Deeper Thinking and Stronger Action

A personal and organisational commitment to equity, diversity and inclusion

CONTENTS

FOREWORD

Welcome to 'Deeper Thinking and Stronger Action: A personal and organisational commitment to equity, diversity and inclusion'.

Our understanding about equity, diversity and inclusion (EDI) is constantly evolving – ebbing and flowing as the world changes, and events shock or uplift us. We have only to look at global events and trends over the past few years – the global pandemic, the murder of George Floyd, the murders of Sarah Everard and Sabina Nessa, the first active male professional footballer (Jake Daniels) to come out publicly as gay, greater diversity and representation in our media, and the celebration of the achievements of people with disabilities in sport, arts and culture, to name but a few – to realise how much these things impact on us all, shifting our thinking and changing our behaviours.

The Further Education (FE) and Skills sector has always been uniquely placed to promote equity, diversity and inclusion. In the sector, we have a diverse workforce, and we work with a diversity of learners, striving to create inclusive learning opportunities, to improve life chances, and shape futures. We do great work, but we need to do much more. Managers in the sector are well placed to lead this work. This resource aims to help managers – and indeed anyone who has a leadership role, from teachers to senior leaders – to take equity, diversity and inclusion forward in an ever-changing world.

The three sections in 'Deeper Thinking and Stronger Action: A personal and organisational commitment to equity, diversity and inclusion' require you to engage and act:

Knowledge and understanding

This section will give you an insight into the key conceptual frameworks for understanding equity, diversity and inclusion within an FE and Skills context.

- How do you keep yourself informed and up to date?

- How do you make sure your team is informed and up to date?

- Where do you get your information from? Is it from diverse sources?

- Whose voices are you listening to and reading? Do you get different perspectives?

This section is about you as a person, how your lived experiences shape how you think and act, and how that could impact on your practice as a manager.

- What techniques do you use to reflect, such as journaling or mentoring?

- Where does your challenge come from? Who do you talk to, who do you network with?

For there to be any change to equity, diversity and inclusion we must commit to action. This section is about the kind of collective action that we can all take in teams, organisations and across the sector.

- Have you developed your own action plan – for your own personal development, for things that need to change in your team or organisation, things that you get involved in in the wider FE and Skills sector?

How to use this resource

We hope that this resource makes you think and do! We hope that you use some of the activities for your own development, but that you also share them with colleagues, and discuss and learn together. We hope that it will take you down different pathways for your learning and action as you follow some of the leads, and that once you have followed up on one topic, you will come back and follow up on other things you need to think about and do.

Throughout the resource you will see symbols which indicate where you can stop to reflect or commit to action. These reflection/action prompts might lead you to question your own thinking/actions. There are also suggestions about what you might do going forwards, which you can record in your action plan (Appendix 1).

We don't want this resource to give you lots of extra work. We want this resource to help you think about how you embed equity, diversity and inclusion into the work you already do, how small changes to everyday management actions on equity, diversity and inclusion can make big differences to your team or your learners, and how you can develop yourself as an inclusive leader.

The important thing is to be honest about where you are in your knowledge and understanding, your motivation and your commitment. Obviously, the writers of this resource have no idea about who you are, other than assuming you work in the FE and Skills sector. We do, however, imagine that you have some privileges and may also experience some disadvantages. The important thing is how we own that privilege (e.g. sex, academic qualifications, socio-economic background), and how we use these experiences in our various roles.

Working from a values base

All the work we need to do to promote equity, diversity and inclusion is underpinned by values. Throughout the resource we have made reference to these values.

- **Honesty.** Being honest about how who we are and what we have experienced shapes how we think, the choices we make and how prepared we are to change.

- **Bravery.** Sometimes this work can be uncomfortable and challenging but still we need to do it.

- **Humility.** Nobody has all the answers, and we may make mistakes along the way; as managers we need to accept others may know more or differently.

- **Willingness.** We need to be willing to learn, unlearn, challenge, be challenged and commit to doing the work.

- **Hope.** We need to hope we can make a difference for a fairer, more equitable and compassionate world.

Stop and reflect

- What are your personal values that you bring to this work?

- How will your values impact on the thinking and doing of your work on equity, diversity and inclusion?

- When you implement your action plan, how will you ensure you act out your values?

If you would like to explore values work in more depth, you may wish to read Brené Brown's work, such as 'What are your values?' However, please note the following critique of Brown's work by Dr Carey Yazeed from black people's perspectives: 'The dangers of courage culture and why Brené Brown isn't for black folk'. This article shows a different perspective to how some of Brown's teaching can be unsuitable and challenging for black and brown women.

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We also want to acknowledge and thank [Charity So White](#) for the inspiration for the values, and for the poem on the following page.

INVITATION TO BRAVE SPACE

by Micky ScottBey Jones

Together we will create brave space

Because there is no such thing as a "safe space"

We exist in the real world

We all carry scars and we have all caused wounds.

In this space

We seek to turn down the volume of the outside world,

We amplify voices that fight to be heard elsewhere,

We call each other to more truth and love

We have the right to start somewhere and continue to grow.

We have the responsibility to examine what we think we know.

We will not be perfect.

This space will not be perfect.

It will not always be what we wish it to be

But

It will be our brave space together,

and

We will work on it side by side.

Knowledge and understanding

KNOWLEDGE AND UNDERSTANDING

In this section, you will gain an insight into the key conceptual frameworks for understanding equity, diversity and inclusion (EDI) within an FE and Skills context. We will briefly review key legislation and existing inequalities in FE and Skills. These inequalities illustrate where we still have much work to do. We will consider some of the important concepts relating to EDI, such as intersectionality, privilege, bias, and allyship. Finally, we will look at different leadership frameworks as your actions as a leader and manager will affect the impact that you have.

Legislation

Here, we will briefly consider our rights and responsibilities relating to managing FE and Skills teams, as we explore the following equality-focused legislation and regulations:

- The Equality Act (2010)

- The Public Sector Equality Duty (2011)

Understanding our rights and responsibilities as directed by the legislation and regulations above helps us to make what can sometimes feel like complex decisions in relation to challenges and difficulties that arise within our educational spaces.

The Equality Act (2010) and Public Sector Equality Duty (2011) outline our legal duties and responsibilities in relation to our work in FE and Skills. The primary message of the Equality Act is that **everyone has the right to be treated fairly at work, during learning or when using services**. The Act sets the legal framework and some basic rules governing conduct and behaviour. The Equality Act focusses on nine protected characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

We each hold at least one protected characteristic and, therefore, we are all protected under the Equality Act in some way. The basic principle established by the Act is that discrimination on these grounds will in most cases be unlawful (which is where the idea of 'protection' comes from). A distinction is drawn between **employment** and **service provision** situations (including educational services). This means, for instance, that an adult could not expect to receive educational services at a primary school.

The Public Sector Equality Duty (2011) was developed in order to harmonise the equality duties of race, disability and gender and to extend equality legislation across the nine protected characteristics. It was designed to be proactive so that acts of discrimination and harassment could be prevented as well as providing a response after a discriminatory act took place. The Act consists of a general equality duty, supported by specific duties. Public authorities must, in the exercise of their functions, have due regard to the need to:

> **Equality or equity?**
>
> While the legislation uses the term 'equality', it is helpful to consider how we can move beyond the idea of equality, towards 'equity'. Put simply, equity means distributing resources based on the needs of the recipients as opposed to giving everyone the exact same resources. In practice, this can mean providing a scribe for a learner who has a disability or injury that prevents them from being able to write, or providing assistive technology for staff or learners so they are able to fully participate and engage with teaching, learning, assessment and everyday activities within your organisation.

- 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; and

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

Specific duties require public authorities (in England) to:

- Publish equality information annually about staff and learners to demonstrate compliance with the general equality duty; and

- Prepare and publish one or more equality objectives they think they should achieve in order to meet the general equality duty. The first deadline for publication was 6 April 2012 and objectives have to be published at least every four years. Organisations must ensure that objectives are specific and measurable.

Most public sector organisations have published an equality policy with their equality objectives as an appendix to the policy. This usually appears in the appropriate section of the institution's website. Many organisations review and publish their equality objectives annually and some, like Solihull College and University Centre, include theirs as part of a celebratory equality and diversity annual report. Their equality policy appears towards the end of the report. Guidance for institutions and information on the legal requirements of the duties can be found on the Equality and Human Rights Commission website.

However, while legislation within the UK has been successful in reducing overt and direct discrimination and harassment experienced by some groups of people, it has been less successful in tackling the systemic and structural inequalities that still exist in society, in workplaces and in our homes. For example, the government brought in the Equal Pay Act in 1970 but in 2017 brought in Gender Pay Gap reporting, because women still earn less than men. The Race Relations Act was

passed in 1976, but today, black and minoritised people still experience inequalities in education, employment, health and in the judicial system.

These inequalities still exist because of the social norms and bias interconnected with systems and processes that we often fail to question.

Existing inequalities

We noted in the foreword above that there is still much to do in relation to equity, diversity and inclusion in FE and Skills. Here are some of the key EDI issues that we face, identified by representatives from the FE sector at a sector event. It is true to say that society has made many positive steps towards equitable working practices. However, there is still a long way to go.

BAME and other problematic labels

On the word cloud above, notice the phrases 'BAME progression' (blue) and 'retention of BAME leaders' (yellow). The acronym BAME, meaning black, Asian and minority ethnic, is problematic and many people are uncomfortable with the use of the term. If you'd like to understand why, you may want to watch this excellent video by Shereen Daniels: *'BAME, Ethnic Minorities, BIPOC – Which Terms To Use and Why'*. You might also find the government's own style guide a useful resource on writing about ethnicity.

Overlooked and emerging inequalities

On top of the inequalities outlined in the Equality Act and noted above, there are many other often intersecting inequalities, for instance based on class and poverty. For people working and studying in FE and Skills this may mean not being able to afford the right equipment or access wider opportunities that would enhance their learning, or just being distracted from learning or work because of worry about paying bills or having money to buy lunch. These can be overlooked

because they are not one of the nine protected characteristics but the effects of these inequalities can be just as profound. Health inequalities also exist and are intersected with poverty and other protected characteristics. Later, we will consider this when we look at trauma-informed leadership approaches.

By way of example, the far-reaching consequences of economic injustice are explored in Terry Pratchett's famous 'Boots Theory', which comes from a simple piece of dialogue in his 1993 novel Men at Arms. The book features a City Watch commander named Capt. Samuel Vimes. At one point in the story, the captain muses:

> *The reason that the rich were so rich was because they managed to spend less money. Take boots, for example. (He) earned $38 a month plus allowances. A really good pair of leather boots cost $50. But an affordable pair of boots, which were sort of OK for a season or two and then leaked like hell when the cardboard gave out, cost about $10. Those were the kind of boots Vimes always bought, and wore until the soles were so thin that he could tell where he was in Ankh-Morpork on a foggy night by the feel of the cobbles. But the thing was that good boots lasted for years and years. A man who could afford $50 had a pair of boots that'd still be keeping his feet dry in 10 years' time, while the poor man who could only afford cheap boots would have spent a hundred dollars on boots in the same time and would still have wet feet.*

Some inequalities such as this are only just starting to be discussed in the FE and Skills sector and so may be considered 'emerging inequalities', although they are of course not new. Another example of an emerging inequality is reproductive health; in a sector with an average age of 47 and 60% female, menopause is a key issue facing many people in the workforce and that can lead to prejudice and discrimination. Inequalities still prevalent in the FE and Skills sector are further exemplified by the following two short case studies shared by FE managers:

"I have experienced discrimination by an employer because I am female. I worked for a large college for 14.5 years and was promoted through the ranks until I became a Head of Department. At that time, two male colleagues were also promoted to similar roles but at a good deal higher salary without any justification other than "they probably wouldn't have accepted the job if they were offered a lower salary." I did not threaten them with legal action (which I could have), nor did I make a huge fuss; but I did raise the matter with the Head of HR and followed this up with a letter, setting out my reasons for concern as I suspected (rightly as it happens) that this was not an isolated case and reminded them of the law relating to equal pay and conditions. This was not in the 70s or 80s, this was in 2017, so they really should have known better. The upshot was that my salary was raised a little and the two gentlemens' lowered – which caused its own problems. I did not feel that the College had flown the flag for EDI effectively and eventually left the organisation."

"I have experienced various occasions where students have made inappropriate/racist comments in the classroom. Whilst these were often not directed at me personally, they often related to me as a black individual. The most difficult thing about dealing with these situations has been the lack of support and understanding from leadership when I report these issues. I often feel that they are not appropriately dealt with. On one occasion, after a student had made an anti-black comment during a speaking presentation, I felt that the potential harm that this had had on me was not recognised until I verbalised it to leadership and requested that I not be the one to reprimand this student. We are often encouraged to go ahead and discuss and 'debate' these issues in our classrooms, with a focus on teaching and learning; however, in my experience, this has always come at the expense of minority ethnic and queer members of staff who are habitually placed in the position to 'debate' the validity of their existence, both in their professional and personal lives, with no regard for the long term corrosive effects that this often has. Another issue that remains very difficult to address is the difficulty of highlighting to well-intentioned members of staff when and where they may have got it wrong. This is very difficult and one often lets these moments go by, at the expense of all. I have also experienced the sense of not being taken seriously / being tokenised, with regard to my strengths as an educator, because of who I am and where I am from."

The experiences shared above show there is a need for self-reflection and strong action to address EDI issues in FE and Skills settings.

Language / key concepts

There are many terms that it is helpful to understand if you are to develop your knowledge and understanding of EDI in your management/leadership role. The Education and Training Foundation's online course, [Advancing Equality, Diversity and Inclusion in FE](#) has a helpful glossary included and provides a good overview of EDI concepts. We have selected some key terms below that we refer to in this publication and that you may not be familiar with.

Allyship	Allyship refers to the actions, behaviours, and practices that people with power and/or privilege can take to support, amplify, and advocate for others who are disempowered. For example, men can be allies to women, straight people to those who are LGBT and white people to black people.
Cultural capital	Cultural capital refers to the skills, education, intellect and experience that individuals acquire as assets. Traditionally this has been used to exclude people if they didn't speak or look like those in positions of power, or if they didn't go to the 'right school' or live in the 'right place'. However, if we want

	to promote diversity and inclusion then we need to see diversity of cultural capital as positive and see difference as an asset.
Enabling	Enabling is when a person's negative behaviour is able to continue due to the complicit behaviour of those around them, such as passing off behaviours with comments such as 'boys will be boys' or 'it's just a bit of banter'.
Gas lighting	Gas lighting refers to convincing someone that they are wrong or mistaken about something even when they are not. If done repeatedly, the person subject to this can start to doubt themselves or their memory of events. In the context of EDI, the term is often used when people are told that their experiences of prejudice or discrimination are 'all in their own mind' or that they are 'blowing things out of proportion'.
Intersectionality	When we consider equity, it's important to note that our identities are intersectional. In other words, the individual protected characteristics we hold, such as race, sex, and sexuality, overlap and cannot be considered in isolation. Intersectionality acknowledges we can simultaneously belong to multiple historically-marginalised groups and that exclusion does not affect all groups of people in equal measure. People who hold several, intersecting protected characteristics can be particularly affected by prejudice and discrimination. The term intersectionality was first used by Professor Kimberlé Crenshaw to describe how black women were doubly discriminated against, because of their gender, and because of their race. This video from Newcastle University unpacks this idea in more depth.
Lived experience	Lived experience is the direct, personal experience of a particular identity, or experience of interaction with organisations, systems and processes.
Microaggressions	Microaggressions are comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude toward a member of particular groups (such as trans people, people with disabilities, or people from ethnic minority backgrounds). This video effectively illustrates microaggressions and the impact they can have.
Ordinary privilege	Ordinary, everyday privilege is not about what you have, it's about what you don't have to put up with. It's about the systemic inequalities that give some people privilege and make life harder for others. Privilege is the absence of the negative consequence of bias and prejudice. It can operate in such a way that people with privilege rarely notice the advantages they have and the challenges they do not have to face. Privilege presents itself as the norm, the everyday, and so for those of us with privilege it can be hard to see that life is not the same for some people as it is for us.
Rape culture	Rape culture is an environment where sexual violence and abuse is normalised, played down or laughed off. This may include actions from banter, name calling, inappropriate touching, upskirting, and cyber-flashing to sexual coercion and violence.

Toxic masculinity	Toxic masculinity refers to the dominant form of masculinity where men use dominance, violence and control to assert their power and superiority. Adherence to traditional male gender roles can stigmatise and limit the emotions boys and men can comfortably express while elevating other emotions such as anger.
Unconscious bias	Unconscious bias (also known as implicit bias) is a term used to describe our innate preferences for people and groups who look like us, who think like us and who come from similar backgrounds to us. As humans, we all have unconscious biases, which can cause us to inadvertently become less inclusive of individual people, or groups of people, who seem different to us. Recognising and understanding our unconscious bias is very important, as this is the first step to challenging it.
Upstander	Someone who sees a wrong-doing or inequity and speaks out or acts in support of an individual or cause. It may be something simple such as challenging a comment, naming a problem and taking responsibility for tackling it, or offering your support to a person/people affected. Alternatively, being a bystander and not acting when witnessing wrong-doing can result in 'bystander apathy'. This occurs when someone is not willing to interfere simply because other people are present.
White fragility	White fragility refers to the discomfort and defensiveness white people experience when talking about and confronted with racism. In the section below 'Deeper Thinking', you will be invited to review a 'White Fragility Scale'[1] (Langrehr et al, 2021). This scale, if it applies to you, could help you acknowledge and address when you find it hard to talk about racism.

Stop and reflect

- Do you recognise all of these terms?

- Do you need to find out more about any of them?

- Which of them sustain inequality and prejudice and which can be used to challenge inequity?

EDI challenges in FE

To illustrate the EDI challenges facing the FE and Skills sector further, and provide examples of some of the concepts described above, here are three short films which are (simulated) extracts from line management meetings. They illustrate some of the challenges that leaders and managers can face when upholding the Equality Act. The films are semi-scripted and improvised by actors. We have chosen to use situations which recur frequently in FE and Skills contexts.

The discrimination shown here is not dramatic and crude but quite subtle and insidious. The films show the traps that managers are frequently drawn into when handling equity issues. Each film has

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[1] Langrehr, K. J., Watson, L. B., Keramidas, A., & Middleton, S. (2021). The development and initial validation of the White Fragility Scale. *Journal of Counseling Psychology, 68*(4), 404–417.

some ideas for discussion and some points of good practice.

This clip is about the importance of naming behaviour – naming it as racism, sexism etc. Naming is empowering but has to be handled with delicacy and tact. The film also illustrates intersectionality – how we have more than one identity and these can all contribute to a composite discrimination. In Maxine's case, she says the disrespect she experiences is because of her race and gender combined. Her manager avoids shifting the conversation to blaming her for the quality of her work and to seeing her as responsible for the audience's behaviour, another frequent reaction of managers.

Naming Behaviour

Gareth Corke, line manager and Maxine Finch, staff member
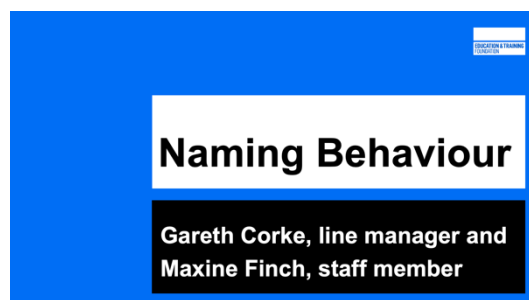
🔍 **You may wish now to ask yourself 'What are the pros and cons of naming behaviour?'**

FILM 2 - '<u>ARE YOU SAYING I'M…</u>'

This film shows how a line manager deals with a member of staff who raises a complaint about her discriminatory behaviour in a meeting. In this case it is homophobia but could equally well be about racism, sexism or another issue. It also raises the point that we all experience behaviour differently, often in the light of previous experiences, because what one member of staff may experience as bullying, another may experience as homophobia. Both experiences are real and both have to be handled just as they are described by the staff member not how the manager rationalises them.

The essential point of the film is that discrimination is about effect not intention, about the person's experience of the situation not the intentions or motives of the other person.

Are you saying I'm…

Anna Motram, line manager and Morris Findley, staff member.
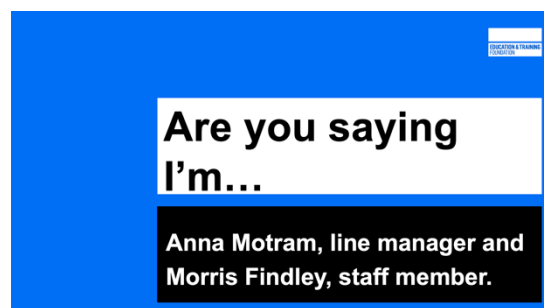
🔍 **You may wish now to ask yourself 'Why is discrimination about effect not intention?'**

This film is about victimisation and harassment on the basis of disability, race and gender. It shows how disability and 'reasonable adjustments' are often excused away, delayed or re-framed as 'budget' issues. It also shows how complaints or challenges are turned back on the person raising them as performance issues or personality conflict. It's about victimisation and procrastination. It is based on a true story. The effect is to build up a 'negative swirl' around the member of staff where they can do nothing right or everything they do is 'not good enough'. This is often where disciplinary and grievance cases start.

Negative Swirl: victimisation and delay

Anna Motram, managing director and
Anne Marie Senior, senior consultant

🔍 **You may wish now to ask yourself 'If you inherited this situation, what would you do?'**

Be a leader of EDI

Driving forward meaningful change on equity, diversity and inclusion requires leadership. In this context, leadership isn't about role or status it is about making conscious and informed decisions, using the influence we have and committing to action.

Be authentic

Authentic leaders align what they do to their values, and base their decisions and actions on what they believe to be right. Rhetoric about EDI is the face of inequality sounds hollow and false and creates resentment, distrust and demotivation. This is why at the start of this resource we asked you to think about your values and how you will embed them throughout your work on EDI.

Be inclusive

Being inclusive is an act of consciousness. We cannot be complacent and assume we are inclusive because there is diversity in our organisations. The Six Signature Traits of Inclusive Leadership provides a useful framework for thinking about how we lead that change. Developed by interviewing business leaders, each of the six traits are made of different elements. Within each element there are things leaders need to think about and things that leaders need to do.

6 Traits of Inclusive Leadership
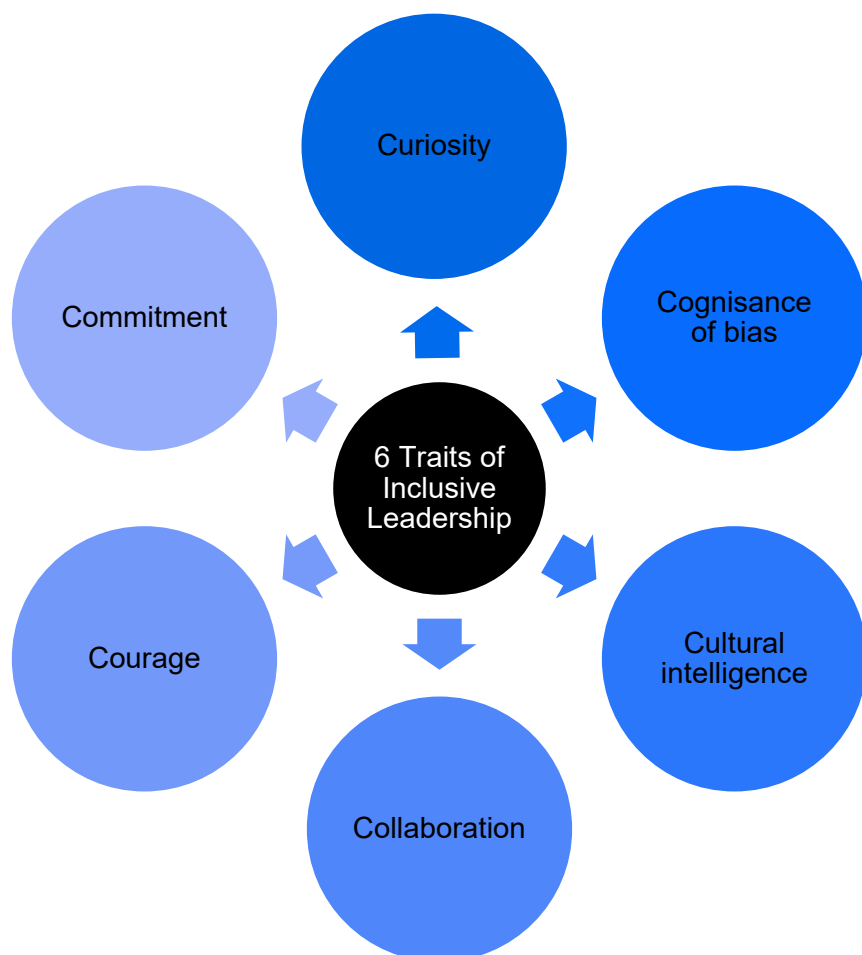
Curiosity – Because different ideas and experiences enable growth

Cognisance of bias – Because bias is a leader's Achilles heel

Cultural intelligence – Because not everyone sees the world through the same cultural frame

Collaboration – Because a diverse thinking team is greater than the sum of its parts

Courage – Because talking about imperfections involves personal risk taking

Commitment – Because staying the course is hard

Leading change in equity, diversity and inclusion can seem overwhelming – so much to do in an ever-changing world. We have included this tool because it offers a way to lead on equity, diversity and inclusion whatever your starting point and whatever your situation. Leading change is not a complete and finish task, it is a constant and evolving journey and we need to keep re-visiting what we are thinking about and what we are doing. More detail about this framework for inclusive leadership is in Appendix 2 where you will find an adapted framework for inclusive leadership in FE.

Be compassionate

Many organisations are taking a trauma-informed approach to their work in recognition of the mental and emotional distress experienced by learners and staff. The research into Adverse Childhood Experiences (ACEs) shows that traumatic experiences and events impact on future health and wellbeing, how children learn and how people relate to the world and those around them. Many adults, including adult learners and staff, will be carrying the impact of ACEs.

Original ACEs studies focused on adversities in the home like abuse, neglect and other household challenges. Subsequent studies on ACEs have expanded to include other factors such as exposure to racism. All forms of discrimination deny people access to resources, dignity and quality of life, so in taking an intersectional approach we see that the burden of trauma lies heavier with some people and communities than others, particularly when trauma is a repeated and common occurrence. Discrimination, harassment, and microaggressions all add to the load that some people carry in life.

This creates stress and impacts on our bodies and brains and can impact on our health and wellbeing over time. Research carried out in London showed that about half of Londoners had experience of one form of adverse childhood experience and about 10% had experienced four

adverse childhood experiences.[2] Intersected with low income and other protected characteristics, it perpetuates health inequality.

This means we need to bring trauma-informed approaches to management and leadership practice and ensure that we keep equity, diversity and inclusion as central principles. Not to apply an equitable and just approach is to add to trauma.

UK-NHS Principles for becoming trauma-informed

1. Avoid trauma and re-traumatising those working and learning

2. Reflective practice, critical thinking, listening to and accepting others perspectives

3. Open communication is valued

4. Promote trust and value diversity

5. Help all to understand how their work relates to organisational vision and goals

Get buy-in

Sadly, sometimes people aren't always on the same page as you, you may not have the buy-in of those more senior to you, or you may be working with people external to your organisation. Nevertheless, we need to find way to influence and collaborate. Getting buy-in often needs a systems leadership approach. Although it's written for SEND (Special Educational Needs and Disabilities) managers, How To Lead When You Are Not In Charge offers many tips and strategies for influencing others and advises how to take a systems approach to the work you want to do.

"Senior leadership buy-in has always been an historic issue, in the school sector and FE. [There are] gas lighting issues and playing down of issues, or simply not recognising that discrimination exists on an individual or systemic level. Senior leaders (decision makers) quite often will use process and systems to justify why aspects of EDI can't be done. This is in relation to workplace practices as well as curriculum development."

- Manager in FE

Stop and reflect

You have now read the section on knowledge and understanding. This is a good time to pause and think:

- What have you read that you already know and apply in your work?

- What was new for you?

- What thoughts and insights did it provoke for you?

- What might you go and find out more about?

Deeper thinking

DEEPER THINKING – WHERE AM I AND MY ORGANISATION NOW?

This section is about you as a person, how your lived experiences shape how you think and act and how that could impact on your practice as a manager.

Being a fair and equitable manager, creating and leading change on equity, diversity and inclusion, has to start with yourself. To be inclusive leaders we need to be self-aware (see the Six Traits of Inclusive Leadership and the trait of cognisance of bias). We need to know our own biases – what are our prejudices? How are these impacting on our thoughts and actions? What don't we know but need to learn and what do we think we know but need to unlearn?

This section on deeper thinking – questioning our beliefs and assumptions and developing a greater self-awareness – requires us to live our values and act with:

- **Honesty** –- being totally honest with ourselves.
- **Bravery** –- because you will have to admit to past mistakes and own what you don't know.
- **Humility** –- because you don't know all the answers.
- **Willingness –** to learn and to unlearn past beliefs and thoughts that have been biased.

Be prepared to be uncomfortable.

Unconscious bias

Earlier we looked at unconscious bias (or implicit bias). In this section we look at different types of bias, recognise our own bias and think about how that might impact on our behaviours and actions.

Here are some examples of types of bias:

Type of bias	Description	Example
Affinity bias	The tendency to more easily and deeply connect with people who 'look and feel' like ourselves.	We tend to build a network of trusted colleagues who are like us in terms of gender, race, age, sexual orientation, or professional background, for example. To some extent this may be due to where we work or live, but it means that we are not open to diverse perspectives so we need to be aware of it.

Implicit stereotypes	Occurs when we judge others according to stereotypes that we may have been led to believe, through our upbringing or through the media for example, to be true.	We may unquestioningly accept stereotypes leading us to make assumptions about people and their lives based on things like faith, body size, way they dress etc. Or stereotypes may lead us to excuse certain behaviours (e.g 'just being lads') or not permit certain behaviours such as 'men don't cry'.
In-group favouritism	A tendency to favour members of in-groups and neglect members of out-groups.	When the same group of people (in-group) get consulted on things or asked to get involved with decision making or get offered opportunities to develop. Whereas the out-group are rarely asked, hear things second hand and do not get the same opportunities.
Conformity bias / group think	Occurs when our desire for group harmony overrides rational decision making.	Often happens on selection panels or in meetings where everyone concurs with one point of view, particularly if voiced by someone deemed to be more experienced or expert.
Attribution bias	Occurs when the wrong reason is used to explain someone's behaviour (couple with in- and out- group favouritism).	When a person may be described as negative or disinterested, when they may have been marginalised (part of out-group) and become demoralised.

Recognising and understanding bias is important because unchecked, it leads to lack of equality, diversity and inclusion, poor decision making, and impacts on behaviour and actions that can have negative consequences such as toxic masculinity and enabling rape culture.

People can also internalise unconscious bias, which affects self-belief and self-efficacy, the feeling that we can participate and have a voice, and the choices and pathways we take in life.

Stop and reflect

- Do you recognise the types of unconscious bias listed?

- Do you see them occurring around you?

- Do you see the impact they have on others?

- Do you identify any biases you might have?

Six ways to recognise and tackle your biases

1. **Assume you are biased.** As human beings we are a product of our upbringing (including the things we were told by our parents and teachers as we were growing up), and are influenced as adults by the things we read, listen to, and by those we think are supposed to know how the world works. Having bias doesn't make us a bad person, but being fearful of admitting our bias and shutting ourselves off from questioning our assumptions closes us down from tackling them. We need to be prepared to be reflective, curious, open and to engage in the conversation about it.

2. **Implicit bias test (Harvard).** This online test allows you to find out your implicit bias on subjects like gender, race, age, weight, disability and religion. While there is some controversy about the test (results can be skewed by familiarity rather than bias and it cannot predict behaviour), it can be a good way to jump start your thinking about your own particular biases.

> I took the Implicit Bias test and was shocked to discover that I was ageist. But over the next few days I began to notice my thoughts and actions – not big things, but they did show up my biases. Like when I was in the supermarket and in a rush, at the checkout I looked at all the lines to decide which might be the quickest, and immediately chose the one with the young people in line as opposed to the older people as my assumption was they would be quicker!

3. **Slow down your thinking.** In his work on [Thinking Fast vs Thinking Slow,](#) Daniel Kahneman outlines two systems within the brain that represent how we think and operate. Fast thinking (system 1) is unconscious and instinctive. It enables us to get through the day by handling routine decisions and actions. It can be based on what has been done before and we can almost do things on auto-pilot. It helps us survive busy lives, but it can result in snap decisions and sometimes prejudice. Slow thinking (system 2) requires purposeful and conscious effort. It starts with 'Why?' or 'What if?' Slowing down our thinking when we are making important decisions means we are less likely to fall into biased ways of thinking.

4. **Reflective practice.** Once we have begun to recognise and accept our biases and slowed down our thinking, we can use this to reflect on our everyday thoughts and actions. It can be useful to ask ourselves questions such as:

   - What was my instinctive reaction to that situation?

   - What was behind my thoughts?

   - Would I have responded differently if that person were a different gender/race/age or with any other identity?

   - Could I have acted differently in this situation and what would that look like?

   - Whose advice do I seek out and could I get a different perspective?

   We need to be honest with ourselves during these 'self-conversations', they can be uncomfortable but they are the start of the real work to unpick our biases.

5. **Listen to the different voices around you.** If we only talk and listen to people who look like ourselves and who share similar experiences then we will never benefit from different ideas and perspectives. We will never learn and understand what it might be like for other people. We need to make conscious efforts to listen to different voices. This might mean seeking out different people to consult with or collaborate with, or listening to or reading about diverse experiences.

6. **Know your triggers.** When we are coping with busy lives and huge workloads, we can become stressed or tired. These can be the times when we want to get things done quickly so we can move on to the next task, but these are also the times when our fast thinking makes us vulnerable to biased thinking.

Check your ordinary privilege

Ordinary privilege is complicated. We all have privilege and we may also have disadvantage. Some privilege may change over time such as caring responsibilities or income. Other privilege may remain more constant.

Reni Eddo-Lodge, as a black woman, writes about white privilege in 'Why I'm No Longer Talking to White People About Race' (2017)[3]:

> *When I talk about white privilege, I don't mean that white people have it easy, that they have never struggled, or that they've never lived in poverty. But white privilege is the fact that if you're white, your race will almost certainly positively impact your life's trajectory in some way. And you probably won't even notice it.*

But she also notices her own privilege:

> *An uncomfortable truth dawned on me as I lugged my bike up and down flights of stairs in commuter-town train stations: the majority of public transport I'd been travelling on was not easily accessible. No ramps, no lifts. Nigh-on impossible to access for parents with buggies, or people using wheelchairs, or people with mobility issues, like a frame or a cane. Before I'd had my own wheels to carry, I'd never noticed this problem. I'd been oblivious to the fact that lack of accessibility was affecting hundreds of people.*

Look at the following statements, tick if they apply to you and think about how that gives you privilege:

Statement	Applies to me	This is my privilege because...
I can always visually or audibly access information that is presented to me		
I have never had judgements made about my personality because of my faith		
I have never thought I was paid less than my colleagues because of my gender, race or disability		
I can display photos of my partner without fear of comments or snide remarks		
I do not have to ask for reasonable adjustments to enable me to work		
I have never been asked where I am really from		

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[3] [Reni Eddo-Lodge becomes first black British author to top UK book charts | Books | The Guardian](#)

I never have to second-guess how someone will react to what I say or do		
I never have to worry about what I wear for fear of comment or how it might be construed		
I have never had a comment made about my body shape that made me feel uncomfortable or threatened		
I have never had to rush away from work or take time out from work because of caring responsibilities		
I have never had judgements made about my life because of my ethnicity		
I have never felt like I couldn't talk to my line manager or another senior staff member about my need for flexible working		

We can't help having the ordinary privilege that we have. Sometimes the lack of privilege associated with, for example, having caring responsibilities is a positive choice for us. The problem is when we don't see our privilege and fail to see how lack of that privilege is making life harder for others. When we see our privilege, we can choose to use it to be an ally to others.

White fragility scale

In the 'Knowledge and Understanding' section above, we referred to 'white fragility' and suggested that you might want to consider your own views against a 'white fragility scale' (Langrehr et al, IBID). The scale[4] can be seen below. Note, some items are reverse coded, and some questions may not be easy to answer, or you might not know the answer. If viewing this scale makes you want to learn more, you could note in your action plan (Appendix 1) that you would like to read more about systemic racism, for example.

Emotional defensiveness	
1	I cannot help but feel annoyed when hearing conversations about white privilege
2	It is exhausting having to constantly hear people talk about white privilege
3	Stereotyping white people as racist is actually racist
4	People of colour usually want to make white people feel guilty
5	If I say something about race that offends a person of colour, I would understand where they're coming from, even if my comment was well-intentioned

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[4] Please note that the terminology used in the scale is from the USA – 'people of colour' is contested as a label (see p.9 above)

6	It is biased for a professor to assign readings about white privilege in a college course
7	White people are usually blamed for everything in discussions about racism
8	It does not bother me when people want to talk about white privilege
9	If a person is offended about a well-intentioned comment about race, they are being unreasonable
10	I struggle to articulate my thoughts and feelings during discussions about racism

Accommodation of comfort	
11	I am most comfortable talking about racial issues with other white people
12	I avoid talking about racial issues with people of colour
13	I appreciate when a person of colour does not bring race into everything that they talk about
14	I would block or unfriend a person who constantly talks about white privilege on social media
15	People of colour should make an effort to make me feel comfortable in discussions about racial issues
16	It would be unfair for people of colour to disregard my perspective on racial privilege

Exceptionism	
17	It is frustrating when people see me as a "white person" instead of an individual
18	I know people of colour who have assured me that I am not racist
19	I tense up when referred to as white
20	When meeting new people, it is important to let them know that I am not a racist
21	On demographic forms, I prefer to list my nationality (e.g., American) or ethnic heritage (e.g., German, Dutch) instead of indicating that I am white

Read widely to keep informed

The following FE publications could help you plan strong actions, as an individual, as a team and as part of communities across the sector:

- Using the Black Further Education Leadership Group 10-point plan: Institutional journeys towards a culture of anti-racism (BFELG, May 2021), accessible here.

- Mole Chapman's blog: http://languageofrespect.blogspot.com/

- There are many more resources and publications on the DTSA Leadership Toolkit webpage.

Stop and reflect

You have now reached the end of the Deeper Thinking section so it is time to pause and reflect.

- What bias or privilege oversights do you have?

- Can you see how these impact on how you work with staff and learners?

- Where do you seek feedback on your bias and privilege?

- When you are confronted with your bias and privilege how does it make you feel, and do these feelings affect your subsequent actions and behaviours?

- How can you use your self-awareness positively for your learning and how you work?

- Can you use your privilege in constructive and positive ways?

- Is your thinking aligning with your values?

Research conducted by the [Equality and Human Rights Commission](#) 2018 into unconscious bias training tells us that merely knowing about unconscious bias is not enough to sustain real change. Only by taking action based on awareness and understanding can we really move forward. In the next section on 'Stronger Action', we will discuss how you can begin to take action on a personal, organisational and sector basis to make a difference.

Stronger action

STRONGER ACTION – ACTION PLANNING

This section is about the kind of collective action that we can all take in teams, organisations and across the sector. This is critical because, for there to be any change to equity, diversity and inclusion, we must commit to action. Action needs to be informed by evidence. This might include data on things like achievement, recruitment or representation, or it might come from feedback and listening to the voice of learners, staff or your community.

Some of these are actions you can take personally, and others are those you will need to take as part of a community or team. There will be many ideas we have missed but we hope this gives you a good starting point on your EDI journeys. It is important to stress here that everyone has different journeys and experiences things in different ways. As such, we need to bring people together, not pitch people against each other.

The actions we take need to be aligned to our values, such as:

- **Bravery** to stand up for what we believe in. To stand up for others who may have experienced, or be experiencing inequality and discrimination, and as a leader and manager to make it safe for others to have their say.

- **Humility** to act with grace, knowing that we may not know the answers and need to learn from others, to know that we may make mistakes for which we will say sorry.

- **Willingness** to do the work and take action, one step at a time.

- **Hope** that we can and will make a difference.

Listen to [Darren Hankey, principal of Hartlepool College of FE](#) as he shares their journey as an organisation, to becoming an anti-racist college.

What action to take?

Taking action on EDI, even small actions, can have a significant impact. Sustaining action to make a real difference takes commitment. Motivation to take sustained action is easier when you are clear about what you are doing and why. There may be a mixture of reasons for taking actions.

1. **The data tells you there is an issue.** This includes:

- **Quantitative data** such as learner achievement data, absence and retention data, staff profile data, or the gender pay gap.

- **Qualitative data** such as learner voice, staff satisfaction, feedback from appraisals, or

lesson observation.

- **'Prefer not to say' data** which may indicate that people do not feel safe to declare information about their identities, such as mental health problems, disability or sexual orientation.

- **Lack of data** does not mean that the issue does not exist or does not affect people. It is more likely that we just haven't collected the data. For example, the [Everyone's Invited website](#) highlights the extent of sexual violence happening in schools and universities. The fact that it has not been reported in FE and Skills indicates that the data has not been collected rather than telling us it hasn't happened.

When you analyse data it is always important to interrogate the data from an intersectional perspective across the protected characteristics and other inequalities such as disadvantage and socio-economic status.

2. **A cause or an issue that you feel passionate about.** You may see systemic inequality and prejudice in your organisation or across the wider sector and want to do something about it.

3. **Be more values driven.** Our work can feel more meaningful and purposeful for us when we work to our values. That is when we know we can make a difference through the work we do.

4. **Personal and professional development.** To be the kind of leader you want to be, to lead high achieving teams and enable all learners to fulfil their potential might require us to know and understand more about equity, diversity and inclusion.

- What is your motivation for taking action?

- What is your evidence that action is needed?

Actions you could take…

Before we think about what action to take we need to acknowledge that many of the inequalities we might want to address are what are often known as **'wicked problems'.** This means they are complex, with no clear, simple solution and no one person who can fix them. They require a systems approach. More information about working on wicked problems is described in the resource we mentioned earlier in this resource: [How To Lead When You Are Not In Charge.](#)

This may seem daunting but bear in mind that lots of small actions, carried out individually or collectively, can bring about powerful change.
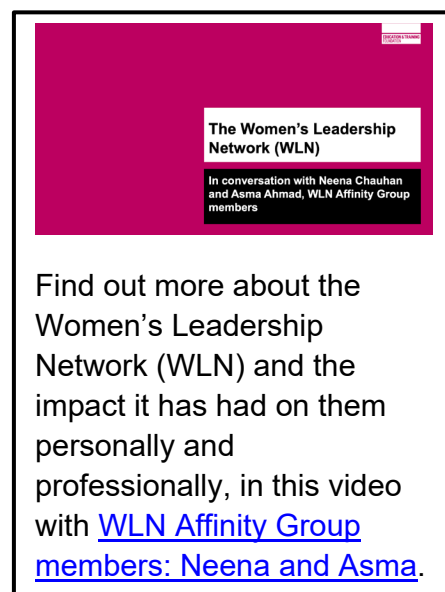
Here are some suggestions:

Be…

- **an upstander.** When you see a wrong-doing or inequity, be prepared to speak out or act in support of an individual or cause. It may be something simple from challenging a comment, naming a problem and taking responsibility for tackling it, or offering your support to the person/people affected.

- **an ally.** Use your position as a manager to work collaboratively to support people or groups. You can find out more about allyship here: [What is allyship? A quick guide](#).

- **accountable.** Get EDI actions written into your own and/or your team's performance reviews.

Read/watch/listen widely. Regular 'quick reads' can be really helpful in keeping you informed. Follow people and groups on social media from the FE and Skills sector or beyond. Commit to reading 'something different', a novel or life history of someone or something that will give you a new understanding. You might like to revisit the FE publications referenced in the Deeper Thinking section.

Join a group that promotes EDI for specific communities (mindful of the intersectional nature of our identities, and that there may not be a group that you feel best meets the needs you have identified for yourself / your organisation / the FE sector). If there is not already a group in existence, could you create your own group of EDI community members/allies by reaching out to others? This is exactly how the #FE Parents group started in 2021 (see below).

- Women's Leadership Network (WLN) – this group represents all women working, learning and volunteering in all kinds of FE settings. Find out more here.

- Black FE Leadership Group (BFELG) – the goal of this group is to engender a truly antiracist FE system. Find out more here.

- BAMEed Network (black, Asian & minority ethnic educators) – seeks to connect, enable and showcase the talent of diverse educators so they may inspire future generations and open up possibilities within education careers. Find out more here.

- #FE Parents – the goal of this group is to provide a support network for parents in FE whilst inviting calls to action in social spaces, highlighting issues specific to parents working in the sector. Find out more here.

The Women's Leadership Network (WLN)

In conversation with Neena Chauhan and Asma Ahmad, WLN Affinity Group members

Find out more about the Women's Leadership Network (WLN) and the impact it has had on them personally and professionally, in this video with WLN Affinity Group members: Neena and Asma.

Establish…
- an **EDI network** in your organisation or professional community. Creating inclusive spaces to discuss EDI is paramount. By encouraging open and respectful dialogue, where questions are welcomed, staff (and learners) are able to learn and grow their understanding of EDI together as a community. Previous research undertaken within FE has highlighted that 'fear of getting things wrong' can hold us back from addressing EDI issues, including, at times, challenging discriminatory or prejudiced attitudes or behaviours (Butterby and Collins, 2018; Meaby, 2018). Building safe, non-judgemental spaces for dialogue is therefore useful for staff teams as well as for learners, helping clarify misconceptions and supporting a clear and cohesive response to any issues that may arise within teaching and learning spaces.

- a **special campaign to raise awareness of EDI issues** and open up spaces for dialogue. For example, you could plan a sexual violence campaign, such as 'It doesn't have to be this way' (ETF, 2020). These materials were designed to help teachers, trainers and support workers facilitate discussions with groups of learners about healthy relationships. The resources are designed to open conversations about what healthy relationships are and provide the opportunity to delve deeper – where it is appropriate to do so – into issues around sexual violence. They aim to inspire learners to build campaigns in their own organisations that will speak to their fellow learners.

- regular **professional development opportunities**, using approaches that help everyone engage with the issues. For example, to help people get a visual representation of different elements of ordinary privilege, people at a training event / in a staff meeting could watch this privilege walk which demonstrates how those with the most privilege are able to move forwards in society more easily. If you would like to do this in your organisation, you can view an approach here.

- an **open space for dialogue** within your organisation where learners and staff can share their lived experiences. Find out what is important to them and build on that proactively. Invite your staff to do the Advancing Equality, Diversity and Inclusion in FE course, which encourages contextual reflection and conversation throughout. Use it as an opportunity to identify areas that staff found most interesting, relevant and impactful, and take them further.

Extend your network. If your current circle of trusted colleagues are people who are like you, think about ways to network with people with different experience or perspectives. Get involved with cross sector EDI action groups.

Find your own allies. Find people who will support you, who you can discuss things with, people who you can check your thinking with.

Prioritise your self-care. EDI work can be rewarding and exciting but it can also be hard work. We are less likely to be open and inclusive if we are stressed and tired. The basis of self-care includes good sleep, lunch breaks, eating well, but also being kind to yourself. Set realistic expectations and recognise that change isn't always straightforward. Collaborate with others and share the work.

Practice…
- being mindful about **voice.** Think about the language you use. Is it inclusive? Observe who gets to talk and be listened to. Try to include different people in discussions and meetings. Support people to have their say.

- **journalling**. Keeping a journal can help you to track and process your thoughts. This can help you realise your values and goals. There are lots of blogs and videos to help you find out more about journaling. Here's a good example: 10 Journaling Tips to Help You Heal, Grow and Thrive from 'tinybuddha.com'.

- being **mentored.** Seek out some mentoring to help you talk through situations or thoughts. Be aware of who you ask to be your mentor (consider affinity bias), try to find a mentor who has different lived experience from you and will be able to provide a different perspective. Be open to challenge.

- including **EDI actions in appraisals** not (unless necessary) as a punitive measure, but by asking people 'What is it you wished you knew more about with regards to EDI?' or 'To what extent do you feel included here?'.

- **embedding EDI in your management practice.** Consider your daily/weekly/termly tasks as a manager, such as curriculum planning, team meetings, team appraisals, etc. How do you ensure that EDI is operationalised throughout all those tasks? Is EDI in *your* appraisal and performance meetings, with your line manager, so that your work on it is recognised?

Make it the norm. Some actions we take will require us to do something extra or get involved with a campaign or project, but most actions should become our normal everyday actions. They don't require extra work, they just need us to be more mindful of our thinking and behaviours and to embed it in our everyday working lives.

Maintain a perspective. There is a lot to do to create equitable and socially just learning and work environments and it won't always go smoothly. Concentrate on doing what you can, one action at a time.

Learn and share. As we take action, it is important to reflect on the work that has been done. What worked and what didn't? We need to share that learning so others may benefit from our new understanding. Most importantly, we need to celebrate success. Celebrating success signals to all that the work we do and the impact we have on equity, diversity and inclusion is important and it matters.

Create an action plan. You will have many ways to do this that are unique to you / your organisation.

How will you know when you are making a difference?
This is not an exhaustive list but here are some suggestions of impacts to look out for:

1. What the data is telling you.

   - Obvious impacts could be the narrowing of achievement rates, reduced sickness absence (but not at the expense of presenteeism), more diverse and representative staff and learners, and positive feedback from staff and learners.

   - Higher rates of declaration which may indicate that people feel safe and that they will be respected if they open up.

   - Collecting data on things you haven't asked before indicates, if backed up by action, that you are inclusive and committed to action.

2. Confidence to talk about different topics and issues. You and others may feel more confident, knowledgeable and comfortable to engage with different topics, to challenge learners and colleagues when they see bias and unacceptable behaviour.

3. Cultural change. While this can be difficult to quantify you may notice and feel that the learning and working environment has changed. You and others may feel more purposeful, motivated and energised. The atmosphere may feel kinder and more compassionate. There may be better retention and reduced staff turnover, fewer grievances and complaints. Colleagues and learners may feel more able to be themselves and not feel they need to hide aspects of their identity.

Stop and reflect

You have now reached the end of the Stronger Action section. It is time to pause and reflect:

- What action could you personally take to extend the work you do on EDI?

- What action could you take, or get involved with, in your team, organisation or across the sector?

- What is the evidence base for taking this action?

- What support might you personally, or the people you are working with, need to take

action?

- What are the benefits or opportunities that might accrue from taking action?

- What are the challenges or barriers that might prevent you taking action?

- How will you overcome these challenges and barriers?

- How will you celebrate and share any learning from the work that you do?

PEOPLE ARE LIKE SAND

by Helen Hodgson

Each grain of sand, so small

Yet together can build a wall

One person's voice so quiet

However a crowd can form a riot

Sand has many different uses

People too, don't make excuses

The particles come from many sources

Humans also, we must join forces

Build a castle, don't dig a hole

Be happy together and believe in your soul

Appendix

Appendix 1: Action plan
Leading and managing on equity, diversity and inclusion

My commitment to deeper thinking – what I will personally do to increase my capability to lead and manage work on EDI.

Things I need to know or think more about	What action can I take?	When will I do this?	Any support needs or challenges I need to address	How will I do this?

My commitment to stronger action – what EDI work can I do collaboratively with others in my team, organisation or across the sector?

What is the EDI issue that needs to be addressed?	What is the evidence?	Who will I collaborate with?	When will I do this?	Any support needs or challenges I need to address	How will I do this?

Appendix 2: Six signature traits of inclusive leadership: a framework adapted for FE

We suggest you read the original report on Six Signature Traits of Inclusive Leadership, but we have adapted it for managers in FE and Skills. Below are our suggestions of things to think about and do in your role as leaders and managers, but it is not conclusive or comprehensive. We are sharing this to give you some ideas. You can use this framework and customise it for yourself and the work you want to do with your teams, in your organisation or across the wider sector.

Six Traits	15 Elements	Things inclusive leaders think about	Things inclusive leaders do
Commitment	Personal values	How personal values, such as fairness, achievement for all and realisation of potential, align to inclusion for staff and learners	• Know their team members – what do they bring to their work and what other pressures might they be under • Treat all team members fairly • Adapt work practice to ensure all team members can work to their best • Ensure all team members feel connected and can bring their whole selves to work
	Belief in the ethical and business case	How ethical and business value of inclusion interconnects with organisational mission	• Articulate and treat equity, diversity and inclusion as a priority running through all your work • Allocate resources (time, training and development, space for creative thinking) for yourself and others to drive change on EDI • Know the data from an intersectional perspective for your work – where are the issues, what are the challenges that need attention?
Courage	Humility	That it is human not to know everything and that we can learn from others Be alive to our strengths and weaknesses	• Acknowledge what you don't know and seek learning from others • Own past mistakes and thinking and be prepared to unlearn things

			• Know that you will need to keep learning
	Bravery	How to make a positive impact for change in equity, diversity and inclusion	• Be prepared to question the status quo and to challenge when necessary • Be prepared to step up and get involved to change things • Seek out and adopt new ways of doing things if they will make a positive impact • Hold others to account for non-inclusive behaviours
Cognisance of bias	Self-regulation	Acceptance of your biases and what to do about them Know when you are at your best and what triggers your biases	• Keep learning about their personal biases, through self-reflection, feedback and discussion • Adopt techniques and follow processes for checking bias in order to make fair decisions • Maintain self care to guard against making default decisions based on bias
	Fair play	How to ensure fair play can be upheld through processes, communication and outcomes	• Ensure fair, transparent and informed decision-making processes • Be open and clear about why certain decisions have been made • Ensure that outcomes for learners and staff are fair and equal
Curiosity	Openness	How to find out about and learn about new and different ideas and perspectives	• Actively seek out diverse perspectives from others through talking, reading and social media • Grow your network of people inside and outside your organisation • Listen to different and diverse views and opinions

			• Reframe from making fast judgements about people
	Perspective-taking	Enhance your understanding of new and different perspectives	• Listen when another person is voicing a point of view • Engage in respectful questioning • Be open to challenge on your own thinking
	Coping with ambiguity	Accept ambiguity and uncertainty	• Provide and seek support through change – accepting that change is more difficult for some people • Demonstrate and encourage divergent thinking through times of change
Cultural intelligence	Drive	The benefits of learning about different cultures	• Take an active interest in different cultures • Make space for and celebrate different cultures • Bring cultural diversity into your team
	Knowledge	The cultural diversity within your organisation and local community	• Seek information on the diversity of your organisation – learners and staff • Seek information on the diversity of your community • Seek out opportunities to learn about your community
	Adaptability	How to adapt behaviour to be culturally inclusive	• Change your style of working to include different cultures • Use appropriate verbal and non-verbal behaviours • Always maintain respectfulness to different cultures
Collaboration	Empowerment	How to ensure others feel able to contribute fully	• Give team members opportunities to deal with difficult situations and to get involved with wider opportunities

			• Give team members opportunities to show leadership in their work and especially through working on EDI
			• Hold your team accountable for their work and actions
	Teaming	How to bring diversity of experience and thinking into the team	• Consciously build diverse team: avoid affinity bias in appointing to your team
			• Avoid in-group favouritism with your team and ensure equal participation
			• Ensure respectful working within your team
	Voice	How to ensure that each team member has a voice	• Create a safe environment for people to feel comfortable to speak
			• Explicitly include everyone in discussions
			• Ask questions and opinions of different team members

Thank you