

Executive Profile

Professor Vini Lander

Professor of Race and Education at Leeds Beckett University. Director of the Centre for Race, Education and Decoloniality.

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 diverse society. This has led to her inspirational teaching. Vini challenges students to think differently, supporting them to find ways to act to make a difference. Charley, who is now a senior leader, said: "Sadly, it is very easy to brush diversity under the carpet by buying 'welcome mats' in 40 different languages. Your teaching taught me we need to do more than this ...race equality has to be an attitude embedded into teaching not a tick list." Vini Lander's research on how well teachers are prepared to understand the salience of race when they engage with children and young people has contributed to pre- and in-service teachers' understanding of the importance of race and ethnicity in education as she encourages them to engage in culturally responsive pedagogies.



Vini is leading research on the policy to promote fundamental British values in English schools and initial teacher education. Her current 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 is working 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.

Vini is a Senior Fellow of the Higher Education Academy. She is a member of the British Educational Research Association (BERA) and co-convened the Race, Ethnicity and Education Special Interest group. She is an invited member of the steering group for the Centre for Literacy in Primary Education, Reflecting Realities Project that is examining the representation of BAME characters in children's literature. Vini is a member of the advisory board of the Centre for Innovation in teacher Education and Development (CITED) a joint initiative between King's College, London and Teachers College, Columbia University.

In 2014, in recognition of her excellent teaching, the Higher Education Academy awarded her a National Teaching Fellowship. The British Educational Research Association (BERA) acknowledged her research through the Meeting of Minds award for the best upcoming research.

As a result of her research, teaching and writing Vini has been invited to give keynote lectures and research seminars in Berlin, Hamburg, Glasgow, Munich, Norway and Bremen. She has delivered commissioned staff development for universities in England and schools in Sweden. Vini has delivered a very successful annual lecture on race, ethnicity and education for Postgraduate Secondary student teachers at the University of Oxford for the past three years. She was a member of the ESRC funded Diverse Teachers for Diverse Learners an international network of teacher educators working with collaborators in Norway, Canada and the UK.

Previously Vini was Head of Primary Education at the University of Chichester with responsibility for primary initial teacher education as well as being the research co-ordinator for the Education department. Vini worked in mainstream schools teaching science for a number of years. She also worked as a Section 11 Schools Liaison teacher and was teacher in charge of pupils with English as an Additional Language (EAL). Vini has been an Ofsted inspector for primary schools and initial teacher training. From 2004-2010 she was appointed Deputy Director of Multiverse, a Training and Development Agency (TDA) funded national professional resource network on achievement and diversity which had a significant impact on teacher education provision with respect to equality and diversity.