Dear

Freedom of Information Response (Our Ref: K/20/489)

Thank you for your Freedom of Information (FOI) request dated 24 November 2020, reference K/20/489. Please accept our sincere apologies for the delay in proving a response to your request.

Your request read:

“1. Does the PGCE include training on decolonising or diversifying the curriculum? (Please specify the terminology the course uses, e.g. a decolonising, diversifying, internationalising or making inclusive.)
   1.1 How does the subject specific teacher training – e.g. history, English, maths, geography, science, etc – address diversifying or decolonising the curriculum?
   1.2 In particular, in what ways does the subject specific training address how teachers can include the achievements and experiences black and minority ethnic people in the curriculum?
   1.3 Is training on decolonising or diversifying the curriculum an optional or mandatory part of the PGCE?

2. How does the PGCE equip trainee teachers to understand and address racism and anti-racism?
   2.1 In particular, how does the PGCE equip trainee teachers to address racism and anti-racism in the classroom?
   2.2 How does the PGCE assess trainee teachers' understanding of racism and anti-racism and how to address them in school?
   (N.B. You may find it helpful to read questions 3-3.7 when answering questions 2-2.2.)

3. Does the PGCE specifically include training on the following:
   3.1 Unconscious bias?
   3.2 Anti-racist pedagogy?
   3.3 Racial microaggressions?
   3.4 Critical race theory?
   3.5 Racial literacy? (Teaching children how to recognize, respond to and counter forms of everyday racism.)
   3.6 White privilege?
   3.7 Institutional racism?

4. If the PGCE covers any of the above issues (3.1-3.7), please state whether each topic is a mandatory or an optional part of the course.

5. Has the PGCE curriculum itself been decolonised or diversified?”
5.1 If so, when did this work begin and what does it entail?"

The University of Leeds holds some information relevant to your request. The University of Leeds PGCE is offered in partnership with Red Kite Teacher Training (a school-based ITE provider). The focus of the University based sessions (eight days in total) is on how research and theory can be used to support trainees’ classroom practice and understanding of educational issues. The University is not directly involved in delivering or managing the school-based element of the training or making the assessment for the award of QTS; this is Red Kite’s responsibility. Red Kite also provides centre-based training on the issues identified in your questions below. As such, the answers below only relate to a small part of the teacher training programme provided by the partnership.

1. Does the PGCE include training on decolonising or diversifying the curriculum? (Please specify the terminology the course uses, e.g. a decolonising, diversifying, internationalising or making inclusive.)

Yes. Terminology the course uses: inclusion, social justice, diversification,

1.1 How does the subject specific teacher training – e.g. history, English, maths, geography, science, etc – address diversifying or decolonising the curriculum?

We don’t do subject specific training with our Secondary trainees. Our Primary trainees receive training in English and mathematics. The focus here is on making the curriculum accessible to pupils from all backgrounds and ensuring that their cultural heritage is valued.

1.2 In particular, in what ways does the subject specific training address how teachers can include the achievements and experiences black and minority ethnic people in the curriculum?

In relation to Primary English and mathematics training is focussed on the need to engage with the backgrounds of pupils so that they can bring their experiences and culture into their lessons.

1.3 Is training on decolonising or diversifying the curriculum an optional or mandatory part of the PGCE?

Mandatory, there are no optional elements

2. How does the PGCE equip trainee teachers to understand and address racism and anti-racism?

Training addresses the Equality Act 2010. National and school progress and attainment data are examined to identify gaps between different groups. These are analysed in relation to research and theory, e.g., critical race theory, cultural capital, etc.
One assignment requires trainees to carry out a detailed case study into how a pupil’s background impacts on their learning in school.

1.2 In particular, how does the PGCE equip trainee teachers to address racism and anti-racism in the classroom?

Trainees are encouraged to share their classroom experiences and appreciate ways of managing racisms are discussed. However, this aspect is addressed more by our partner, Red Kite Teacher Training, as they focus on the classroom practice elements. Experienced teachers play a significant role in this training.

2.2 How does the PGCE assess trainee teachers’ understanding of racism and anti-racism and how to address them in school?

The University does not assess this aspect of trainees’ professional development and learning.

3. Does the PGCE specifically include training on the following:
   3.1 Unconscious bias?

   Yes

   3.2 Anti-racist pedagogy?

   Yes

   3.3 Racial microaggressions?

   Yes

   3.4 Critical race theory?

   Yes

   3.5 Racial literacy? (Teaching children how to recognize, respond to and counter forms of everyday racism.)

   Yes

   3.6 White privilege?

   Yes

   3.7 Institutional racism?

   Yes

4. If the PGCE covers any of the above issues (3.1-3.7), please state whether each topic is a mandatory or an optional part of the course.
Mandatory, there are no optional elements

5. Has the PGCE curriculum itself been decolonised or diversified?

The PGCE curriculum is designed to be fully inclusive.

5.1 If so, when did this work begin and what does it entail?

The PGCE programme was designed in conjunction with Red Kite Teacher Training in 2016-17. The design process ensured that the curriculum was inclusive and accessible to all trainees and that it addressed issues of inequality and injustice in the school system.

We hope this information is helpful. If you have any questions about this email, however, please do not hesitate to contact us on foi@leeds.ac.uk

If you are unhappy with the service you have received in relation to your request and wish to make a complaint or request a review of our decision, you can request an Internal Review. Requests for Internal Review should be made in writing using the following contact information:

Post: Mr D Wardle  
Deputy Secretary  
The University of Leeds  
Leeds  
LS2 9JT

Email: foi@leeds.ac.uk

Requests for Internal Review should be submitted within 40 working days of receiving the University’s response to your request. Further information about how the University manages Freedom of Information requests and about our complaints procedure is also available on our website (www.leeds.ac.uk).

If you are not content with the outcome of the internal review, you have the right to apply directly to the Information Commissioner for a decision. Generally, the ICO cannot make a decision unless you have exhausted the review/complaints procedure provided by the University. The Information Commissioner can be contacted at: Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

Kind regards

Chloe Wilkins  
Freedom of Information Officer

Secretariat  
University of Leeds