

Starts
October
2022

Equity, Diversity and Inclusion



Course Description:

What is it and who is it for?

Our Equity, Diversity and Inclusion programme is designed for teachers in any position, phase, setting or context. The individual components of the sessions combine over the course of the programme to prompt improvements in teaching and learning and the overall performance of classroom teachers by ensuring they are well informed, confident, and well-equipped to develop and share pedagogical approaches which celebrate diversity and promote inclusion.

The three units of content are carefully constructed and delivered over four terms, building sustainable change in the areas which have the greatest impact on our learners:

- Curriculum design
- Learning environments
- Behaviour and pastoral approaches
- Teaching and learning strategies

How is the programme structured?

The hybrid programme is for up to 40 participants and provides regular input from expert presenters alongside frequent opportunity for discussion and personal reflection. A key component is the in-built Action Research Project which ensures that all participants apply learning in their own school, promoting sustainable change. The final session offers a chance to share the progress and developments participants have made in their schools.

What will participants gain from the programme?

- Increased awareness of protected characteristics and how they impact learning.
- A range of strategies which create an environment where all children can thrive
- The potential to improve outcomes for a wider range of learners.
- Confidence and skills to talk about and implement EDI strategies.
- Potential to lead in the future on in-school developments related to EDI

How much does it cost?

£650 per participant from schools with over 600 pupils.

£350 per participant from schools with under 600 pupils.

The fee gives participants access to all six sessions, ongoing support from facilitators and a personal copy of 'Diverse Educators: A Manifesto'.



Structure of the Programme:

The programme considers the most recent evidence at each stage and is constructed to ensure that participants are not simply gaining new knowledge and skills but considering how this learning can be used to the advantage of their own classroom or school. As outlined in the model below, the aim is for each participant to set, reflect and report on development targets which they will be supported to achieve by their course leaders and professional peers.

It is important that all participants understand that to make the most of the opportunities the programme provides they must be prepared to engage regularly in discussion and group feedback, sharing their learning as they progress.

Inform	Influence	Embed	Transform
<ul style="list-style-type: none">- Pre-reading- Online sessions- Face to face sessions- Discussion relating knowledge to context and setting of participants	<ul style="list-style-type: none">- Active reflection- Peer coaching to focus on needs specific to context and setting of individual participants	<ul style="list-style-type: none">- Action research project- Peer review of action planning and targets setting- Shared success and challenge discussion	<ul style="list-style-type: none">- Action research project review- Celebration and presentation event- Headteacher impact report
		<ul style="list-style-type: none">- Action planning and target setting focussed on outcomes	

*This model is based on research by Fletcher-Wood & Zuccollo on effective and sustainable professional development

Research & Evidence base:

- Diverse Educators: A Manifesto by Bennie Kara and Hannah Wilson
- The Good Ally: Nova Reid
- School based case studies conducted by Shonagh Reid
- A Little Guide for Teachers: Diversity in Schools by Bennie Kara

Facilitators and Presenters

Shonagh Reid – Shonagh is a Diversity, Equity, and Inclusion Consultant working primarily in the fields of education at the arts. Shonagh has an extensive background in leadership in education, specialising in Performing Arts and Pastoral Senior Leadership and has worked as a DEI Leader in the East Midlands.

Dr Adam Brett – Adam is a secondary teacher of 14 years and runs the Redhill SCITT. Adam also leads on EDI for Inspiring Leaders ITT and recently completed his Doctorate in Education focussing on LGBT+ inclusion in schools.

Action Research Project:

All participants will be expected to engage in a Research Project using guidance from the National Foundation for Education Research (NFER).

- Guidance and support will be provided to ensure all participants are confident to carry out this project.
- Participants will work in research communities providing consistent and constructive peer review of individual research projects. Each research community will have access to a Teams channel to maintain communication threads throughout the life of the project.
- During the final session in January 2023 participants will reunite with presenters and fellow participants to share and celebrate successes, share the outcomes of their research projects, reflect on progress and plan next steps.



How to Book:

E-mail: enquiries@redhillhub.org.uk

Phone: 07483331520

Course information available on www.redhillhub.org.uk

Questions or queries to: s.barfoot@redhillhub.org.uk / a.brett@theredhillacademy.org.uk

Phase 1 – Autumn Term 2022

Dates:

- Session 1: Friday 7th October 2022 – whole day – face to face
- Session 2: Friday 11th November 2022 - 1pm to 4pm – face to face

Pre-session reading: This will be released via Teams to all those successfully enrolled on the programme a few weeks prior to the first session.

Session 1	Inform & Influence	Embed & Transform
<p>Date: Friday 7th October 2022</p> <p>Time: 9am to 3.30pm</p> <p>Venue: Redhill Training Centre NG5 8GX</p> <p>Facilitators: Adam Brett Shonagh Reid</p>	<p>Participants will consider the importance of EDI in schools by:</p> <ul style="list-style-type: none">- considering the National picture regarding staffing, curriculum, teaching & learning, outcomes and statistics.- focussing in on the local picture- considering where and how we begin to make a change in D&I in schools?- looking at examples of good practice- reflecting on personal experiences and views and establish takeaways	<p>Participants will:</p> <ul style="list-style-type: none">- share thinking about and responses to research and evidence- engage in coaching questions to stimulate reflection- identify new learning / possible challenges / potential areas for development (in the classroom and in daily interactions)- identify any areas where more knowledge / expertise is needed- start to consider actions which might make a difference in their own classrooms / interactions
Session 2	Inform & Influence	Embed & Transform
<p>Date: Friday 11th November 2022</p> <p>Time: 1pm to 4pm</p> <p>Venue: TBC</p> <p>Facilitators: Adam Brett Shonagh Reid</p>	<p>Participants will understand the impact of discrimination and how to create psychological safety by:</p> <ul style="list-style-type: none">- reviewing terminology, science and research and key thinking behind the effects of discrimination- exploring what discrimination looks like for different protected characteristics- considering how we create a psychologically safe classroom and school environment for all children- looking in detail at examples of good practice	<p>Participants will:</p> <ul style="list-style-type: none">- share further thinking in response to research, evidence and reading- complete a SWOT analysis of their own classroom environments identifying areas of strength, areas for development and opportunities for positive change- identify 1 – 3 ways we can make changes to create a more psychologically safe environment- write a review for next session



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Phase 2 – Spring Term 2023		
Dates: <ul style="list-style-type: none"> Session 3: Monday 16th January 2023 – 90 minutes - online Session 4: Wednesday 22nd February 2023 – 90 minutes - online 		
Pre-session reading: This will be released via Teams to all those successfully enrolled on the programme a few weeks prior to the first session.		
Session 3	Inform & Influence	Embed & Transform
Date: Monday 16 th January 2023 Time: 4pm – 5.30pm Venue: Zoom Facilitators: Bennie Kara Supported by Shonagh Reid Adam Brett	Participants will consider in detail the importance of a diverse and inclusive curriculum by: <ul style="list-style-type: none"> - analysing a case study - considering why it is important to create a curriculum reflective of the communities we serve - exploring the challenges of creating a diverse curriculum - investigating and evaluating strategies for creating a diverse curriculum 	Participants will: <ul style="list-style-type: none"> - use a balancing resource within an existing scheme of learning - speak to leaders in school about D&I and the role it plays in current planning and delivery - write and review a SOW designed to be more clearly focussed on the diverse needs of their own classroom and focussed on inclusion
Session 4	Inform & Influence	Embed & Transform
Date: Wednesday 22 nd February 2023 Time: 4pm – 5.30pm Venue: Zoom Facilitators: Adam Brett Shonagh Reid plus guest (TBC)	Participants will examine pastoral systems and safeguarding through a diverse and inclusive lens by: <ul style="list-style-type: none"> - analysing a case study - analysing inclusive and culturally informed pastoral systems - analysing inclusive and culturally informed safeguarding procedures - exploring, discussing and evaluating ways to implement pastoral behaviour and safeguarding systems with awareness and inclusivity 	Participants will <ul style="list-style-type: none"> - evaluate data identifying which groups of students are under or overrepresented in certain categories - speak to pastoral leads to compare national, local and school data - consider the impact of common strategies on attendance and behaviour for certain groups of pupils - experiment with classroom systems which promote inclusivity



Phase 3 – Summer Term 2023		
Dates: <ul style="list-style-type: none"> Session 5: Thursday 20th April 2023 – whole day – face to face Session 6: Friday 12th January 2024- 1pm to 4pm – face to face 		
Pre-session reading: This will be released via Teams to all those successfully enrolled on the programme a few weeks prior to the first session.		
Session 5	Inform & Influence	Embed & Transform
Date: Thursday 20 th April 2023 Time: 9am – 3.30pm Venue: TBC Facilitators: Adam Brett Shonagh Reid	Participants will consider how to structure Teaching & Learning safely by: <ul style="list-style-type: none"> - analysing a case study - exploring bias in teaching and learning - considering how to improve outcomes for students with protected characteristics - exploring how to avoid bias in teaching and learning 	Participants will: <ul style="list-style-type: none"> - follow up on reading and coaching questions - conduct close analysis of their own practice looking for conscious and unconscious bias - implement strategies which avoid bias and document developments
	Launch of Research Project	
	Participants will conduct a Research Project by: <ul style="list-style-type: none"> - using the NFER research guidance to establish a focus and approach which will have measurable impact in their own classroom - agree to present project findings in the final session of the programme Participants will: <ul style="list-style-type: none"> - set the focus and parameters of their project themselves with the support of the course leads and fellow participants. - get approval from their Headteacher / T&L Lead for the project title/focus and make their school fully aware of the research they are undertaking. - work in collaborative research groups of their choosing, seeking support and encouragement from each other. 	
Session 6	Inform & Influence	Embed & Transform
Date: Friday 12 th January 2024 Time: 9am – 3.30pm Venue: Redhill Training Centre NG5 8GX	Participants will celebrate their learning by: <ul style="list-style-type: none"> - presenting their research project findings - reflecting on their learning and the changes they have made to their own practice - exploring the influence their learning has had on their wider school - consider next steps 	

This programme is one of five DfE approved programmes run by Redhill Teaching Hub. More information about our Core Programmes and CPD offer is available at www.redhillhub.org.uk and on social media @RedhillHub