Equality, Equity, Diversity and Inclusive Leadership within Education

Fresh thinking….Personal perspectives

Talking about….

Defining Equality, Equity, Diversity and Inclusion

Challenges to EEDI

What is an Inclusive Leader?

Inclusive Practices in Education

Call to action: your personal commitment

Defining Equality, Equity, Diversity and Inclusion

The theory

Equality, Diversity and Inclusion

Equality

- **Treating people fairly with respect**

Diversity

- **Valuing peoples differences and treating people in a way that they wish to be treated**

Inclusion

- **Taking positive actions to include people in all sections of society when planning and making decisions**

Equity

Equity recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.
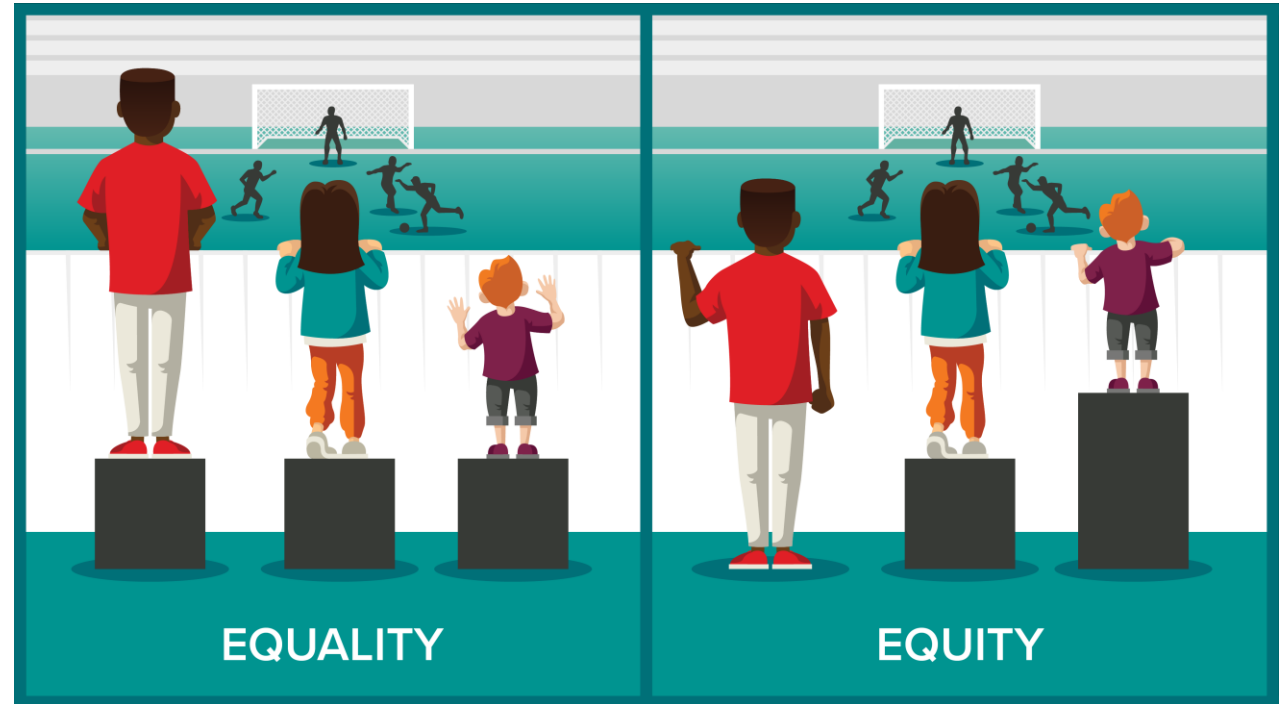
Source: www.medium.com

Equity and Equality in Education

- In an "equal" system, all students are given the same resources. In an "equitable" system, resources are given to students based on their individual needs.

- The relationship between equity and equality can influence practices in nearly all educational systems. Every touch point or interaction a student has with instruction should be truly equitable, not simply "equal", in order for that learning moment to be impactful.

Heath Morrison, McGraw Hill Education

Kimberlé Crenshaw

The impact of Intersectionality on Education

"Educators committed to ensuring educational equity and social justice need to be cognisant of intersectionality and aware of the intersecting oppressions experienced by many of the students they influence".

Dr Seena Skelton

Challenges to EEDI

The impact of privilege, intersectionality and discrimination

- The terrible murder of George Floyd and the subsequent Black Lives Matter protests reinforced the necessity for prioritising the promotion of Diversity and Inclusion and making the adoption of anti-racist practices an organisational imperative.

Non racist v anti racist

To be **non-racist** is to be passive in issues of social justice; it is to believe in the humanity of your black neighbours, colleagues, friends but to take no steps in achieving equality.

To be **anti-racist** takes it a step further and requires some proactivity.

Privilege

privilege

unearned advantage or entitlement

based upon an individual's characteristics

ethnicity

race

gender identity

sexual orientation

socio-economic status

religious belief

disability

influences systemic and social norms

▼

serves and benefits some groups over others

Becoming Anti-racist

I identify how I may unknowingly benefit from Racism.

I recognize racism is a present & current problem.

I promote & advocate for policies & leaders that are Anti-Racist.

I deny racism is a problem.

I seek out questions that make me uncomfortable.

I sit with my discomfort.

I avoid hard questions.

I understand my own privilege in ignoring racism.

I speak out when I see Racism in action.

Becoming Anti-Racist

Fear Zone   **Learning Zone**   **Growth Zone**

I strive to be comfortable.

I educate myself about race & structural racism.

I educate my peers how Racism harms our profession.

I talk to others who look & think like me.

I am vulnerable about my own biases & knowledge gaps.

I don't let mistakes deter me from being better.

I listen to others who think & look differently than me.

I yield positions of power to those otherwise marginalized.

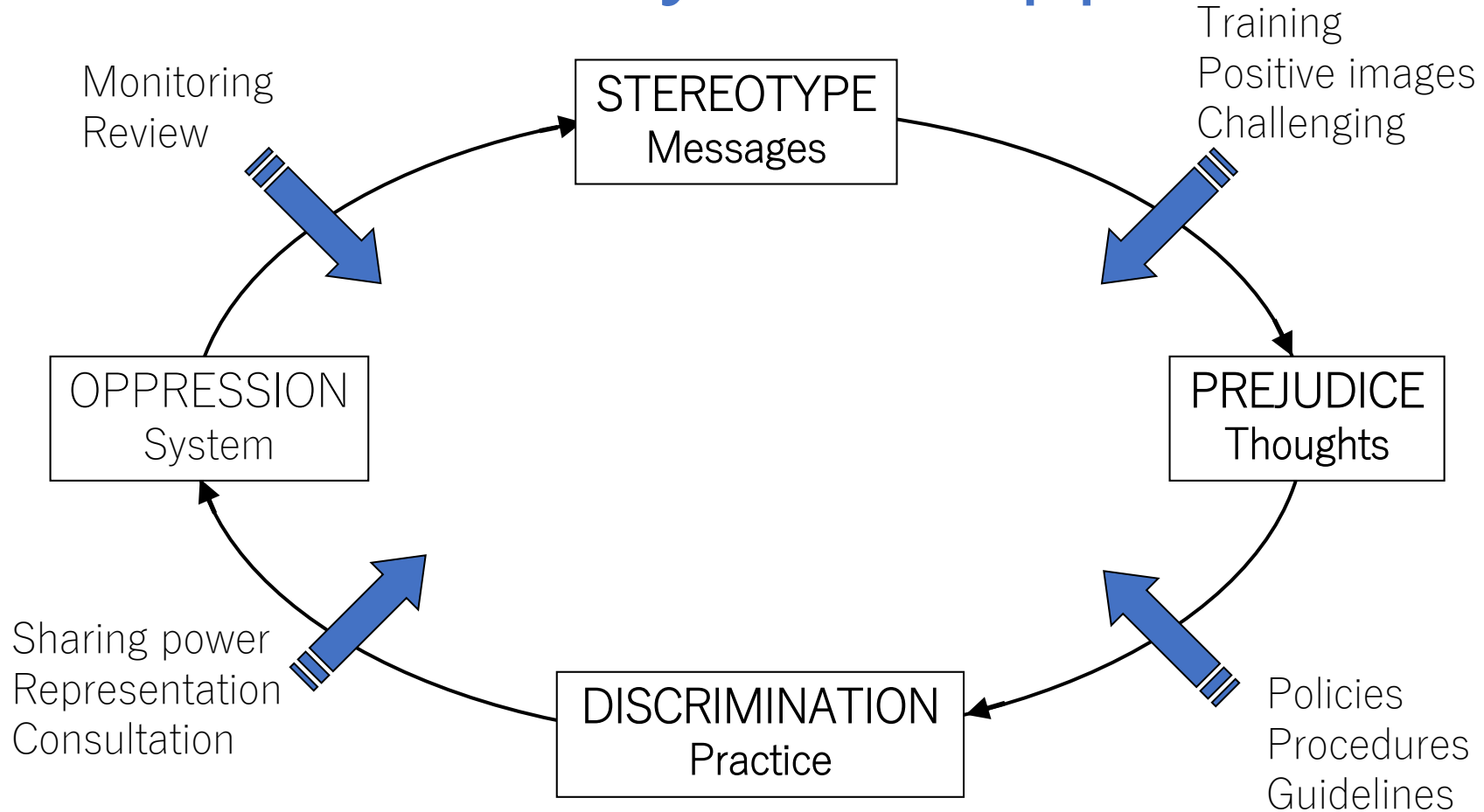I surround myself with others who think & look differently than me.

www.SurgeryRedesign.com

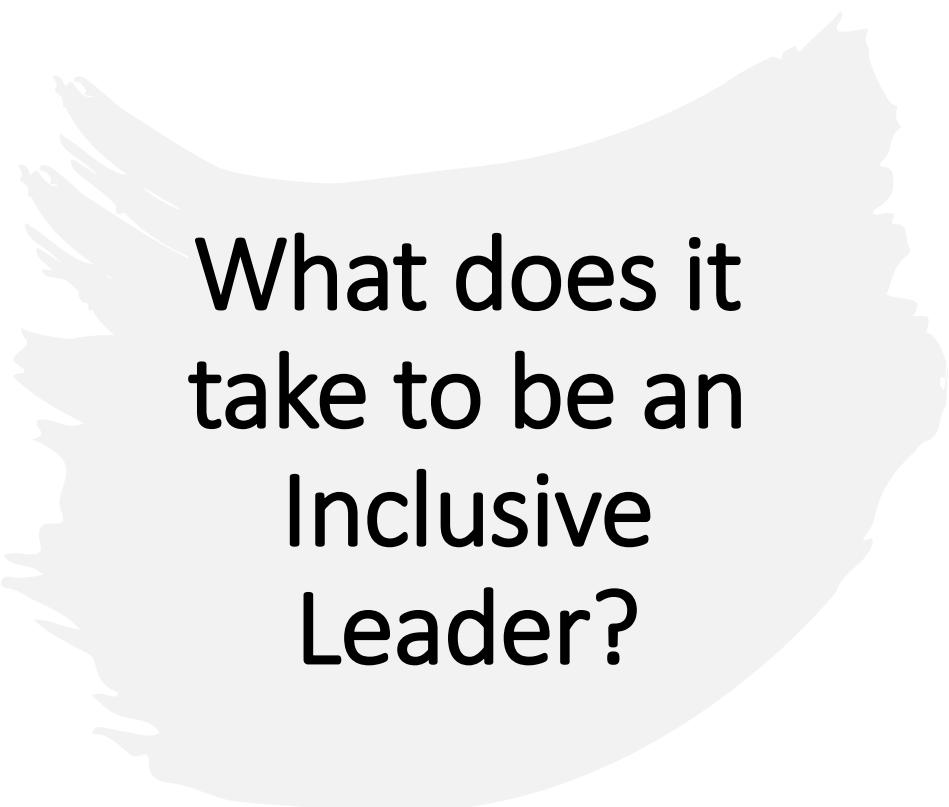# Lived experiences: Why these matter

The cycle of oppression

What is an Inclusive Leader?

Your role in creating an inclusive school

Why Inclusive Leadership?

Organisations that have been successful in embedding EDI, could demonstrate leadership buy-in and visibility within their organisations. Leaders need to be visible and authentically show they value EDI by involvement in relevant programmes and activities and displaying inclusive leadership behaviours. This should be regularly communicated within the organisation so employees understand its importance and how embedding EDI can have a positive impact regarding the success of their organisation.

What does it take to be an Inclusive Leader?

- Becoming an Inclusive Leader means adopting practices that concentrate on embedding EDI and constantly spreading the benefits of inclusion to everyone in the organisation. It involves:

  - Being aware of biases and how to overcome them.
  - Building a diverse team and recognising their individual contributions by being diverse.
  - Introducing diversity into your team through inclusive recruitment, promotion and secondment.

What does it take to be an Inclusive Leader? (cont....)

- Challenging behaviours which do not support EDI.

- Being adaptable and flexible to gain the best skills and get the best from your team.

- Know what drives and motivates each of your team.

- Be a sponsor/mentor for people from underrepresented groups.

- Seek feedback on your own leadership style.

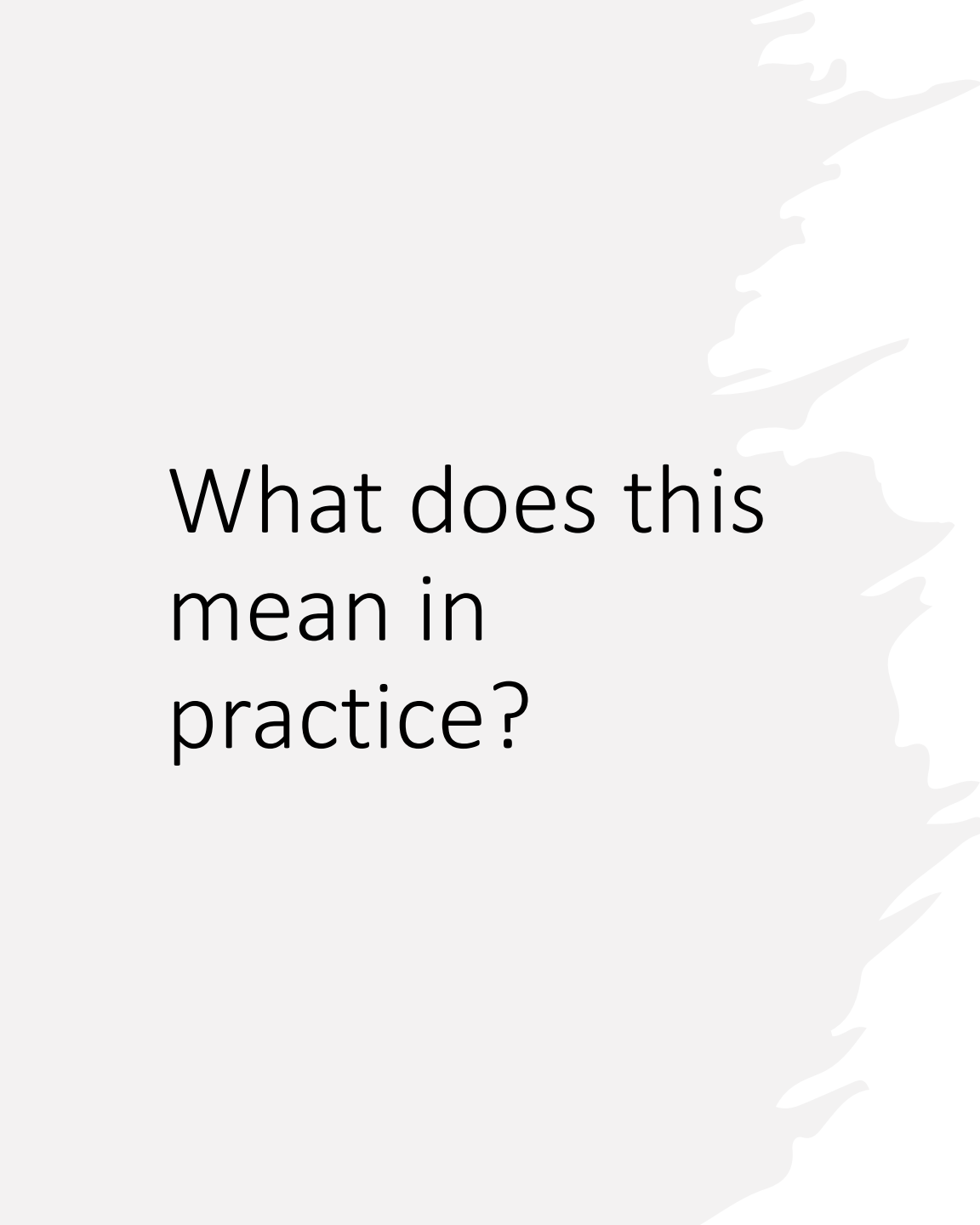- Be supportive of colleagues who want to achieve career aims but have to balance other commitments.

Inclusive Practices in Education

Expectations for delivery

Public Sector Duty (Equality Act 2010) and Ofsted Education Inspection Framework
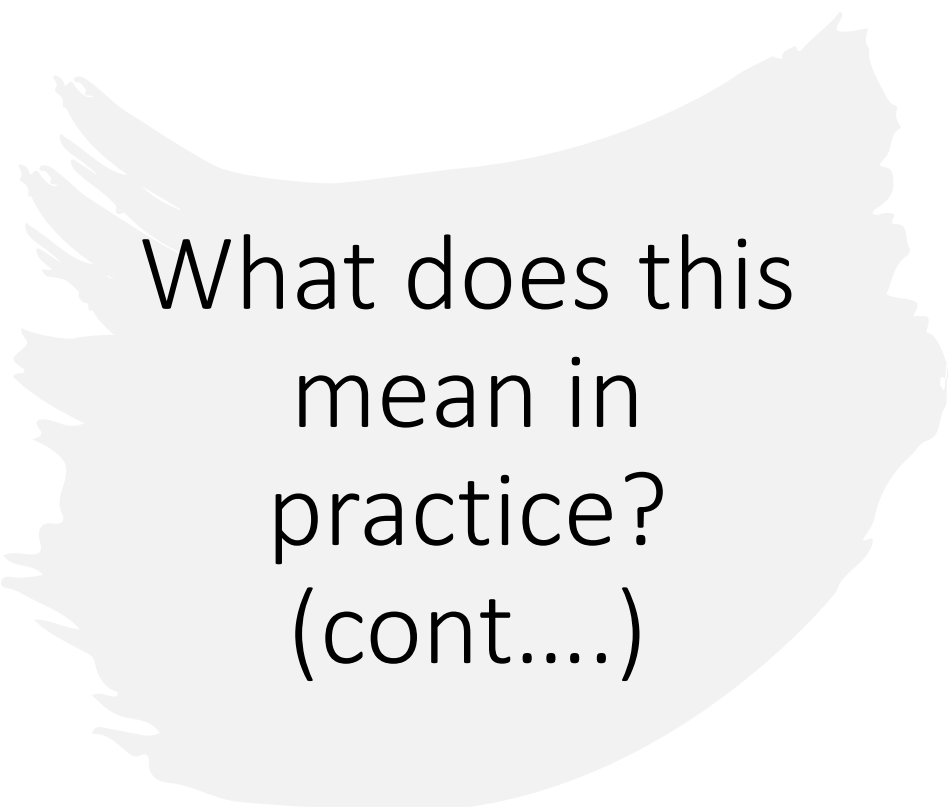
- The Equality Act 2010, states that schools, colleges and local authorities are under a statutory duty to be proactive in the elimination of discrimination and the promotion of equal opportunities for both staff and pupils.

- Ofsted Inspectors will make graded judgements on the following areas using Ofsted's its four-point scale.

- Each of these key areas contain criteria specifically set to judge the impact of equality and diversity, and the effectiveness by which the values are maintained. Schools will be expected to demonstrate through effective planning and practices their commitment to EDI on a daily basis as well as during inspections.

What does this mean in practice?

In order to attain a judgement of "Good" from Ofsted, your school would be expected to demonstrate that:

- There is no bias in lesson plans/teaching
- Diverse ways of learning/teaching are implemented
- The curriculum reflects a wide range of cultures/experiences
- There is anti-racist practice in place
- Learning is inclusive and related to underrepresented communities eg LGBT+, Race, Disability, Gender
- Conduct lessons/delivered assemblies regarding discrimination, its impacts, bias and how to address and minimise/reduce bias

What does this mean in practice? (cont....)

- You can provide examples of engagement with the pupils from under represented communities to enhance their learning experience

- Take part in cultural/community awareness events or campaign, champions and raises awareness of diverse communities

- Provide alternative formats for pupils/staff if required and in a timely manner

- Conduct a pupil journey review to ensure there are no barriers.

Taking a structured approach detailing current EDI strategy, SEND/action plans and policy with supporting evidence would strengthen Ofsted's confidence in your school's commitment to EDI and facilitate the inspection process.

Call to Action: a personal commitment

Inclusive Leadership in Education – key actions

- Understand that EDI is not a checklist activity; it must be mainstreamed and underpin everything you do

- Know what your school's issues are – conduct an audit

- Balance between developing an EDI strategy from an employment context as well as focussing on the curriculum/classroom

- Encourage and facilitate a mindset of inclusion for everyone in the school

- Create a positive environment by becoming an authentic role model for EDI issues and challenging unacceptable behaviours
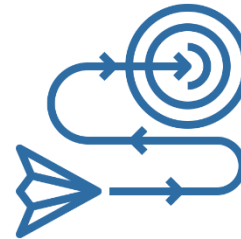
Being an Ally

talk about the uncomfortable

be strategic in your activism

be brave

recognise privilege and how you can use it to support others.

do your research

start with your own circle

Sharing privilege: Building a pipeline of senior black talent

It is clear that a lack of black people in senior positions is a key source of the systemic disadvantages faced by black people. We simply are not there when the strategic decisions are being made and our voices are not heard. We know that there is excellent talent out there but getting into these positions of influence remains challenging. I understand that there are many businesses keen to invest individually and collectively in developing a cadre of future black leaders – this is to be encouraged.

Richard Iferenta Chair of Business in the Community (BITC) Race Leadership Team

One Race.....

Resources:

- **Trust-journal.org.uk** – The journal for Executives and Governance Leaders (Social Mobility: creating a fair playing field)

- **Theblackcurriculum.com** – A social enterprise delivering Black British History

- **www.stonewall.org.uk**- LGBT Inclusive Education – Everything you need to know

- **https://youtu.be/1I3wJ7pJUjg** - The School that tried to End Racism (Channel 4).

- **https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?referrer=playlist-10_great_talks_to_celebrate_bl&language=en** – Ted Talks: The danger of a single story