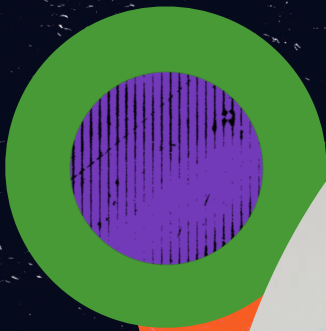


CENTRE FOR RACE, EDUCATION, & DECOLONIALITY 2023 - 2024



CONTENTS

03	About Us - CreatED
04	Centre for Race, Education & Decoloniality
05	Professor Vini Lander
06	Anti-Racism Framework for Initial Teacher Education/Training
07	The Anti-Racist School Award
10	Let's Talk About Race
11	(MA) Race, Education & Decolonial Thought
12	Race Equality for Governors
13	Racial Literacy in Education
14	How to have conversations about race
15	Diversifying Recruitment
15	Developing an approach to antiracist policy and culture
16	Race, racism and antiracism: definitions and concepts
16	Revising school policies through an anti-racist lens
17	CRED seminar series



CENTRE FOR RACE, EDUCATION & DECOLONIALITY

Leeds Beckett University, Headingley Campus,
Beckett Park, Leeds, LS6 3QQ

Email: CRED@leedsbeckett.ac.uk

leedsbeckett.ac.uk/CRED

About Us - CreatED

CREATING PROFESSIONAL EXPERTISE IN EDUCATION

CreatED by Carnegie School of Education works with individuals, schools and groups of schools (MATs, LAs, TSAs etc) and other organisations both nationally and internationally, to develop communities of educational practitioners.

We offer online and in-person professional learning opportunities at all stages of careers through:

- Programmes
- Developmental Frameworks
- Workshops
- Masterclasses

We facilitate and encourage professional conversations through:

- Online Communities
- Webinars
- Networks
- Conferences
- Seminars

We offer professional insights and share research and think-pieces through:

- Podcasts
- Blogs
- Research activity

Our main areas of focus stem from our Research and Practice Centres:

- **Carnegie Centre of Excellence for Mental Health in Schools**
- **CollectivED: The Centre for Coaching, Mentoring, Supervision & Professional Learning**
- **Centre for Race, Education & Decoloniality**
- **Centre for LGBTQ+ Inclusion in Education**
- **Story Makers Company: Centre for Creative Learning**

Contact Us

Please email created@leedsbeckett.ac.uk for more information.

Mailing List

Please subscribe to our mailing lists here, if you'd like to be keep up to date, with offers, newsletters and upcoming events for each of our centres.

CENTRE FOR RACE, EDUCATION & DECOLONIALITY

The Centre for Race, Education and Decoloniality Centre aims to challenge everyday racism and structural race inequalities in education through research, evidence-based practice and the professional development of pre-service and in-service teachers nationally and internationally.

Our academic and professional research enables us to understand the experiences of people of colour, including children, young people, teachers, education leaders and community groups.

Through our research we seek to inform education policy change, to decolonise and transform curricula to reflect the contributions and experiences of people of colour, nationally and internationally - in order to prepare all to live, learn and work in a racially and ethnically diverse world.

Our work focuses on:

- Challenging racism in all its forms and developing anti-racist practices.
- Decolonise the curriculum and develop colleagues' knowledge and understanding of race and racism in education.
- Developing teaching resources to tackle racism in schools and society.
- Providing support and guidance for schools, including professional development for staff working in schools.
- Supporting Schools to develop through working towards the Anti-Racist School Award
- Annual conference to profile innovative and proven work, deepen understanding and support the link between policy and practice.
- Research to ensure that interventions are evidence-based and that we produce best practice publications
- Collaboration with strategic partners to develop provision and support for schools.

Do you think 'no problem here' because your school is not ethnically diverse?

Please think again. It is your school that probably needs to consider race and education far more closely than schools with ethnically diverse pupil populations. If the children and young people in your school have little to no contact with people of colour are you preparing them well enough to live, learn and work in multi-ethnic Britain? How racially literate are the staff and pupils in your school? Does your curriculum reflect the contributions that people of colour have made to knowledge construction? If you do have a small minority of BAME students in school they may feel isolated. It's important that the school environment and curriculum is supportive.

It is not enough to be non-racist. **We have to be actively anti-racist.**

Professor Vini Lander

Director of the Centre for Race, Education & Decoloniality



LEEDS BECKETT UNIVERSITY

CENTRE FOR RACE, EDUCATION
AND DECOLONIALITY



@ResearchCRED

leedsbeckett.ac.uk/CRED

PROFESSOR VINI LANDER

DIRECTOR CENTRE FOR RACE, EDUCATION & DECOLONIALITY

Vini Lander is Professor of Race and Education and Director of the Centre for Race, Education and Decoloniality (CRED) in the Carnegie School of Education. Vini's research focuses on race, ethnicity and education. She uses critical race theory as a theoretical framework to examine 'race' inequalities in education, specifically in teacher education.

The persistence of educational inequality from early years to higher education has spurred Vini to educate teachers to think beyond the status quo, which may perpetuate these inequalities. Teachers make a valuable contribution and deserve better preparation to teach in a racially diverse society. Professor Lander's inspirational teaching was recognised with the award of a National Teaching Fellowship by the Higher Education Academy (Advance HE). Vini challenges students to think differently, supporting them to find ways to act to make a difference in their schools and classrooms. In collaboration with Professor Heather Smith, Professor Lander launched the Anti-racism Framework for Initial Teacher Education and Training (ITE/T). This was followed by a successful Framework conference in March 2023 which was attended by over 100 ITE/T providers. recently she completed a seminar about the Framework for teacher educators at Hiroshima University.

Professor Lander's research publications focus primarily on race and teacher education examining not only teachers' attitudes to race but also the lived experiences of teacher educators of colour in the UK and Australia. She has been commissioned by schools to undertake research on the rise of racism and over the last four years Professor Lander has worked with over 100 organisations to develop anti-racist knowledge, understanding and practices. Professor Lander wrote the CRED Anti-racist Schools Award which now has over 120(?) schools participating to become anti-racist institutions for the betterment of their students, staff and communities. In addition, CRED has launched two anti-racist school networks in the cities of Leeds and Liverpool. Professor Lander is pivotal in the work taking place within these networks.

In addition, other organisations such as the Race Equality Foundation have commissioned CRED to conduct a literature review related to the impact of Covid on the educational progress of racially minoritised student. Through her research and work with practitioners Professor Lander has made a tangible difference to how schools and higher education institutions address racial inequalities in a quest to establish racial equity.

RESEARCH INTERESTS

Vini has led research on the policy to promote fundamental British values in English schools and initial teacher education. Her work on the impact of the mandate to promote fundamental British values in schools extends her work in the field of race and education. She worked with a number of schools in the North West to investigate young people's conceptions of Britishness and their sense of belonging through the use of participatory research methods.

This research aimed to impact on education policy and the teaching of fundamental British values in schools in order to engender a sense of belonging for all children.

As Director of the Centre for Race, Education and Decoloniality (CRED), which is a research and practice centre, Professor Lander has delivered professional development for over 100 institutions including schools Multi-Academy Trusts, the NHS, medical educators, EHRC and many others. She has provided consultancy for prestigious organisations supporting their ambitions and plans to become anti-racist establishments. Recently, in collaboration with Professor Heather Smith, at Newcastle University she completed research on the provision of anti-racist pedagogy in initial teacher education and training (ITE/T) which led to the writing of the anti-racism framework for ITE/T. Please see link on CRED website. (add link here too)

Professor Lander is the lead for the Universities Council for the Education of Teachers sub-group on Equalities. She is also a member of the Leeds Learning Alliance Equality, Diversity and Inclusion Committee. Professor Lander is a member of the British Educational Research Association (BERA) and is a member of the BERA College of Reviewers.



CURRENT TEACHING

- MA Race, Education and Decolonial Thought
- PGCE Primary and Secondary
- PhD supervision

ANTI-RACISM FRAMEWORK FOR INITIAL TEACHER EDUCATION / TRAINING

This framework was developed through a research project commissioned by the NEU and supported by internal funding from Newcastle University. The project was led by Dr Heather J Smith (PI, Newcastle University) and Professor Vini Lander (Co-I, Leeds Beckett University) with research support provided by Marsha Garratt. The research project undertook a global literature review into anti-racism in teacher education, which informed the development of a survey open to all initial teacher education providers in England. The survey was shared via UCET and NASBTT to capture all University and school centred providers. We worked with partners (Centre of Race Education and Decoloniality; Show Racism the Red Card; Universities of Sanctuary; BAME Ed Network; NEU; NALDIC) as consultors, co-producers and disseminators. The framework was devised in light of the findings of the global literature review and survey analysis.

WHY DO WE NEED A FRAMEWORK FOR ANTI-RACISM IN ITE/T?

We began this project to generate new data and evidence for the publication of a freely available and widely disseminated, trusted, accessible and research-informed anti-racism framework for Initial Teacher Education/Training (such as PGCE and SCITT courses) in England. We understood this to be of vital importance to education more broadly given that reference to anti-racism is absent in current policy and hence there is no current guidance for ITE/T providers on anti-racism in ITE/T. This has led to a situation in which the most recent DfE survey, mirroring previous results, revealed that only 53% of newly qualified teachers, six months into their first post, felt well prepared to teach pupils “from all ethnic backgrounds” [sic] (53%) and only 39% felt well prepared to teach pupils with English as an additional language.

And yet there remains continued differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage as revealed in the government’s own Race Disparity Audit and associated statistics. The way that we educate current and future teachers has a central role in enacting change in the classroom and in curriculum and policy development to break this cycle. We hope, therefore, that the framework will be used to inform policy development.

ACCESS THE FRAMEWORK



THE ANTI-RACIST SCHOOL AWARD

The Anti-Racist School Award is an assessment tool to evaluate current practices and initiatives within your school. It enables evaluation of the overall anti-racism support and strategies that exist within your school, while also helping to give structure to the development plan for any improvements. You are supported by a coach with a one-hour coaching call each year of the two year programme, and will be required to submit evidence and complete a final evaluation to receive the award. Intake is rolling throughout the year, with the deadline for completion set two years from your first coaching call.

The Award framework focuses on the following areas:

- Governance, Leadership & Management
- School Environment
- Professional Learning & Development
- Hidden Curriculum
- Pedagogy & Curriculum
- Parents/Carers & Community Partnerships

STANDARD PACKAGE

The standard award package costs £495 plus VAT and includes:

- A specially designed self-assessment diagnostic
- Two one-hour coaching sessions with a dedicated coach over the course of the two-year programme
- A guidebook to support completion of the award
- Six free online sessions detailing the key areas of the self-assessment and award evaluation
- Free access to the Talking Race podcast series
- Opportunity to buy additional CRED pre-recorded and online live courses for staff, leaders, governors and trustees
- Access to a monitored invitation-only Facebook group for Anti-Racist School Award Leads
- Evaluation and certification at the end of the process

BOOK NOW



THE ANTI-RACIST SCHOOL AWARD

(Enhanced Package)

This two-year programme is designed to support schools wherever they are on their journey to becoming an anti-racist school. It provides a curated pathway towards achieving the anti-racist school award within two years. You will complete an annual self-assessment diagnostic, attend one-on-one termly coaching and support with one of our specialist coaching team, receive a wealth of specially selected resources as well as pre-recorded guidance videos. Throughout, you will take part in a scaffolded set of interactive webinars with a member of our specialist team to support you on your journey towards embedding sustainable anti-racist practice in your school with knowledge and confidence. There are two intakes - October 2023 and January 2024 and dates for the mandatory live webinars are set accordingly.

The enhanced award package costs £1,795 plus VAT and includes:

- A specially designed self-assessment diagnostic
- Termly one-hour coaching sessions with a dedicated coach
- Access to a wide range of curated resources to support your racial literacy and leadership on anti-racism in your school
- A set of pre-recorded explainer videos about the six key areas of the self-assessment and award evaluation
- Six mandatory interactive live webinars over the course of one year, with set tasks to scaffold learning and ensure personal, professional and contextual depth of understanding
- Free access to the Let's Talk About Race pre-recorded lecture by Prof. Vini Lander
- Free access to the Talking Race podcast series
- Free access to live online CRED seminar series
- Discounts to additional CRED online courses for staff, leaders, governors and trustees
- Access to a monitored invitation-only Facebook group for Anti-Racist School Award Leads
- Evaluation and certification at the end of the process

BOOK NOW



The interactive webinar series included in the enhanced package includes a sequence of six sessions throughout the year to take school leaders step by step on their antiracism journey. To ensure secure understanding, depth of commitment and empowerment to forge clear pathways to action, an accompanying Padlet with mandatory guided reading and reflection exercises for participants gives resources that participants will need to listen, watch or read in preparation for each session, and decide on a strategic action they will take away. This course provides time for impactful facilitated discussion, learning and strategic progress. Each session starts with participants reflecting on what they have learned and what they have implemented. The last two sessions culminate in leaders each bringing one example of progress in the form of a short case study presentation for others to learn from and also to give feedback on.

SESSION ONE: INTRODUCTION TO ANTIRACIST LEADERSHIP

In this session, we will explore your positionality and starting points as leads on the Antiracist School Award. We will cover the key pillars of anti-racist leadership, including defining what we mean by race, racism and anti-racism as well as what the barriers and building blocks might be for success.

SESSION TWO: LEADERSHIP, GOVERNANCE AND PROFESSIONAL DEVELOPMENT

What are the challenges and opportunities in terms of professional development needed to do this work and how might we map a pathway towards the requisite whole-school racial literacy needed?

We will take a look at the policies, practices and processes available to us to support antiracist leadership and governance in our schools.

SESSION THREE: THE SCHOOL ENVIRONMENT, PARENTS AND CARERS

In this session, we will take a look at some of the research around the ways in which school environments and our relationships with parents and carers pose a risk to antiracism. We will explore how your school's commitment to antiracism and racial justice is made visible and what we might do to ensure that we are actively disrupting the normalisation of majority-white discourses and cultural norms.

SESSION FOUR: CURRICULUM, PEDAGOGY AND THE HIDDEN CURRICULUM

What is school for and whose knowledge is valued are key constructs which need unpacking if we are to have success beyond tokenistic 'sprinkling of colour' and 'optics' in our attempts to embed antiracism into our curriculum, pedagogy and the hidden curriculum in school. This session will give us space to delve into these together and discuss where we are now, and where we need to get to in order to be an antiracist school.

SESSION FIVE: BRINGING IT ALL TOGETHER PART ONE

Participants will attend the first of two celebratory events in which each will bring one example of progress in the form of a short case study presentation for others to both give feedback on and learn from.

SESSION SIX: BRINGING IT ALL TOGETHER PART TWO

Participants will attend the second of two sessions in which each will bring one example of progress in the form of a short case study presentation for others to both give feedback on and learn from. We will showcase all of these examples as part of a growing bank of expertise and collaboration on the CRED website. These case studies can also be used by participating schools who have completed the bronze award to go for the silver award next.



LET'S TALK ABOUT RACE

Let's Talk about Race is an introductory presentation to race and racism in organisations such as education and health. The presentation defines and examines the terminology, delineates different forms of racism, providing definitions and developing audience understandings about these forms.

The session led by Professor Vini Lander looks at the representation of people of colour within organisations and explains why representation is only but one step to developing equity.

The presentation broadly covers theory, research and recurring themes related to race and racism within different organisations and actions which can be taken to transform organisational practices to counter racism. The presentation encourages personal and institutional reflection. "It is about thinking outside the box and not just ticking a box. Equality is always work in progress" (Vini Lander)

"The "Let's Talk About Race" session should be booked by every school if we are really going to make this world a fairer place. The thing I appreciated most about the two hours was Vini's clear academic content, woven in with real life examples of racism and its impact on people. The knowledge empowers people to understand the need for anti-racism work and the real life examples encourage dialogue - a sharing of experiences and opinions. The perfect springboard for creating a more equitable organisation."

Zoe Mawson, Headteacher
Beckfoot Heaton Primary School

"I have to say -it was one of the best training sessions that I've ever attended. It was very informative, allowed us to reflect on important aspects, and I've come away thinking even more about anti-racism, and what we can do as teachers to improve our society and equality, so thank you."

Trinity Church of England High School

Who can apply?

Any organisation that works in the education sector

Duration:

Live online presentation or video recording with live q&a. This can also be booked in person.

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

Live Delivery with Q&A- £450

High quality recording - £150 (Recording available for a week following purchase.)

How to book:

Please email CRED@leedsbeckett.ac.uk, answering the following questions:

- What would you like the session to cover?
- Who is it for - who is in the audience?
- How long do you want the session to be?
- What impact would you want to achieve by engaging in the session?

The recorded version can be purchased from our online store and is made available for up to 5 working days.



(MA) RACE, EDUCATION & DECOLONIAL THOUGHT

Whether the discussion centres on racial inequality, political developments or the Black Lives Matter movement, issues relating to race, racism and decoloniality are more important than ever. This qualification, the first of its kind in the country, aims to raise awareness of these matters within many professional occupations.

As part of this course, you'll:

- Deepen your understanding of the contemporary discourse on race, racism and decoloniality globally
- Draw on theory and practice from the Global South and Global North to analyse what race, racism and decoloniality mean within these contexts
- Study race, identity and culture within the Black Atlantic diaspora and the impact of black philosophies and movements
- Explore contemporary theoretical debates around critical whiteness studies and critical ethnic studies
- Select option modules to tailor your learning to your academic interests or chosen career



Why study Race, Education and Decolonial Thought at Leeds Beckett University

- Flexible learning with full-time, part-time and distance learning study options
- Professionally experienced teaching team
- Access to research expertise within the Centre for Race, Education & Decoloniality
- Dedicated pastoral care team
- Strong and meaningful partnerships with schools and community organisations
- Distinctive and creative programmes that are responsive to changes taking place in society

ENTRY REQUIREMENTS

APPLY NOW

" This is an amazing course that combines critical thinking, challenging content and superb teaching. I have learnt so much on the course and know it will shape my work in education for years to come."

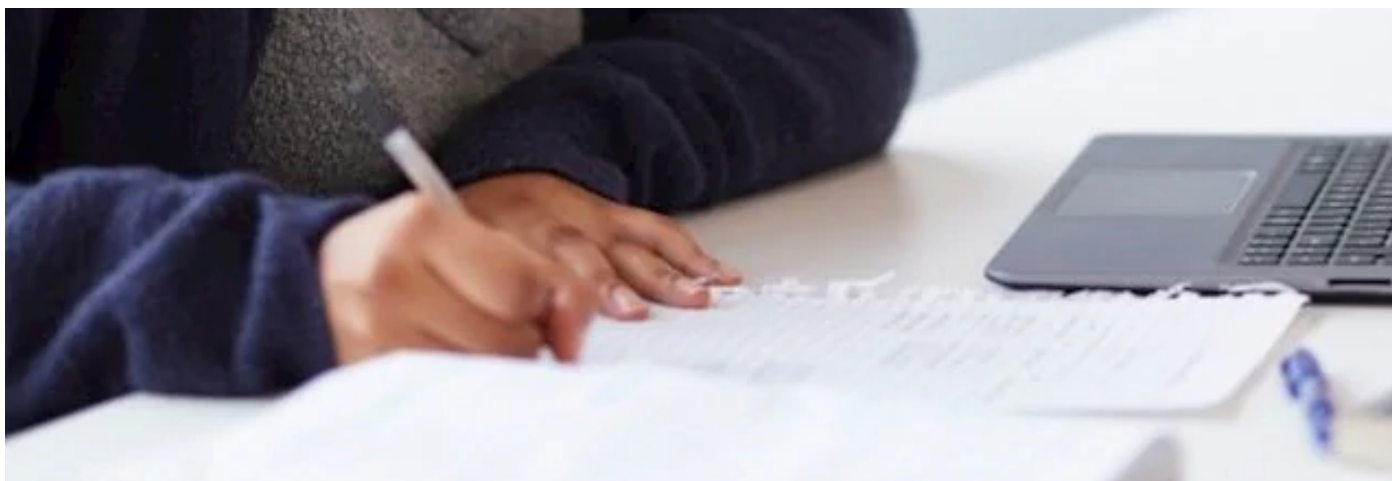
Fred Oxby, Teacher



@ResearchCRED

leedsbeckett.ac.uk/CRED

RACE EQUALITY FOR GOVERNORS



Creating and assigning link governor roles to individual members of a governing body is an effective way to ensure governance remains strategic and focussed on key issues.

The development of a link governor for antiracism demonstrates the governing board and trust board's commitment to supporting race equity for staff, pupils and the wider community. This session will challenge governors and trustees to think about how they move from compliance to commitment with regards antiracism.

This interactive session will cover:

- Setting the scene: compliance with the equality duty for schools
- Moving towards commitment: where might racism and discrimination dwell within your school and trust?
- Monitoring, accountability and challenge - the role and responsibilities of the link governor and the governing board
- Attendees will also receive a downloadable handbook on Anti-Racism for Governors containing, terminology, policy, and resource links

Who can apply?

Any member of a school or MAT governing body.
(Governors, Trustees, Headteacher/Principals)

Duration:

Live online facilitation (90 minutes)

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

£50 per person.

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery
Please contact cred@leedsbeckett.ac.uk



RACIAL LITERACY IN EDUCATION FOR SCHOOLS AND THEIR GOVERNING BODIES



Racial Literacy Workshop for Schools and their Governing Bodies focuses on the following:

- Defining & Exploring Racial Literacy
 - » The impact of social norms
 - » The right tools; a shared language
 - » Engaging in racial dialogue
- Worldviews & Ideologies
 - » Culture & Community
 - » Theory & Research
 - » Colourism

Who can apply?

Governors, Senior and middle leaders, Teachers, Support staff

Duration:

Live online facilitation (120 minutes). In person-delivery options for your setting are available, please email cred@leedsbeckett.ac.uk

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

£125 per person

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery Please contact cred@leedsbeckett.ac.uk



HOW TO HAVE CONVERSATIONS ABOUT RACE



Using a coaching approach, the sessions would focus on exploring conversations about and developing reflexivity about race. They will specifically explore:

- How to challenge your comfort zone when talking about race
- Different theories on why talking about race can be challenging
- How racial literacy can support language use
- Strategies to open up conversations about race
- Space to reflect on biases, privilege and how we all come to conversations about race with different lived experiences
- How to manage legacies of racism and understand whiteness in conversations about race

Who can apply?

Governors, Senior and middle leaders, Teachers, Support staff

Duration:

Live online facilitation (90 minutes). In person-delivery options for your setting are available, please email cred@leedsbeckett.ac.uk

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates.

Cost:

£100 per person

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery Please contact cred@leedsbeckett.ac.uk



DIVERSIFYING RECRUITMENT

Thinking about the rationale, strategy and success criteria for recruiting, developing and retaining staff from a diverse range of backgrounds is imperative for the success of your school or trust board. Before we can look outwards for those we wish to bring into our organisation, we will need to look inwards. This session will challenge participants with a series of provocations to help you consider what changes might be needed for your organisation to be friendly to all humans.

This interactive session will cover:

- Setting the scene: compliance with the equality duty for schools
- Moving towards commitment: where might racism and discrimination dwell within your school and trust
- Monitoring, accountability and challenge - the role and responsibilities of the link governor and the governing board

Who can apply?

Governors, Trustees, Headteachers/Principals

Duration:

Live online 2 hour session. In person-delivery options are available, please email cred@leedsbeckett.ac.uk

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

£125 per person

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery Please contact cred@leedsbeckett.ac.uk

DEVELOPING AN APPROACH TO ANTIRACIST POLICY AND CULTURE

This session will enable senior leaders to develop an effective anti-racist school policy, with due regard to other statutory and advisory policies.

Delegates will leave with a clear understanding of the main components of an anti-racist policy along with sample policies that can support their work.

Who can apply?

Governors, Trustees, Headteachers/Principals

Duration:

Live online facilitation x 2 sessions (60 minutes each). In person-delivery options are available, please email cred@leedsbeckett.ac.uk

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

£125 per person

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery Please contact cred@leedsbeckett.ac.uk



RACE, RACISM AND ANTIRACISM: DEFINITIONS AND CONCEPTS

Sometimes we just need to go back to basics to understand what we mean when we talk about race, racism and antiracism. Especially if this knowledge has not been included in our own schooling, in our initial training or continuing professional development as teachers and leaders. This interactive session meets you where you are to provide firm foundations to:

- Understand what race is, where it came from as a concept and how it influences our lives today
- Explore the concepts and expressions of individual, institutional, structural and systemic racism
- Unpack these concepts through examples of how they come into play in our schools
- Help you to define and design the ways in which you will be working towards becoming an anti-racist organisation

Who can apply?

Governors, Trustees, Headteachers/Principals

Duration:

Live online facilitation (120 minutes). In person-delivery options are available, please email cred@leedsbeckett.ac.uk

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

£125 per person

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery Please contact cred@leedsbeckett.ac.uk

REVISING SCHOOL POLICIES THROUGH AN ANTI-RACIST LENS

It is important to have an anti-racism policy, policies and practices around reporting racist incidents, and an equalities policy. Schools should also be mindful that there are policies which lend themselves to having concepts and commitments around anti-racism explicitly stated within them, such as a curriculum policy and a behaviour policy. Policies are a key area where schools can embed anti-racist practice and drive anti-racist praxis. This interactive session will invite you to revise or devise a policy with an anti-racist lens by helping you understand:

- What critical questions can you consider when reviewing a policy
- How you might make a policy accessible and inclusive to all members of the school community
- Which policies particularly lend themselves to being re-written with anti-racism in mind and explicitly clear

Who can apply?

Governors, Trustees, Headteachers/Principals

Duration:

Live online facilitation (120 minutes). In person-delivery options are available, please email cred@leedsbeckett.ac.uk

Start dates and locations:

Please email cred@leedsbeckett.ac.uk for the dates

Cost:

£125 per person

How to book:

To register please complete the form [here](#)

For a group session or face to face delivery Please contact cred@leedsbeckett.ac.uk



CRED SEMINAR SERIES

The Carnegie School of Education offers a free seminar series which includes sessions from educationalists, researchers, authors and academics. The seminars related to CRED are listed below and you can book them using the form: <https://forms.office.com/r/8i4UsGsQ8a>. For other topics please email created@leedsbeckett.ac.uk

	DATE & TIME	TITLE	SPEAKER
1	Wed 27th September 2023 12-1	Book launch: Fundamental British values, Michel Foucault and RE teacher subjectivity	Dr Francis Farrell Edge Hill University
2	Wed 4th October 4-5pm	They keep talking about us as failures...The need to reframe debates around BAME student outcomes in HE.	Professor Louise Owusu University of Greenwich
3	Wed 18th October 2023 12-1	Bodies of value in academic life	Professor Shirley Anne Tate University of Alberta
4	Thursday 9th Nov 2023 4-5pm	Learning whiteness: education and the settler colonial state	Professor Arathi Sriprakash University of Bristol
5	Tuesday 5th Dec 2023 4-5pm	Raciolinguistic ideologies across time and space: from colonialism into academic knowledge production and classrooms	Dr Ian Cushing Manchester Metropolitan University
6	Wednesday 17th Jan 2024 12-1	'It kind of goes under the radar ...': racialising discourses in the school geography curriculum	Dr Christine Winter, University of Sheffield Shaakriah Kasuji, Bosworth Academy, Leicestershire Dan Whittall Trinity Sixth Form Academy, Halifax
7	Wednesday 21st Feb 2024 12-1	Cultural hauntology: the gaps between hybrid identities and assimilation.	Dr Bally Kaur University of Derby
8	Wednesday 20th March 2024 12-1	Taraki: mental health in Punjabi Communities	Shuranjeet Singh Taraki Organisation
9	Wednesday 17th April 2024 12-1	Learning to Fear: How Islamophobia is Manufactured, Rationalized and Made Educational – and How It Can Be Resisted.	Professor Reza Gholami University of Birmingham
10	Wednesday 15th May 2024 12-1	Tackling Cultural Inequalities through Youth-Led Education and Engagement in Museums	Dr Sadia Habib University of Manchester



We hope that you will join us this year on one of our many professional development opportunities. If you have any queries, please do contact us at CRED@leedsbeckett.ac.uk

