Equality and Diversity UK
www.equalityanddiversity.co.uk

2016

Design, Planning and Delivery of Equality, Diversity and Inclusion in Teaching and Learning

This guide has been developed as a practical toolkit to help practitioners improve their practice, meet their legal and professional obligations by designing, planning and delivering teaching, learning and assessment activities that engage learners, prepare them for external assessment and also promote equality, support diversity and tackle discrimination, victimisation, harassment, stereotyping and bullying.

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Contents

1. About this guide

Equality and diversity – not that old chestnut again!

It's hard enough to fit everything in without finding time for equality and diversity as well!

Teaching E&D isn't my job!

I do treat everyone equally!

I don't know why they said there was no evidence of E&D in my lesson plan/SoW. I look at it and do things differently if I need to!

There aren't any opportunities for building E&D into my subject!

But what if you could make a few changes that would:

- engage learners by showing how what you are teaching can be applied to solve real life problems

- help them develop personal and social skills that will be useful to them in the workplace and in social situations

- make it easier for students to learn and keep up in class

- reduce tension and help learner to get on better with each other

- improve learner outcomes

- demonstrate to Ofsted inspectors that you promote equality and diversity through teaching and learning

This guide has been developed as a practical toolkit to help practitioners improve their practice, meet their legal and professional obligations by designing, planning and delivering teaching, learning and assessment activities that engage learners, prepare them for external assessment and also promote equality, support diversity and tackle discrimination, victimisation, harassment, stereotyping and bullying.

 It aims to:

- explain your legal and professional obligations to promote equality, tackle discrimination and foster good relations as set out in the Equality Act 2010 and by Ofsted's *Common Inspection Framework for Further Education and Skills* and its accompanying guidance

- help you to prepare yourself for the task

- offer practical advice on designing your programme and planning and delivering sessions that engage and are accessible to all learners

- show you how you can evidence your work on equality, diversity and inclusion (EDI) in your scheme of work (SoW) and lesson planning documentation

- suggest simple strategies for supporting equality and diversity in everyday situations

- help you to create accessible learning materials and physical environments.

- offer practical advice on dealing with challenging situations in an effective way

The information in the guide is supplemented by a range of activities to help you test your understanding and apply your learning to the classroom, tutorial or induction process.

Many of the activities will kick start the preliminary thinking, planning and awareness raising processes you will need to embed equality and diversity into your area of work.

The following icons are used to help you quickly identify useful tips and sources of more information.

	Practical tips for making sure that everyone can participate		Practical tips for making sure content appears relevant to all learners
	Practical tips for fostering good relations		Practical tips for checking the quality of your EDI activities
	Signpost to further information		Signpost to an activity to help develop skills or plan action

2.   Why is equality and diversity important?

There are many good reasons for building equality, diversity and inclusion into design, planning and delivery of teaching and learning, and strong moral. Legal and business cases can be made to support the idea. However, for many learning providers it is the need to meet Ofsted requirements that kick starts the process.

What we are required to do

Organisations such as further education and skills providers are subject to the public sector equality duty (PSED) set out in the Equality Act 2010. They must, in the exercise of their functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

- advance equality of opportunity between people who share a protected characteristic and those who do not

- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics

- taking steps to meet the needs of people from protected groups where these are different from the needs of other people

- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In judging the quality of teaching, learning and assessment, one of the criteria that inspectors must evaluate is the extent to which equality and diversity are promoted through teaching and learning.

To make this judgement, inspectors will evaluate how well:

- teaching, learning and assessment promote equality, support diversity and tackle discrimination, victimisation, harassment, stereotyping or bullying (cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability)

- staff use materials and teaching methods that foster good relations and are sensitive to and promote equality of opportunity

3. Inclusive teaching and learning

What do we mean by inclusive teaching and learning?

Inclusive teaching and learning means enabling all learners, regardless of their gender, gender identity, culture, race, religion or belief, sexual orientation, disability or other circumstances, to access the learning environment, information and resources and to fully participate in learning activities that have been designed with them in mind.

Inclusive teaching and learning is about weaving equality, diversity and inclusion (EDI) for all into your course design, planning and delivery. It values the diversity of all learners and aims to draw on their skills, knowledge, experiences and understanding to enhance the learning experience.

Inclusive practice relies on a range of differentiation strategies which could include some of the following:

- additional classroom tutor support (or learning support assistant)

- adapted or specific resources

- peer support

- varied presentation

- content selection

- reducing or increasing time for activities or expected output.

Preparing yourself for inclusive teaching and learning

An important part of inclusive teaching and learning that is often overlooked is being aware of your own assumptions and biases, and doing regular 'reality checks' on your perceptions to ensure that you really behave in a fairly and inclusive way to all learners.

We all make assumptions about people but this can lead to:

- **prejudice** – making your mind up about someone before getting to know them

- **stereotyping** – assuming that everyone with similar characteristics is the same

- **discrimination** – treating people differently because of your beliefs

4.   Designing your programme

Most of us do not have the luxury of a free rein to design a course from scratch. Usually we are designing a courses that lead to externally assessed or verified nationally recognised qualifications where the awarding body specifies the course content and assessable learning outcomes. Many also provide outline learning plans and suggest assignments to fulfil these criteria. However, you often have the opportunity to refine the context and choose the examples you use to aid understanding. This is where you may find opportunities to build equality and diversity into the curriculum.

- **Know your learners**

    You may not know who your learners are yet. If this is the case and the course has run before, you may have an idea of the demographic and be able to plan accordingly, taking aboard any feedback you have received with common themes from groups of learners (for example girls on STEM courses or learners from different ethnic groups). If your organisation has been working on attracting learners from groups previously under-represented in your subject area, you need to focus on making course content interesting, relevant, accessible and engaging to them.

    If your course is the next part of a multi-year course or learners are progressing from a lower level to a higher level course, you will be able to find out more about your learners and can design your course accordingly.

    Use and contribute to shared learner profiles or build up your own profiles if these are not available. A simple profile would consist of the learner's name, the issue they face, how it impacts on their learning and what action or support could make things easier for them.

    Where you know who your learners will be, consider the ethnic, gender and disability profiles of the group. Are all groups succeeding and achieving? Does there appear to be any pattern of learners from a particular group under-achieving? Consider how you can design your course to capture the interest and build the confidence f these learners.

- **Review your expectations**
    Risk assess activities and consider whether everyone will be able to do these things. Identify alternatives or adjustments you could offer instead.

5. Planning your sessions

- **Know your learners**

  Gather information about learners before they begin their course, for example from enrolment data and induction activities, so that you can plan adjustments and differentiation in order to better meet all your learners' needs.

  Use and contribute to shared learner profiles or build up your own profiles if these are not available. A simple profile would consist of the learner's name, the issue they face, how it impacts on their learning and what action or support could make things easier for them.

  Consider the ethnic, gender and disability profiles of the group. Are all groups succeeding and achieving? Does there appear to be any pattern of learners from a particular group under-achieving? Think about what changes you can make to prevent individuals and groups from disengaging or falling behind. Sometimes things like a little cultural insight or a change of lesson format, pace or seating plan can massively affect a learner's ability to succeed.

  Respond to learners' needs as they change and learners may suddenly require more support than previously, for example as a result of a diagnosis of a medical or other condition or a temporary disability such as a broken limb.

- **Know and make good use of what learner support is available**

  Make sure you know what learner/learning support is available and understand what it involves and how it could benefit learner(s) who may struggle to complete activities on their own. Work out where and how you could make use of it.

  To make the most out of using support workers:
    o give support workers a clear scheme of work and lesson plans/notes in advance as they may not have a background in your subject.
    o as you plan differentiated tasks, identify which ones are the most suitable to stretch the supported learner and inform the support worker
    o share your resources with the support worker so they can advise you on accessibility/suitability for the learner they work with
    o involve the support worker in your delivery of your lessons and give them clear instruction on the intended learning objectives and outcome. this applies both for the group and for the individual they are supporting.

6. Delivering your sessions

- **Ensure the room and equipment are accessible to all**

  This includes things like removing hazards, ensuring free movement, making sure everyone will be able to use the equipment provided in practical lessons and checking lighting and sound quality so that everyone can see and hear you or any audio-visual equipment you use.

  See Section 11: *Practical tips for creating accessible physical environments*

Show confidence in your learners' abilities

Holding high expectations for all learners but especially those from under-represented groups shows our confidence in their ability and translates into success for more learners.

Convey the same level of respect and confidence in the abilities of all your learners. Be even-handed in how you acknowledge learner performance – do not 'protect' or over-praise any particular group or 'go easy' on them if under-performing without a good reason.

- **Provide instructions and information verbally and in writing**

  Providing any verbal instructions and information you intend to give in written formats before delivery will particularly help learners who are hearing impaired or who have difficulty remembering or sequencing things to keep up.

  Similarly, making sure you also provide written instructions and information verbally will allow learners who are visually impaired or who have difficulty reading to better understand what is required.

  For many technical tasks a sequence of operations will need to be performed, providing this in writing will support learners with sequencing difficulties.

- **Explain charts and graphs verbally**

  Don't rely on everyone having the ability to interpret charts and graphs. Explaining them ensures no one is missing out on any important information.

- **Draw attention to occupational stereotyping on your subject**

  Explore with learners why some groups are under-represented in some subject areas and occupations to raise confidence and aspirations.

7.   Evidencing your EDI

Ofsted requires **hard evidence** that our teaching, learning and assessment activities meet its equality and diversity criteria. We have to show progress, continual improvement, and the **impact** of our work in this area on the learners we are trying to reach.

Measuring the impact of your EDI activities

It is not easy to measure the impact of equality work as so much of it relates to people's experiences, attitudes, behaviours, awareness and knowledge. But these things are the vital indicators of equality, and so we must try to find a way to measure them and how they change as a result of our work.

We can collect qualitative data through such things as survey responses, focus groups, interviews, meetings and tutorials, and we can use this to see how included people feel, how an initiative changed people's opinions, how learners feel they are treated and respected, peoples' attitudes to reasonable adjustments and so on,

You can use this evidence to illuminate the reality of your work in a way that quantitative evidence on its own cannot.

- **Establish your starting point**

  In order to measure the impact of what you do, you need to know where you are now – without this you won't know whether your work has changed anything. Use existing qualitative and quantitative data or work out ways of collecting it (for example information gathering and initial assessment at induction or end of year/course feedback and evaluation from previous learners) to find out where your starting point is.

- **Set some good equality and diversity learning outcomes**

  Like other learning outcomes, a good equality and diversity learning outcome is:
  - **active** – it describes what learners will be able to do
  - **visible** – learners know about it
  - **comprehensible** – learners know what it means
  - **attractive** – learners 'can see the point' of it
  - **appropriate** – to successfully completing the course and personal career plans
  - **attainable** – most learners will meet it, with due effort
  - **measurable** – we can tell if it has been achieved.

Example 1: BTEC Level 1 Diploma Unit: Study Living Things   **Monday 14.15-15.15**

Week 3:			
Week 3: Animal and plant cells – structure, similarities/ differences. Aims: Understand and explain structure and function of animal and plant cells Objectives: • Label on cell structures • Identify different structures found in animal and plant cells • Identify similar structures found in animal and plant cells	• Show DVD on using microscope. Students complete questions sheet – peer marking. 🌐 • Demonstration on use microscope💜 • Individual skills practice – use microscopes to identify animal and plant cells from prepared slides. 🌐💜 • Pairs/group feedback – sharing observations • Draw slide images as observed – **Extension activity:** label cell structures. 🅳📑 **Independent Study:** Label cell structures on images from class. Moodle used for diagram sheets. 🖱️	Using Microscopes DVD and question sheet Microscopes, plug points, prepared slides – easy read instructions and support learners with memory/ sequencing difficulties 🟩 Pairing/grouping list to support/stretch students/ meet needs identified from profiles 🟩 Cell structure images on Moodle	Group enjoyed working with microscopes – though did require room change due to lack of plug points.

🟩 - Equality/Diversity 🅳 - Differentiation/stretch 💜 - Safeguarding 🌐 - Work/employability🖱️ - ICT 📑 - English/maths link

8.   Being more inclusive in what you say

The problems with language

There are three golden rules in terms of using language and terminology which might offend other people.

1. **Language is a living thing** – many of the words and terms used by our grandparents and maybe even words that we used to use are no longer acceptable! We have to be sensitive to the way words change their meaning over time and place, and be prepared to change the terminology we use as a response.

2. **Language depends on who is using it** – if I am a member of a minority community then I am allowed to use words to describe my community which you, if you are outside that community, should not use. For instance, many in the lesbian, gay and bisexual community will use the word 'queer' or 'dyke', but these terms would be offensive if used by someone who is not lesbian, gay or bisexual. (There are also circumstances when it's not acceptable even within the lesbian, gay and bisexual community.)

3. **Language is personal** – if someone says to you that they would rather you did not use a word or phrase and you continue to use it, then you could be committing harassment.

The following pages describe some of the terms you may come across in relation to the protected characteristics, but they are by no means comprehensive.

Issues with language

Language related to age
Where it is necessary to make reference to age, it is better to use neutral terms such as **older people** or **older workers** or **elders** (this term is often used amongst minority ethnic communities), and **young people** or **younger workers**.

Language related to disability
Many terms used by the general public are not acceptable to people with a disability. Even among people with a disability, there is not always agreement regarding what is acceptable. Some of the more commonly used terms – both acceptable and unacceptable – are described below. In the unacceptable case, the preferred alternative is provided.

9.   Being more inclusive in what you do

Showing respect for diversity

You can't expect others to modify their behaviour if your own is found wanting. Whilst nobody is perfect, you can try to ensure that you are consistent, well informed and constructive – modelling behaviour that in turn influences the behaviour of others.

Actions that can help you achieve this include:

- **learning more about other people**

  Find out about other people's backgrounds, culture and beliefs. Question them respectfully and take a friendly interest in their lives.

- **treating people as individuals**

  Don't assume that people who have similar characteristics want the same things or to be treated in the same way. They may have very different views about themselves and their identities.

- **responding to other people's needs**

  Find out how people would like to be treated in order to make them feel more comfortable with you. This could range from discovering how they prefer to be addressed to finding out whether or not they would like assistance.

- **encouraging team working** –

  Working together on a task can help to build trust, generate respect for other people's strengths and encourage communication.

- **being patient**

  Recognise that entrenched views, misconceptions, myths and so on will not dissipate quickly. Encourage honest discussion within a respectful context.

- **assume goodwill**

  We all make mistakes and most of us have prejudiced and stereotypical views that on occasion may consciously or unconsciously slip out. Challenge these views constructively when expressed by others and accept such criticism if you are at fault.

- **adopting zero tolerance**

  Challenge deliberate acts of discrimination, harassment, bullying, offensive language and so on.

- **keeping abreast of current issues**

  Make a point of finding out the facts behind sensationalised media stories that devalue diversity. Feed these into discussions and debates.

10. Practical tips for creating accessible learning materials

Tips for improving the readability of your materials

Whether you are producing PowerPoint presentations or handouts, here are some top tips for ensuring that that they are accessible to all learners.

Use a sans serif style font throughout your presentation

There is a huge selection of very attractive font styles available electronically. But if we want to ensure our presentations are inclusive, we should be aiming to use a **sans serif** font each time we produce electronic learning presentations.

A sans serif font is a font style that does not include serifs: the small lines, flicks or strokes that appear at the ends of a character font.

Here is an example of a serif font. The arrows indicate the lines at the ends of the character.

Below is an example of a character in a sans serif style font. As you can see, it is different to the above 'T' in that there are no lines, flicks or strokes at the ends of the character.

This type of font, the sans serif font, is the most readable and accessible font to use throughout your presentation. Learners with visual impairments find this style easier to interpret and it is also the style that is easiest to interpret from a distance.

Examples of sans serif fonts that you could use include:

- Arial
- Tahoma
- Verdana
- Lucida Sans

Remember to keep your font style consistent throughout your presentation slides.

11. Practical tips for creating accessible physical environments

The physical learning environment should be checked in general and in relation to any learner's individual needs **prior** to the delivery of learning. Physical learning environments include any place where learning is delivered such as classrooms, halls, laboratories and workshops.

Assess the teaching area

Always ensure your teaching area can accommodate all learners together so none are segregated for any reason. Assess your learners' needs against any teaching area, including furniture issues such as desk height, well before your class. If you think there is going to be a problem, discuss any reasonable adjustments with your learners and disability support unit.

Check outside of your classroom for any obstacles

For example, is the lighting adequate? Are the floors clear and accessible? If you think there may be learners who require assistance to travel to your teaching area, be on hand to provide it. You may want to check the journey your learners have from different destinations to see if there are any barriers or obstacles.

Ensure doors do not become barriers

Unless it is a fire door, consider opening doors in preparation for the arrival of your learners. It is best to use a hook and catch at the top of the door, rather than a door stop that could cause a tripping hazard.

Also, assess whether the width of doors are appropriate for your learners' needs, for example is the entrance wide enough to accommodate a wheelchair or other accessibility equipment, such as a walker? Entrance doors need to be at least 32 inches wide.

Clear the floor

Check for any uneven flooring which could serve as a tripping hazard for some learners.

Before your learners arrive, ensure the floor is free from any clutter including books and wires. Wires that get wrapped around wheels can cause accessibility equipment to malfunction, resulting in unnecessary distress for your learners.

Ask your learners to hang their coats up and move their bags out of the way.

12. Practical tips for challenging discriminatory behaviour

However hard we work to eliminate discrimination in our classrooms, at some point we will encounter either discriminatory language or behaviour. It is essential that this is never ignored and is always acted on.

This is particularly important as the new common inspection framework dictates that all providers of education will be assessed against how well they ensure their learners are free from bullying and all types of prejudice-based bullying. Providers of education will also be assessed on how effectively they deal with unacceptable behaviours and disruptions to learning.

Use the follow tips to help you challenge discriminatory behaviour effectively and in a way that promotes change and good relations.

Create a non-threatening, social environment

Create a nonthreatening social environment in which problematic overt and covert behaviours are not tolerated, whether this includes racial slurs and jokes or other forms of insensitive language and non-verbal behaviour.

Learn the language of discrimination

Racism and homophobia takes many forms and features in all cultures. We are all aware of the main insults but young people develop their own language, for example the currently used term 'oreo' refers to someone who is seen as 'white on the inside and black on the outside'. Another example is the use of the term 'ras', which is a shortened version of a serious insult in Jamaican patois but often used in 'street' language with no understanding of how offensive the term is. If your learners use a term/name out of context or that you don't recognise, ask them what it means to them.

Challenge all forms of discriminatory behaviour

Some of the behaviour which is regarded as unacceptable and discriminatory in the learning environment, such as telling racist or homophobic jokes, may be quite acceptable and commonplace within the learner's family and/or social circle and, indeed, your own.

You still need to challenge learners when you come across this behaviour and point out that it is unacceptable within the learning environment and will be unacceptable and possibly illegal in the workplace.

Activities

Activity:
Make sure you are not fuelling inequality in your subject area

Aim

This activity will help you recognise equality and diversity issues associated with your subject area and ensure your teaching does not unwittingly disengage some groups of learners

How to

Research equality and diversity issues associated with your subject area. There may be obvious gender or ethnic imbalances, but there may also be differences in achievement levels even if there is no obvious imbalance.

Consider how you can counter perceptions voiced by some group about your subject area. For example:

- the subject is boring, with too much teacher talk
- the concepts are hard to understand
- the language is hard to understand
- there isn't any point in learning this subject
- no one is interested in their perspective or opinions
- people like them don't study or work in this subject area.

Note the issues, perceptions and your ideas for resolving them on your Activity Sheet. A good starting point is the *Girl-friendly physics* website (www.girlfriendlyphysics.co.uk) provide ideas and principles that transfer well to all subjects, looking at common issues and tools to overcome them

Activity Sheet: Get ready to counter negative preconceptions

Subject area	
Where is there an imbalance in take-up or achievement?	
What negative perceptions do some learners have about this subject?	
What changes can you make to counter these perceptions?	

Activity:
Challenging in a non-confrontational way

Aim
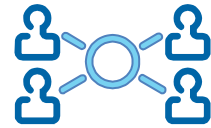
This activity will help you to become familiar with using non-confrontational language when challenging discrimination by offering constructive criticism/feedback to learners.

How to

Consider the scenario on the activity sheet.

Note down the constructive criticism/feedback you would give to the learner(s) concerned at an appropriate time and place using non-confrontational language.

Activity Sheet: Non-confrontational dialogue

Whilst in your workplace you notice two learners repeatedly referring to a male learner as 'Shirley'. He looks embarrassed and annoyed by the behaviour. The rest of the group is ignoring what is going on.

Which learners should you be challenging here and why?

Your dialogue	Tip
	Make it your perception – use 'I' not 'you'
	Be specific
	Focus on the impact
	Request the alternative behaviour