

**OUTSTANDING TEACHING, LEARNING
AND ASSESSMENT - PHASE 3
(NORTH EAST AND CUMBRIA)**

**FINAL REPORT ON THE PROJECT 'EMPOWERING
TEACHING AND LEARNING COMMUNITIES TO
PROMOTE EQUALITY AND CELEBRATE DIVERSITY'**

(Darlington Borough Council & Bishop Auckland College)

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Empowering teaching and learning communities to promote equality and celebrate diversity

Project overview

A local authority community learning provider and a further education college shared common concerns about the limited confidence of staff when addressing equality and diversity (E&D) issues through their teaching, learning and assessment practices. Leaders in each provider developed new ways of working (often building upon existing policies and structures) to enable staff to work in communities of shared practice.

Key developments revolved around establishing opportunities for collaborative discussion of E&D practice, using forums such as “Padlet” and the creation of E&D “Toolbox Talks”. High profile CPD and community events were also utilised to help empower staff to confidently promote equality and celebrate diversity. As the project progressed, learners became more actively engaged in shaping E&D practices within each setting, as the project team investigated learners’ experiences. They explored learners’ views on how E&D teaching, learning and assessment might better reflect learners’ own concerns, experiences and gaps in knowledge.

Rationale

Darlington Borough Council and Bishop Auckland College shared common concerns about the limited confidence of staff when they addressed equality and diversity (E&D) issues through their teaching, learning and assessment practices. Both partners are situated in largely white, semi-rural communities with little immediate experience of diverse cultures. The partners agreed that staff needed to go beyond “tokenistic” attention to E & D issues, and they hoped to create the conditions that would encourage them to take greater responsibility for making E & D central to each practitioner’s teaching.

Project approach and outputs

The core project team was headed by the local authority team lead and included twelve representatives across each institution. The project aimed to use collaborative practice and high quality CPD to improve staff knowledge and skills so they felt better equipped to promote and celebrate E&D. The aspiration was that staff would feel more confident exploring E&D within their teaching, learning and assessment practices. It was also hoped that staff would feel better empowered to create space for meaningful dialogue, as well as respond effectively to prevailing issues as and when they arose.

The project research approach involved colleagues investigating their local practices. The project was initiated by a collaborative CPD event led by an experienced facilitator. This participative approach was consolidated by subsequent activities that sought and valued learners’ contributions at all stages, as the learners were the ultimate recipients (and evaluators) of the project’s effectiveness of raising staff confidence. Case studies illuminating stages in the cycle of planning, implementation, individual and collaborative evaluation leading to wider adoption of approaches can be found in Appendices 1-4.

Improving staff confidence relied on a strong participative ethos to create communities of practice; thus, the process of Joinery students constructing signs for the FE College's Pride event was considered as important as their attendance at the event (See Appendix 4). "Toolbox talks", was a practice taken from the workplace, whereby workers would have an introductory briefing on that day's jobs whilst sitting on their toolboxes. Fundamental topics from E & D issues were foregrounded in this way to become central and integral in each session in the Local Authority provision. As the project progressed, the 'Toolbox Talks' became increasingly informed by learners and by staff, with the project team facilitating, rather than determining their content. The final phase of the project focused upon strengthening learner voice, as well as collecting staff-narratives (e.g. Appendix 2) in relation to how their engagement in the project had affected both their confidence and ability to open up spaces of enquiry for E&D within their teaching, learning and assessment practices.

Professional learning: Evidence of changes in teaching, learning and assessment practices.

There was high staff participation in pedagogic and research events, and these evaluated very positively. Changes in staff practice were evident in revised lesson plans, schemes of work and assignment briefs; staff and learner self-assessments of fresh approaches to E&D practice within their sessions; learner testimonies; and resources from local initiatives (annotated with staff and learner reflections). Encouraging staff to 'try one thing and reflect upon it' led to a rich data set and generated a locally tested and validated bank of resources and reworked ideas for E&D teaching. Some staff reported reduced levels of fear to take risks and try new things as a result of the project's emphasis on supportive, collaborative practice and shared problem solving (Meaby, 2018).

Evidence of improved collaboration and changes in organisational practices

Both the established FE College and the small local authority provider benefited from sustained exploration of their comparative approaches. Within both contexts, staff collaboration and opportunities for focused "teacher talk" proved the basis for organisational change. This was evidenced through the adoption of new practices across both organisations; through contributions to the online shared spaces such as Padlet, and from staff testimonies which report on individuals' personal and professional growth. Each setting had an existing 'enrichment calendar', (Appendix 3) or 'diversity diary', and the potential for these E&D topics to be brought to life through the project were explored by the project leads for each setting.

Meaningful debate also took place about how "naturally-occurring" opportunities to promote E&D might be better exploited; with suggestions tested and constructively evaluated within the newly established communities of practice. This "re-centring" of E&D was a progression from previous tokenistic approaches where E&D was regarded as another "add-on" in sessions. Staff more confidently assumed responsibility for introducing topics into their teaching and as such the E&D "champion" in the Local Authority now operates more as a facilitator than a director of activity. The cultures of both organisations have been influenced as E&D became more actively highlighted through organisation of flagship events, redesign of institutional logos to visually reinforce organisational commitment and active engagement on social media. (See Appendix 4). Working more closely with organisational LGBTQ and SEND specialist groups ensured minority learner voices informed each settings' inclusive approaches.

Evidence of improvement in learners' achievements, retention and progression.

There was evidence of learners experiencing a broader curriculum as redesigned assignments more explicitly explored E&D issues. Teachers also developed activities that supported learners' assessed and formative work. These practical outcomes are complemented by staff and learner testimonies in reflective diaries and online on message boards. Some staff reported learners' increased confidence to raise issues as a result of revised classroom activities, including the 'Toolbox Talks' sessions.

Learners' participation in the design and running of E&D events, as well as their attendance, signifies the value of E&D contributory activities. Some learners reported their increased input into the nature and scope of E&D practices within their settings helped their E&D work feel more relevant, engaging and accessible. Learners were also keen to share the more implicit aspects of E&D exposure that being in learning had afforded them (e.g. ESOL as a way for learners to connect with their communities, make friends and access employment opportunities; or the simple process of 'learning together' as a way of exploring rich and diverse local, national and international identities). (See Appendix 1 for a full account of the evaluation.)

Learning from this project

- This project initiative enabled both organisations' existing written policies on Equality & Diversity to be revived and more effectively implemented. Practitioners on this project demonstrated how a range of practical strategies could be used to put theory into practice.
- This project, which had focused on developing wider social education, used the extension period to plan and conduct a well-triangulated evaluation of project activities. The evaluation process demonstrated careful planning, and avoided becoming a retrospective collection of disparate positive outcomes, which can too easily occur in project.
- This convincing evaluation of the project went beyond surveys of learners' and practitioners' satisfaction. The evaluation drew upon discussion activities based upon evidence produced in learning and teaching situations and was thus validated and triangulated. Carefully planned and comprehensive evaluations were more likely to share limitations and frustrations as well as highlighting successes.
- The project built upon existing E & D policies and structures in each organisation. This supportive ethos helped staff to go beyond "tokenism" to actively explore E&D and address prevailing issues.
- Creating a "community of practice" required project leaders to create: time and space; a focus for discussion; support to try new things; encouragement for teachers and learners to share all outcomes; and constructive feedback to stimulate continuing experimentation.
- Encouraging staff to 'try one thing and reflect upon it' proved effective in changing knowledge, skills and attitudes, as evidenced by fresh resources and ideas to share.
- The foregrounding of E & D at the start of sessions in "Toolbox Talks" has helped raise its status with staff and ensured that learners' contributions reflect an active and constructive learner "voice".
- For some staff, a secondary outcome of the project was that it helped develop digital confidence as the use of online discussion and new opportunities to 'virtually' share resources were embraced. However, this open forum inhibited other staff who feared sharing their views and resources online in case they were "getting it wrong".

- Vocational Qualifications' assessment criteria sometimes appear to “allow” rather than “require” sustained exploration of diversity. This can reduce aspiration and permit merely tokenistic approaches to diversity.
- The relative success of this initiative may stem from the fact that both organisational leads who headed up the project saw it as “an opportunity” rather than as “a responsibility”. As such, learning from the other institutions was stimulating and highly productive.
- Discussions with observation teams across each setting revealed that whilst overall E&D practices appear to be improving, outside of the core project teams, the greatest improvements in practice came from teachers who were already engaged and interested in E&D. The feeling was that some staff continued to 'drag their feet' and that other approaches would need to be initiated to encourage and motivate change.
- The observation team also heightened their own sensitivity in relation to how they conceptualised the E&D practices they were observing. For some, this was seen in moving beyond 'ticking off' E&D and taking a more considered and critical analysis of how E&D practices were both explicitly and implicitly happening in sessions.

Reference

For a full account of the project, also see:

Meaby V (2018) “Establishing professional learning communities to support the promotion of equality and celebration of diversity: Reflections from a North East community learning teacher.” in *Teaching in Lifelong Learning: a journal to inform and improve practice*. Vol 9 Issue 1 (forthcoming).

Appendix 1 – An exemplary evaluation of teachers’ professional learning: a case-study.

This project evaluated how well they had achieved their aims of improving staff confidence when promoting equality and celebrating diversity. Before the project began, it was acknowledged that it would be difficult to gather convincing evidence from retention, achievement and progression metrics to measure the success of a project aiming to change teachers’ attitudes towards improving learners’ wider social development.

Too often, project evaluations of teacher confidence and motivation provide a rationale for the initiative and a description of the activities undertaken, together with surveys of participants’ satisfaction quantitatively expressed and corroborated by selected quotes as “evidence”. However, this evaluation process offered a more informed and nuanced model for similar projects.

The evaluation was both collaborative and comprehensive, and drew upon a wider range of indicators, providing a breadth of contextual background information. The evaluation included:

Part 1: Learner feedback

- Topics or issues we would like to learn more about;
- Issues that are important to us/ that we can teach others about
- What we do with our E&D learning
- Our ideas about how we can promote and celebrate E&D within our setting

Part 2: Observers’ reflections

Part 3: Narratives from our core project team

The project team conducted evaluation activities with full classes of students, as they wanted to avoid the distortion inherent when focus groups of more articulate students are selected.

They documented a comprehensive range of experiences, and not just those positive quotes which applaud the efforts of hard-working teachers.

In highlighting the limitations of the project has generated a credibility and truth of experience which attracts readers to identify meaningfully with the scenarios. These quotes indicate the progress that has been made and further work that is still needed.

Through participating in the evaluation process, both learners and observers continued to explore and consolidate their diversity awareness. Learners used the discussions to disclose the personal implications of the diversity activities, and observers realised that their “noticing” in classrooms had improved.

Empowering teaching and learning communities to promote equality and celebrate diversity: Reflections from our project extension



Image Credit: *What do we do with our equality and diversity learning?* Feedback from Functional Skills L1 and L2 learners

Introduction

The purpose of this final chapter is to share additional findings that stemmed from an opportunity to extend our equality and diversity (E&D) OTLA project. In light of findings from our substantive project, we were keen to involve learners more explicitly within our research, particularly in relation to how they conceptualised E&D, what they did with their learning and they felt how our settings might better promote and celebrate E&D. In addition to strengthening input from our learners, we were also keen to understand the impact of our fresh approaches to E&D, (engaging in collaborative practice; standing in solidarity; re-centring E&D and flipping the teacher/learner dynamic), each developed and embedded over the course of our project. As such, we asked staff undertaking lesson observations to reflect upon changes they had witnessed (if any), and provide a brief summary of their reflections, particularly in relation to staff confidence and learner development. Finally, we were keen to understand from core project staff how their direct engagement in our project had affected their own approaches to celebrating and promoting E&D, and whether focused time on the project had raised further questions or future points of enquiry.

Part 1: Learner feedback

Within each setting, project leads visited learners to discuss their E&D provision under four core themes: topics or issues we would like to learn more about; what we do with our E&D learning; issues that are important to us/ that we can teach others about and our ideas about how we can promote and celebrate E&D within our setting (depicted in the images below).



Image credit: *E&D discussion prompts for learners* (DBC L&S, BAC and SWDT, 2018).

The aim of our visits was to ascertain from learners how they conceptualised E&D, as this helped us understand the impact of our work as well as identify any areas where we needed to strengthen our provision. We also wanted to explore in more detail which aspects of E&D learners felt were important and meaningful to them, what specifically they wanted to learn more about and where they felt their own skills and expertise lay. Within each setting, we were keen to embrace collaborative rather than didactic forms of teaching and learning in relation to E&D and we hoped that regular consultation in this way would consolidate existing efforts to generate collective responsibility for the promotion and celebration of E&D within each of our settings.

The project leads visited learners in their own classes, as opposed to 'taking learners out' and holding focus groups or think tanks. We felt that this was important so we could understand learners' responses within the context of their usual learning routines and class dynamic (Lave, 1991; Lave and Wenger, 1991). We also hoped that by visiting lessons in this way, everyone in the class would have an opportunity to be heard, as opposed to individual learners being 'cherry picked' because they speak articulately or 'know the right thing to say'. We visited learners across a range of disciplines and academic levels, as well as spending time with those who accessed learning away from the main sites of our settings, including those involved in community outreach and apprenticeship learning. Although each of our settings serve predominantly white, working class communities, we were able to meet and speak with learners from a diverse range of

backgrounds, including BAME learners, ESOL learners, learners with disabilities and learners with additional needs. We also met learners across age and gender spectrums. This felt very important to us, so we could begin to understand how learners conceptualised and experienced E&D within our settings from an intersectional perspective (Bhopal and Preston, 2012; hooks, 1994), taking into account a collective, thematic understanding of E&D, whilst also paying heed to specific issues affecting groups within our learning communities.

Conceptualising E&D

Understandings of E&D varied across classes, settings and between individual learners. Some learners were able to define 'equality' and 'diversity' and explain each term in relation to 'real life' examples:

'It's about creating equal opportunities for everyone, and making arrangements to make things equal where they are not. Like if everybody has a reading test and one person needs a coloured overlay, you provide them with the overlay and that's equality.' L2 Functional English learner.

'Diversity means different. We're all different and that's good. Like he supports Newcastle and I support 'Boro, or he's Islam and I'm no religion.' Joinery Apprenticeship learner.

Other learners were unsure about the terminology, especially in relation to diversity:

'I know equality because it sounds like equal, but I don't know the other one.' L1 Functional English learner.

'Is it like discriminate?' EL3 Functional Maths learner.

A common response in relation to defining equality centred upon 'treating people equally', with little understanding in relation to reasonable adjustments, redressing structural prejudice or combatting discrimination:

'Equality is treating people the same.' ESOL learner

'It's when everyone gets the same, black, white, traveller, you give them the same.' EL2 Functional Maths learner

The mixed responses from learners reveal that understanding terminology, including comprehension of commonly used words (e.g. E&D, 'equality', 'diversity', 'inclusion') cannot be taken for granted. Learners had better understanding of words like 'fair' and 'difference' because these words were less abstract and detached from their everyday experience:

'Mainly I wouldn't say equality and diversity, I'd just say what's fair and what's not fair.' L2 Functional Skills English learner.

'I want to learn but they are hard [words] to learn.' ESOL learner.

It is important therefore that we do not take understanding of terminology pertaining to E&D (including the words 'equality' and 'diversity') for granted (regardless of the learner's academic

level). Failure to deconstruct terminology and apply it to relatable 'real life' situations may therefore inadvertently exclude some learners from full and holistic engagement in their E&D work. To better promote equality and celebrate diversity, we must first ensure that everyone understands what these terms mean and what they connote.

Topics or issues we would like to learn more about

Asking learners which topics they would like to learn more about also helped generate understanding in relation to how they conceptualised E&D, as well as revealing particular aspects of E&D that had caught their attention. Ideas were rich and varied across classes, although many learners focused on issues directly affecting either themselves or a family member, including special educational needs or employment issues:

'For me I want to know more about special needs so I can help my little boy with his learning.'
L1 Functional English learner.

'There's not equal opportunities for us because we're on apprenticeships. We get treated different so I want to know my rights like with weekend work and getting [my] hours back.'
Motor Vehicle Apprenticeship learner.

Some learners wanted to learn more about 'local issues', including cultural festivals and religious diversity:

'There's lots going on in our town that you don't find out about so I'd like to know more about the different festivals and events.' EL3 Functional English learner.

In one class, some learners spoke more broadly about 'the news' and things that caught their attention. A lack of a global consciousness or awareness of world events aside from class based learning was common however, as demonstrated in the exchange below that took place between three L2 Functional English learners:

Learner 1: *'I can't believe he's [President Trump] allowed to come, with all what he's done.'*

Learner 2: *'Is he? I didn't even know. I don't know about politics. God's honest truth I don't watch the news or anything like that.'*

Learner 3: *'I don't watch [the news]. Can't be doing with it.'*

Some ESOL learners brought a different perspective in relation to future learning, highlighting 'confidence', 'friendship' and 'understanding the human race' as core aspects of E&D they wanted to learn more about. Some ESOL learners also spoke about 'learning English' as a way of connecting with their local community, securing employment and avoiding isolation:

'Before I came I did not know anybody. I only knew my husband. Now I am learning English I can speak to my neighbours and soon I hope to have employment.' ESOL learner.

Issues that are important to us/ that we can teach others about

In each of our settings, we asked learners to share issues they felt passionately about, whether they were occurring in their local communities or on a global scale. We also asked learners what they felt they could teach others about. Important issues tended to relate to community based concerns, such as the increased prevalence of litter and lack of facilities for young people or the elderly. Learners also spoke about lack of support or understanding about mental health issues and the impact of domestic violence within their own families and communities.

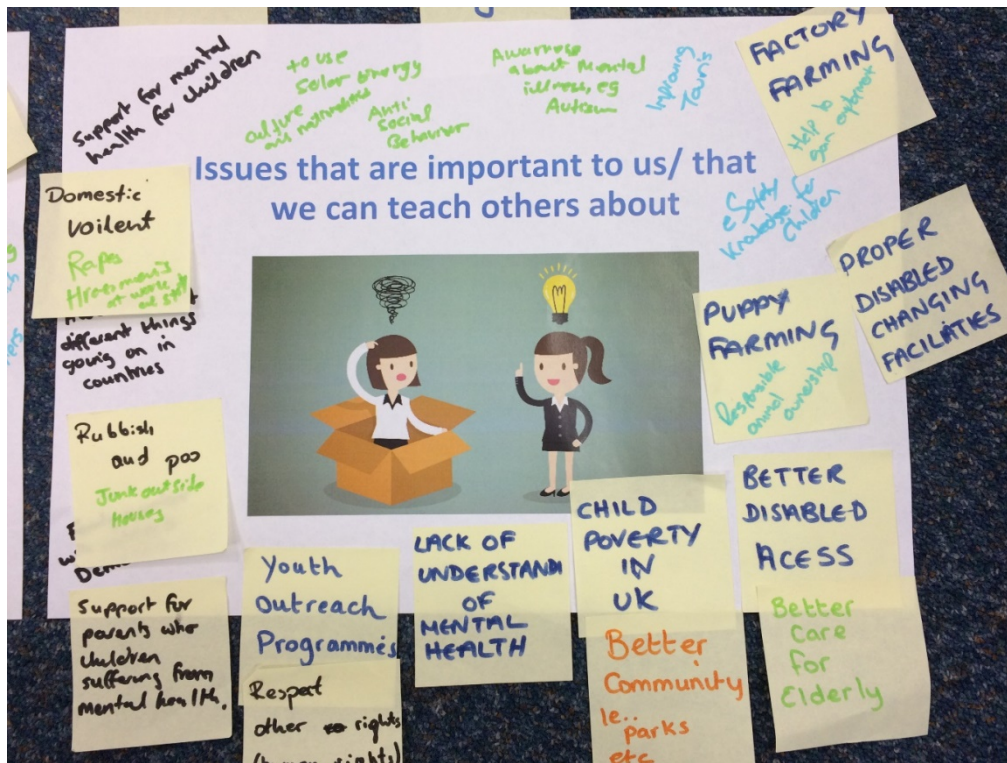


Image credit: *Issues that are important to us/ that we can teach others.* L1 Functional English

Apprenticeship learners tended to relate E&D issues that were important to them directly to their learning. Health and Social Care apprentices spoke of the importance of understanding the lives and backgrounds of those whom they were caring for, including dietary requirements as they related to religious or cultural beliefs. Joinery apprentices considered their own positionality in relation to others in the work place and how at times, their contribution was downplayed due to their age:

'I think its discrimination like when they're older and so they think you can't teach them anything. But they're still using all the old systems and I'm thinking, if you give me a go I'll change all your systems so they run better. We're really good at technology, apps and that, but they think because they're older they know better.' Joinery Apprenticeship learner.

The comment above raises important questions in relation how young people are perceived in the workplace and how positionalities relating to age and 'learner status' can disempower.

In terms of what learners felt they could teach others, Joinery apprentices felt they could serve as 'role models for site life', supporting Study Programme and Diploma learners to understand 'how equality and diversity works on site'. As one learner explained:

'You have to know or you could lose the contract. Like if you're working with is it Muslim contractors? Well you can't expect Friday working. Friday's at the mosque because that's their day like Sunday [is] for Christians.' Joinery Apprenticeship learner.

Other learners were connected to local charity or community groups and felt they could teach others about the work they were involved in. Some also disclosed personal experiences relating to mental ill health, learning needs and disabilities and felt that they could use their experiences to help others:

'Don't bottle it up. That's what I can teach others. From personal experience.' EL2 Functional Skills Maths learner discussing mental health.

Previous learning from our OTLA project suggested that reflecting and valuing learner's experiences and expertise within E&D work was instrumental in developing confidence and a sense of belonging within their learning setting. Building confidence in this way helps aid academic as well as social progression (Briggs, 2014; Goleman, 2004), as when learners feel valued and included, they are more likely to stay and engage in learning.

What we do with our E&D learning

The majority of learners we spoke with shared aspects of their E&D learning with family and friends:

'I love it when we learn about the issues, should cannabis be legal as a medical aid we did, and another was about divorce laws and LGBT. I go home and tell my husband what we've been learning.' English L2 learner.

'I go home and tell my kids. Half the time they laugh at me and say 'well obviously mam', they know like a lot more than me about this stuff half the time. But I like talking to them, linking up what I do with what they do.' EL3 Functional Skills Maths learner.

Some learners, inspired by debates that had taken place during learning looked up information for themselves online:

'If I'm interested, I look it up more on my phone and that.' Alternative Education learner.

'If I'm helping my son with his homework we might have a look when we're on the internet together.' Access to HE learner.

A couple of learners also mentioned applying their learning within other aspects of their lives; particularly in relation to employment or volunteering:

'It's helped me in my volunteering role. I'm more aware of equality issues when I'm working with people.' L2 English learner.

'At work I've been explaining to people why they should vote, that women died so we could vote. I don't think everyone's aware of that.' L1 English learner.

In some groups, aside from talking with family and looking up information online, there was little proactive engagement with learning (e.g. feeling inspired to engage in volunteering opportunities or donating to local food banks). This was at times because learners themselves were in a poor position to help others, needing help themselves first. This was poignantly brought to light during discussions with a community outreach Entry Level Maths group about the empty food bank box in the community hall:

Project Lead: *'I notice there's a food bank donation box there. Is that something this class started?'*

Learner 1: *'You'll notice it's empty.'*

Learner 2: *'Charity starts at home.'*

Nevertheless, learners from this group (many of whom would be eligible to receive donations from food banks themselves), spoke about the importance of reducing stigma in their own areas and their active engagement in community activities, including supporting the local school:

'I'm on the parent's committee and this school is really good you know. Really good. People make judgements about this estate and they've never set foot here, never met anyone.'

Learners from this group also spoke about how their E&D work had helped them feel more confident in relation to their own rights, as well as challenging others about their use of discriminatory language:

'I used to let it go but now I feel more confident to say it's wrong if they're calling me because of my disability' EL2 Functional Skills Maths learner.

'Being involved in this [learning] has helped my mental health because [I've] got the help I need. I was all over the place before. This gives me something to do, like a routine' EL2 Functional Skills Maths learner.

An important consideration when promoting and celebrating E&D therefore is to be mindful of learners' personal circumstances and contexts. Tying messages of inclusion to learners' cultural frame(s) of reference may therefore prove more successful than approaching learning in ways that feel abstract and irrelevant, (particularly perhaps when learners are from marginalised and stigmatised communities themselves). Herein lies an important balancing act, between meeting learners 'where they're at' and broadening their understanding of diverse communities around the world.

Our ideas about how we can promote and celebrate E&D within our setting

Ideas generated by learners in relation to how our settings could better promote and celebrate E&D were rich and varied. Some learners felt it was important to highlight the work their setting was already doing, including the implicit nature of E&D promotion and celebration as learners 'came together' from different cultural backgrounds and experiences to learn together:

'This is E&D. Look at us all here learning together. I would never have met them if we weren't doing this.' ESOL learner.

'We all have the same goal. To get our qualification. It doesn't matter where you're from, what religion, what country. That doesn't matter because we all want to get better with our English.' EL3 English learner.

'I've learnt a lot about different cultures from talking to people [classmates] here.' EL3 English learner.

Other learners were keen that their setting focused on 'inviting speakers in' or 'putting on events' as a way of promoting and celebrating E&D:

'How about a cooking celebration where everyone brings food from their home country?' ESOL learner.

Apprenticeship learners were most likely to think externally in relation to how E&D might be better promoted and celebrated¹, considering practical strategies for aligning their learning with the inclusive ethos each setting was aiming to embody, depicted in the image below:



Image Credit: 'Our ideas about how we can promote equality and celebrate diversity'. Amalgamation of feedback from apprenticeship learners.

Ideas included having a visual presence at community events such as gay pride, becoming more actively involved in social media, teaching in local schools and using skills learnt as part of learners' apprenticeships to support vulnerable or marginalised members of their community:

¹ Perhaps this is not surprising, given the external application of much apprenticeship learning.

'We've got lots of skills now in joinery and some people their door's been kicked in because they live in a bad place and we could fix it for them.' Joinery Apprenticeship learner.

'Our course already has a lot about equality, patient dignity and their choice about the care they want. We could teach what we know in schools as part of our course.' Health and Social Care Apprenticeship Learner.

'A lot of old people need help and we could use our skills to fix things up around the house.' Joinery Apprenticeship learner.

Finally, some learners emphasised the importance of establishing a teaching and learning culture where individuality is respected, opportunities are created for free and open discussion and setting values are translated to all learners in accessible ways, as revealed in the image below that captures L1 and L2 English learners' responses:



Image Credit: 'Our ideas about how we can promote equality and celebrate diversity'. Feedback from Functional Skills L1 and L2 learners

It can be seen therefore that concerted engagement with learners across settings illuminated particular themes in relation to our teaching, learning, assessment and organisational practices, and how our attempts to promote and celebrate E&D within our settings (and beyond) were portrayed by our learners.

Part 2: Observer reflections

In addition to learner reflections and insight regarding our E&D practices, project leads requested feedback from those with observational responsibilities. We were particularly interested to ascertain whether there had been any notable change in observed teaching, learning and assessment practices since our project commenced in May 2017, thus measuring the impact of our revised ways of working. As with other aspects of E&D, what we initially felt would be a simple task (comparing observation notes from before and during the project and talking with observers)

was complex, as specific changes in E&D practices were difficult to untangle from other elements of the observation process. General comments from observers within each setting seemed to suggest we were 'moving in the right direction' but that 'there was still work to be done', particularly in specific subject areas or for particular members of staff who were regarded as 'stuck in their ways'. It also became clear that observers were not always sure exactly what constituted high quality E&D provision, referring for example to 'posters up in the rooms' as evidence of observed E&D practice (regardless of whether or not these posters were used during teaching and learning or indeed, whether or not the observed staff member had put them up in the first place!). Some staff felt that staff who already exhibited excellent practice had got even better, and the processes implemented through the OTLA had essentially become a 'stretch and challenge exercise':

'The ones I would expect to be good were and the others were just the same as I have seen before. As always it is a subject some people really promote whereas others are keen not to get too involved... I feel as if I sound really negative. Obviously there are some fantastic tutors out there doing an amazing job but are they in the minority?' Observer 1.

Other observers felt that there had been a shift in how E&D was promoted and celebrated, particularly in relation to 'discrete' learning:

'I've also found more naturally occurring E&D discussions taking place, showing the... staff can react dynamically to subjects around E&D.' Observer 2.

Nevertheless, some observers still felt that there was a tension between initiating E&D discussions, and 'shoehorning', perhaps alluding to difficulties some staff may still be feeling in relation to finding and exploiting naturally occurring opportunities to dovetail E&D learning with subject specific work:

'I feel that tutors are becoming a bit more at ease when talking about activities/discussions relating to E&D however I haven't seen any examples of tutors openly starting conversations relating to E&D, British Values, safeguarding etc. although these would probably have had to have been shoehorned in for this to occur.' Observer 3.

One observer reiterated continued difficulties for staff who taught away from 'fixed classrooms' and the main setting. This coincides with findings from our main report, which highlighted the reluctance of some staff to access resources that were available to them (regardless of their setting) via Padlet and by using portable resources such as the Toolbox Talks:

'I get the feeling resources are not getting through to tutors or they are and tutors are not using them. I also think it is easier for tutors to show they are implementing it when they are in a fixed classroom with resources to hand all the time. However when a tutor is moving from one venue to another sometimes in difficult conditions it can be difficult.' Observer 4.

One observer (who was also a member of the core OTLA E&D project team) reflected upon how his own observational practices had changed since the project began:

'As an observer I have become more aware of E&D and instantly look for examples around rooms and check paperwork for any planned activities and then listen out for any discussions that may occur. As a minimum you would expect to see posters displayed for the learners to read/discuss and possible examples of planned discussions in planning documentation. Higher expectations would include having the confidence to openly discuss a topic when it occurs and not just shut the conversation down because it doesn't feel comfortable. Other examples would include planned activities that raise awareness of these topics and it's even better if these activities are embedded into the programme making them relative to the topic currently being studied.' Observer 3.

Finally, a couple of observers mentioned the importance of 'maintaining the buzz' of enthusiasm for E&D that the OTLA project had been nurturing:

'On a serious note I feel that if E and D is not kept at the front of everybody's minds it will just fade away and be just another thing tutors have to do. This project has given E&D the boost it needs and people are taking it seriously, even if not everyone is there yet!' Observer 1.

'The project has injected a sense of magic, an enthusiasm that's catching. Even some tutors I would not have expected to make progress in this area are trying new things. We need to maintain that buzz now and think about what happens next.' Observer 5.

The evidence above suggests that from an observational perspective, perceptions of impact across teaching and learning during this period of action research remain mixed. Whilst some staff observed improvements, others felt there had been little change or that predominantly, the best teachers had got even better, with little movement in staff whose E&D practices were less robust. What was particularly interesting was that in each of our settings, similar comments were made by observers, suggesting that more focused work now needs to occur with staff who especially struggle to bring E&D effectively into their teaching, learning and assessment practices,

Part 3: Narratives from our core project team

Finally, we asked members of the core project team to share stories of how their engagement in our OTLA had affected their own understanding and approaches to promoting and celebrating E&D.

'I'm picking up things I wouldn't have picked up before. Well not necessarily I wouldn't have picked up before, but I maybe wouldn't have proactively challenged. Engaging in this project has given me both a more explicit and nuanced view of E&D.' Alternative Education tutor and OTLA Core E&D Project team member.

'Before this [project] my E&D knowledge was quite narrow, like I knew about what I was interested in, like LGBT stuff and politics and things whereas now I know a lot more about a range of E&D.' Business Support staff member and OTLA Core E&D Project team member.

'My approach is completely different now, completely different. I'm more critically engaged with the issues. I'm thinking a lot more about my own positionality and how that impacts upon what I'm attempting to achieve in the classroom with learners. E&D is more co-

constructed now and less about what I think, what I feel we should be discussing.' Access to HE tutor and OTLA Core E&D Project team member.

'I feel more confident, mostly, to open up spaces for discussion during learning.' Functional Skills Tutor, and OTLA Core E&D Project team member.

Conclusion

This additional findings chapter has reported on the activities conducted and insight generated from our OTLA E&D project extension. During this time, we have learnt a great deal from our learners, who have explored how they perceive E&D and what promoting and celebrating E&D means to, and for, them. We have also generated further insight in relation to the impact of our project work from learners themselves, as they explored with us how their E&D learning became embodied within their everyday lives and practices. We also learnt from those with observational responsibilities, who shared their reflections on how they felt teaching, learning and assessment practices had changed since the project began. Finally, we returned to those who played a key role in bringing our project to life; the core E&D OTLA project team, learning from them how they felt their own E&D practice had changed as a result of their participation in the project.

There were crucial aspects of 'impact' revealed during this project in relation to high quality E&D teaching, learning, assessment and organisational practices that have potential to go amiss in the current climate of quantitatively driven educational research and policy (Maxwell, 2012, p.656). Learners highlighted for example how engaging in discussion with classmates improved their confidence, and how it helped them develop awareness regarding their rights and the range of services available to support them.

Learners spoke about how E&D spaces opened up opportunities to talk about their own marginalisation, and how sharing these stories helped them understand that they were not alone. Learners spoke about how they applied their E&D learning in the community, and how they drew upon knowledge generated '*from class*' as they applied for and engaged in employment or volunteering opportunities.

Finally, learners spoke about how the process of engaging in learning had opened them up to meeting and learning alongside people whose paths they felt were unlikely to cross in other contexts, including those from different backgrounds, religions, cultures, and with different philosophical outlooks to their own. In this sense, the very act of engaging in learning became a way of embracing diversity, as learners shared stories about their lives and developed friendships that travelled far beyond the realms of our settings. Whilst none of the learner testimonies above can be explicitly linked to prescribed notions of 'progression', 'retention' or 'achievement', it is arguable that each of these three golden threads of education are less likely to fray when high quality E&D practice is woven through each and every aspect of learning.

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Appendix 2 – A teacher's reflections on developing resources and appropriate strategies

Background situation

I must admit that within my everyday teaching I understood my role in "Embedding E&D" as using differentiation, meeting various learning styles and needs and discussing E&D when agreeing ground rules with my learners. I didn't feel I had the tools or confidence to take it further. I teach subjects such as Holiday French, Child Development and Entry Level Maths and English. Although I was aware that some of these subjects led to Equality and Diversity discussions, I believed that others like Holiday French didn't. I worried about making an Equality and Diversity activity seem parachuted into the lesson. This issue, as well as being met with disregard from learners who feel similar activities are irrelevant to the course they chose. The 'did anyone watch the news last night?', was a dreaded discussion starter that I didn't feel I could control. What if it went wrong and a strongly opinionated learner took over the debate or upset other people in the group. Not to mention the time constraint. When teaching I feel that every minute matters in helping my learners achieve their learning targets and this can stretch the time some activities are supposed to take.

Thankfully, I was fortunate to be asked to take part in the E&D project as it changed my perception of embedding E&D in teaching and learning.

Making a change in my teaching

First, I decided that regardless of the subject I am teaching, I will be making E&D an essential part of my teaching practice. I realised that it doesn't have to be part of a specific subject; it could be as simple as quick chat about the main news or an event in the E&D calendar. I am more focused now on raising learners' confidence within and beyond the learning environment, in exploring diversity. This includes, my learners asking me questions about my accent, where I come from, to talking about cultures and celebrations from around the world.

When teaching Arabic, my learners got to explore the language and culture of the Syrian refugees they met, as some were volunteers. They learnt about history, food, celebrations and traditions from different Arabic speaking countries and were encouraged to have open-minded discussions that challenged the stereotyping of Arabic speaking individuals. They became more aware of the diversity of these individuals and how stereotyping can hinder their integration and everyday life.

I now make more of an effort to listen/ watch the news so I am aware of current affairs nationally and around the world. I knew for a fact that I had to strip my mind of any pre-existing stereotypes or judgments. I noticed that having an open mind and confidence in my ability and knowledge, is helping me pave the way for my learners to start a positive discussion as well as keeping the debate under control.

As I mentioned above, I was worried about the reaction of learners who pay for this course and see as the means to learn a language to use on their holiday to Paris. On the first session, I wanted to raise my learners' knowledge of countries where French was spoken. I provided a quiz in which they had to tick names of French speaking countries. To their surprise this list included a lot of African countries as well as North African and Asian. This led to discussing how diverse France is with citizens from individuals from different ethnic, racial and cultural backgrounds and how this enriches the image of France. I showed the learners a video presenting second generation French Algerian family members talking about how they viewed themselves as proud French citizens but

how they felt their Algerian roots and culture co-exist with their French ones. This led to learners debating the latest news and terrorism in France and they raised the point that stereotyping must be an everyday challenge for families and individuals like the ones in the video.

In addition, I am aware that being from a different culture and background might hinder the way I use resources and how representative they could be of my learners. When teaching French this term, I made sure that among resources and references I used there are illustrations that the students will be able to identify with. For example, on the "About me" session, the learners were encouraged to talk about themselves and introduce their families. I ensured I represented all the individuals in the nationality game with famous people from different countries and gender. I also provided my learners with flashcards with key E&D vocabulary and definition in the target language: "Egalité", "LGBT", "Famille Homoparentale", etc. They managed to match these in groups discussing the meaning and were surprised by the similarity to English when reading these. To their surprise some weren't familiar with the definitions even in English. A learner however made it clear he didn't need to learn this vocabulary and that it won't help him "order a beer" and made a joke about the barman "might as well hit me with his handbag". I challenged the learner's comment straightway stating that this is offensive stereotyping of gay individuals and that as mentioned in the induction, discriminatory comments are not acceptable. I also explained that people in the group are about to talk about themselves and their families and that we have to keep an open mind and embrace the diversity of families come in different types than the stereotypical ones: same sex couples, same sex parents, single parents ect. After this, I provided my learners with bingo card where they had to get to know the other individuals in the group then introduce them to the rest of the group. This gave the learner who made the previous comments the opportunity to talk to and then respectfully introduce two learners who are wives/ same sex couple. I believe that this session made him reflect on his comments towards individuals who may be different from the norm.

Moreover, I feel that I am more confident in grabbing learning opportunities within the subject I am teaching to raise awareness of E&D within the group. When teaching Child Development I felt that a learner speaking English as a Second language was dismissed by the rest of the other English speaking learners. I observed their behaviour and noticed that the learners assumed she was abrupt and rude the way she interacted with the rest of the group. As I was teaching communication and language Development, I included a discussion around barriers to communication. I gave the learners a scenario and basic words to use in French and five minutes to practice. I then put some learners on the spot. Under pressure; the learners; some with basic prior knowledge of French and some not, struggled to respond. I then asked them to reflect on the way they spoke, their tone, their body language and how they felt. They all agreed on feeling nervous, stupid, frustrated and that they used their body language, facial expressions and gestures more than they would normally in English. Their tone went higher when nervous too. When asked what could have made the experience more favourable to them, they suggested for the other person to be more patient, getting more notice and thinking time and not being put on the spot. They also came to the conclusion that to a French speaker they may seem ill-mannered or rude but that is them trying to get a point across in a different language. I finally explained that the point of this activity is, to raise awareness of the communication barriers to individuals; children or adults; to whom English is a foreign or second language.

Finally, when teaching E3 English to a young learner on the autistic spectrum, I found myself as a teacher being stereotyped because of my accent and my appearance. On the first session, I

planned a drawing activity to get to know my learner and vice versa. I drew the map of Tunisia, wrote my name in Arabic and wrote je m'appelle Amel in French and my name is Amel in English. I also drew symbols of likes/ dislikes in front of hobbies and food. When asking the learner what he learnt about me from the drawing he said you speak French. By he couldn't identify Arabic so I helped him with this and showed him his name in Arabic. He said I was Pakistani or Afghani. When asked why he thought that he said because of your accent and your hair. He continued that I look like one of the. I showed my learner where Tunisia is on the map and the distance from Pakistan and Afghanistan, and they are on two different continents. I learnt that my learner lacked awareness of the diversity of individuals who live in Britain but come from different backgrounds. Therefore, I planned an E&D quiz for the next session with pictures of people from Tunisia, Pakistan, Afghanistan, India and Syria. The visuals show individuals, from different ages, genders, backgrounds etc. I haven't had a chance to use this yet, as due to my learner's challenging needs the activity had to be postponed. I am hoping that he will be able to match the pictures with names of nationalities and take part in a discussion on various cultures, language and beliefs. This can be extended into encouraging my learner to research and create a brief article about a country he is not familiar with.

Findings from my experiment

I believe that this project has been a learning curve for me. It challenged my perception of embedding E&D as the dreaded chore added to my workload. I see it as a way to be creative and bring interesting points to the sessions. I am not scared of bringing up discussions as they are an excellent tool to raise awareness of Equality issues and promote celebration of diversity within the learning environment and beyond. This also created a more positive environment for learning. I also learnt that talking to colleagues, doing some research and reading articles opened my mind to different ways of embedding it to teaching and learning.

Next steps

I am confident of my role as a facilitator but aware of the need to carry on learning to keep up to date with changes, events and tools. For example, I haven't managed to use Padlet yet and this is due to my lack of ICT skills. This is definitely something I need to work on as it could be a brilliant tool for my learners too and not to mention benefiting from shared practice. I will seek further development opportunities to improve my skills in embedding E&D as I feel it is a learning process and not all activities I planned will be a success. More importantly, I will strive to challenge myself not to fall into stereotypical attitudes and be a role model for promoting equality and diversity in my everyday practice.

Research Evidence:

E&D Flashcards French

E3 English E&D handout





Beginners French:

LGBT	Acronyme pour personnes lesbiennes, Gaies, Bisexuelles, Transsexuelles / Transgenres et Queers.
Homophobie	Attitude négative pouvant mener à la discrimination directe ou indirecte envers les lesbiennes, les personnes bisexuelles, transsexuelles et transgenres. Ou à l'égard de toutes personnes dont l'apparence ou comportement ne se conforme pas aux stéréotypes masculins ou féminins.
Diversité	Promouvoir l'inclusion continue des personnes d'âges, de capacités, d'origines ethniques, de religions, d'identités de genre et d'orientations sexuelles différentes.
Famille homoparentale	Famille dans laquelle un ou plus d'un parent s'identifie comme étant homosexuel.





Appendix 3 - College Central Tutorial Enrichment Calendar

This calendar provided a framework for all staff to have access to a range of supportive materials. These generic resources were part of a framework that the project could bring to life, by offering additional time and support for tutors wishing to personalise E & D and make it real for their learners.





Tutorial and Enrichment Calendar 2017/2018 (version 2)

				Where possible active discussion and debate should take place in teaching and learning sessions regarding the topics being promoted
Group Tutorial	Safeguarding	Equality & Diversity	Health & Wellbeing	All resources are available on the VLE including links to on-line learning materials where relevant






Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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September 2017	Week 7: 11 th – 15 th		All week	Safeguarding	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
			All week	National Sexual Health Awareness Week	<ul style="list-style-type: none"> Plasma to advertise Sexual Health Clinic C Card promotion/registration STI, relationships/contraception awareness Stall promoted by Sexual Health Nurses VLE Newsfeed/promotion 	<ul style="list-style-type: none"> SPM Sexual Health Nurses 	
	Week 8: 18 th – 22 nd		Mon - Thurs	Drug & Alcohol Awareness	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
			All week	Raising Awareness of College Support for Young Carers	<ul style="list-style-type: none"> Display in all areas Named contact information to be circulated in all full time groups VLE Newsfeed 	<ul style="list-style-type: none"> SPM 	





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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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	Week 9: 25 th – 29 th		All week	Equality & Diversity	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
			All week	Rosh Hashanah	<ul style="list-style-type: none"> E-presentation – all PCs/Screens/VLE Display in Reception Food Banner 	<ul style="list-style-type: none"> SPM 	
			All week	Raising Awareness of College Support for Young Parents	<ul style="list-style-type: none"> Display in all areas Named contact information to be circulated in all full time groups VLE Newsfeed 	<ul style="list-style-type: none"> SPM 	
October 2017	Week 10: 2 nd – 6 th		All week	Prevent/British Values	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
			All month	Black History Month	<ul style="list-style-type: none"> Powerpoint to be presented on all PCs/VLE/Plasma Displays All learning areas encouraged to promote famous black persons successful in their subject area fields 	<ul style="list-style-type: none"> SPM 	





Tutorial and Enrichment Calendar 2017/2018 (version 2)

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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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	Week 11: 9 th – 13 th		All week	Finance and Housing Tenancy	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
			All week	Prevent Awareness Week	<ul style="list-style-type: none"> Information on VLE Cards to be circulated in all full time students during 1-1 reviews Powerful images/information on Plasma screens 	<ul style="list-style-type: none"> SPM 	
			All week	World Mental Health Awareness	<ul style="list-style-type: none"> Time to Change/Time to Talk awareness stall Surveys with prizes available VLE promotion about well known people with mental health issues Promote internal support mechanisms 	<ul style="list-style-type: none"> SPM 	
	Week 12: 16 th – 20 th		All week	Road Traffic Awareness	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
			All week	Safeguarding Awareness Week	<ul style="list-style-type: none"> Pocket size leaflet circulated to all students 	<ul style="list-style-type: none"> SPM 	





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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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					<ul style="list-style-type: none"> Safety messages displayed on plasma screens Information on VLE Displays 		
			All week	Diwali (Sikhs, Hindus and Jains) Awareness Raising	<ul style="list-style-type: none"> E-presentation for Plasma/all PCs/VLE Display in Reception Food to be available Banner promotion Promotion of lights and sweets 	<ul style="list-style-type: none"> SPM 	
	Week 14:		All week	Challenging Youth Racism	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
	30th – 3rd		All week	Remembrance Display	<ul style="list-style-type: none"> Display of poppies in Reception made by staff and students 	<ul style="list-style-type: none"> SPM 	
November 2017	Week 15:		All week	Sexual Health	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
	6th – 10th		All week	Remembrance Display	<ul style="list-style-type: none"> Display of poppies in Reception made by staff and students 	<ul style="list-style-type: none"> SPM 	





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				Where possible active discussion and debate should take place in teaching and learning sessions regarding the topics being promoted
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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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	Week 16: 13 th – 17 th		All week	Responsible Dog Ownership	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
			All week	National Anti-Bullying Awareness Week	<ul style="list-style-type: none"> Displays throughout College building Pocket size leaflet circulated to all students Plasma screen Display 	<ul style="list-style-type: none"> SPM 	
			All week	International Men's Day	<ul style="list-style-type: none"> Nominate man of distinction Nomination message tree Information on Plasma/VLE/PCs Encourage learning areas which are seen to be predominantly female to promote successful male representatives 	<ul style="list-style-type: none"> SPM 	
	Week 17: 20 th – 24 th		All week	Anti-Bullying	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
			All week	National Carers Rights Day	<ul style="list-style-type: none"> Freebies to be available 	<ul style="list-style-type: none"> SPM 	





Tutorial and Enrichment Calendar 2017/2018 (version 2)

				Where possible active discussion and debate should take place in teaching and learning sessions regarding the topics being promoted
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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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					<ul style="list-style-type: none"> External/internal information to be circulated Displays throughout College Promotion information on VLE/Plasma 		
	Week 18: 27th – 1st		Tues – Fri	Student Resilience	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
			All week	National World Aids Day Awareness Week	<ul style="list-style-type: none"> Red Ribbons to be issued to students External Visitor to run information stall Plasma screen awareness Video to be shown 	<ul style="list-style-type: none"> SPM External Agency 	
			All week	International Day of Persons with Disabilities	<ul style="list-style-type: none"> Powerpoint/PCs/ Moodle Nomination Tree/Display Staff to promote successful persons in the professional arena of their learning area 	<ul style="list-style-type: none"> SPM 	





Tutorial and Enrichment Calendar 2017/2018 (version 2)

				Where possible active discussion and debate should take place in teaching and learning sessions regarding the topics being promoted
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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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December 2017	Week 19: 4 th – 8 th		All week	Fire Safety Awareness	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> External Agency 	
			All week	Personal Safety & Sexual Health at Christmas Awareness Week	<ul style="list-style-type: none"> External agency to promote healthy alcohol consumption PCSOs to talk to students in relation to keeping themselves safe Safe Alcohol activity Leaflets to be circulated to all full time groups External Agency to promote personal & fire safety all week 	<ul style="list-style-type: none"> External Agency SPM 	
							
				All month	Christmas Celebration	<ul style="list-style-type: none"> Student Activities Christmas Trees/ Decorations Christmas Cracker Hunt 	<ul style="list-style-type: none"> SPM
	Week 20: 11 th – 15 th		All week	E-Safety	<ul style="list-style-type: none"> Group tutorial for all learners 	<ul style="list-style-type: none"> E-Learning 	





Tutorial and Enrichment Calendar 2017/2018 (version 2)

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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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January 2018	Week 24: 8 th – 12 th		All week	Child Sexual Exploitation	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
	Week 25: 15 th – 19 th		All week	Martin Luther King Day	<ul style="list-style-type: none"> Inspirational Speech to be displayed Information on VLE/PCs 	<ul style="list-style-type: none"> SPM 	
			All week	Citizenship/Volunteering	<ul style="list-style-type: none"> Group tutorial for all full time learners 	<ul style="list-style-type: none"> E-Learning 	
Week 27: 29 th – 2 nd		27 th	Holocaust Memorial Day (The Power of Words)	<ul style="list-style-type: none"> Display in Reception Presentation on Moodle/Plasma Curriculum involvement 	<ul style="list-style-type: none"> SPM Denness Bloomer 		
		All week	National Heart Month (National Wear Red Day – 2 Feb)	<ul style="list-style-type: none"> Fundraising NHS Health Trainers undertaking health check-ups Wear Red Day Making smoothies 	<ul style="list-style-type: none"> SPM 		
		All month	LGBT History Month	<ul style="list-style-type: none"> External Visitors Raise awareness of successful public figures 	<ul style="list-style-type: none"> External Agency SPM 		





Tutorial and Enrichment Calendar 2017/2018 (version 2)

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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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					<ul style="list-style-type: none"> Banner to be on display Information on VLE/PCs/Plasma 		
			All week	Chinese New Year (Year of the Dog)	<ul style="list-style-type: none"> Decorations in College Wear Red Fortune Cookies VLE – Your Chinese New Year symbol 	<ul style="list-style-type: none"> SPM 	
			All week	National Cancer Talk Awareness Week	<ul style="list-style-type: none"> Guest Speaker McMillan information to be circulated Fundraising activity Information on Plasma 	<ul style="list-style-type: none"> External Agency SPM 	
March 2018	Week 32: 5th – 9th		All week	International Women’s Day (8 March)	<ul style="list-style-type: none"> Nominate women of distinction/nomination tree Powerpoint all PCs/VLE Encourage staff to promote successful women especially on male dominated fields 	<ul style="list-style-type: none"> SPM 	
			All week	No Smoking Day (11 March)	<ul style="list-style-type: none"> Activities External Visitor Awareness raising stall Quiz 	<ul style="list-style-type: none"> SPM 	





Tutorial and Enrichment Calendar 2017/2018 (version 2)

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Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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	Week 33: 12 th – 16 th		All week	Raising awareness of Child Exploitation	<ul style="list-style-type: none"> Information on VLE/Plasma 	<ul style="list-style-type: none"> SPM 	
			All month	Easter Celebrations	<ul style="list-style-type: none"> Easter Egg Hunt VLE Promotion 	<ul style="list-style-type: none"> SPM 	
April 2018	Week 38: 16 th – 20 th		All month	Holocaust Remembrance	<ul style="list-style-type: none"> Memorial ribbons displayed in Reception Informative display Powerpoint on all PCs/VLE /Plasma 	<ul style="list-style-type: none"> SPM 	
May 2018	Week 41: 7 th – 11 th		All week	National Sun Awareness Week	<ul style="list-style-type: none"> Awareness leaflets to all full time groups Information on Plasma Guest Speaker (tbc) Local Companies for samples/discounts 	<ul style="list-style-type: none"> SPM External Agency 	
	Week 42: 14 th – 18 th		17 th	Elimination of Homophobia Day	<ul style="list-style-type: none"> Powerpoint on all PCs/VLE 	<ul style="list-style-type: none"> External Agency SPM 	
			All week	National Smile Month	<ul style="list-style-type: none"> Oral health awareness display Display sugar in foods Information on Plasma External Visitors Freebies to be available 	<ul style="list-style-type: none"> SPM External Agency 	

Tutorial and Enrichment Calendar 2017/2018 (version 2)

				Where possible active discussion and debate should take place in teaching and learning sessions regarding the topics being promoted
Group Tutorial	Safeguarding	Equality & Diversity	Health & Wellbeing	All resources are available on the VLE including links to on-line learning materials where relevant

Month	Week	Key	Date	Topic/Activity	Delivery	Responsibility	Feedback/ Impact
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June 2018	Week 45: 4 th – 8 th		All week	Ramadan	<ul style="list-style-type: none"> • Display • Powerpoint on all PCs/Moodle/VLE 	<ul style="list-style-type: none"> • SPM 	
			All week	Carers Week	<ul style="list-style-type: none"> • Display in Reception • External/Internal information to be circulated • Freebies to be available 	<ul style="list-style-type: none"> • SPM 	
	Week 46: 11 th – 15 th		All week	Healthy Safe Summer	<ul style="list-style-type: none"> • Plasma presentation • Displays • External visitors to promote key messages 	<ul style="list-style-type: none"> • SPM • External visitors 	

Tutorial and Enrichment Calendar 2017/2018

Group Tutorials (at a glance)

Bishop Auckland College Campus

Week	Dates	Topic	Delivery
7	11 – 15 Sep	Safeguarding	E-Learning
8	18 – 22 Sep (Mon – Thurs)	Drug & Alcohol Awareness	External Agency
9	25 – 29 Sep	Equality & Diversity	E-Learning
10	2 – 6 Oct	Prevent/British Values	E-Learning
11	9 – 13 Oct	Finance and Housing Tenancy	External Agency
12	16 – 20 Oct	Road Traffic Awareness	External Agency
14	30 – 3 Nov	Challenging Youth Racism	External Agency
15	6 – 10 Nov	Sexual Health	E-Learning
16	13 – 17 Nov	Responsible Dog Ownership	External Agency
17	20 – 24 Nov	Anti-Bullying	E-Learning
18	27 – 1 Dec (Tues – Fri)	Student Resilience	External Agency
19	4 – 8 Dec	Fire Safety Awareness	External Agency
20	11 – 15 Dec	E-Safety	E-Learning
24	8 – 12 Jan	Child Sexual Exploitation	E-Learning
25	15 – 19 Jan	Citizenship/Volunteering	E-Learning

South West Durham Training Campus

Week	Dates	Topic	Delivery
12	18 October	Finance and Housing Tenancy	External Agency
14	1 November	Road Traffic Awareness	External Agency
15	8 November	Challenging Youth Racism	External Agency
16	15 November	Fire Safety Awareness	External Agency
18	29 November	Responsible Dog Ownership	External Agency
19	6 December	Drug & Alcohol Awareness	External Agency

Appendix 4 - The Bishop Auckland College Pride Event

The application below illustrates the whole college approach to creating a dynamic event which would inspire staff with confidence to try a variety of approaches to promoting diversity.

Application – North East Equality Awards: BAC PRIDE event

Award Category: Educational & Training Organisations over 150 staff

Question 1. What have you done to advance equality in your organisation?

Bishop Auckland College embeds equality and diversity through every thread of College life. This is achieved through various routes including having an Equality and Diversity Policy, as well as a Single Equality Scheme and Action Plan. The College has an Equality and Diversity working group, which meets regularly and is chaired by the Principal/Chief Executive, with representation from staff, students, management, the Corporate Board and external representation. Equality and diversity is intrinsic to everything we do, every policy and every practice. The success of this has resulted in impressive outcomes such as 100% of staff saying that they feel that the Equality and Diversity Policy has real impact within the College (Staff survey 2016 and 2017).

External accreditation includes:

- Bishop Auckland College was the first further education institution in the country to become a member of The National Association of Women in Construction (NAWIC).
- Bishop Auckland College's engineering partner South West Durham Training was the first member of the of the Group Training Association of England ever to receive an outstanding Ofsted grade across all areas of provision

The College has 3 staff conferences a year as well as a Tutorial and Enrichment Calendar. This is an informative, supportive document for group tutorials linking to culture, E&D, safeguarding and health and wellbeing. The document guides staff through different subjects ranging from E-Safety to Martin Luther-King Day. Furthermore, it includes displays, food and external speakers/organisations etc.

All staff and governors have been trained in Equality and Diversity, as well as British Values and Prevent. The College tries to ensure that it uses engaging and inspirational ideas to promote equality and diversity as well as other key issues. Some of the activities which have taken place this year have included, a staff conference based on key messages within equality and diversity and used a topical theme of 'Pokemon Go-es to Bishop Auckland College' to engage staff. The College also used staff and students to film scenarios based on real life examples (in liaison with Durham Police) as a tool to build confidence amongst staff when dealing with real situations around College in relation to equality issues, e-safety, British Values and PREVENT. The feedback from this session was excellent from staff as well as from the PREVENT team at Durham Police. In addition, Steve Holden from the PREVENT team at Durham police attended the conference and later contacted the College with the following e-mail 'the College is ahead of the game in embedding a real understanding of PREVENT and any previous training and awareness they have delivered has been very effective'.

One of the activities at a staff conference this year was for staff to consider the Tutorial and Enrichment calendar and discuss in teams, issues, celebratory days or key messages which they would like to take forward and come up with unique ideas of how this could be done in College to engage staff and students and make a real impact.

One of the key themes which ran through the conference session was that we had a large number of staff who would like to further our efforts as a College to raise awareness around LGBT. A number of staff suggested that they would like the College to host a PRIDE event. This idea was discussed with students who were delighted at the thought of holding this event and confirmed that they would like to be involved. This concept was then approved and supported by the College's Equality and Diversity working group along with the Directorate team.

The College then set up a working group consisting of staff and students to take the concept forward.

BAC PRIDE took place on 13 June 2017 and was attended by over 150 people. This consisted of students, staff, external organisations and guests. The day consisted of all teams within the College working on various projects, including:

- The joinery students and staff carving and painting huge rainbows which decorated the College and provided a backdrop for people on the day to pin inspirational messages



- Catering students and staff baking rainbow cakes to sell on the day



- Hair & Beauty students and staff painting nails and doing hair and face paints on the day
- Childcare students and staff making and decorating PRIDE flags for the march



- Sports students and staff did a display on LGBT in the sporting community
- Students from the working group selling BAC PRIDE badges
- Students from performing arts, entertained the crowd after the march with a very emotional performance based around LGBT



- Other staff and students were involved in decorating, and other activities such as PRIDE pong and a raffle.



Other organisations which joined us on the day were:

- Albert Kennedy Trust
- DISC LGBT
- DISC Challenging Youth Racism
- DISC Young Carers
- National Citizenship Service
- Stonham Housing
- Co Durham Drug & Alcohol Recovery Service
- Tees Est Wear Valley NHS Trust
- Unison
- Police
- LGBT UNITY



Question 2. What were your reasons behind the action?

The College has staff and students who identify as LGBT. The College ensures that it promotes the key messages around LGBT and also the issues that can be faced by this community. Lots of activity has taken place within College including guest speakers, tutorials, displays, campaigns etc.

This idea was one which was suggested by staff and championed by students as something which they felt would have a huge impact on raising awareness of LGBT.

Question 3. What has been the outcome?

This activity provided a safe arena for students and staff to talk to other people about LGBT issues and gain information about local organisations and support available. This event also strengthened the College's links with external organisations, many of whom commented that they struggled to get into Colleges to be able to speak to that many students in one go around this agenda.

Following the event some organisations offered to come into College and deliver tutorials to our students and offer support groups/drop in sessions.

Staff currently working at the College and those who have applied for positions here were extremely impressed by the PRIDE event. One person who was interviewed the day before the PRIDE event and was from the LGBT community commented that they really hoped that they were successful in their application to work at the College as this really showed that the College's commitment to equality and diversity wasn't just something that was written down on paper.

It was agreed by students and staff that all proceeds from the day would go to a local charity called LGBT UNITY. This is an organisation which was set up following the closure of GADD in Darlington. A representative from LGBT UNITY joined us on the day and provided staff and students with a background to the work which the organisation does. The College raised £300 for LGBT unity.



All of the staff, students and external organisations felt that the day was a huge success and many of the organisations commented that Bishop Auckland College was the only College in the North East to organise a fantastic PRIDE event such as this.

Question 4. What groups of learners are under-represented in your programmes?

The College monitors data for staff and students and presents an annual report to the Equality and Diversity Working Group and the Corporate Board. The College has staff and students with various protected characteristics, including LGBT staff and students. The staff are reflective of the student portfolio however we endeavour to remove barriers to education and employment amongst all members of the community especially where staff or students have less representation in areas than others, such as LGBT.

The College welcomes applications of employment from under-represented groups including females into Technology, males into Childcare and Health and Social Care, ethnic minorities, LGBT, and people with a disability. The college also has a Family Friendly policy and aims to support staff wherever possible with family commitments.

Bishop Auckland College has an all-inclusive Equality and Diversity Policy, Single Equality Scheme and Transgender Policy and expects all members of staff to support the policy by behaving in a non-discriminatory way in terms of employment, the curriculum and student entitlement.

Question 5. What action have you taken to address this?

The College does endeavour to remove barriers to employment and to education and success for learners through a variety of methods such as: ensuring meaningful policies and procedures are in place and their impact is assessed, the correct support is in place for staff and students, the tutorial and enrichment calendar ensures constant activities, displays, campaigns as well as advertising. Where necessary the College will take positive action to attract staff and learners

from underrepresented groups. The College also has a variety of networks to support underrepresented groups such young carers, young parents and the LGBT support group.

We have already instigated a number of initiatives to support LGBT people in our staff and student bodies, and we are continually looking for ways to further improve.

As part of its ongoing commitment to the LGBT community, Bishop Auckland College holds monthly meetings for LGBT students, discusses LGBT issues within its Equality and Diversity Committee, and promotes and celebrates events such as IDAHOT and Pride.

In addition, we will be launching a new LGBT blog and forum pages for staff and students.

Question 6. How successful have you been?

There are many success stories, which have arisen from the College's tutorial and enrichment calendar of activities and specifically from the BAC PRIDE event.

One of the most notable things from the BAC PRIDE event was a student who approached a member of staff the day after and said that she was at the event, and loved it. Her Mum had also attended the event as she had been coming in to the College on the day. The student had been in a same sex relationship but had not previously had the confidence to speak to her parents about this. Due to the fact that her Mum had really enjoyed the day and had heard many of the key messages throughout the day, the student felt that it was the right time to speak her. Her Mum's reaction was excellent and the student's relief was evident. This is a fantastic outcome from a fantastic day.

The College continues to work closely with key partners and stakeholders with the aim of creating a safe and inclusive community.



Appendix 5 - Establishing a professional learning community for practitioner-led action research

Establishing a professional learning community for practitioner led action research



Bishop Auckland College, Darlington Learning & Skills Service and South West Durham Training



Our research theme... Equality and Diversity practices in FE and ACL



Reoccurring issues...

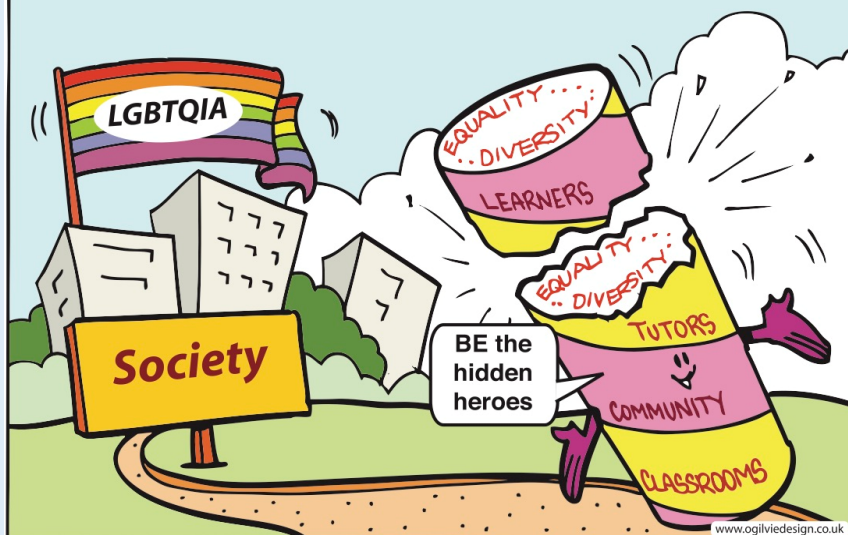
- Tokenistic practice
- E&D topics shoehorned into lessons
- E&D that is well meaning but ultimately disconnected from learners' lived experience and from the core flavour of their study.
- E&D pushed to the side of practice or left out completely.
- E&D as a metaphorical side salad!



With this in mind, we wondered how we could become better at promoting equality and celebrating diversity within our teaching and learning communities ?

Our overarching aim...

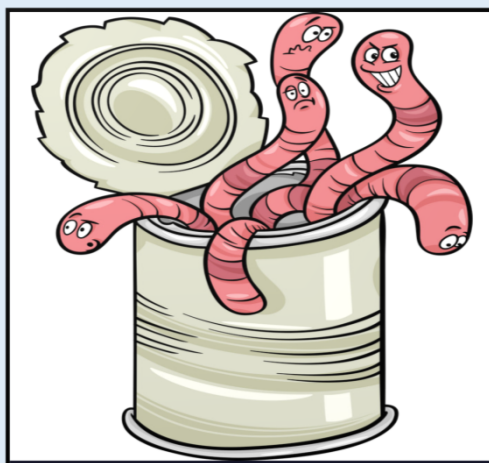
Running right through EVERYTHING . . .



- To develop E&D practices that enrich rather than detract from subject specific TLA.
- To develop an ethos of respectful, mutual exploration of E&D topics and issues.
- To utilise naturally occurring opportunities to promote and celebrate E&D.
- To develop non-judgemental spaces to share worries and concerns.
- To foster a culture of shared responsibility for developing and maintaining E&D practice.

As one tutor commented...

'Doing E&D work is like opening a can of worms, you don't know where it's going to go and once opened, there's no putting it back in the tin!'



We hoped through setting up **communities of practice** (Vescio, Ross and Adams, 2008) within and between our settings, we might be able to help our staff embrace the wiggle...

Exploring our issues and concerns through communities of practice...



- Encouraging safe, non-judgemental spaces for staff
- Understanding underlying issues and concerns in relation to E&D practice within our settings.
- Professional challenge and support.
- Co-creation of E&D resources.
- Encouraging the 'deprivatization of (E&D) practice' Hembree, 2010.
- Shifting the focus from E&D leads/champions to collaborative practice and joint responsibility.

During the course of our research our community of practice put various things in place...

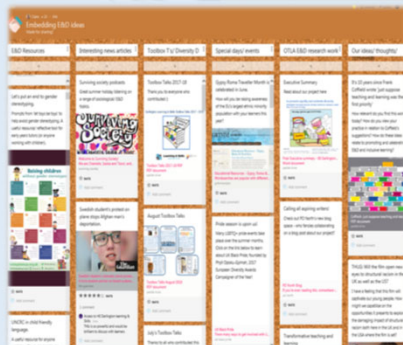
1.



2.



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1. We formed 'constellations of [E&D] practice' (Mycroft and Sidebottom, 2018), within and between our settings and with external partners too.
2. Learners and staff co-created a series of portable Toolbox Talks, highlighting important issues in our local community, nationally and internationally.
3. We developed an E&D Padlet board to help foster a culture of shared responsibility for building resource to develop and maintain our E&D practice.

But how to get everyone involved – and how to sustain engagement?



- Time constraints – 'I'm fully behind what you're doing, I just don't have time to do it!'
- Issues with digital literacy – 'Can't you just print it out for me?'
- Feelings of detachment – 'Why do we need to know all this anyway?'
- Fear of failure – 'If I get this wrong my credibility as an educator will be undermined'

A stretch and challenge exercise for already competent staff?

'I'm picking up things I wouldn't have picked up before. Well not necessarily I wouldn't have picked up before, but I maybe wouldn't have proactively challenged. Engaging in this project has given me both a more explicit and nuanced view of E&D.' Alternative Education tutor.

'My approach is completely different now, completely different. I'm more critically engaged with the issues.... E&D is more co-constructed now and less about what I think, what I feel we should be discussing.' Access to HE tutor.

Or something more?

'Before this [project] my E&D knowledge was quite narrow, like I knew about what I was interested in, like LGBT stuff and politics and things whereas now I know a lot more about a range of E&D.' Business Support staff.

'I like that this group gives me the chance to say what worries me, to be honest I still worry where conversations will go, but now I've got the Padlet on favourites I can find resources or ask learners to look.'

'I feel more confident, mostly, to open up spaces for discussion during learning.' Functional Skills Tutor.

Reading between the lines – the impact of renewed E&D practice upon our learners.

'You really started something when you got us on to making them Toolbox Talks ... I went home and we were looking it up the rest of the night. You have no idea what you started.' Access to HE Learner.

'At work I've been explaining to people why they should vote, that women died so we could vote. I don't think everyone's aware of that.' L1 English learner.

'It's helped me in my volunteering role. I'm more aware of equality issues when I'm working with people.' L2 English learner.

'I used to let it go but now I feel more confident to say it's wrong if they're calling me because of my disability... and I could share what I know and be the teacher about it.' EL2 Functional Skills Maths learner.

'Our course already has a lot about equality, patient dignity and their choice about the care they want. We could teach what we know in schools as part of our course.' Health and Social Care Apprenticeship Learner.

'This is E&D. Look at us all here learning together. I would never have met them if we weren't doing this.' ESOL learner.

'A lot of old people need help and we could use our skills to fix things up around the house.' Joinery Apprenticeship learner.

Utilising professional learning communities to undertake action research – a couple of final reflections



- The importance of someone with the time and enthusiasm to drive the project forwards and bring people together.
- It's highly unlikely that everyone will engage, or remain engaged as the project progresses – this is ok!
- For those who did engage, distance travelled was most noticeable in relation to E&D practice, regardless of their initial starting point.
- Progress looked different for different staff, CoP offered a support network for those who engaged.

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Evaluating our OTLA Action Research Project

*Empowering teaching and learning communities to promote
equality and celebrate diversity*

Bishop Auckland College, Darlington Learning & Skills Service and South West Durham
Training

