



**Manchester
Metropolitan
University**

EDDI

(**E**quality, **D**emocracy,
Diversity and **I**nclusion)

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Thread and embed – not bolt on

EDDI Lecture Series – Equality, Democracy, Diversity & Inclusion

Broadening, insightful, challenging and knowledge-building

***Designed for a programme which is geographically located in the incredibly diverse city of Manchester and its surrounding areas of Greater Manchester.**

***Designed to enable student teachers to understand, empathise, listen, share ideas and move forwards.**

***We believe teacher education exists to initiate shifts in thinking both for our students and the children they will teach in the future, as well as for ourselves.**

Setting/context

The Brooks building is set in the heart of multi-cultural Manchester, a context that reaffirms MMU's recognition of the need to prepare students to teach in a diverse society.

Our School of Education acts to address and promote racial and social equality in both Primary and Secondary programmes. We want to ensure that students will challenge stereotypes, recognise multiple identities, promote equality, and explore diversity, commonality, rights, responsibilities and democracy in both their teaching and academic studies.

Students are varied – White, South Asian, BlackCaribbean or African.

Motivations

- Personal experiences of leading placements
- Desire for students to take on a social justice agenda as potential change agents for the betterment for all in their future teaching careers

EDDI in our curriculum – PGCE Primary Programme

- Promoting Democracy in Education – PGCE Tutor (Induction day – Day 1)
- 'Anti-racist teaching' x 2 lectures – MMU ITE colleagues
- 'Anti-racist teaching' seminar (follow up to lecture) - Personal tutors
- Designing a curriculum for a diverse school population (lecture) – school expert colleague
- Understanding and supporting the needs of LGBTQ+ pupils, families and student teachers (lecture) – school expert colleague
- Neurodiversity - Understanding and supporting the needs of pupils with Autism and ADHD (lecture) - MMU expert colleague
- Neurodiversity - Understanding and supporting the needs of pupils with Dyslexia (lecture) - MMU expert colleague
- Understanding and supporting the needs of pupils with speech and language difficulties, including Developmental Language Disorder (DLD) (lecture) - MMU expert colleague

EDDI in our curriculum – PGCE Primary Programme

- Understanding and supporting the needs of multilingual learners – **Practice-based** (lecture) school expert colleague
- Understanding and supporting the needs of multilingual learners – **Theory** (lecture) - MMU expert colleague (TBC)
- Trauma and Attachment informed approaches to teaching and managing behaviours - **Theory** (lecture) – specialist provision expert colleague
- Trauma and Attachment informed approaches to teaching and and managing behaviours – **Practice-based** (lecture) – school expert colleague
- Understanding and supporting the needs of CLA & supporting the mental health of children (lecture) specialist provision expert colleague
- EDDI conference – end of programme – inputs from expert colleagues and contributions by all students.

EDDI in our curriculum – BA Three Year Programme

Year One - Lecture & embedded in Unit sessions

Year Two - Lectures and seminars

Year Three - Diversity Conference, EDDI discrete lectures

Student Teachers' Networks of support

In addition, we offer programme-level Equality and Diversity workshops pre and post placement. These are safe [principled] spaces to air any concerns, questions or just discuss areas of personal interest and self-identification.

These are open to all students who identify as LGBTQ+, as Disabled, as Black, Asian or Minority Ethnic and male student teachers. Allies are welcome.

Feed into larger School of Education Student Networks

High Expectations (Standard 1 – ‘Set

Learn that...

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

Teachers/teacher educators have one of the most important roles to play in shaping attitudes

What is your experience of student teachers' responses/attitudes to equalities?

What would anti-racist, anti-sexist disabilities-promoting etc. education in ITE be like?

Student Feedback

Diane Warner + 23 • 3d

EDDI Feedback - democracy, anti-racism, LGBTQ+, multilingualism, LAC, trauma...

Share your ideas and comment on others!

What new understandings have you gained?

+

Anonymous 3d

It has been beneficial to understand the bigger picture, especially with Multilingualism and SEN. It has supported our RTP assignments. Nice to take a break from academic lectures to focus on more political and social issues.

Add comment

Is your attitude changing? Why/whynot?

+

Anonymous 4d

The anti-racist content was especially valuable, talking about being an active fighter against racism rather than a passive bystander

Add comment

Anonymous 4d

Yes, it allows for reflection which leads to better practice.

Add comment

What could be changed?

+

Anonymous 4d

I would love to have explored some of the theories behind inclusion, e.g., exploring the intersectionality mentioned on Friday to give a deeper understanding of why inclusion is important and how the concepts around it have developed

Add comment

Anonymous 3d

Anything else?

+

Absolutely LOVED the guest lecturers

I think the guest lecturers were AMAZING. It was really great to hear first hand, valuable experiences from people who took the time to come and speak to us. I think it would have been nice to get to spend more time with them, I notice some of them have busy schedules but it would have been nice to have them for longer to discuss the topics further.

EDDI Schools' Partnership Group

Manchester Metropolitan University School of Education is committed to:

- proactively promoting and developing equity, equality and diversity through policies and systems, such as in its Student Networks, the RISE initiative and its Student Voice platforms;
- challenging discriminatory and oppressive practices through lectures, seminars, personal tutoring and in decolonising its curriculum;
- learning from and using the research from MMU tutors and their engagement with others from around the world, to broaden students' knowledge and attitudes;
- working to meet the requirements of the 2010 Equality Act and increasing representation from minoritised peoples, to address discrimination through its application and interview processes;
- actively seeking teachers from minoritised groups to join its Partnership Strategic Groups to contribute to the formulation of a greater equitable policy and approach;
- Developing its online pages to provide insight and resources about equity in teacher education.

Schools and Lead Recruiting Partners are committed to:

- actively supporting and enabling allyship, from all school staff, to support, amplify and advocate to enable student teachers and ECTs to flourish while on placement;
- educating and ensuring that student teachers and ECTs have a wide knowledge about equality, diversity and inclusion through school policies and ensuring that they are equipped to deal with situations in school and early years' settings;
- guiding mentors and Senior Leadership Teams, to provide additional support for student teachers and ECTs, who may be disadvantaged through any of the characteristics in the Equality Act (2010), through sensitive and immediate provision;
- meeting the physical and mental needs of student teachers and ECTs, by providing space for religious and cultural practices or health reasons;
- challenging inequalities and supporting the development of student teachers and ECTs through a positive chain of role modelling shown by mentors, so that they teach and show equity to their learners.