

***Teacher-training
 for inclusive adult education:
 Pedagogical approaches at
 the University of Huddersfield***

Professor Kevin Orr

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- **We are a very diverse university.**
- **We are responding better to that diversity.**
- **Committed leadership is crucial.**
- **Having good data is crucial.**



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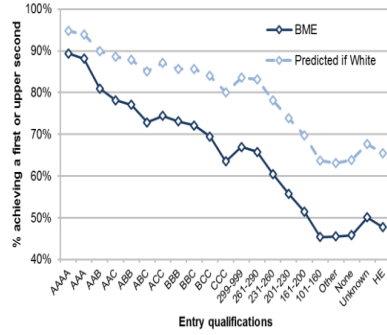
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Modelling Disability/Ethnicity (HEFCE 2015)

Figure 11: The difference between the actual and modelled results for 2013-14 disabled graduates



Figure 13: The difference between the actual and modelled results for 2013-14 BME graduates



Population: All graduates.

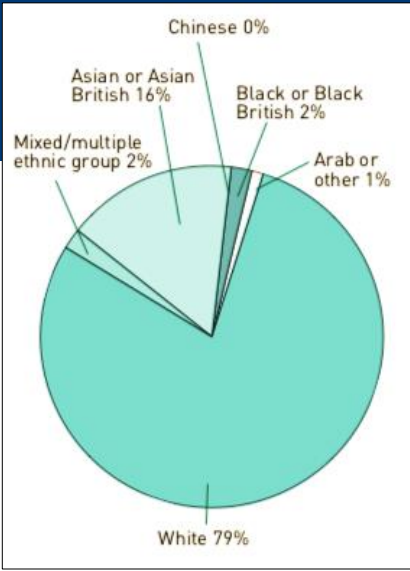
Source: HEFCE, 2015 Differences in degree outcomes: The effect of subject and student characteristics

Office for Students (2018) statistics

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	First or upper second class degree	Reference (white)	Observed difference	Unexplained difference
White	82.2%	82.2%	-	-
Black	60.4%	82.2%	-21.8pp	-17.3pp
Asian	71.7%	82.2%	-10.5pp	-9.5pp
Mixed	75.4%	82.2%	-6.8pp	-6.2pp

Ethnicity in Kirklees; 2001 Census



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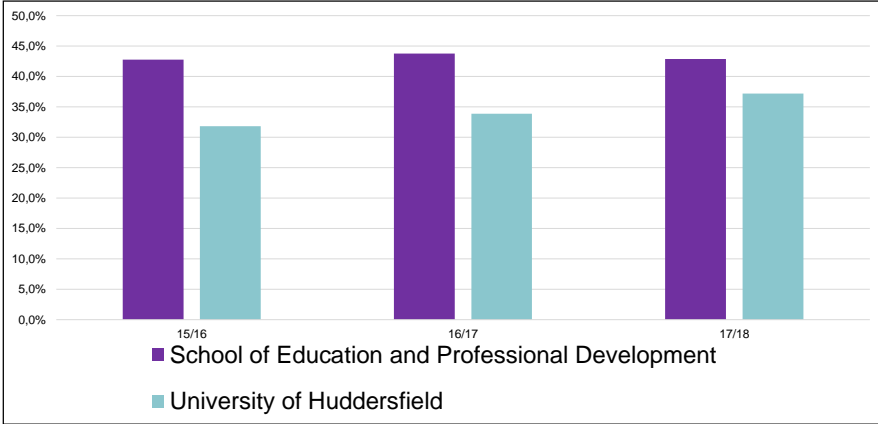
The School of Education and Professional Development

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Black and Minority Ethnic students (BAME) %

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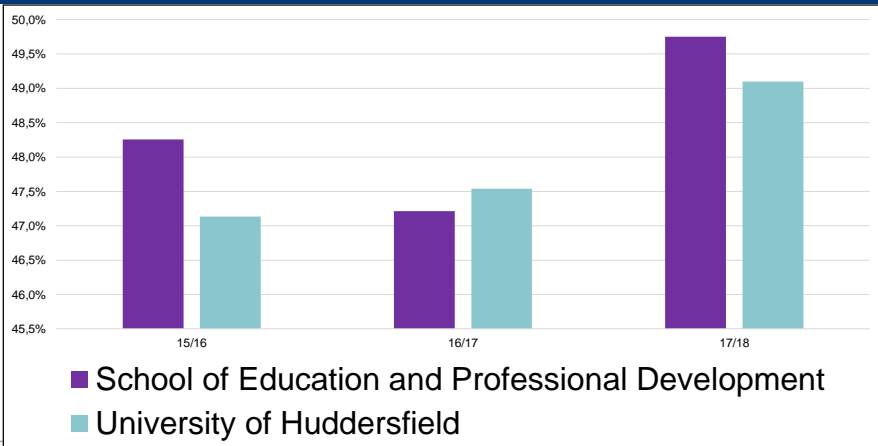


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Polar data (a broad proxy for deprivation) %

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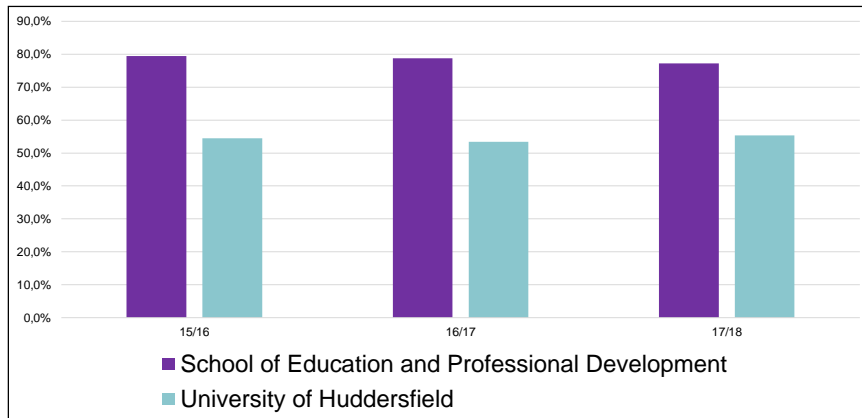


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Commuter students %

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An overview

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English society is very diverse and very unequal, but that diversity and inequality is unevenly distributed.

The Higher Education sector, which is highly differentiated, reflects that society.

Between 2010 and 2017 the numbers of mature students (part-time and full-time) have dropped by 60%.

Tutors can still make a difference for individuals.

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“Academic culture is not uniformly accessed or experienced. ..Students from ‘non-traditional’ backgrounds are disadvantaged by institutional cultures that place them as other...There is a need for initiatives to focus on ‘cultural’ aspects of the academy such as methods and styles of teaching and learning”

(Read et. al., 2003: 275)

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Inclusive provision

“Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all”

(Hocking, 2010: 1)

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Teacher education for the Further Education (FE) sector

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The FE sector's students are mainly aged 16-19, but it includes a large adult cohort.

The FE sector is mainly vocational, but it includes many academic courses, including degrees.

The great majority of teachers in FE train as mature students, after a career in their occupational area, and whilst working part-time.

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Research into BAME trainee teachers

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- Since most trainee teachers are employed, in effect colleges select our trainees
- There is no common BAME trainee experience, partly due to the complexity of the category.
- The experiences of trainees from similar ethnic backgrounds are shaped as much by gender, social class and other forms of difference as ethnicity.

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Research into BAME trainee teachers

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- Although participants' views were uneven, many British-born BAME trainees did state that their ethnic background had affected their career trajectory, sometimes both directly and indirectly.

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Research into BAME trainee teachers

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- There is some evidence that BAME trainees undertake a more limited range of teaching activities.
- There are patterns of subject specialism and previous vocational experience which are likely to limit BAME trainees' opportunities.
- The proportion of BAME trainees with good honours degrees is lower.

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So, what can we do to address these concerns?

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Teacher-training

New curriculum

Outreach activities

Mentoring

Understanding the experience of commuter students

Above all, an explicit commitment to diversity

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University-wide initiatives

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Students Union BAME ambassadors on every committee.

“How white is your curriculum?” Students Union campaign, including a review of all reading lists.

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University-wide initiatives

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Curriculum review based on Kingston University's Inclusive Curriculum Framework, which has shaped the new FE teacher-training course.

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Suggest as many starting points for diversification of your course as you can in the time allowed.	1. How can you make the course more accessible...	2. How can you enable students to see themselves reflected in the curriculum...	3. How can you equip students for a global and diverse environment...
A ...through the concept?			
B ...through the content?			
C ...through the delivery?			
D ...through assessment?			
E ...through feedback and feedforward?			
F ...through the review?			

Kingston University's Inclusive Curriculum Framework

Suggest as many starting points for diversification of your course as you can in the time allowed.	A. How can you make the course more accessible...	B. How can you enable students to see themselves reflected in the curriculum...	C. How can you equip students for a global and diverse environment...
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4 ...through assessment?			
5 ...through feedback and feedforward?			
6 ...through the review?			

University-wide initiatives

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Flying Start is a two-week intensive introduction to the university, tailored for every course, designed to quickly enculturate students and show how the university can operate for them.

Flying Start has also transformed how many of our tutors plan their whole curriculum.

The introduction of an engagement measure.

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School of Education initiatives

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Making better course level data available with achievement versus student level characteristics.

Asking course leaders to respond to those statistics.

Employing progress tutors.

All students can benefit from these initiatives.

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Conclusions

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1. Good data can drive change by exposing inequality.
2. There needs to be institutional and course-wide responses.
3. All of this requires leadership and at every level.
4. We have a lot still to improve, which we are committed to do.

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