation to EDI in their placement school

The school policy and procedure for reporting discrimination and handling bullying (LH8.13) | * Adopt an inclusive approach e.g. use of language
* Implement models of adaptive teaching
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| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:****The demographics of their placement school**By the end of this phase trainees will* ***understand:*** *How schools can practically support pupils from different backgrounds**By the end of this phase trainees will be* ***able to:*** *Begin to implement strategies to meet the needs of different children.* |
| * The importance of implementing policy in the workplace for inclusion & equality
 |
| * The demographics in the setting and adapt accordingly depending on context e.g. EAL, CLA, Pupil premium etc.. **(LT5.2)**
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|  |  | **Assessment for Phase 2*** Checklist with mentors that students have accessed and reviewed relevant placement policies.
* Students to record in their Electronic Profile (EPP) the demographics of the children in their placement class. This is checked by school mentors and link tutors.
* Students to identify key demographics e.g. EAL and other groups as listed in their class/placement to be able to meet the needs of learners.
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| **Phase 3****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * Adverse Childhood Experiences (ACES) impact education **(LT5.2)**
 | * Refer to the “Turning the page on Poverty” document to implement strategies for tackling poverty and how it affects learning.,
 |
| * The impact of growing up in poverty on children’s education **(LT1.6; LT5.2)**
 | * Assess strategies for using the Pupil Premium using the available evidence base.
 |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills** *By the end of this phase trainees will* ***know:**** *How to access data in relation to disadvantage and attainment in specific schools and how to access evidence in relation to uses of the Pupil Premium.*

By the end of this phase trainees will **understand:** * *The impact that poverty and ACEs can have on attainment*

 By the end of this phase trainees will **be able to:** * *Deploy evidence -based strategies for supporting the education of disadvantaged children and children who have experienced ACEs.*
 |
| * Poverty has a detrimental impact on wellbeing and inclusion in education
 |
| * understand that eligibility for Free School Meals (FSM) is used as a proxy for disadvantage in measuring attainment
 |
| * the definitions of poverty and child poverty and the uses of the Pupil Premium in schools **(LT1.6; LT5.2)**
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| **Research, literature and resources supporting curriculum design of Phases 3 and 4.** | **Research, literature and resources supporting curriculum design of Phases 3 and 4.**Andrews, J., Robinson, D and Hutchinson, J.2017. *Closing the Gap? Trends in educational attainment and disadvantage*. London:Education Policy Insitute.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> | **Assessment for Phase 3**Evidence in planning documentation related to any children who are recognised as ‘disadvantaged’ and how they are supported. Mentors to monitor planning.  |
| **Phase 4** **(School-led – Professional Practice 2)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * The ways in which the Pupil Premium is used in their placement schools
 | * Critically assess their placement school’s use of the Pupil Premium
 |
| * The ways in which their placement school supports children with ACEs
 | * Critically assess what is done to support pupils with ACES in their placement school.
 |
|  | * Challenge discriminatory language and practice in their classrooms and in the school more broadly.
 |
| **Trainees will understand:** | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** *That a range of factors may impede children’s educational attainment and wellbeing, leading to attainment gaps.*

By the end of this phase trainees will **understand:** * *The various strategies and types of provision that can alleviate the impact of these factors*.

By the end of this phase trainees will **be able to:** * *Identify and address various barriers to learning.*
 |
| * The need for positive action for children growing up in poverty in order to support their attainment
 |
| * How children who have experienced ACEs can be supported in school.
 |
|  |  | **Assessment for Phase 4**Phase 4 elements are covered during the PGCE Inclusion Conference. School mentors follow up with EPP tracking. |
| **Phase 5****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * Conference materials-

How to support pupils with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.How to support autistic pupils.(LT5.2) | * Introduce resources which reflect the different ethnic backgrounds of the children they teach and which celebrate diversity.
 |
| * The contested nature of race as a concept, definitions of ethnicity and racism, history of racism in education and what constitutes anti-racist teaching
 | * Challenge racism in any school in which they work.
 |
| * The socially constructed nature of gender and how expectations are placed on children from their earliest years in relation to their gender; history of gender and attainment in education; current issues in relation to attainment by gender.
 | * Adapt their teaching to meet the needs of pupils regardless of gender,
 |
| * Socio-economic status (SES) and how this impacts on education; history of education in relation to SES;
* How to support pupils who are in the care of the LA and how to support young carers.
 | * Have high expectations for all pupils regardless of their backgrounds
* Support the learning of pupils from disadvantaged backgrounds, children looked after and young carers.
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| **Trainees will understand:** | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** *Understand the importance of a whole school approach to inclusion.*

*By the end of this phase trainees will* ***understand:**** *The complex intersection of factors that may impact on children’s learning and wellbeing.*

*By the end of this phase trainees will* ***be able to:**** *Advance equality of opportunity and outcomes for all pupils.*
 |
| * How a range of factors can inhibit pupils’ learning
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| * How different factors e.g. poverty and ethnicity, can intersect to adverse effect on pupils’ learning.
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|   | **Research, literature and resources supporting curriculum design of Phase 5.**Cole,M. ed. 2018. *Education, equality and human rights:issues of gender, ‘race’, sexuality and social class*. [E-book] 4th Edn. London:Routledge. Available from: <https://edgehill.on.worldcat.org/oclc/1010662989>[Accessed 18 February 2022]Education Endowment Foundation.2021. The EEF guide to the Pupil Premium. London:EEF. Moffat, A. 2017. [[2]](#footnote-2)*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 18 February 2022] | **Assessment for Phase 5**Session on gender delivered during Professional Studies module, Monday online (organised by PGCE programme leader).Evidence in EPP and in planning docs. Monitored by mentors and Personal Academic Tutors. |

1. Schuelka, M.J., 2018. *Implementing inclusive education*. Birmingham: University of Birmingham [↑](#footnote-ref-1)
2. Focuses on a whole school approach. [↑](#footnote-ref-2)