Session Title:	Equity in Widening Participation: Developing Inclusive Practices to Address Racial and Class Barriers in Education
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Speaker/Institution Bio/Information:	London Met University Policy and Charter Officer Formerly ran Attainment Raising Programme at University of Reading Has personal experience of FSM, disability, mixed-race, music. Studied Classical Music at Uni. Worked in a school prior to HE (SEND practitioner and KS3 music). EDI practitioner now. Has worked across race equality and outreach previously also.
Overview/Aim of session:	Equity in education Race and class Looking at mindset. Shifting from equality to equity. Have some practical examples of what she has done to achieve this and Case studies to place this within context.

Workshop Content	Warm-up – How confident do you feel about the following:
	   - **Championing inclusive practices?**
	   - **Communicating your understanding of class?**
	   - **Implementing anti-racism in our work.**
	Feedback:
	   - **Baseline understanding of race/class is fundamental in WP. Some people in the sector would not necessarily feel that way.**
	   - **Shifting class identity? If you grow up working-class but move into a role that is higher-paid and gives you middle-class style of life, which class are you now?**
	   - **Do we have the right to argue with someone else's definition of class?**
	     The same may apply to race.
	
	<u>Education in the UK isn't fair</u>
	English obsession with fairness, i.e. first in the queue means you should be served first.

But education in the UK isn't fair. It is unequal and inequitable. There are many barriers to success. Racism exists across all of our institutions.

We love an acronmyn in HE – it can shorten things in a useful way, but is it sometimes a euphemism, i.e. when we say BAME we actually mean non-white people, when we say FSM do we actually mean people living in poverty?

Is this a way of addressing an issue that we are uncomfortable? These concepts are really broad and fluffy. Working-class for example is a very challenging term to dissect after Thatcher era.

Where do we start with addressing these issues – especially as we are so fearful of saying the wrong thing. But if you're never going to say anything then nothing is going to change.

We are potentially more aware of racism, but we are not necessarily DOING anything about it. Perhaps we are tentative about doing the wrong thing so we do nothing at all.

Characteristics vs. barriers. Being Black is not a barrier to university, but unconscious racism and bias are. Equality of Opportunity Risk Register, Office for Students are the barriers e.g. limited choice and awareness of courses, insufficient support.

Potential barriers can be linked to protected characteristics.

Access to support can vary so extremely from school to school. 1 school may have a team of 5 people to support each student with their applications and personal statements etc, versus one head of sixth.

We are obsessed with giving everyone the same thing. E.g. access to stationary, exam revision resources. Perhaps Equity is more important – adapt to people's needs. If you are running a Theatre studies taster, have the students even been to a theatre? Do they know what the west end is? Or an interval? Etc.

Look at the barriers and see which steps are justifiable in order to be equitable – e.g. Funding a coach for a specific school may be very much appropriate, even when you can't afford to do that for everyone.

Data and Insights, not stereotypes:
Example - What are the barriers for Pakistani girls applying to university?
Upbringing of someone with Pakistani heritage may

be very different to someone growing up in a mixed-race household, or 2nd and 3rd generation, or to another Pakistani household.

Billy Wong has done a huge volume of data-specific research into education, careers aspirations and minority ethnic students.

Can you justify why you are doing a certain strategy? Are they based on data and fact rather than just assumption and stereotype.

Gathering Information

Don't always have to be explicitly race and class focused. Could look at the data and find small windows of where something 'extra' could be provided.

Students don't always have the language to express what they want or need.

Practice empathy – what do they need and how can we relate what we're doing to their lives a little more.

Case Studies/Examples:	**Example activity – Running a debate on 'Should school uniform be banned' with a Yr10 cohort. Is this a good activity to do with pupils?** **Feedback:** - **If you're doing a debate then you need to give them a topic like this that is accessible i.e. that every student has an opinion about uniform.** - **Slide design – needs to have accessibility considerations. Dual coding needed. + and – next to positive and negative boxes. Dyslexic friendly font / background** - **Are you exposing students from low-income background that might have issues around affordability of clothes** - **Can be engaging as a topic as a little controversial, but not overly so** - **A useful skill as they need to think critically about everyday life** - **Uniform does create a necessary equality.** - **But, is quite an overdone and cliché topic** **In contrast - Critical Thinking Starter example – what are the benefits and drawbacks of lowering voting age to 16 in England. Uses this in her current programme. Had to provide lots of scaffolding and relevant information about the current laws e.g. voting in Wales and voting in Scottish Referendum.** **Engaged students and provided an open and inclusive topic.** **Another example activity from her programme is -**

Rating research questions – give 'blunt' examples e.g. What are people in Britain racists? Vs 'To what extent are racist microaggressions…'. Looking at the question as to the quality of

Example Starter activity – make a playlist of Black British Music. Engaging and exciting to brainstorm ideas and tracks. Students are excited to have their input.
But also leads to discussion -what does it mean to be Black British?

Adapting activities:
- Most of us have done this in practical ways
- Do not need to reinvent the wheel to be an anti-racist

Feedback:
- Awareness of when religious festivals are e.g. ramadan. Wouldn't run a summer school during ramadan. Communication with members of staff that are undertaking this.
- Neurodivergence

CASE STUDIES
School 1 – reputation for being a 'rough' school. Have a head of EDI and attainment programme to support black students. Negative attitudes towards education and staff. Behaviour was poor and lack of engagement.
Did a lot of information gathering with staff and the school in advance. Helped staff pick which students they would select.
Gave extra training to ambassadors. Raise the floor – brought them to the uni as they didn't like school.
Many didn't eat, so they fed them.
Now part of the school's development plan.
Didn't always work. Learnt from that.

School 2 – 30% black and many FSM. Sent any kids that ticked most boxes. Many of those kids did not want to hear what she wanted to say. Talked to school about who would benefit most from it. Mostly black girls with high attainment.
Talk to school about de-colonising the curriculum. Girls engaged very well which then renewed relationship with school.
Examples of work they produced on the slides.

Case Study - <u>Embedding Inclusion Analogy – Comparing Gaeilge and Equitable WP</u>
This is continuous work. We are never going to be perfect at EDI or 'done'.
Case study compares the issues of Irish Language

	decline and the work that we do. Irish Language not taught well in school. **Visibility** – road signs have both languages and is on official buildings and on public transport and used in media. In our work, we could make our resources more equitable e.g. minority groups in images used. Be purposeful and clear about inclusive statements. **Learning** – Irish medium schools or Irish summer college and is compulsory in schools. Resources exist e.g. duolingo and online courses. In our work we can do training and CPD. Read up on these issues of race and class – use research to inform our interventions. What strategies do the schools use? What are the school development plans doing? **Cultural and Structural Change** – targets to give Irish equal consideration in the law to English. 20% of roles to Irish language speakers in public sector. Can we promote fairer recruitment to WP roles and integrate EDI targets into all strategies?
Scenarios/Roundtable discussions:	**SCENARIO: Adapting an activity** Students are doing research and need to perform a speech. Nervous and don't know where to start. How could we adapt the activity to suit them? E.g. can they do their work in another format e.g. a poster or a Q+A. Breakdown the task into steps. Scaffold the task for them. **STEP –** Space – can you move somewhere less noisy / more comfortable Task – is it vital that they are doing a speech or can you adapt? Equipment – are they familiar with the tech or resources available? People – can they work with a partner or have a support? Do we have the presumption of skills that students have? Research skills might not be something that they are familiar with. They might not have laptops / tech at home. Public speaking isn't often ties to confidence – or if they are EAL are they used to the language and note-taking skills needed. Is the culture at school or at home that they shouldn't make eye contact / speak up against their elders.

Questions and Answers:	**Good recommendation for reading? Estates – by Lynsey Hanley is fantastic at giving a history of working-class estates.**
	See poverty as trauma and racism as trauma helps to change the way in which you view and learn about the way in which these students navigate the world.
	Kids and adults with lived experiences aren't necessarily always the people you want to push to learn from. They may have traumatic experiences or ways of viewing themselves and their culture. Scope should be much wider than this.
	Seeing each pupil as an individual e.g. not every student with ADHD will have the same challenges or experience. Not every pupil from an Asian background will be pushed from their parents into STEM.
Summary / Key takeaways:	**Don't have to reinvent the wheel. We can start taking small steps now.** **Lots of reading and resources available on the slides – tap into some of these for some initial thoughts.**
	We need to Identify inequity in education, take the first steps to address this and then embed Inclusion in all that we do.