

The Educational Institute of Scotland

Background

The 2017 AGM passed the following resolution, which was delegated to the Education Committee, with input from the Equality Committee.

"That this AGM call on Council to:

- (a) hold a series of exploratory discussions with Initial Teacher Education (ITE) providers and the General Teaching Council for Scotland, to investigate the ways in which equality matters are addressed within ITE programmes, including whether there is coverage of all protected characteristics in all programmes, and whether equality matters are covered by compulsion or on an opt-in basis; and*
- (b) develop recommendations for partners regarding enhancing current provision of equalities education for teachers, both through ITE and through ongoing Professional Learning."*

Initial correspondence

In September 2017 the EIS wrote to all Heads of School at Universities offering ITE programmes in Scotland, requesting a discussion of these matters. Six follow-up meetings were subsequently arranged for the autumn and spring, with the University of Edinburgh, the University of Glasgow, the University of Dundee, Strathclyde University, Stirling University and the University of the Highlands and Islands. Some institutions (University of the West of Scotland and University of Edinburgh) sent information by correspondence; some did not reply.

The EIS also sought and held a discussion with the GTCS, meeting with Ellen Doherty, Director of Education, Registration and Professional Learning, in November 2017, in recognition of its important role in setting the Professional Standards expected of all teachers (which reference equality and social justice) and accrediting ITE programmes leading to the award of GTCS Standards.

Desk-based research: Scottish Government study

To supplement and inform the exploratory discussions, a Scottish Government baseline study of the hours dedicated to different areas (including equality) within ITE was examined (Initial Teacher Education, Content Analysis, May 2017).¹ The key findings from this report were as follows:

- Courses were offering vastly different amounts of content dedicated to equality:
 - Undergraduate Primary courses offered from a low of 22 hours of content dedicated to equality to a high of 147 hours

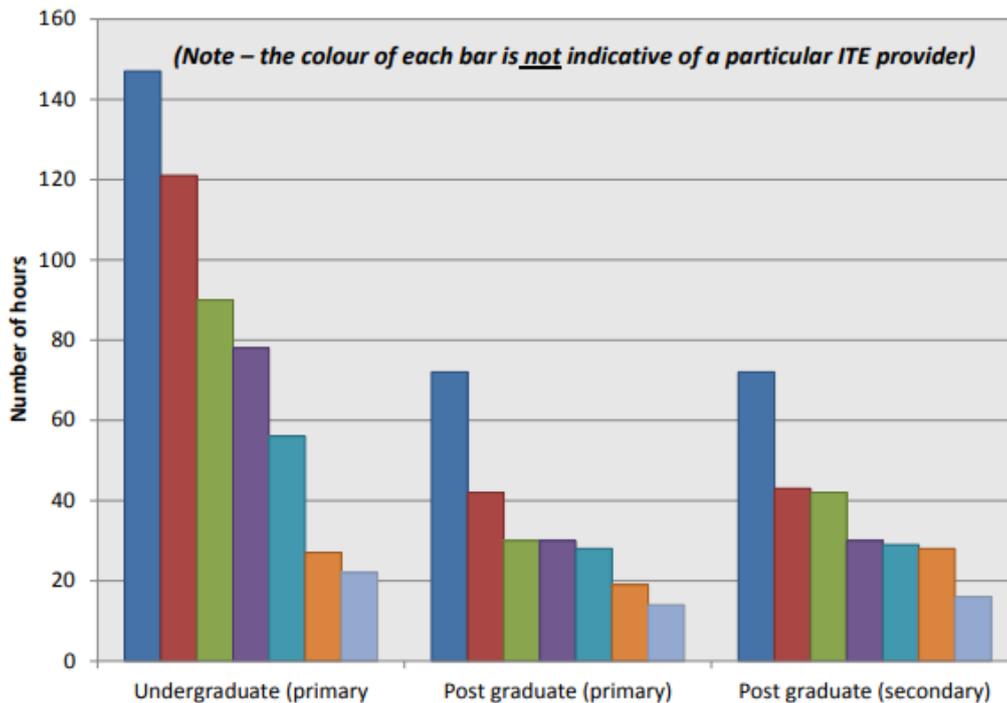
¹ ITE content analysis, Scottish Government, May 2017.

<https://beta.gov.scot/publications/initial-teacher-education-content-analysis-2017/Initial%20Teacher%20Education%20content%20analysis%20May%202017.pdf?inline=true>

- Postgraduate Primary (PGDE) courses offered from a low of 14 hours to a high of 72 hours
- Postgraduate Secondary (PDGE) courses offered from a low of 16 hours to a high of 72 hours.

ITE content analysis

Graph 14 – Range of hours dedicated to equality (highest to lowest)



- The mean number of hours dedicated to equality across seven institutions was:
 - PGDE Secondary – 37 hours
 - PGDE Primary – 34 hours
 - Undergraduate Primary – 77 hours
- The range of hours dedicated to equality “raises questions of equality of provision for student teachers” and also “raises questions around the expectation of teacher professionalism with values such as social justice underpinning their practice”.
- Overall, the number of hours of dedicated contact time for equality across all programmes was described as “low, given the commitment in policy for excellence and equity for all children and young people.”
- The greatest range was found in UG Primary programmes and the smallest in PGDE Secondary programmes.
- It is worth noting that a broad definition of equality was used to support the data collection exercise: the definition provided was:

“Equality (and equity): Promoting equality and equity removes discrimination of individuals or group of individuals and ensures all are

treated equally specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. We also need to recognise that some individuals are at a larger disadvantage than others and so require more support in order to help everyone attain the same type of healthy lifestyle. Educational equality and equity rely on all students being supported to achieve and attain academic success regardless of disadvantage or specific needs. This is more important than ever as there is evidence to suggest that an individual's level of education is dedicatedly correlated to the quality of life they will live." (We note that the definition does not strictly align to the Equality Act 2010, for example it refers to gender rather than sex, and we also note that the definition does not refer to poverty/socio-economic status, which is not a protected characteristic but is an increasingly central equity issue).

- The paper states that "A holistic approach is taken by all ITE providers to support student teachers to develop skills and knowledge in teaching keys areas that are the responsibility of all. As such...**equality** [is] embedded across all learning in ITE programmes. Therefore, the figures quoted in the report are indicative..."

Other background information

Conversations with ITE providers also drew on a range of other background information and developments, including:

- Anecdotal evidence from members that they had not had sufficient exposure to equality matters during ITE, e.g. during discussions at Equality Rep residential events.
- Anecdotal evidence of organisations and individuals conflating equality and inclusion.
- Discussions of equality coverage in ITE/CPD at recent EIS AGMs, at which members have said that where there had once been a wide range of CPD opportunities covering all aspects of equality, this was no longer the case; and referenced the goal in Scotland's Race Equality Framework that Scotland's educators are confident and empowered to challenge racism, and the need for dedicated work to realise that, as a matter of urgency.
- EIS research among members on training on the Equality Act 2010, which showed that:
 - 40% of members had not had any training on this legislation;
 - 38% of respondents felt that that they had not had enough coverage of equality legislation during ITE.

Equality Committee observations

The Equality Committee was consulted in March 2018 about the preferred nature of ITE content in relation to equality. There was a consensus that much more coverage of equality matters is needed. Members made a wide range of observations, notably:

- Many new teachers haven't heard of the Equality Act/protected characteristics (not the details of specific duties, etc. but the basics)
- Equality can't be opt-in, it's crucially important; everyone should learn about it initially, with the option of deeper study during electives
- Some ITE providers had not offered any specific electives about equality matters when members had been trained
- Equality should be core, like child protection
- It should be included in Headship qualifications so that it pervades all schools; if teachers are exposed to these issues in training they won't then arrive in workplaces where equality is not seen as important
- Equality is about what happens in the staffroom as well as in the curriculum; some attitudes could be challenged more robustly
- It's important that the GTC standards include equality matters, and are more robust – actively challenging discrimination/preventing prejudice rather than anything too vague.

CPD Sub-Committee observations

The CPD Sub-Committee was consulted about the preferred nature of equality-related professional learning. There was a consensus that more PL on equality matters was needed by members. Members made a wide range of observations:

- Often policies are in place but with no training to support them
- The content of training should ideally be all-encompassing and not limited to specific equality strands
- PL should ideally be delivered face to face (e.g. at in-service days, although some are 'owned' by authorities); delivery modes should be as inclusive as possible to allow people to attend; online training could be mixed with face to face for accessibility
- Provision should be tailored to members' needs, not a 'one size fits all' approach that people are made to sit through
- Using case studies can be a good approach
- Interactive workshops are helpful
- PL should link to GTCS standards
- Content should explore the prism of teachers as workers/colleagues as well as educators with responsibilities to young people
- Courses should signpost resources, organisations, support
- Training on equality needs to be factored in to Working Time Agreements
- Useful to highlight EIS Equality Reps to local authorities.

Discussions with the GTCS

Assistant Secretary Andrea Bradley and National Officer Jenny Kemp met with Ellen Doherty in November 2017, as per the terms of the resolution.

Interestingly, her focus seemed to be on additional support needs and not on equality as per the protected characteristics. She volunteered perspectives on ASN but had to be prompted to comment on equality issues/law.

Key points from the discussion:

- GTCS as the accrediting body requires (not requests) that all programmes meet the professional standards, and social justice should always be core but the depth and quality of content varies; students can deepen learning via electives and personal study
- ITE content analysis shows a mixed picture, although solely noting and/or comparing the time spent on a theme within one course in comparison to others is not necessarily helpful; the depth and quality of input is key
- In terms of whether programmes specifically look at equality legislation, some do, some won't
- All ITE providers have different ways of doing things, this diversity brings richness, but can be seen as inconsistent; Deans like the bespoke nature of their institutions and the different specialisms/strengths
- Need to remember that ITE is a blend of university and school experience - GTCS would expect students to look at school/LA policies on e.g. equality; and remember that it's *Initial TE* – students aren't the finished article and need to learn from colleagues
- Universities' own quality assurance programmes are a strong check on the quality of content
- There may be a gap between intent and delivery; GTCS look at the programme as drafted etc. but Education Scotland will have a new role in looking at delivery
- In Ellen's view, people coming into the profession aren't clear about what 'social justice' is and don't know what 'learning for sustainability' is but they do Fairtrade work, global citizenship, outdoor learning, etc. which all reflects commitment to social justice
- NQTs are too distracted by thinking about mechanisms, behaviour, classroom management etc. and equality is 'over there'
- PRD can be used to reignite interest in/knowledge of equality matters; when people have time to consider equalities issues they can feel reinvigorated
- HTs have a key role to play in leading the equality agenda in schools; this agenda needs to be 'revived and refreshed'
- GTCS is questioning why teachers aren't embracing the standards, think they are too long and repetitive (EIS posited it was due to lack of time, workload, loss of collegiate time); and wants to make equality a stronger feature of the updated standards
- GTCS intends to strengthen the focus on equality in accreditation
- GTCS sent out a booklet to all student teachers about neurodiversity
- They, and ITE providers, need to be sensitive to the increasing diversity of Scotland's population.

Findings and recommendations

Headlines findings are set out on page 6. Key points from the discussions with each institution engaged with, which informed these findings, are detailed in Annex A. Recommendations arising from the findings are on page 7.

Headline findings

- Equality coverage in ITE programmes is extremely variable
- Most institutions confuse equality and inclusion, and are not clear enough about the specific provisions of the Equality Act 2010 and the nine protected characteristics
- There does not appear to be coverage of all protected characteristics in all programmes
- Equality matters appear often to be covered in optional electives rather than by compulsion
- Most Schools of Education have a specialism or area of interest e.g. LGBT or race equality, which often flows from the research background of a Programme Director or influential senior member of staff such as the Head of School; this leads to diverse provision across Scotland, which could be seen as a strength of the system (offering richness and choice), or a weakness (creating inconsistent provision, being dependent on one key person and at risk if they leave)
- Most providers are offer-led in terms of guest lectures etc., rather than actively seeking out external or internal support to cover all equality strands/protected characteristics
- Certain third sector organisations which are well resourced and staffed are much more likely to have input to ITE courses than others, leading to a focus on a limited range of protected characteristics; some, whose interests are less well represented in the charity sector, are almost invisible
- Providers were of a mind that they are not seeking to create a fully-formed teacher but someone at the start of a career who will need to engage in continuous learning on a range of topics, including equality matters; this makes professional dialogue and professional learning critically important, and reinforces the importance of schools engaging with equality matters, and employers prioritising this in policy and in its professional learning offer.

Recommendations

This investigation suggests that there is a very wide range of approaches to addressing equality matters within ITE programmes in Scotland, and that many students are still receiving far too little exposure to critically important concepts such as the concepts within the Equality Act of different forms of prejudice (discrimination, harassment, victimisation), means to address those (promoting equality, fostering good relations etc), and protected characteristics. These specifics are being lost in among broad discussions of inclusive education. It is more difficult for teachers to prevent discrimination and promote equality without a good grounding during ITE.

It is therefore recommended that the EIS should:

1. Encourage ITE providers to be clearer about the differences between equality, as per the Equality Act 2010, and inclusion, as per the Additional Support for Learning Act 2004, in all programmes and ensure that this is covered as core content and not solely during elective aspects.
2. Encourage ITE providers to embed equality matters across all programmes but not to the extent that equality matters are so embedded as to be 'hidden'; some implicit content needs to be made more explicit.
3. Continue to encourage the GTCS to give more consideration to equality in its standards and accreditation approaches, as it reviews these.
4. Raise these matters with the new EIS Teacher Education Partnership Informal Network, once it is operational.
5. Continue to advocate for enhanced provision of equality-related CLPL, using existing campaigning materials and evidence, e.g. the December 2017 briefing note for LA Secretaries on equality legislation training.
6. Raise concerns with the Scottish Government and SCVO re: the unequal engagement of third sector organisations with ITE providers, and encourage them to fund/develop education capacity building work more evenly across equality strands.
7. Seek a meeting with relevant officials at COSLA to explore the local authority role in promoting professional learning in equality in education.
8. Continue to highlight the value of professional dialogue, especially for NQTs, and lobby for school infrastructure which facilitates collegiate time, e.g. staffrooms/departmental bases.
9. Keep a watching brief on the development of a self-evaluation framework for ITE programmes and particularly the equality aspects.

Annex A – Information gathered

University of Edinburgh

National Officer Jenny Kemp met with Dr Rowena Arshad, Head of School, Moray House School of Education, University of Edinburgh, in October 2017. At the time of meeting, Moray House offered both Undergraduate and Postgraduate courses, including an MA in Primary Education/Primary Education with Gaelic; MA in Physical Education; BA in Childhood Practice; and Professional Graduate Diploma in Education. It was teaching its final intake of 4-year UG Primary students. The UG course would be replaced with a 2-year MSc in Transformative Learning and Teaching (which the Head of School has said will have equalities as a core concern from day one, 'front and centre'). A letter was also received detailing the approach taking at the University.

Key points:

- All programmes have social justice as core courses and equality/valuing diversity are values which underpin the various degree programmes.
- However, not all protected characteristics under the Equality Act 2010 are discussed equally/get equivalent coverage.
- Students have opportunities to consider different theoretical approaches to social justice, but there is a language/interpretation issue – when you ask some ITE staff about their equality work they refer to their work on child development and locate it there, whereas others would take it a notch up and use language like 'critical social justice pedagogy', or name issues of class, social justice, structural oppression or discrimination - people aren't necessarily talking about the same concepts. You often see language of 'inclusion' or 'citizenship' rather than 'equality' or 'discrimination'. (This is also a wider issue for the Scottish polity).
- Some students are provided with a basic guide to the equalities legal framework.
- They don't look at every ASN issue but look holistically at barriers to learning; ASN is explicitly covered, moving from a deficit model to a socially just model.
- Placements are important learning spaces; it would be better if there were more opportunities for students to be placed in special schools.
- There is a role for GTCS in looking at these issues when programmes are re-accredited; it's not clear how much the panel considers equality matters.
- The GTC standards are very important and valuable – but they need to work better; social justice should be discrete but also permeate everything.
- Some variation stems from different backgrounds/interests of PDs (Programme Directors); one PD looks at hegemony and racism, for example.
- They have some interesting new practice, e.g. the Year 1 PE students have been working with Disability Sport Scotland to develop courses.
- EAL is offered as an elective; they believe that there need to be teachers with EAL skills in mainstream and not just in EAL services.
- The challenge for ITE providers is how to keep updated. Academic staff/PDs have very little collegiate time to share information, and for their own CPD.

- Where PGDEs have more coverage of equality matters than Undergraduate courses (which is counter intuitive) that would come down to PDs.
- Lecturers in ITE will be a microcosm of society and will thus could be expected to have some prejudices of their own.
- Teach First type accelerated schemes would exacerbate any deficits.
- They are seeking to diversity their ITE staffing and student profile.

University of Dundee

National Officer Jenny Kemp met with Prof Tim Kelly, Dean of the School of Education & Social Work, and three other colleagues (Carrie McLennan, Teresa Moran, and Paola Sangster), in November 2017. It is a fairly small institution and staff work across programmes; it offers both UG and PG programmes.

Key points:

- All teachers should uphold the GTC standards and know they have responsibility to meet them.
- UG students currently do most on inclusion in 4th year, but UoD is now putting a 'Permeating Matters' module in year 1, which looks at threads that run through course – inclusion, health and wellbeing etc.
- Getting students beyond thinking a module is on a single issue and seeing the threads (e.g. it was about outdoor learning, but it included all the other dimensions); sometimes students say 'we didn't do x' and have to be reminded 'but we did y and can you see the link?' and then the penny drops. Maybe some of the implicit signposting needs to be more explicit.
- The Values module is where there is the most explicit equalities content. Module leader has background in CLD/social work. They look at protected characteristics - maybe not all e.g. not pregnancy – but they are core to the module. It tends to be older students on that course, not school leavers; it's grounded in society, professional responsibility.
- They are finding that younger students are more comfortable talking about gender diversity, mental health issues etc. and more conversant with e.g. non-binary gender/LGBT issues.
- Time is very tight especially in the PG course, there is lots to pack in.
- The PGDE (PG course) has external inputs e.g. from LGBT Youth Scotland's Education Capacity Building Officer.
- It offers 16 electives, including Health and Wellbeing, ASN (new), Ethics and Morality; students can choose a minimum of 2 and up to 4.
- PGDE students do 2 big assignments (including one on whose responsibility H&W is) and 3 placements, so they have lots of opportunity to cover the issues and meet the standards.
- Tutorials are a very supportive place to ask about things encountered on placement - e.g. one tutor group had 2 students who had both encountered transgender pupils. (students were not at all judgmental or uncomfortable – both just keen to be led by the pupil).
- Students learn that it's the *process* of working out how to support a child with additional needs/challenges that is key

- University education is a mix of contact time, tutor directed time, and self- directed time (50%) so students need to take on responsibility.
- Narratives about what teachers are/do change over time – see Donaldson – used to be early career teachers, then all ‘lifelong learners’ etc; remember students don’t arrive in the classroom fully formed.
- UoD offers an international baccalaureate which includes a placement not in a Scottish primary - can be in Australia, Africa, Europe, third sector etc.
- University itself has lots of E&D programmes, an active LGBT Network, a Gender Action Plan etc. and staff have to go through E&D modules.
- They get male primary teachers to come back to talk to male primary students. (Research about their experiences, including high dropout rates, and adverse experiences during placement).
- Dundee exceeds its targets for recruiting from areas of deprivation.
- Re: whether they address race issues, they have nearly all white students (sometimes a few Muslims). Not much evidence of negative experiences on placement (though one got moved); when there are could that be religion, ethnicity, personality? Pupils with EAL tend to be Eastern European – less visible diversity.
- Student blogs offer powerful insights e.g. on internalised homophobia, poverty (<https://blogs.glowscotland.org.uk/glowblogs/uodedushare/>).
- Pressure on students/teachers – what space to be a trusted professional and how directed by political priorities? Education a political football.
- Students may not know different between equality and equity, but do other educationalists?
- Other external partners include Disability Sport, Dyslexia Scotland, Changing Faces, and Women’s Aid, but they don’t get lots of offers.
- Self-directed professional learning is encouraged – students are supported to bring speakers in.

University of Stirling

National Officer Jenny Kemp met with Dr Jane Smithson, Teaching Fellow, and Course Director, Initial Teacher Education, in November 2017. At the time of the meeting, the University offered 4-year UG courses in Primary and Secondary Education. The BA/BSc Primary Education degree can include one of seven specialisms (Modern Languages, the Environment, Additional Support Needs, Literacy, Numeracy, Early Years or Primary Science (STEM)). They had around 190 students; 90 Primary and around 100 Secondary.

Key points:

- They have a module in “Differences and Identities” which is based on an inclusive practice outlook.
- There is a module about inclusion which is core for Education students in first year.
- They don’t think they are offering ‘training’, it is the development of a mindset; don’t want to focus on normative practice.
- Students bring different understandings of what equality means.
- They have conversations about social class, homophobia.
- They have a second year module specifically about differentiation.

- In third year the 'Differences and Identities' module looks at medical and social models of disability and inclusion.
- There are high expectations on teachers at present e.g. the pressure to close the attainment gap, and high levels of scrutiny.
- Race equality is embedded.
- Learning to teach is analogous with learning to drive – you learn basic skills then learn to navigate multiple terrains.
- Students need to continually build on their core learning; probationary years and early career are very important (but people need to be interested to find out more about different topics).
- In 4th year when students choose a research topic many choose ASN.
- Stirling Uni has a diverse staff team delivering ITE (staff from Greece, Nigeria, Cyprus).
- They are looking at gender equality issues through Athena Swann and the use of Equality Champions.
- They have no third sector partners, for external inputs, but get inputs from other depts. on e.g. unconscious bias, or from the student LGBT society.

University of the Highlands and Islands (UHI)

National Officer Jenny Kemp met with Dr Morag Redford, Head of Teacher Education, at Perth College UHI in November 2017. At the time of the meeting, UHI offered PGDE Primary and Secondary, and also Gaelic Medium. It was offering a new Undergraduate Gaelic in Education degree and also a Masters course. They started offering ITE in 2013; previously Perth College had partnered with Strathclyde University. There is a very small focused staff, which will differ from the larger universities.

Key points:

- Programmes are built from the values and standards set by GTCS
- Each week is themed and equity and social justice would run across/be intertwined though all weeks but particular focus in the Equity and Social Justice week, the Sustainability and Global Citizenship week, and the Health and Wellbeing week.
- Had external input from LGBT Youth Scotland – very well received, generated lots of discussion, students valued being signposted to excellent online resources, much prefer that to a leaflet.
- Two tutors were very reluctant to have LGBTYS in, as they didn't see it as relevant to/suitable for a primary education course. Sometimes UHI sees a clash with people's religious beliefs (tutors and students). Tutors were "very uncomfortable" with this. MR persuaded them with various arguments re: e.g. different families but also because they trust her professional judgement; this shows need for strong leadership.
- Underlying issue for UHI is that the communities it engages with are largely white, not very diverse; first 'visible' difference was a Muslim student but not really aware of anyone 'different' before her.
- All weeks would include in-depth moral discussions.
- Big difference between what students learn in theory and what they do in practice – students have to work out how to respond to the specific situation that they find themselves in and the local approach.

- Remember they're new to teaching & not fully formed so professional dialogue in first few years is critical, but being squeezed by workload etc.; would strongly recommend equality matters being covered in induction.
- Maybe now there is less understanding of the balance between what is learned during ITE and what is provided for by LA policy/structures and the ways individual schools run. Students have to learn to navigate different systems as schools all have their own ways of doing things.
- Work with external partners/guest lectures etc – 'pot luck' in who provides input – comes down to who offers, who can come to UHI or offer content via video link. They have some external input at the start of each week, and they look at what is offered and what fits. Often comes down to who within UHI has particular expertise/research interests.
- UHI also offers 5 CPD/PL events each year, with the LA, set up as twilights – additional to programmes.
- UHI cohort is a bit different from the larger universities; age range 21 – 58, very few straight from university, about a third are career changers, many of whom have been support assistants, mostly drawn from local area; because many have been support assistant they often use enquire aspect to look at e.g. dyslexia/ASN.
- Will be aware of the Equality Act but much more focus on practice than on the legal architecture.
- UHI signposts students to autism and dyslexia toolkits.
- Not aware of any specific anti-racist approaches in programmes.
- It would really help universities if these issues could be recognised as longer-term PL issues.

University of Glasgow

National Officer Jenny Kemp met with Margaret McCulloch, from the Inclusion Team at the School of Education, in February 2018. (Margaret Sutherland, who is the Programme Leader for the Masters in Inclusive Education, had offered to meet but had to send last-minute apologies). The University of Glasgow offers both UG and PG level study, and also hosts the St. Andrew's Foundation for Catholic Teacher Education.

Key points

- The Inclusion Team has diminished in recent years, from, about 6 FTE to one 0.4 post; shortly to be bolstered by the appointment of 1 FTE.
- The PGDE offers less time for reflection and is more limited – they have a video lecture on inclusion.
- Used to have an elective on ASL in the previous BEd course, then started working towards it being a core component.
- Early courses were based on educational values, i.e. a "what you believe is what you will do" approach.
- 4th years used to have an inclusive pedagogy focus.
- They have input from the EAL service, LGBT Youth Scotland, Dyslexia Support Service; NGOs don't operate on a level playing field.
- Elective assignment - lots of people choose inclusion.
- All 4th years get a one-day placement in a Grant Aided Special School and are asked to reflect on, in terms of ASL, what was different and what was the same?

- Faculty stance would be that there isn't something intrinsically different about any child with any need.
- The University has a mostly white, mostly female intake.
- In terms of where they would cover the Equality Act, it would be in the history section, and in the context of a human rights agenda.
- Sometimes students opt out or don't go to some bits of the course.
- Students need to balance knowledge with experience – sometimes their knowledge is of an archetype.
- SG ask the wrong questions - instead of asking, 'did you learn enough about this?', they should ask "what experience do you have in doing this?'
- PGDE is half university, half school, so schools have a huge part to play in how student teachers are formed.
- Universities do the best they can.
- Individuals (working in ITE) will inevitably have different interests, e.g. MS has a particular interest in highly able pupils.
- The current climate is characterised by an obsession with data; the wider context of SNSAs etc make inclusion more difficult.
- Teaching is the only profession where you don't have to train to be a mentor (although training for probationer mentors exists) – it's hard to claw that back.

University of the West of Scotland

Correspondence was received from Professor Donald Gillies, Dean of the School of Education. This outlined the approach to equality taken at UWS. It appeared that staff had been asked to comment on provision related to protected characteristics and that the information had been collated; this was a more detailed commentary on equality matters than other institutions offered.

Key points:

- The promotion of issues of equality and diversity permeates ITE programmes.
- The Equality Act is introduced to the BA students in the BA1 module Society and Lifestyles. All protected characteristics are addressed in the course of this module and relevant questions are included in the exam. The Equality Act is revisited in the BA2 module Inter-professional Working, with a focus on the role of partnership working in promoting equality and getting it right for every child. The protected characteristics of disability, sex and sexual orientation are also addressed in the optional BA2 module Children's Literature. The Equality Act is also revisited in BA3 (in the modules Leading Learning in the Early Years and Integrated Wellbeing). Finally, some BA4 students choose to focus on a protected characteristic for their dissertation.
- Both secondary and primary students get inputs as part of school and professional studies on Inclusion and Social Justice: an introduction; Inclusion: Getting It Right For Every Child; and Inclusion: Dealing with Difference.
- They offer nothing specific about age or pregnancy/maternity in terms of lecture/workshop/module content, but have significant amounts of

coverage of disability, race, religion and belief, and sexual orientation issues.

- They give specific consideration in Inclusive PE to how to adapt Physical Education for pupils with disabilities and all students attend sessions on Working with Pupils with Hearing Impairment and Visual Impairment; Situated Communication (B.A.1) includes a session on Communicating with people with communicative needs.
- Inputs entitled 'Supporting LGBT learners' are based on Stonewall Scotland's 'Train the Trainer' programme.
- In Literacy, they emphasise that teachers have the responsibility to ensure that contemporary books which contain not exclusively white characters and strong female characters are used/ read in the classroom; the importance of meeting the needs of EAL pupils; the diversity of pupils, by having multicultural books in the school and classroom library.
- In addressing racial inequality within Art, they suggest that students privilege BME imagery when referencing imagery for teaching over the dominant canon of 'white western art' and privilege female over male artists and designers.
- Students are encouraged to appreciate language diversity and value all languages within 1+2 initiative.
- The optional module Controversial Issues and Citizenship addresses several equality issues. In addition to inputs on racism, antisemitism, homophobia, the rights of refugees and prejudice towards Gypsy Travellers is also discussed. Included in the PGDE Primary and Secondary programme is a class entitled Inclusion: Cultural and Religious Identities.
- Gender and communication is addressed in B.A.1 in Situated Communication.
- They look at gender inequality within sport, physical activity and PE.
- On placement, Secondary students complete the ASL task, which will usually mean considering the support requirements of a pupil who has some form of disability, and within the generic issues log they are also asked to find out about ASL provision, equal opportunities and anti-bullying approaches within the school.
- Many PGP and PGS students choose to focus on an aspect of inclusion and social justice for one of the topics in the S&PS assignment.
- All students teach classes in LA schools that contain a diverse range of learners. All students are expected to cater for those needs.

University of Strathclyde

National Officer Jenny Kemp met with Dr Iain Rivers, Head of School, School of Education, in December 2017. Strathclyde is a large institution and produces 47% of newly qualified teachers, making it the largest provider in Scotland. There are no fast-track routes into teaching at Strathclyde.

Key points:

- All PGDE and BA students and staff are trained on LGBTI issues (by the Education Capacity Building Officer from LGBT Youth Scotland); LGBT YS say

Strathclyde is the most engaged with LGBT equality issues of all ITE providers; the university is seeking an LGBT YS charter mark; it also has good links with Scottish Transgender Alliance, so able to signpost; it is holding 4 events on LGBTI issues during LGBT History Month.

- Not a confidence issue, about level of support for raising equality students get when in schools – some students told, 'we don't talk about that here'.
 - Strathclyde has an E&D advocate (lecturer Sharon Jessop).
 - They have students who are undergoing gender reassignment so are very aware of transgender issues.
 - They are going for their Athena Swann bronze award re: gender equality.
 - They are very keen to diversify the staff team – mostly white women.
 - Have a race forum and students are very aware of the issues, but University of Edinburgh is doing more on this because of Rowena Arshad's expertise.
 - Talk about intersectionality – keen to get students to understand that people get that people have more than one characteristic – keen to make sure that's fed into the curriculum.
 - Disability and ASN is covered in the UG course and raised in the PG course – they have strong CPD on this and offer an Inclusive Education PG course.
 - They offer a masters level module on gender and sexuality.
 - They don't have enough placements in special schools to enable students to work with pupils with ASN as much as they would like.
 - Schools need a supply chain to enable CPD and that's not there.
 - Even if people miss a lecture they know what resources etc are available on the VLE – emphasis on self-directed study.
 - They are rethinking delivery, because large lectures, 1000 people at once, offer minimal interactivity; with recorded lectures students can watch at home; they're thinking about more streamed lectures.
 - Faith and belief – they run the Catholic Education Certificate, and have lectures on faith issues.
 - They don't cover much/offer much re: young mothers.
 - UG degree has much more space for social issues/politics and policy – PGDE more cramped.
 - They offer short, sharp CPD e.g. 4 mornings.
 - Equity and Inclusion module (core) – in PG and MEd Educational Leadership.
 - Keen to offer a more flexible masters – pick and choose modules; blended and distance learning.
 - Also running workshops funded by Salters – for kids with ASN to do hard science and not an abbreviated curriculum.
 - Inclusion drives everything at Strathclyde; it is a socially progressive institution and poverty is on the radar.
 - They have inputs from Respect Me, Nil By Mouth, Louise Hayward, autism experts, guest lectures.
 - It has a partnership with Malawi, where students build schools
 - BA students do their first placement in a community organisation, not a school – see wider world.
 - Interested in developing prison education, links with Polmont.
 - Iain Rivers is chairing new working group on recording of bullying.
 - Lots of research output on equity and inclusion.
 - They ask students to direct content for final few lectures, asking, 'what haven't you covered that you'd like to?'
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