



A Teachers Guide to Equality & Diversity in the Curriculum

“Widening Participation”



Equality is not about treating all learners in the same way. It's about recognising and respecting diversity to adapt practice and procedure to suit all learners.

Our Values

People: We are passionate about our learners, staff and customers and place them at the heart of all we do by supporting, developing, empowering, encouraging, [respecting and valuing their contributions](#).

Responsibility: We encourage individuals to be responsible for their actions and decisions, and we [promote community cohesion](#) and environmental sustainability through our behaviour.

Integrity: We believe in honesty, integrity and the [highest ethical standards](#) in everything we do.

Diversity: We [recognise and respect diversity](#).

Excellence: We challenge ourselves to strive for the [highest standards of quality and behaviour](#) by adopting a supportive self critical approach in our pursuit of excellence.



Contents

1. Background
2. What is Equality & Diversity and what does it mean for me?
3. Equality & Diversity in Primary and Secondary Education
4. Equality & Diversity checklist for teaching and learning – Ten key points of good practice
5. The six steps to successfully delivering a fair and equitable curriculum
6. Ten top tips for discipline and management within the learning environment
7. Five things to think about to ensure equality and diversity within the learning environment



Equality & Diversity Statement

At Reaseheath College we are fully committed to the promotion of equality of opportunity and ensure that all learners, staff and visitors feel welcomed, valued, safe, included and respected.

Regardless of any of the nine 'protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation' all individuals will each receive equal treatment in access to learning.

1) Background

Embedding equality and diversity into the curriculum and into our own thinking is a challenging and exciting process. This guide is designed to help you learn more about equality and diversity and the competencies needed to help it live within your teaching and learning experience. In the new Common Inspection Framework there is an expectation that equality and diversity is embedded across all key areas. For example, success rates should be analysed by equality and diversity 'protected characteristics, teaching and learning should demonstrate that equality and diversity is embedded, and in leadership and management there is an expectation to 'narrow gaps.'

You will need to have a range of skills and abilities to understand the needs of learners from diverse backgrounds. You will similarly need to translate these aspects into how our learners will prepare to deal with colleagues and customers, from equally diverse backgrounds, in their future working lives.

In regards to your teaching you are not expected to cover equality and diversity in every lesson. However, where natural opportunities arise that lend themselves to 'PROMOTING AND RAISING AWARENESS' of equality and diversity these should be taken and the lesson should be developed to maximise the opportunity e.g. when talking about slopes/gradients in a garden design lesson to include coverage for wheel chair access.

Sharing best practice is an integral part of the process and discussing your ideas, approaches and concerns with colleagues is probably the single most productive action you can take to inspire confidence. Evidence of your inclusive curriculum planning activities should be an integral part of your working day and highlighted during any inspection.

Sharepoint holds a range of resources to support you.

2) What is Equality & Diversity and what does it mean for me?

If you are going to deliver lessons with equality and diversity in mind you need to have a thorough understanding of what it is, **it isn't treating everyone the same!** It is important therefore to:

- Develop and maintain through continuous professional development a clear understanding of your Equality and Diversity responsibilities
- Proactively apply and promote E&D initiatives within the learning environment in order to enhance learner understanding
- Reflect on E&D initiatives to ensure delivery is appropriate to individual learner needs.

Equal opportunity is about being fair and transparent, using acceptable language and respecting people. It is the foundation of our Corporate Strategic Vision, Mission, Values and Learner Equality and Diversity Wheel.

(a) What is equality?

Equality is about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – to live as equal citizens in society free from discrimination and harassment.

(b) What is diversity?

Diversity is about respecting, valuing and celebrating aspects that make us unique as individuals – recognising that we contribute to society because of these aspects, not in spite of them.

(c) What role does equality play in employment with the College?

Equality and Diversity in the College working environment means:

- Having trained staff who understand all aspects of equality and diversity and proactively promote and apply them in all aspects of their role
- Having staff who support the College mission, vision and values and proactively promote and apply them in all aspects of their role

- Having a fair and transparent recruitment and selection process that promotes and supports equality and diversity in the workplace
- Having staff who provide and deliver fair and equitable services to all members of the College community and members of the public.

(d) What role does equality play in the learning environment?

Equality in the classroom means:

- Having trained lecturers, instructors and learning support staff who understand equality issues and proactively promote and apply them in all aspects of their role
- Having lecturers, instructors and learning support staff who support the College mission, vision and values and proactively promote and apply them in all aspects of their role
- Having lecturers, instructors and learning support staff who deliver teaching and services fairly and effectively to all learners and make adjustments to lessons to make allowances for difference.

(e) What exactly is discrimination?

There are different types of discrimination:

- Direct Discrimination
 - Indirect Discrimination
 - Harassment (Third Party)
 - Victimisation
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- **Direct discrimination** – treating a person less favourable than another, for instance not offering someone a job because of their gender.
 - **Indirect discrimination** – applying a requirement or condition which adversely affects one group over another and cannot be justified e.g. insisting on a height requirement that may disproportionately affect women and some ethnic groups.
 - **Victimisation** – treating a person less favourable because they have made a complaint or acted as a witness in a case of discrimination under any of the equalities legislation.
 - **Harassment** - behaviour that is offensive, intimidating, humiliating or distressing. It may be obvious bullying, that involves violence, or it could be more subtle.

(f) What barriers can learners face?

Equality and diversity barriers may occur due to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (first aim of the public sector duty)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Furthermore, social problems can also on occasion affect our learners and when they are combined with personal problems additional support is very often needed.

Sometimes, issues of inequality may occur because we attract learners from diverse backgrounds. We need therefore to design our curriculum to be able to adapt to these changing groups and make 'live' in the education process.

Rather than a source of challenge this should be regarded as a source of celebration. Studying with a wide range of people with different attitudes, beliefs, backgrounds, aptitudes and life experiences is an essential context for learning. Without this experience learners would not have what they need to survive in their social and working lives.

(g) Your own understanding of why discrimination happens

It is easy to think that equality is nothing to do with you because it does not affect you. However, it does affect all of us because we have a responsibility to equality and diversity. It is important to understand:

- Why discrimination happens
- How our attitudes, behaviour and/or language contribute to the situation
- Our own images and assumptions of disadvantaged groups
- What can be done to start changing aspects of our approach?



What does this mean for the learner? We have to understand the learner's position. It should help if you try to understand the position from the learner's perspective – 'walk in their shoes'. Reflect on:

- Past events and how they were responded to
- Good practice and areas where it needs to be established
- Good practice and how it is implemented and shared across the College.

3) Equality & Diversity in Primary & Secondary Education

Learners will be coming to Reaseheath College prepared for equality and diversity discussion; it will have been part of their Personal, Social and Health Education (PSHE) curriculum since they were 4 or 5. Our challenge is to provide a seamless transition in their understanding. To enable this it is useful to have an understanding of what and how young people have been studying.

The framework for PSHE and Citizenship aims to teach pupils to understand and respect diversity and differences. Pupils learn to recognise the effects of bullying, stereotyping, prejudice and discrimination of any kind, and to develop the skills to challenge discrimination assertively.

The PSHE framework for teaching outlines which subjects should be taught at which Key Stage:

- **Key Stage 1 (infants):** there are different types of teasing and bullying; bullying is wrong; how to get help with bullying
- **Key Stage 2 (junior):** realise the nature and consequences of anti-social and aggressive behaviours, such as bullying and racism; recognise and challenge stereotypes.
- **Key Stage 3 (11 to 14):** the effects of all types of stereotyping, prejudice, bullying and racism; how to challenge them assertively.
- **Key Stage 4 (14+):** how to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support.

(a) Personal, social, health and economic (PSHE) education

PSHE education became a statutory part of the National Curriculum from 2011.

PSHE education equips children and young people with the knowledge and skills to deal with a range of issues they face as they grow up. It covers:

- Drugs and alcohol education
- Emotional health and well-being
- Sex and relationship education (SRE)
- Nutrition and physical activity
- Personal finance
- Safety
- Careers education
- Work-related learning

(b) How will schools teach PSHE education?

The Government believes that there is certain core elements of PSHE education which all young people are entitled to receive and is producing statutory programmes of study which describe the broad topic areas that PSHE education should cover. These programmes may be reviewed in the future.

Schools will be able to decide how the topics are taught so that they can take account of the views of parents, pupils and local communities, and reflect the ethos of the school. However, school policies must include the core element of PSHE education.

PSHE education also plays an important role in a schools' contribution to the five outcomes of Every Child Matters (ECM), and to their statutory responsibilities to:

- Promote the well-being of children and young people
- Achieve the aims of the whole curriculum
- Promote community cohesion
- Provide careers education and sex education

The **Common Inspection Framework** uses very similar language and concepts for further education and the College.

(c) What will be taught in PSHE education?

Most schools already provide a broad PSHE education programme and the introduction of statutory PSHE education is unlikely to result in significant changes to the way in which they teach the subject now. Some schools do not currently offer PSHE education, or only provide some aspects of what is recommended.

Statutory PSHE education will ensure that all children and young people receive the core entitlement. PSHE education programmes of study can include:

- Learning opportunities across the curriculum
- Specific lessons with separate curriculum time
- Explicit opportunities in other curriculum subjects
- Whole-school and extended-timetable activities
- Specific projects
- Information, support and guidance on specific areas of learning and development
- Learning through involvement in the life of the school and wider community.

These opportunities should be planned, coordinated, assessed, monitored and evaluated. Children and young people should be involved in this process, influencing what is taught from the start, as well as having a say in how learning develops.

4) Equality & Diversity checklist for Teaching & Learning

The learning needs of individual learners have been planned for and linked to their initial and formative assessments. This is evidenced by differentiation in the lesson plan. Learning strategies are learner centred and help learners gain confidence and empower themselves.

Ten good practice keys:

1. **KNOW YOUR LEARNERS:** be aware of all learning difficulties and disabilities and ensure the teaching team have this information.
2. When resources are produced, consideration is given to represent the diverse range of learners who access provision.
3. A variety of instruction methods are used following an assessment of different learning styles.
4. Assessment is fair and does not discriminate against any learner.
5. Language used by the lecturer, instructor and learning support staff is non-discriminatory and appropriate.
6. Discussion and comments within the learning environment are managed to ensure learner language is appropriate and non-discriminatory.
7. Materials and topics are presented in ways that are sensitive to equality and diversity.
8. Resources are adapted to ensure that learners can access information and to meet individual needs (large print, on tape, using symbols).
9. Learners have the opportunity to fully evaluate the course in an open and anonymous way.
10. Lecturers, Instructors and Learning Support Staff learn to recognise innovative opportunities to promote equality and diversity within the learning environment to develop the individual learner's knowledge and understanding. For example, introducing new techniques within the learning environment which could help the learner to understand how they could assist in a commercial environment; people with diverse needs i.e. mobility. Thereby, raising awareness that equality and diversity is valued; fostering an inclusive College ethos and developing a culture of confidence and respect.

5) The 6 steps to successfully delivering a fair and equitable curriculum

There are hundreds of best practice guides and pieces of research concerning teaching practices and behaviours. The '**6 steps**' below are not necessarily definitive but as examples they do help remind us how a history of E&D issues (e.g. poor home life) can show itself in learner behaviour and how E&D issues can become problems in the learning environment if we are not careful.

1. **Sense of humour**

A sense of humour is a great asset in delivering successful learning. A sense of humour can relieve tense situations before they become disruptions. A sense of humour will also make learning more enjoyable and possibly make learners look forward to attending and paying attention. Most importantly, a sense of humour helps us manage our own emotions and keep a reasonable perspective during stressful situations.

2. **A positive attitude**

A positive attitude is a great asset in facing many different professional challenges. A positive attitude can help cope with these in the best way. For example, you may find out on the first day of term that you are teaching entry level 3 in numeracy rather than level 1 in literacy. This would not be an ideal situation, but a lecturer with the right attitude would try to focus on getting through the first day without negatively impacting the learners.

3. **High expectations**

To be effective we should have high expectations and we should strive to raise the bar for our learners. If we expect less effort we will receive less effort. We should work with an attitude that knows our learners can achieve to the College level of expectations, thereby giving them a sense of confidence too. This is not to say we should create unrealistic expectations. However, our expectations will be one of the key factors in helping our learners learn and achieve.

4. Consistency

In order to create a positive learning environment our learners should know what to expect from the College each day. We need to be consistent. This will create a safe learning environment for the learners and they will be more likely to succeed. It is amazing that learners can adapt to different learning experiences throughout the day that range from strict to relaxed. However, they will dislike an environment in which the rules are constantly changing. Changing rules can include simple things such as inconsistent timescales for the return of marked work or the manner in which written or oral feedback is given.

5. Fairness

Fairness and consistency are often confused. A consistent lecturer is the same person from day to day. A fair lecturer treats learners equally in the same situation. For example, learners complain of unfairness when one gender or group of learners are treated differently.

6. Flexibility

One of the views of a learning environment is that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are 'typical'. Therefore, a flexible attitude is important not only for stress levels but also for our learners who expect us to be in charge and take control of any situation.

6) Ten top tips for discipline and management within the learning environment

Discipline and management within the learning environment causes the most fear and consternation in new staff. However, management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful management and discipline within the learning environment. These tips can help cut down on discipline problems and reduce interruptions and disruptions.



TIPS

1. **Structure**

Don't make the mistake of starting the year with a poor discipline plan. Learners quickly assess the situation in each class and realise what they will be allowed to get away with. Once a precedent is set of allowing a lot of disruptions, it can be very hard to introduce management and discipline techniques. However, it is never difficult to get easier as the year goes on.

2. **Fairness**

Learners have a distinct sense of what is and what is not fair. We must consistently act fairly in all our dealings with our learners if respect is to be maintained. If learners are not treated equitably, we will be labelled as unfair and learners will not be keen to follow rules. Always make sure that if the best learner does something wrong, they too get punished for it. Equally, if the worst learner deserves rewards and praise, they too must receive it.

3. **Deal with disruptions**

It is imperative that disruptions in the learning environment are dealt with immediately and with as little interruption to learning momentum as possible. If learners are talking amongst themselves during a discussion, ask one of them a question to try to get them back on track. If the flow of the lesson is interrupted to deal with disruptions, then we are robbing learners who want to learn of precious learning time.

4. Avoid confrontations in front of learners.

Whenever there is a confrontation in the learning environment there is a winner and a loser. Order and discipline needs to be maintained. However, it is much better to deal with discipline issues privately than cause a learner to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other learners might get the point, we might have lost any chance of actually teaching that learner anything in that session.

5. Stop disruptions with a little humour.

Sometimes all it takes is laughter for everyone to get things back on track in a classroom. However, sarcasm on all occasions should be avoided. While humour can quickly defuse a situation, sarcasm may harm a relationship with the learners involved. Best judgment should be used whilst realising that what some people consider funny others may find it to be offensive.

6. Maintain high expectations.

Expect learners to behave, not that they will disrupt. Reinforce this with the way learners are spoken to. At the beginning of the day, tell learners the expectations. For example, "During this group session, I expect you to respect each other's opinions and listen to what each person has to say."

7. Over-plan.

Free time is something to be avoided. By allowing learners time just to talk each day, a precedent is being set about how we view behaviour and your subject. To avoid this, over-plan. When there is too much to cover, a lesson will never run out of steam and free time will be avoided. You will also create a sense of expectation of how much more there is to learn.

8. Be consistent.

Rules must be enforced consistently. If one day misbehaviours are ignored and the next day someone is jumped on for the smallest infraction, learners will quickly lose respect. Learners have the right to expect us to basically be the same every day. Moodiness is not allowed. Once a learner's respect is lost, attention and their desire to please are also lost.

9. Make rules understandable

Rules need to be clear and consistently applied. Learners should understand what is and what is not acceptable. Further, the consequences for breaking rules should also be clear and known beforehand.

10. Start fresh every day

This tip does not mean that all previous infractions are discounted, i.e. if a learner has three non attendances then today means four. However, it does mean we should start our instruction each day with the expectation that learners will behave. Don't assume that because learner Y has disrupted the class everyday for a week, they will disrupt it today. By doing this, we will not be treating learner Y any differently and thereby setting them up to disrupt again (like a self-fulfilling prophecy).

7) Five areas to consider to sustain the effective delivery of Equality and Diversity within the learning environment

1. Planning

- Do the course documents take into consideration the individual needs of the learner? (*Initial Assessment, Scheme of work, ILP*)
- Is the learning environment conducive to learning? (*layout, accessibility*)
- Are there a variety of learning styles included in the learning session—auditory and visual? (*Schemes of work, lesson plans*)

2. Delivery

- Is time allocated during a learner's induction for information and discussion on equality and diversity, including policies, etc? (*Scheme of work, lesson plans, ILP, complaints procedure*)
- Setting appropriate ground rules with learners (*Lesson plan*)
- Are appropriate assessment methods used for all our learners? (*Differentiation*)
- Using appropriate and sensitive language and challenging inappropriate use of language

3. Diversity

- Is diversity included within the delivery – making reference and using examples from a variety of cultures, religions, traditions, exploring stereotyping and other topics around equality? (*Lesson plan, resources*)
- How is prejudice and stereotyping challenged in the learning environment?
- How do you build on learner diversity as an educational resource?

4. Resources

- Are learning resources accessible for all our learners?
- Do our learners require additional resources to help them to access information? (*Initial assessment, ILP*)
- Are people from diverse backgrounds, socio-economic, cultural, people with disabilities visible in course materials?

5. Additional Support

- Are our learners given the opportunity to discuss additional support at the beginning and throughout the course?

Your Reflections...

You will have acquired your own knowledge, understanding and best practice. Keep a note of your key reflections here. This Guide isn't intended to replace valuable experience, just to support it.

This document has been produced as a quick guide and reminder of the important issues. The full library of Equality and Diversity documents can be found on the College Sharepoint System.

Sharepoint

- College Strategic Vision
- Single Equality Scheme
- Single Equality and Diversity Action Plan and Reaseheath College Learner Equality and Diversity Wheel

Further equality and diversity guidance can be sourced from such bodies as:

The Equalities and Human Rights Commission

www.equalityhumanrights.com

The Government Equalities Office (GEO)

<http://www.equalities.gov.uk/>

Association of Colleges

www.aoc.uk

LSIS

www.lsis.org.uk

Care Quality Commission

www.cqc.org.uk

ACAS website

www.acas.org.uk

CIPD - Equal opportunities in employment

<http://www.cipd.co.uk/about/jobs/eqop.htm>

Direct Gov

www.direct.gov.uk

Business Link

www.businesslink.gov.uk

NSPCC

www.NSPCC.org.uk

NSPCC Think U Know (Internet Safety & Safe Surfing guidance)

www.thinkuknow.co.uk



