

Aisha Thomas: Representation Matters <https://www.repmatters.co.uk/> [aisha@repmatters.co.uk](mailto:aisha@repmatters.co.uk)

Dr Karan Vickers-Hulse: UWE (University of the West of England) Bristol, Coldharbour Lane, Bristol  
BS16 1QY [karan.vickers-hulse@uwe.ac.uk](mailto:karan.vickers-hulse@uwe.ac.uk)

Karen Williams: UWE Bristol, Coldharbour Lane, Bristol BS16 1QY [karen8.williams@uwe.ac.uk](mailto:karen8.williams@uwe.ac.uk)

## **Title**

Designing an undergraduate teacher training module that views inclusive practice as a situated endeavour and focuses on intersectional factors and identities.

## **Keywords**

Inclusion, representation, challenge, diversity, collaboration, ambitious

## **Abstract:**

In this paper, we outline how we reviewed and evaluated the content of an undergraduate module on a teacher training degree and demonstrate how critical evaluation of practice informed new understanding, strategies and approaches in teacher education and development. The national and local context for this change is significant. Alongside the responsibilities under the Equality Act (2010) the political impartiality act in schools document (2022) forbids the promotion of partisan political views but fails to recognise the nuances when discussing sensitive issues. When this work took place, the city of Bristol, in which the university is situated, was in crisis; it was a time of social and political change in Bristol that drew global attention. This paper will highlight the complexities of supporting and equipping trainee teachers to train and work in a city where Colston's statue was toppled; the aftermath of Kill the Bill riots and the rise in hate crimes towards the LGBTQ+ community in the city.

**Title**

Designing an undergraduate teacher training module that views inclusive practice as a situated endeavour and focuses on intersectional factors and identities.

**Introduction:**

This paper describes the process and development of changing and restructuring the design and content of a module on a teacher education programme at a provider in the Southwest of England. The module had been a core part of the undergraduate programme for several years and the intended focus was on developing trainees as inclusive practitioners. Although well evaluated by students, the programme team and external examiner feedback suggested that the module did not go far enough in terms of preparing trainees to be teachers in a range of contexts who would be able to support, develop and nurture children from all backgrounds. This article outlines the processes and changes that internal and external colleagues worked on to create a module that would meet the needs of, not only its trainees, but the pupils, schools, and communities they would go on to serve.

Education is grounded in practice but has a real impact on people's lives (Sriprakash et al, 2022) and therefore, deserves prolonged attention and focus. This was a leading factor in our drive for change when considering the content and subsequent impact of the module design and changes: the power and importance of good teachers is significant and representation matters.

**Terminology**

We acknowledge that language and terms used to describe people from minoritised groups remain contentious. We use the terms Black, Brown, Asian, White when discussing racial identity but also use the term minoritised groups where views and experiences are generic or commonly shared by those who do not identify themselves as white, cis-gendered, or heterosexual.

**National context:**

Current teacher recruitment drives are attracting white, young females to the profession, and despite awareness of this fact being well documented for several years, the trend does not seem to be changing quickly. Sleeter (2008) and Ladson-Billing (1998) suggest that an unintended consequence of this trend is that whiteness is reproduced for Black and Asian children in our classrooms. Whilst there is a critical need to recruit and retain more diverse trainees, the profession does not have time to wait for the recruitment to 'catch up' – there are children in our classrooms now who feel minoritised, excluded, and unrepresented. Therefore, time needs to be invested in training the trainee teachers we *do* have to be culturally responsive and aware to ensure that all children in their class feel valued and appreciated (Emdin, 2016; Ladson-Billings, 2000). Over 15 years ago, a study by Milner (2006) stated that there was a need to dramatically change the way we train teachers, to stop the impact on expectations and outcomes for children from Black communities. More recently, Gay (2018) called on all educators to act without hesitation and with deliberate speed to revise the entire system so that it reflects and responds to the ethnic and cultural diversity in schools. Data from 2020 is disappointing with the Institute of Education (IOE) report (Joseph-Salisbury, 2020) demonstrating how racial inequality continues to be a problem for teachers in England. Despite a slight increase over the last decade, and the ongoing policy commitment to diversification of the teaching workforce (DfE (Department of Education), 2018b), a gap persists between the proportion of students and teachers from racially minoritised groups in England. As a result, minority ethnic pupils do not see themselves represented in their teachers, and all pupils miss the diversity of experiences and understanding, and potentially socially just and race-conscious teaching (Joseph-Salisbury, 2020). Some pupils may never be taught by a teacher from the same ethnic group. Efforts to recruit new teachers from diverse groups are important but these alone will not solve shortages. Thomas (2022) cites that White people of all backgrounds accounted for 91.9% of classroom teachers in 2001, so if a trainee is from a Black, brown, or racially minoritised background, it is likely that they will not have seen themselves represented in their own classrooms. Racially minoritised teachers are not the only underrepresented group in the teaching profession. The Office for National Statistics (2021) stated that 2.7% of the

population aged 16 and over identified as either lesbian, gay or bisexual however, the exposure through role models and curriculum content for trainees who identify as LGBTQ+ is likely to have been limited. In 2017, the Stonewall Report stated that more than 40% of LGBTQ+ pupils were never taught about LGBTQ+ issues during their time in school, and 77% never learnt about gender identity (Bradlow et al., 2017). This is the backdrop on which we train our teachers: in our institution, most applicants come from the Southwest and less than 5% of trainees on the programme are racialised as Black or brown.

### **Local context:**

At our institution, there was a distinct lack of diversity on the teacher training programme with regards to gender identity, race and sexuality which was in direct contrast to the data for the local area in which we are preparing students to teach. Our local city of Bristol is a city of distinct diversity demographics. The BBC Inside Out West investigation (BBC, 2018) found that there were 26 Black teachers out of more than 1300 teachers, which equated to just 1.9% of teachers employed in the city at the time of filming. This damning revelation followed the 2017 Runnymede Trust Report 'Bristol: a city divided.' This report highlighted that "Bristol is ranked 159th for educational inequality out of 348 districts in England and Wales" (Runnymede, 2017 p2). This report also noted wider gaps in educational outcomes and employment opportunities for pupils from diverse communities in Bristol. Teachers and trainees, who feel under-represented within their professional lives, can question their sense of belonging within the community. In turn, this can lead to mental health issues resulting in a lack of retention, where good teachers from diverse backgrounds leave the profession due to a lack of support and feeling valued (DfE, 2018). Representation is important, not only in society, but in our classrooms. Children are more likely to feel they belong if they have access to role models and Thomas (2022) believes the experiences of Black, Asian and minoritised children would improve and potential achievements would increase if they had a teacher who looked like them or identified in the same way that they did. There are clear benefits for children from Black, Asian and minoritised communities but

there are also benefits for White children as it supports the view that a society is global rather than Eurocentric. Eddo-Lodge (2018) discusses how power structures impact on members of society who are Black or deemed to be 'different' through implicit and structural biases. As a trainee teacher from a minoritised group, this is significant as they feel the need to comply with the structural expectations of the course, to 'pass' however, these may conflict with their own values. Understanding their positionality and encouraging trainees to develop their core beliefs, question and challenge was our starting point with the eventual aim being for all trainees to feel a sense of belonging within the community of teaching; be able to develop safe and inclusive learning communities for their pupils and most importantly be champions of change and development within the school communities.

Advocates of multicultural education (Banks and Banks, 2001; Sleeter, 2008) and critically responsive pedagogy (Gay, 2018; Hammond 2014) argue that children deserve a curriculum that validates their cultures in the classroom. Curriculum is significant in enacting change that has lasting impact and in our local context, there has been significant work with the implementation of the One Bristol Curriculum, which is a collection of teaching content that is representative of the Bristol community and its history (One Bristol Curriculum, 2021). However, researchers such as Irby (2020) and Tatum (2006) explain that simply changing a curriculum is not enough, you also need to devise pedagogical approaches that are inclusive and implement culturally responsive pedagogies into any curriculum changes; this can be a major hurdle as it involves dismantling systems, processes and pedagogies that trainee teachers have been subliminally embedding throughout their own schooling in the UK (United Kingdom), regardless of their race, culture or identity (Amos, 2010). Redesigning a module was an exciting prospect, and we recognised the hurdles we would face but also how important this work would be. Harushimana (2022) makes a powerful statement in her work that educational change can save lives as it will impact on the outcomes, prospects, and life chances of individuals.

### **Module design:**

Undertaking module leadership ordinarily would not feel a daunting task, however given the contextual and transformative nature of this module the prospect came with an enormous sense of responsibility. Before planning the thematic approach that embodied the curriculum map of the module there was an instinctive realisation from the module leader that personal lived experiences centre on classroom practice with diversification being of limited exposure. The module leader identified as cis-gendered, white and had not been exposed to triggering situations either as a child or a young person or indeed as the teacher in a school environment; this meant that exploring and reflecting on their own value position was fundamental. This perspective enabled the opportunity to be open and reflexive in their own mind-set when approaching the design and delivery of the module. However, awareness of a value position and being open to changing or shifting this value position are two different things. McLaughlin (1991 cited in Ball, 1997) discusses two types of change in the field of education:

- Colonisation change: fundamental core values are changed; practitioners have absolutely bought in to the messages, have embedded them and changed their practice.
- Reorientation change: terminology is changed but values remain; practitioners may be going through the motions, performing expected tasks and behaviours but their ideology of education and their belief system is static.

We wanted to ensure that this module had a lasting impact on the trainees and allow them to feel safe enough to reflect on and question their core values: What are they? Where have they come from? Helsby (1995) believes that teachers are judged not only on what they do but on who they are; a judgement is made about a teacher's values and beliefs as well as their skills, attitudes, and knowledge (Wilkins, 2011) illustrating the significance of values and value position. Alongside this as a starting point we also considered external examiner feedback, which indicated that the module content in lectures and seminars felt disjointed and students seemed unable to make clear connections due to the standalone nature of the module design. This observation led to the creation of the thematic

approach. Initially a systematic method was used where we established which key components should be included from the previous module run, followed by a consideration of what was important in the local context of schools as well as in the wider field of inclusion in schools. We then implemented informed practice from research and developed three themes that would be the catalyst of the curriculum mapping for the module:

- Adaptive Teaching
- Neurodiversity
- Representation

Identification of themes and content was developed in collaboration with an external partner, Aisha Thomas, founder of Representation Matters, who holds substantive knowledge in the field of inclusive practice and representation. The design approach migrated to determining the connections that the multifaceted aspects of inclusion and inclusive practice have with one another. We recognised that, due to the complexity of inclusion, these connections have a profound impact on the way in which we teach and on how people learn (Hodkinson 2019). A fundamental change was to ensure there was a level of expertise from those working in the field of education, who work within the City of Bristol, and whose practice is enriched with local contextual knowledge and key strategies to support diverse learners in the classroom. Therefore, imperative to the delivery was the introduction of guest speakers to deliver on the range of topics that cascade from the umbrella term of inclusive practice and crucially to centre delivery on the application to the Primary classroom.

The challenge of filtering and sieving information and topics that would be included in the module content was uncomfortable and it was the module leader who discovered that sitting with discomfort was an inevitable process during the delivery of these changes. Authors such as Harrison (2022) discuss the notion of “sitting with discomfort” particularly when opening dialogue regarding lived experiences of the trauma of racism and homophobia/transphobia. Harrison describes the notion of acknowledging what it is that is uncomfortable and then thinking about a series of questions, “Who is

sitting with this discomfort? Who needs to take responsibility for this discomfort? Who must live with that discomfort and what is the impact? Who must act? How might the challenges be formulated?” (Harrison 2022, p.181). Harrison’s reflective piece focuses on discussions around healing from discriminatory experiences and the residual trauma that leaves people with, and this issue of discomfort allowing a place for reflection and moving forwards, whether you have experienced discrimination or not. We recognised that ‘uncomfortableness’ would need to be a feature of this module and recognised that we would need to support students to navigate their way through this for change and true purposeful reflection to occur. As mentioned in the introduction, there is a lack of representation in the teacher workforce and our teacher training programmes reflected the poor statistics with regards to diversity. Eddo-Lodge (2018) states that Black people face disadvantage at every stage of their lives and states that Black students are less likely to be recruited into a Russell Group university than their white peers. Despite not being a Russell Group institution, the statistics for recruitment to teacher training from applicants who are racialised as Black or Asian at our institution was less than 5% - we had to sit with that discomfort and acknowledge the facts. The aim was to do something concrete to ensure that the trainees we did have on the programme who were racialised as Black and Asian would feel a sense of belonging, safety, and support and that all trainees who left our programme left as inclusive practitioners with a passion for inspiring the next generation of learners (and hopefully teachers). As a white teacher, the module leader's positionality was key, as was the acknowledgement that a lack of lived experience created some challenges and some inauthenticity when teaching discriminatory ideologies. Although adaptive teaching was a theme and there was a feeling of comfort from prior experiences, there was additionally the process of the module leader decanting themselves and repositioning as a learner, particularly in the areas of neurodiversity and representation. The product was having to sit with the discomfort that the view of education and learning may be vastly different to other peoples,’ and this required a shared approach to the design of this module, drawing in expertise from external and internal colleagues.



Introducing the module to the students and relaying the notion that themes within the content delivery were nuanced, and that some schools may not have begun to discuss and grapple with these sensitive topics, felt an important first step. The aim was to encourage a platform for critical yet safe discussions and allow trainees to begin to understand that sometimes we did need to sit with our discomfort and work through it to develop and grow as inclusive practitioners. Davies (2017) supports this notion and states that controversial and sensitive issues can be engaging for students and enhance their intellectual development, as they become more willing to face the challenges of acquiring and applying knowledge. However, a challenging aspect for delivery was the necessity to offer significant trigger warnings and the support that could be offered from the University surrounding this more sensitive content. Trainees were not familiar with this type of open and powerful discussions, and we needed to make sure all of them felt safe. We gave students time to reflect first on their understanding of self: their core beliefs and values and how they impact their relationship with perceived diversity and inclusion.

This was done by using the following strategies that are supported by Alrubail (2015), the PSHE Association (2019) and Hall (2019);

- Added trigger warnings in the build-up to lectures and before they began.
- Highlighted the support mechanisms available at the University via online platforms and on campus.
- Provided seminars to elicit a safe space for discussion with peers and tutors becoming the facilitators that listen and set ground rules.
- Students may make their own decision in relation to remaining in a session or to opt out of attendance.

The utilisation of these strategies was not without issues, the trigger warnings caused some contention as debate arose about the timing of when they were provided, how long in advance this was, in what format and which topic areas required a warning. The term itself can be seen as

contentious and Hall (2019) suggests that initiating such warnings makes topics appear far more sensitive or controversial than is necessary. "It could be argued that in perhaps mistakenly anticipating controversy we inadvertently make something controversial" (Hall 2019, p.258) and both Stringer (2016) and Hall (2019) suggest that instead of trigger warnings, "content forecasting" or "content alerts" as posed by Sensitive Content Guidelines at other Higher Education providers (Loughborough University 2019) would be a more beneficial strategy. This does not eradicate the question as to which topics or areas require such a disclaimer or when they are given. In fact, introducing trigger warnings caused further ramifications for another strategy that allowed students to not attend, or leave should they feel uncomfortable. Stringer (2016) stresses that the warnings should not be there to permit students to edit out material that is challenging, confronting, upsetting, or uncomfortable but should serve as to allow for a certain amount of preparation, mentally and emotionally for students. Spencer and Kulbaga (2018, p.116) disagree and believe "offering students either of these statements, the content preview or the trigger warning, recognizes students as active agents involved in their education...trigger warnings invite students to engage authentically in ways that respect their intellectual, emotional, and bodily dignity and autonomy". However, there is some debate over the place of such warnings in Higher Education (Wyatt 2016; George and Hovey 2020) and instead of transparency of course content they are there as a means for freedom of speech or alternatively for political correctness. Whilst Hall (2019, p.259) also recognises this debate and agrees with Spencer and Kulbaga (2018), "duty of care, particularly regarding students' psychological and emotional safety outweighs any (non)participation implications since disclaimers allow students to be more fully engaged in their own learning". We need to be clear as to who the trigger warning is for. When the historically oppressed and oppressors are in the same space, navigating spaces where new generations are reflecting on the experiences of their ancestors, can cause all sorts of emotional activation. The team continue to navigate the inclusion of trigger warnings in the module and a factor for the team to then consider for the future, because of these discussions and both tutor and peer evaluation, is whether there are implications that arose from non-participation in relation to

successfully being able to complete module assessments, but additional consequences that relate to the students on this course being prepared to teach in a primary school in the future. It could pose questions surrounding the “opt-out” notion and whether it removes their readiness to teach and their awareness of sensitive or controversial issues/ topics or situations that may arise in their future employment and indeed their duty of care.

### **Module Delivery:**

Having sensed the need to ensure that trainee teachers were fully aware of the nature of the module content, how it would be delivered and the types of topics that were going to be covered, it was important to address this in the most positive and transparent way as possible, whilst being mindful of the potentially sensitivity considerations. To do this, the decision was made to provide the overview of the module followed by the integration of identifying the importance of becoming a more inclusive practitioner, through the delivery of the notion of the “triple consciousness” (Thomas 2022, p.3), which involves looking at yourself through various lenses and identifying that there are three key aspects to us which connect to each other, and influence our inclusive practice, these include:

- “the person you are at home.
- the person you are at work.
- the person you are expected to be in education.”

(Thomas 2022, p.3)

The overarching concept was to ensure that this module, as suggested by Thomas (2022), should prepare trainees for what they may experience during their teacher training years, in the hope that the skills and tools that they gain will support them as they continue with their career.

Part of ensuring that this module was designed with this “preparedness” in mind was to consider the teaching team attached to the module, including the level of engagement from expert guest speakers in the field of inclusion, expert colleagues, and a tutor team that could then support the ongoing

discussions about all the topics that were integrated into the three themes of, adaptive teaching, neurodiversity, and representation within the module. After evaluating the module, one of the key considerations was whether different groups of trainee teachers gained a different approach, or a different experience dependent upon the tutor they received. For example, although higher education offers a platform for healthy debate, unbiased opinions and eliciting the notion of viewing educational aspects through a variety of lenses, this may not always be the case. Lecturers have their own set of values and beliefs, and should a member of the teaching team have a particularly strong view or opinion on a topic, this could result in students having an experience that left them feeling uncomfortable with the content, or unable to voice their own beliefs. The feedback from students initially suggested a feeling of unease when discussing and wrestling with more nuanced topics and that it was not only “triggering” for some but that they felt unable to ask questions or provide opinions for fear of offending others or showing a weakness in their level of understanding of current terminology or what is deemed as “acceptable” to voice. This is known territory in Higher Education and is not exclusive to education trainee teachers. Jussim (2018, p.1) discussed his students’ willingness to speak in Political Science sessions and stated that “students wanted to talk but were afraid of letting themselves think out loud about a position that might land them in trouble through social sanctions and accusations that they are racists, fascists, bigots, or sexists”. This can be a challenge for trainee teachers on practice where experienced teachers state that some topics are too controversial and therefore trainees are unable to teach them (Horton 2012), which adds to the willingness for trainee teachers to want to engage, discuss or even deliver in practice, topics that are seen as controversial or sensitive.

What became apparent as the module progressed was that the more exposure students had to ‘sensitive’ topics, or opportunities to discuss them, the broader their mindset and the more confident they became with conversing and sharing their perspectives. Part of this shift could come from the familiarity with peers and with their tutor over time. Tutors reflected on the level of engagement with in-class discussions and the concept of the creation of a “safe space” in which to appropriately discuss

or divulge personal views (Alrubail 2015; Cebula et. al. 2022). The hope is that this may emulate into the trainee teachers' own classrooms where they learn how to have difficult conversations with children, or need to address a sensitive or controversial topic that has come up from a child in their class (NSPCC 2022; PSHE Association 2022).

By the end of the module, trainee teachers expressed they felt more confident addressing potentially controversial issues and noticed key strategies they had learnt such as ensuring they speak to the victim of any in-class discrimination. They recognised that the victim should be at the centre, and centring their needs should come before punishing the other party or parties and shutting the situation down (Thomas 2022). Through assessed presentations for the module, students also expressed that they had been 'taken on a journey' and realised that there were many aspects to inclusive teaching and learning that they had not fully considered or explored such as intersectionality, and strategies for supporting neurodiverse young people. Additionally, students spoke about the need to adopt an arsenal of strategies to have a toolkit for adaptive teaching that would give them the confidence to support the children in their classes. They also recognised that they would need to seek further support from expert colleagues in their schools, be that in placement as part of their training year or once they embark in the early stages of their teaching career.

### **Recommendations for practice:**

Toliver and Hadley (2021) conducted a study where they worked with a cohort of pre-service teachers in United States on developing their anti-racist practice and reported results that indicate the complexity of this work. They state one instance where a pre-service teacher noted that most of her students were white (but not all) and did not recognise the need to reflect on her pedagogical planning in this instance. Toliver and Hadley's (2021) work identified a commonality in their participants' approach that positioned anti-racist pedagogy as something that could be checked off a lesson plan rather than being embedded within their everyday practice. Teacher training programmes need to

ensure that pedagogy, practice, and content reflects a culturally relevant approach to teaching thus ensuring that all the children they go on to teach feel valued, included and seen. Tokenistic practices and a tick list approach is not sufficient to ensure that classrooms are inclusive. Thoughtful and appropriate signposting is significant, not only in developing knowledge and empathy but in developing self-reflection and dismantling damaging core beliefs. By directing trainees to articles on culturally relevant pedagogy, culturally responsive pedagogy, and culturally sustaining pedagogy we allow trainees to decentre conversations from whiteness, cis-gender and ableist perspectives – those are the building blocks on which we can reimagine teaching and teacher training. However, a word of caution is needed here as despite all of the above, there is still the risk that a trainee can see themselves as the ‘saviour’ or the ‘light’ in a child’s life, which whilst this may sound like a worthwhile aim, it positions children as needing that light from somewhere else, rather than being guided to find their own light and power from inside themselves, from their communities or from their history and culture. As Matias (2016) states, the aim of a teacher is not to reaffirm their own position as a ‘good person’ but to equip their pupils with the confidence, skills, and guidance to achieve their goals/potential.

To summarise, we have recognised that the journey to supporting trainees to become inclusive practitioners is not going to be solved by adapting one module during their training. However, there are some guiding principles that could be adopted by teacher training providers to ensure that whilst there is still a gap in diversity and representation in the teacher workforce, those teachers' children do see in their classrooms are open and reflexive in their pedagogies and approaches:

- ongoing open and genuine conversations about discriminatory ideologies and understanding of the impact of discrimination and micro-aggressions
- university programmes to commit to the decolonisation agenda, keep working to increase diversity on their programmes and ensure placement providers engage in discussions/training
- actively promote awareness, critical self-reflection and the triple consciousness

- appreciate that discrimination continues to exist, is perpetuated by resistance to changing the norms that are oppressive, and that therefore disparities are not to be accepted as normal
- if you do not have expertise or diversity on your teams then work with external colleagues to ensure authentic voices are heard and amplified
- understand that feeling uncomfortable is the norm and encourage students and staff to embrace sitting with discomfort as this allows reflection.

### **Conclusion:**

Through reviewing and adapting a module on an undergraduate teacher education programme, we aimed to address some of the wider aspects of developing inclusive teachers who will go on to nurture and support all children in their classrooms and create safe spaces. Creating inclusive educational environments is vital for fostering equity and promoting the holistic development of all pupils. In England, there is a need to review and reform teacher education to ensure that we are not only meeting the demands imposed by the DfE but that we develop teachers who will be well equipped to address the unique needs of students from minoritised groups. Reviewing module content is an excellent starting point however, we also need to ensure that teacher education programmes cultivate an inclusive environment that celebrates diversity, respects differences, and empowers those from minoritised backgrounds.

### **Cultural Competence:**

To promote inclusivity, teacher education programmes should prioritise the development of cultural competence among trainees. Reviewing module content to enable trainee teachers to understand and appreciate diverse backgrounds, experiences, and perspectives is key. Incorporating aspects such as multicultural education, anti-racism, and social justice into module content will equip trainee teachers with the knowledge and skills to create inclusive classrooms (Nieto, 2015). Additionally, embedding opportunities for immersive experiences and interaction with diverse communities can

help trainees from mono-cultural backgrounds to better understand the realities faced by students from minoritised groups (Banks, 2018).

### Implicit Bias

Teacher education should also address implicit biases that may affect trainees' perceptions and interactions with pupils from minoritised groups. Module content should raise awareness of implicit biases and equip trainees with strategies to mitigate their impact on instructional practices and classroom dynamics (Ladson-Billings, 2019). Incorporating open discussions and safe spaces can minimise the negative effects of biases on student achievement and self-esteem (Cohen et al., 2019).

### Culturally Responsive Pedagogy:

Culturally Responsive Pedagogy (CRP) should be central to teacher education. CRP emphasises tailoring strategies to the cultural and linguistic backgrounds of students, thereby facilitating meaningful learning experiences (Gay, 2018). In our module we aimed to provide training on CRP principles, including strategies for integrating culturally relevant materials, fostering positive identity development, and engaging families and communities in the educational process (Villegas & Lucas, 2013).

### Collaborative Partnerships:

Building collaborative partnerships between teacher education institutions, schools and expert colleagues from the local communities is essential. These partnerships facilitate the exchange of knowledge, expertise, and resources, enabling educators to learn from each other's experiences and develop effective inclusive practices (Zeichner & Hoefft, 2016). This collaborative approach promotes culturally responsive teaching, community engagement, and collective ownership of inclusive education.

### Inclusive Leadership:



Teacher education must also prepare future leaders who can promote and sustain inclusive environments. Developing leadership skills that prioritize diversity, equity, and inclusion can help create a system-wide impact (Hess, 2019). Education leaders need to model inclusive practices, advocate for equitable policies, and empower teachers to implement inclusive strategies effectively (Sleeter, 2019).

Transforming teacher education in England is crucial to ensure a more inclusive environment for students from minoritised groups. Changing module content on one module was a way to start this process however, the challenge now is to embed the aspects mentioned above in all areas of the programme to lay the foundation for equitable and empowering educational experiences for all trainee teachers, the pupils they go on to teach and the school leaders they will become. Implementing these changes will require a collective effort from policymakers, teacher education institutions, and the wider educational community to create a future where every learner, regardless of their background, has access to an inclusive and quality education.

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