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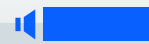
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# Equality, Diversity and Inclusion Embedding Diversity into School Life- Your Responsibility as a Teaching Assistant

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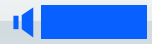
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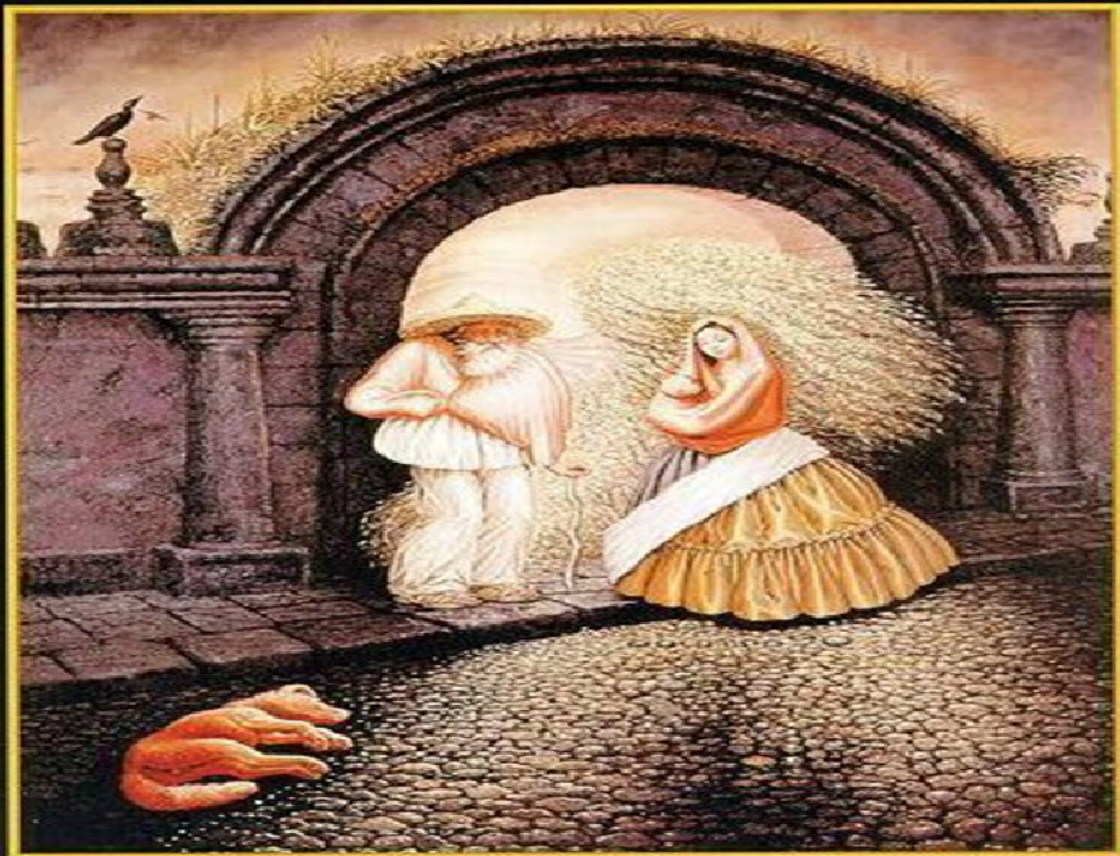


# Different Perspectives



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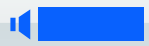
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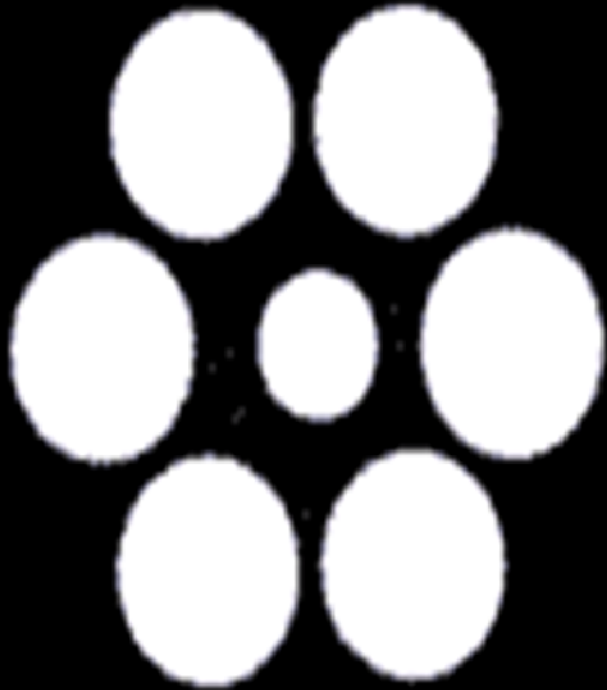
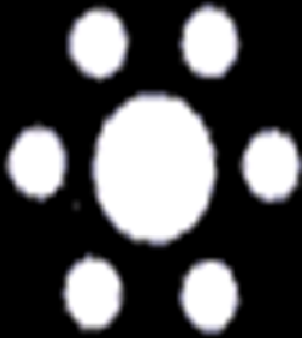




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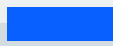
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## Spot the Difference!

- Things can be seen from different perspectives
- People and situations can be seen from different perspectives
- Not all perspectives are the same – difference should be celebrated and embraced
- Different people with different perspectives are just different – not wrong!



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## Difference

- **Equality** is about **recognising** difference – the law and your responsibilities
- **Diversity** is about **celebrating** difference – how you engage, challenge and celebrate
- **Inclusion** is about **mainstreaming** difference – the culture, ethos, policies and procedures (including the bullying policy)



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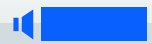
## The Legal and Moral Background

- Public body obligation to consider equality and diversity and impact on learners
- OFSTED inspection criteria – Diversity is key
- Good practice allows for a more inclusive learner experience
- Adhering to the 'spirit' as well as the letter of the Equality Act 2010 will ensure schools are inclusive and promote equality and diversity



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## Legislation and Statutory Requirements: Equality Act 2010

- 9 “protected characteristics” (PC’s):

Age	Gender	Race
Disability	Sexual Orientation	Religion or Belief (or a lack of belief)
Gender Reassignment	Pregnancy and Maternity	Marriage / Civil Partnership

- 3 areas: a **member** of a PC; **associated with** a member of a PC; **perceived to be** a member of a PC (includes collusion issues)
- Not about “PC” but about “PC’s”!



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## Barriers to Embedding Diversity

Direct and Indirect discrimination, harassment and victimisation may be reinforced by:

- Stereotyping                      In and out groups
- Reinforcing the majority view or “frame of reference” will prevent other voices from being heard and other perspectives from being incorporated into the curriculum
- Exclusion practices and “acceptance” of inappropriate language / activities



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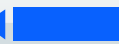
## Anti Racist/ Multicultural School

Making sure schools reflect the multicultural community in the United Kingdom

- Resources which are from a variety of cultures (e.g. authors outside the “traditional canon”)
- Images which reflect other perspectives
- Opportunities for other voices to be heard
- Critical multiculturalist stance (avoiding tokenism)



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## Anti Homophobic School

Making sure schools reflect the Equality Act 2010 –  
Zero tolerance towards homophobia:

- Images which reflect other perspectives
- Opportunities for other voices to be heard
- Your belief system may conflict with lesbian/bisexual/gay /transgender orientation but Equality act 2010 states :No prejudice towards of a **member** of a protected characteristic (pc); **associated with** a member of a PC; **perceived to be** a member of a PC



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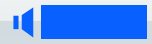
## There Are No Easy Answers

- Education Secretary Michael Gove has become embroiled in a row over the use of anti-gay teaching material in faith schools, claiming the Equality Act that combats homophobic discrimination does not cover the content of textbooks used in the curriculum after it emerged anti-gay religious material had been distributed amongst Roman Catholic schools in Lancashire by a US preacher in 2010.

Source material: <http://bit.ly/yqi0mg>



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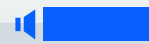


## Getting It Right – A Challenge

- Dominic Crouch – his story is shocking but not unique
- Spell It Out – tackling homophobia in our schools
- Resources:  
[www.stonewall.org.uk](http://www.stonewall.org.uk)



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## It is Not the Obvious Things That Prevent Inclusion

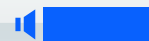
Consider the unintended consequences of the materials, references and examples used

Indirect discrimination is subtle and usually unintended but may present a learner from engaging fully with a subject (hidden curriculum/ ethos of the school)

Need to consider all equality and diversity strands, resources used – maps, dating systems BC/ AD or BCE /CE etc



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## Use of Language

- Overt language e.g. if they don't like something children sometimes say 'gay' (see [www.stonewall.org.uk](http://www.stonewall.org.uk))
- Subtle (culturally acceptable language) - use of negative stereotypes e.g. 'don't be such an old woman'
- Need to challenge this – doing nothing suggests you are condoning the use of such stereotypical language



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## Hidden Messages in Language

- To what extent do we communicate 'hidden messages' about our attitudes towards different cultures for example traveller/gypsy/roma culture (Swennen et al)

Research in this area: Bhopal et al (2009), Cockrell et al (1999), Warner and Elton-Chalcraft (2011)



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## Student Teachers Thinking About 'Race' and Ethnicity – Some Findings

- White student teachers can present a culturally-disaware perspective: unconscious adoption of a white, dominant outlook from their own schooling, community, values (Warner, 2010)
- They did not feel they had adequate input from university in dealing with ethnic diversity issues, which many found 'scary' (Lander, 2008)



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## Attitudes (Elton-Chalcraft 2009: 82 adapted from Kincheloe and Steinberg 1997)

1) **Conservative multi culturalists (mono culturalism)** are 'tokenist'. They attempt to address multicultural issues but deep down, they believe in the superiority of Western (white), patriarchal culture



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## Attitudes cont.

2) **Liberal multiculturalists** are dedicated towards working to 'one race'. They attempt to gloss over differences in an attempt to make everyone equal and the 'same' ('they' are the 'same' as 'us' they just happen to be a different colour)

3) **pluralist multiculturalism** Pluralism becomes a supreme social virtue, diversity is pursued and exoticised. There is cultural 'tourism' where 'they' (as opposed to 'us') live in an exotic parallel world. (e.g. Hannukha is the Jewish Christmas - neo colonialism)



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## Attitudes cont.

- 4) **Left Essentialist Multiculturalists** are extreme in promoting the minority culture; to the extent that the dominant culture is seen as 'bad' and the marginalised as 'good'
- 5) **Critical Multiculturalists** believe in the promotion of an individual's consciousness as a social being. They promote an awareness (self reflection) of how and why his/her opinions and roles are shaped by dominant perspectives. They appreciate that there are differences within as well as between cultures



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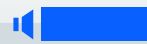


## Discuss Throughout Your Course

- **Discuss issues with tutors** concerning disability, race and belief, homophobia, gender etc
- What are YOUR attitudes towards Inclusion?
- How do you consider other ED “protected characteristics” age, gender, sexual orientation, gender reassignment, disability, pregnancy and maternity and marriage / civil partnership; as well as race and religion or belief (or lack of belief)?
- Explore multiverse website scenarios  
[www.multiverse.ac.uk](http://www.multiverse.ac.uk)



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## Scenario One

“I have overheard some overtly racist comments made by children to their peers, particularly when they are outside at playtime. I have spoken to the class teacher about it and she has advised me that as long as they don't do it in the classroom it is best to ignore it as ' they don't mean anything by it'.”

***Discuss this advice with your group.  
What are the possible ways forward?***



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## Possible Response – Scenario One

- It is never best to “ignore” any form of racism. You should be aware of the school’s anti-racist or ‘race’ equality policy which should set out how to respond appropriately
- There are many factors which might determine your response but it is important that you do respond in an overt way.
- Responses might include involving the senior management team to talk to the perpetrators, contacting parents/carers to discuss the school's concerns, talking to the victims of the name-calling, and ultimately, if the name-calling persisted, seeking advice from the local authority.



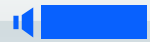
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## Scenario Two

- A Muslim pupil told an Asian trainee on placement that she was being teased by other pupils. “is your Dad a Taliban? We’re killing loads of your lot in Afghanistan. It’s revenge for the London bombings.”
- The trainee asked if she had told her class teacher. The girl said she had and the teacher had said "Never mind, it's not serious. It will pass. You have to expect a bit of teasing.”

***Discuss this advice with your group  
What are the possible ways forward?***



## Discuss- What Would You Do?

Throughout your course discuss these sorts of issues and raise others with your tutors- such issues need to be unpacked

You will not be 'commanded' to abandon tightly held beliefs **however you must adhere to the Equality Act 2010** and uphold an inclusive perspective

- During RE one child in your class says 'my dad thinks gays are disgusting- in the bible it says that is wrong'?
- You overhear a group of children in your class discussing the local traveller community in a negative way 'they leave all their mess and they are not interested in school'?
- A child refuses to work with a child with cerebral palsy "because she scares me"



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## Contacts

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