

## Equality, Diversity and Inclusion Checklist

### Language

Use positive language and have high expectations of all students

Find out how students prefer to be addressed and how to pronounce their name

Use gender neutral language

Avoid jokes which target aspects of people's identity

Value differences, give students to opportunity to express opinions where appropriate and challenge stereotypes in a positive way, encouraging them to reflect and validate their point of view

Incorporate a celebration of different languages where the opportunity arises

Consider open and closed questions

Create an environment for students to ask questions without fear of judgement

Beware of the harmful impact of stereotypes and assumptions

Ensure that you know the correct words to use to be able to discuss issues of equality and identity

### Presentation

Be aware of the impact of stereotypes and assumptions. Use diverse images, particularly of iconic people

Provide opportunities to learners to encounter a wide variety of role models, including those who do not conform to stereotypes and those who young people do not regularly encounter in the local community

Use non-stereotypical examples to demonstrate concepts e.g. how fast does a bird fly instead of how fast a car can travel

Present information using text, images and video

Be interactive, collect data/results, use volunteers

Use the space, walk around the room and talk to students in smaller groups or individually

### **Different types of activities**

Include different types of activities: activities that are interactive, reflective and creative for students to engage with in groups or individually

Demonstrate and explain concepts, reiterate and review in different ways

Provide opportunities for students to engage with activities in different ways

Consider accessibility when planning your activities e.g. make instructions easier to understand, don't spend too much time on one type of activity

Be aware that cultural differences may impact on body language and interactions. Always ask students if they are comfortable to do something e.g. holding hands in a circuit to demonstrate electricity

### **Resources**

Explore alternative ways to deliver material to make it more inclusive and accessible to different learners

Check your resources are appropriate for your intended audience

Ask for further support if you become aware of a specific learning need e.g. asking a teacher to help adapt resources in advance, asking a helper to give extra support

Monitor and review resources for stereotypes and assumptions

Celebrate the contributions of people from wide variety of backgrounds

### **Accessibility**

Make sure that all learners can see you/hear you and vice-versa

Find out about individual learning and personal needs

Make reasonable adjustments to ensure the full inclusion of learners with different needs

Take breaks

Encourage students to use the space where appropriate

Minimise distractions and noise, comfortable temperature etc.

Ensure that learners with physical disabilities are included in the main teaching and learning area of the room – not sat on a table away from other students