Reviewing course design to support pre-service teachers' learning around inclusivity and intersectionality

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Karen Williams, Karan Vickers-Hulse and Aisha Thomas*
UWE Bristol,*Representation Matters

Abstract
In this paper, we discuss the process of reviewing and evaluating course design on an initial teacher education programme in a higher education institution in England. We demonstrate how critical evaluation of practice informed new understanding, strategies and approaches in teacher education and development. In England, policy 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 the city that drew global attention. It is recognised that there are considerable variations globally in approaches to preparing pre-service teachers to be inclusive practitioners. This paper aims to highlight the complexities of supporting and equipping pre-service teachers to become inclusive practitioners in challenging and shifting global contexts.

Keywords
Inclusion; representation; challenge; diversity; collaboration; ambitious.

Introduction

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 paper describes the process and development of changing and restructuring the design and content of one course on an initial teacher education programme in England. The course being reviewed had been a core part of the programme for several years and the intended focus had always been on developing pre-service teachers as inclusive practitioners. Although well evaluated by students, the programme team and external examiner feedback suggested that the course did not go far enough to prepare pre-service teachers to teach in a range of contexts and be ready to support, develop and nurture children from all backgrounds. This paper will be relevant to teacher educators who aim to create and/or develop a course that meets the needs of its pre-service teachers, as well as the children, schools, and communities they go on to serve. The power and importance of good teachers in creating inclusive classrooms 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' and 'White' when discussing racial identity. We 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. When referring to the young people registered on our course, we use the term 'pre-service teacher' when discussing practice-based elements, and 'student' when discussing academic elements.

Key Concepts: What is the purpose of teacher education?

In England, there is a need to review and reform teacher education to ensure that teacher education courses cultivate an inclusive environment that celebrates diversity, respects differences, and empowers those from minoritised backgrounds. Incorporating aspects such as multicultural education, anti-racism, and social justice into course content can equip pre-service teachers with the knowledge and skills to create inclusive classrooms (Nieto, 2015). Teacher education also needs to

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ensure that it addresses implicit biases that may affect pre-service teachers' perceptions and interactions with pupils from minoritised groups. Ladson-Billings (2019) believes that course content should provide opportunities to raise awareness of implicit biases and equip pre-service teachers with strategies to mitigate their impact on instructional practices and classroom dynamics; it should also incorporate open discussions to minimise the negative effects of biases (Cohen et al., 2019). Gay (2018) discussed the notion of Culturally Responsive Pedagogy (CRP) being central to teacher education as it facilitates meaningful learning experiences. This can include integrating culturally relevant materials, fostering positive identity development, and building collaborative partnerships between teacher education institutions, schools, and expert colleagues from the local communities. Teacher education must also prepare future leaders who can promote and sustain inclusive environments. Developing leadership skills that prioritise diversity, equity, and inclusion can help create a lasting impact (Hess, 2019) and empower teachers to implement inclusive strategies effectively (Sleeter, 2019).

Key Concepts and Context: Diversity in the teacher workforce.

In England, current teacher recruitment drives attract 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 Brown children in our classrooms. Whilst there is a critical need to recruit and retain more diverse teachers, 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 supporting the pre-service 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, 2018b), a gap persists between the proportion of students and teachers from racially minoritised groups in England. As a result, young people from racially minoritised groups do not see themselves represented in their teachers, and all children miss out on the diversity of experiences and understanding, and potentially socially just and race-conscious teaching (Joseph-Salisbury, 2020). Some children may never be taught by a teacher from the same ethnic group as them. Efforts to recruit new teachers from racially 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 pre-service teacher is from a Black, Brown, or racially minoritised background, it is likely that they will not have seen themselves represented in their own classrooms. Unfortunately, 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 students who identify as LGBTQ+ is likely to have been limited. In 2017, the Stonewall Report stated that more than 40% of young people who identify as LGBTQ+ 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 the authors' institution, most applicants to teacher education courses come from the South West of England and fewer than 5% of registered students are racialised as Black or Brown.

Key Concepts and Context: Feeling Valued

When this data was collected there was a lack of diversity on the teacher education programme at our own institution 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, pp.2). This report also noted wider gaps in educational outcomes and employment opportunities for children from diverse communities in Bristol. In this context, in-service and pre-service teachers, 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 children from minoritised groups 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, Brown 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 deemed to be 'different' through implicit and structural biases. For a pre-service teacher from a minoritised group, this power structure is significant; they may 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 students to develop their core beliefs, question and challenge was our starting point. The eventual aim being for all students to feel a sense of belonging within the community of teaching, to be able to develop safe and inclusive learning communities for the children and young people they teach and, most importantly, be champions of change and development within the school communities.

Key Concepts and Context: Curriculum and Pedagogy

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 pre-service teachers have been subliminally embedding throughout their own schooling in the UK (United Kingdom), regardless of their race, culture, or identity (Amos, 2010). Harushimana (2022) makes a powerful statement in her work and states that educational change can save lives as it will impact on the outcomes, prospects, and live chances of individuals. Redesigning a course was an exciting prospect, we recognised the hurdles we would face but also how important this work would be.

This first section has provided some contextual background and an overview of the key concepts. The next section focuses on four main design elements. We hope that teacher educators will find these elements helpful by providing tools and aspects to consider that can be adapted to fit their own unique and different contexts.

Building on and learning from inter-related content themes

Undertaking course leadership ordinarily would not feel a daunting task, however given the contextual and transformative nature of this course the prospect came with an enormous sense of responsibility. Before planning the thematic approach that embodied the curriculum map of the course there was an instinctive realisation from the course leader that *personal* lived experiences centre on classroom practice with diversification being of limited exposure. The course leader identified as cis-gendered and 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 course. However, awareness of a value position and being open to changing or shifting this value position are two different things. McLaughin (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 course had a lasting impact on the students and allow them to feel safe enough to reflect on and question their core values: What are their values? 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 illustrating the significance of values and value position (Wilkins, 2011). Alongside this as a starting point, we also considered external examiner feedback, which indicated that the course content in lectures and seminars felt disjointed and students seemed unable to make clear connections due to the standalone nature of the course design. Although, aspects such as inclusivity, social identities and students' own related responsibilities as teachers were included in the previous iteration of the course, we acknowledged that the structure did not allow the content to have an impact on the motivation of the students and help them to see the relevance and importance of these aspects. 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 course 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 society. We then implemented informed practice from research and developed three themes that would be the catalyst of the curriculum mapping for the course:

- 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.

Planning for and Handling Discomfort

The challenge of filtering and sieving information and topics that would be included in the course content was uncomfortable and it was the course leader who discovered that sitting with discomfort was an inevitable process during the delivery of these changes. Authors such as Harrison (2022, pp.181) discuss the notion of 'sitting with discomfort' particularly when opening dialogue regarding lived experiences of the trauma of racism and homophobia/transphobia. Harrison (2022) 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, pp.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 course and 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 education 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 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 initial teacher education (ITE) courses from applicants who are racialised as Black or Brown 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 students we did have on the programme who were racialised as Black and Brown would feel a sense of belonging, safety, and support and that all students 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 course 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 course 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 one view of education and learning may be vastly different to other peoples. This required a shared approach to the design of this course, drawing in expertise from external and internal colleagues.

Managing Triggers

Introducing the course to the students and relaying the notion that themes within the content delivery were nuanced, as well as acknowledging 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 students 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. Hall (2019) 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. Students were not familiar with this type of open and

powerful discussion, 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 could 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, pp.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, pp.116) disagree and believe that:

> offering students either of these statements, the content preview or the trigger warning, recognises 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.
>
> Spencer and Kulbaga (2018, p.116)

However, there is some debate over the place of such warnings in Higher Education (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, pp.259) also recognises this debate and agrees with Spencer and Kulbaga (2018), they state that a duty of care, particularly regarding students' psychological and emotional safety outweighs any (non)participation implications as disclaimers allow students to be more fully engaged in their own learning. We also recognised the need to be clear as to who the trigger warning is for, as 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 course and a factor the team need to consider for the future is the implications of non-participation in relation to successfully being able to complete course assessments. There may also be additional consequences of non-participation 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.

Highlighting Triple Consciousness

Having sensed the need to ensure that pre-service teachers were fully aware of the nature of the course content, how it would be delivered and the types of topics that were going to be covered, it was important to address this in a positive and transparent way, whilst being mindful of potential sensitivity considerations. To do this, the decision was made to provide the overview of the course followed by the integration of the importance of becoming an inclusive practitioner. This was done through the delivery of the notion of the "triple consciousness" (Thomas 2022, pp.3). Triple consciousness 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, pp.3).

The overarching concept was to ensure that this course, as suggested by Thomas (2022), should prepare pre-service teachers for what they may experience during their initial teacher education placements and early teaching careers, in the hope that the skills and tools that they gain will support them as they continue in the profession. Part of ensuring that this course was designed with this 'preparedness' in mind was to consider the teaching team attached to the course, including the level of engagement from expert guest speakers in the field of inclusion. Expert colleagues and lecturers that could then support the ongoing discussions about the topics that were integrated into the three themes of: adaptive teaching, neurodiversity, and representation within the course. After evaluating the course, one of the key considerations was whether different groups of pre-service teachers gained a different approach, or a different experience dependent upon the lecturer 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 leaves 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. 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 initial teacher education students. Jussim (2018, p.1) discussed his students' unwillingness 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.
>
> Jussim (2018, pp.1).

This can be a challenge for pre-service teachers on practice where experienced in-service teachers state that some topics are too controversial. Therefore, pre-service teachers are unable to teach them (Horton, 2012), which adds to the willingness for pre-service teachers to want to engage, discuss or even deliver in practice, topics that are seen as controversial or sensitive.

What became apparent as the course 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 lecturer over time. Lecturers 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 pre-service 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 course, students 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 course, 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 class. 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 initial teacher education or once they embark on the early stages of their teaching career.

Recommendations for Practice

In their study with pre-service teachers, Toliver and Hadley (2021) identified a commonality in 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 education programmes should ensure that pedagogy, practice, and content reflect a culturally relevant approach to teaching so that children 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 pre-service teachers to articles on culturally relevant pedagogy, culturally responsive pedagogy, and culturally sustaining pedagogy we allow them 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 the above, there is still the risk that a pre-service teacher can see themselves as the 'saviour' or the 'light' in a child's life. 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 the children and young people they teach with the confidence, skills, and guidance to achieve their goals/potential.

To summarise, we have recognised that the journey to supporting pre-service teachers to become inclusive practitioners will not be solved by adapting one course during their training. However, there are some guiding principles that could be adopted by teacher educators to ensure that, whilst there may still be a gap in diversity and representation in the teacher workforce, the teachers that children *do* see in their classrooms are open and reflexive in their pedagogies and approaches.

Guiding principles for teacher educators:

- ongoing open and genuine conversations about discriminatory ideologies and an understanding of the impact of discrimination and micro-aggressions.
- a commitment to increasing diversity on teacher training courses and ensure placement providers and partnerships engage in discussions/training.
- actively promote awareness, critical self-reflection, and the triple consciousness.
- appreciate that discrimination continues to exist, and that disparities should be challenged.
- if you do not have expertise or diversity on your teams then work with external colleagues to ensure authentic voices are heard and amplified.
- encourage students and staff to embrace sitting with discomfort as this allows reflection.

Conclusion

Transforming teacher education in England is crucial to ensure a more inclusive environment for students from minoritised groups. Through reviewing and adapting a course 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. We recognise the limitations of this development work as we only adapted one course within a three-year degree programme. The challenge now is to embed the aspects mentioned above in all areas of the programme. This will lay the foundation for equitable and empowering educational experiences for all pre-service teachers, the children, the young people 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.

Ethical Approval Statement:

This is a personal, reflective account using only authors' views as data however, institutional ethical processes were followed to mediate any ethical risks.

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