**Primary 5-11 Initial Teacher Education: Curriculum Plan**

**Equality, Diversity and Inclusion Undergraduate Programmes**

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| **Curriculum Intent**  *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**  **Introductory/policy and legislation** | **Trainees will know:** | **Trainees will be able to:** |
| * The protected characteristics in the Equality Act 2010.   **(Statutory Duty-CCFp7)** | * Identify discrimination in its different forms and begin to develop strategies to promote equality within their practice. **(Statutory Duty-CCFp7)** |
| * About the UN Convention on Children’s Rights and how it relates to their practice. | * Involve children in decisions that are relevant to their lives and consult children on matters that affect them. |
|  | * Identify the values that underpin their own practice. |
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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.*   *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 concepts of equality, equity, inclusion, diversity, difference and social justice and the theory of social constructionism and be able to reflect on various definitions of these concepts. **(LH 1.5; LT 1.5; 1.6)** |
| * The principles of inclusion and the Equality Act 2010 **(Statutory Duty-CCFp7**) |
| * Their responsibilities as teachers in relation to the Equality Act 2010 and the Public Sector Equality Duty. **(Statutory Duty-CCFp7)** |
| * The social and medical models of disability in relation to inclusion and social justice |
| * The way in which personal values underpin pedagogy. |
|  | **Research, literature and resources supporting curriculum design of Phase 1.**  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**  End of year 1 (level 4) complete survey-style quiz on EDI intro and Equality Act 2010. Survey quiz goes out towards to the end of Year 1.  (EPP tracking by PATs, also relevant to assessment for PED1021) |
| **Phase 2**  **Specific** | **Trainees will know:** | **Trainees will be able to:** |
| * About key research within the field of inclusion | * Analyse key research and evidence in relation to inclusion. |
| * 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)** | * Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status. |
| * That there are attainment gaps between different groups of children and their peers **(LT 1.6)** | * Source and analyse recent data on pupil attainment by pupil characteristics. |
| * For trainees within ITE: the importance of teaching equality principles. **(Statutory Duty-CCFp7) (LT1.5; LH 1.5)** | * Plan and teach lessons that explicitly address the topic of equality and equity. |
|  | * Identify the values that underpin their own practice |
|  | * Make adjustments, and review inclusive practices e.g. use of inclusive resources |
| **Trainees will understand: (Statutory Duty-CCFp7) (LT1.5; LH 1.5; LH7.1; LH7.2)** | **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. |
| * How racism impacts on the education of children from minority ethnic background and how to promote race equality in education. |
| * How to promote gender equality, including trans inclusion in education. |
| * How to promote LGBTQ+ inclusion in education |
| * Understand the difference between race, ethnicity, culture and religion. |
| * The importance of adaptive teaching and to consider techniques for adaptations for learners with additional needs e.g. for EAL learners and children who are looked after (CLA) |
|  | **Research, literature and resources supporting curriculum design of Phase 2.**  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 2**  Components link to assignments and PSHE sessions.  Aspects also included in PED1020 sessions (formatively assessed in session and related to the assignment).  Elements link to the inclusion conferences each year. |
| **Phase 3**  **Leadership** | **Trainees will know:** | **Trainees will be able to:** |
| * How to lead inclusion within schools: focus, race, gender, LGBTQIA+ | * Collaborate in multi-agency working with internal and external colleagues |
| * The importance of policies and procedures and reporting for inclusion and safeguarding | * Read, understand, review and implement Inclusive policies * Follow procedure for safeguarding |
| * For trainees in ITE: how to act as a lead teacher for children who are looked after. (CLA) * For trainees in ITE: how to act as a lead teacher for children with English as an Additional Language (EAL) | * Note class demographics and identify key groups of children such as: Children who are Looked After (CLA) and Children for whom English is an Additional Language (EAL) |
|  | * Adopt inclusive practices throughout the curriculum and education setting |
| **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.* |
| * Their duties with regard to the Prevent Strategy and Fundamental British Values (FBV). |
| * How variables such as gender, ‘race’, disability and socio-economic status intersect to increase the disadvantages faced by children. |
| * Approaches for the inclusion of children who have English as an additional language |
| * The educational disadvantages faced by children who are looked after. |
|  | **Research, literature and resources supporting curriculum design of Phase 3.**  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 3**  Mentors will monitor EPP and checklist for EDI on professional practice. Evidence noted in EPP and recorded by the students.  (Coverage- Inclusion Conferences explore techniques for advancing EDI; The importance of a whole school approach covered in the PSHE sessions). |

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)