Introduction to Standard 5

Value and promote social and cultural diversity, equality of opportunity and inclusion

Key concepts/strategies

The key concepts/strategies underpinning this standard encompass:

- Understanding the diversity of learners within the further education sector.
- The perceptions which students have of equality within FE.
- Challenging practitioners (our own) perceptions of diversity and inclusion.

Mapping resources onto key concepts

The resources specifically relate to these areas in this way:

- **Understanding the diversity of learners within the further education sector**
  - “Can understanding learners’ diversity change our perceptions of how FE works” - how much do you know your students? And does what you know about them affect your approach to teaching? By asking some questions of your learners and of yourself, you can get a better understanding of the way you teach and impact on the social policy in your college.
  - “How can we ensure all students have the opportunity to learn?” - a template and questions to help you reflect on your practice as it relates to equality and diversity.
  - “Promoting equality and diversity in the classroom” - focuses on finding a universal definition of equality and diversity that is useful in a further education context and explores way that practitioners can promote equality and diversity in the classroom.
  - “Employer toolkit” - provides practical information, sources of support and inspirational case studies of employers who have benefited from hiring and supporting disabled apprentices.

- **The perceptions which students have of equality within FE**
  - Inclusion: student perceptions of social equality in a post-16 setting – a case study about peer perceptions of learners with Learning Difficulties and/or Disabilities in post-16 education.
  - Can understanding pupil’s diversity change our perceptions of how FE works – use this article to help you reflect on the perceptions which your learners might have of inclusion in your classroom.

- **Challenging teacher (our own) perceptions of diversity and inclusion**
  - “Inclusion: student perceptions of social equality in a post-16 setting” - the positive impact of this study was experienced by both the learners and learning support staff within the college. What perceptions of your own might be challenged through reading this case study?
“Have we got equality and diversity right?” – Geoff Petty challenges teachers with his belief that ‘equality and diversity boils down to two challenges: convincing students to value education, and to believe that they can learn.’

Relationship of these resources with the wider evidence base about great teaching

These resources map onto the findings from the Sutton Trust Toolkit systematic review of “What Makes Great” teaching as illustrated in the table below:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Pedagogical content</th>
<th>Quality of instruction</th>
<th>Classroom Climate</th>
<th>Classroom Management</th>
<th>Teacher beliefs</th>
<th>Professional Behaviour</th>
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</thead>
<tbody>
<tr>
<td>Can understanding learners diversity change our perceptions of how FE work</td>
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<tr>
<td>How can we ensure all students have the opportunity to learn?</td>
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<td>Inclusion student perceptions of social equality in a post-16 setting</td>
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<tr>
<td>Have we got equality and diversity right?</td>
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<tr>
<td>Promoting equality and diversity in the classroom</td>
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<tr>
<td>Employer toolkit</td>
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</tbody>
</table>

The nature of the resources

These resources include:

- three summaries of research;
- two micro enquiry tools; and
- one video.

One of the resources is contextualised for different subjects/ vocational areas.

Two of the resources arise from practice in the sector and two of the resources arise from work in other sectors that is directly relevant to the sector.
Questions and suggestions

Most of the resources contain specific suggestions and questions to raise with your mentor. Some also contain enquiry tools. Here is a summary of the action resources for this standard:

**Understanding the diversity of learners within the further education sector**

“Can understanding learners diversity change our perceptions of how FE work”

- Considered how much learner diversity is reflected in classrooms. Are there things that you and your colleagues can do to extend this? You could feed your reflections on your practice into strategic meetings, such as when you consider the effectiveness of the equal opportunities policy.

“How can we ensure all students have the opportunity to learn?”

- You might find it helpful to share curriculum planning and teaching strategies for embedding maths with colleagues so that you can test your ideas against those of colleagues to inform your own professional development.

Once you have some evidence and reflections from using the micro enquiry tool on how you respond to learners’ experience of challenge in grasping a concept, you might then like to use your reflections and your learners’ feedback to help you to plan for greater challenges for all learners. You might also find it helpful to ask your learners to record their experience in persisting with and overcoming challenges in a journal.