

Initial Teacher Education
Reflective - Responsive - Resilient

Equality and Diversity



2. Initial Teacher Education: Student teachers and Equalities

We focus on inclusive practices in the selection and recruitment of Student teachers and in the ongoing work and support we provide to Student teachers during their training programmes. EDI training is compulsory for all ITE tutors every two years; staff evaluate our practice each year to ensure we are operating within current guidelines.

We require a commitment from partnership schools to incorporate university policies on equal

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Modules consider all needs when preparing teaching sessions so that tutors are modelling inclusive pedagogies—for instance, using standard PowerPoint templates, use of ALT text, fonts, backgrounds/contrasts.

Pre-reading requirements for each course draw on a range of different formats and are accessible to student teachers.

School placements:

School placements should take into account the specific individual needs of student teachers so that schools provide the support necessary to enable student teachers to reach the professional standard of which they are capable. e.g.

- By supporting physical access.

- By raising racial and cultural awareness among Mentors.

- By supporting minority ethnic student teachers in areas which may prove difficult – e.g., cultural adjustments to managing classrooms, student-centered pedagogies, the principles of inclusion and adaptive teaching, language, and accent development, etc.

- By making appropriate adjustments where needed to enable student teachers

Initial Teacher Education Reflective - Responsive - Research-informed



[Disabled Students' Allowances \(DSAs\) in Higher Education \(2024\)](#)

[National Association of Schoolmasters and Union of Women Teachers 2024](#)

[National Education Union 2024](#)

[Ofsted](#)