**Primary Curriculum Map (Equality, Diversity and Inclusion)**

***Post Graduate Programme***

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| **University Curriculum: Introductory policy and legislation** |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**(CCF reference in numerics e.g. 1.1) | **Learn How**(CCF reference bullets alphabetically e.g. 1c) | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**1 hour lecture **Session 2**2 hour seminar | To develop an understanding of the protected characteristics in the Equality Act 2010 and the principles of inclusion; to reflect on how these relate to their practiceTo know their responsibilities as a teacher in relation to the Equality Act (2010) and the Public Sector Equality Duty To understand the concepts of equality, equity, inclusion, diversity, difference and social justice; to reflect on the various definitions of these concepts To identify the values that underpin their own practice and review the way in which these underpin pedagogyTo identify discrimination in its different forms and begin to identify strategies to promote equality within their practiceTo know that there are attainment gaps between different groups of children and their peersTo understand that disadvantaged pupils often do not perform as well as other pupils in school and that social background and family circumstances affect pupils’ life chancesTo know the eligibility criteria for Pupil Premium funding and the purpose of the fundingTo understand the evidence which suggests that disadvantaged pupils face additional challenges in reaching their potential in schoolTo explore the link between ‘cultural capital’ and social mobility, wellbeing and life outcomesTo know the socially constructed and contested nature of the categories of gender, race, and socio-economic status, and how historically these have impacted children’s education To know the importance of teaching equality principles including * 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
* gender equality including trans inclusion in education
* the effective promotion of LGBTQ+ inclusion in primary education
 | 1.3, 1.65.1, 5.2, 5.3, 5.7CCF Statutory Duties p7 | 1a, 1b, 1e5a, 5d, 5e, 5g, 5o | ANDREWS, J., ROBINSON, D AND HUTCHINSON, J. 2017. *Closing the gap? Trends in educational attainment and disadvantage*CHOUDRY, S. 2021. *Equitable education: what everyone working in education should know about closing the attainment gap for all pupils*DEPARTMENT FOR EDUCATION (DfE). 2014. *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*DUCKWORTH, S., 2020. *Spin the wheel of power & privilege*GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education*GOVERNMENT EQUALITIES OFFICE. 2011. *The Equality Act, making equality real*KNOWLES, G, ed. 2018. *Supporting inclusive practice and ensuring opportunity is equal for all*MOFFAT, A. 2017. *No outsiders in our school: teaching the Equality Act in primary schools*NATIONAL EDUCATION UNION, 2022. *Turning the page on poverty* | Survey-style quiz on EDI strand contentAspects included in PGP4110 strand lectures and seminars are assessed formatively by tutors through retrieval activities, questioning and discussion |

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| **School Based Curriculum – Introductory Phase** |
| **Observing:** Observe how expert colleagues meet the needs of disadvantaged pupils, celebrate diversity, address inequalities and maintain a supportive, inclusive learning environment **Planning and Teaching:** Observe how expert colleagues plan for and meet the wide range of needs, abilities and backgrounds in their daily teaching, including the effective deployment of additional adults and the involvement of parents and carers |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**(CCF reference in numerics e.g. 1.1) | **Learn How**(CCF reference bullets alphabetically e.g. 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To understand the legal and moral responsibilies of teachers to provide a high quality education and to make reasonable adjustments as requiredTo know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice  To know that social background and family circumstances affect pupils’ life chances To know that all children have a right to learn, and that differences in learning are a valuable part of human diversity To learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment To instil belief and promote the academic potential of all pupils including disadvantaged learnersTo know that social background and family circumstances affect pupils’ life chances To know the eligibility criteria for Pupil Premium funding and the purpose of the funding | 1.3, 1.4, 1.5, 1.6CCF Statutory Duties p7 | 1a, 1b | EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium*EDUCATION ENDOWMENT FOUNDATION, 2018. *Working with parents to support children’s learning*PISA, 2015. *PISA in focus: do teacher-student relations affect students’ well-being at school?*  | Trainees’ commitment to promoting and implementing inclusive practice will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS). |

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| **School Based Curriculum – Developmental Phase: Specific**  |
| **Observing:** Observe how expert colleagues collaborate effectively with additional adults and the SENDCo/specialist practitioners to deliver inclusive practice**Planning and Teaching:** Plan and teach lessons that explicitly address the topic of equality and equityCollaborate with additional adults and the SENDCo/specialist practitioners to learn about the delivery of inclusive practice**Assessment:** Analyse recent data on pupil attainment by pupil characteristics and use this to inform planning and provisionExplore the evidence which suggests that disadvantaged pupils face additional challenges in reaching their potential in school**Subject Knowledge:** Discuss and analyse how to make adjustments and review inclusive practices (e.g. use of inclusive resources) with expert colleaguesWork with expert colleagues to explore the values that underpin their own practice |

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| **Subject Specific Components/s (know, understand, can do)** | **Learn That**(CCF reference in numerics e.g. 1.1) | **Learn How**(CCF reference bullets alphabetically e.g. 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To understand the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as requiredTo instil belief and promote the academic potential of all pupils including disadvantaged learners To support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners   To augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status To know how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice  | 1.3, 1.65.1, 5.2, 5.3, 5.7CCF Statutory Duties p7 | 1a, 1b, 1e5a, 5d, 5e, 5g, 5o | ANDREWS, J., ROBINSON, D AND HUTCHINSON, J. 2017. *Closing the gap? Trends in educational attainment and disadvantage*EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium* EDUCATION ENDOWMENT FOUNDATION, 2018. *Working with parents to support children’s learning*GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education* | Trainees’ commitment to promoting and implementing inclusive practice will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS). |

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| **School Based Curriculum – Consolidation Phase: Leadership** |
| **Observing:** Observe how expert colleagues collaborate in multi-agency working with internal and external colleagues and discuss with them the roles and responsibilities that come with the leadership of key aspects of inclusion (including CLA)Observe how expert colleagues instil belief and promote the academic potential of all pupils including disadvantaged learners **Planning and Teaching:** Plan a sequence of inspirational and challenging lessons independently that have high expectations of all learners including vulnerable and disadvantaged groups of pupils**Assessment:** Discuss with expert colleagues the class demographics and identify vulnerable and disadvantaged groups of pupils**Subject Knowledge:** Discuss and analyse with expert colleagues the role of the Pupil Premium, the strategies that the school employs to improve outcomes for disadvantaged pupils and the implementation and impact of the school’s Pupil Premium Strategy Reflect on the variables that intersect to increase the disadvantages faced by children |

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| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know that variables such as gender, race, disability and socio-economic status intersect to increase the disadvantages faced by childrenTo collaborate in multi-agency working with internal and external colleagues To know how schools develop, implement and review the impact of a Pupil Premium StrategyTo instil belief and promote the academic potential of all pupils including disadvantaged learners To plan inspirational and challenging lessons independently that have high expectations of all learners To know the educational disadvantages faced by pupils who are looked-after (CLA) and what measures are needed to ensure they move successfully into adulthood (health, safety and opportunities) To understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ | 1.1, 1.3, 1.65.1, 5.2, 5.3, 5.7CCF Statutory Duties p7 | 1a, 1b, 1e5a, 5d, 5e, 5g, 5o8c | CHOUDRY, S. 2021. *Equitable Education: what everyone working in education should know about closing the attainment gap for all pupils*COLE, M. ed. 2018. *Education, equality and human rights: issues of gender, ‘race’, sexuality and social class*EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium*GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education*MAZZOLI, L. & SMITH, E., 2016. *Poverty proofing the school day: evaluation and development*MOFFAT, A. 2017. *No outsiders in our school: teaching the Equality Act in primary schools* | Trainees’ commitment to promoting and implementing inclusive practice will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS). |