

Inclusive Facilitation

Good Practice

Regular breaks are afforded. Regular breaks will help all students to retain their focus on the topic, especially aiding those who find it difficult to sit or to concentrate for long periods of time. Some students might need regular toilet breaks, breaks to have something to eat or drink, or to take medication. Providing regular breaks will accommodate lots of people's needs and will aid you in complying with the requirement to make reasonable adjustments for people with disabilities as set out by the Equality Act 2010.

The speaker takes time to find out any additional needs that students may have well in advance of the day. In order to fully include all students in a session, it is very important to ask participants if they have any additional needs, so that you can make any necessary changes to your lesson plan, resources or learning environment. Make sure that you do not assume what needs a student may have and that you ask well in advance of the lesson as it can sometimes take a little time to make the necessary adjustments.

A student who expresses a stereotype is given an alternative viewpoint or asked about the evidence for their statement. Providing an alternative viewpoint gives the student an opportunity to think about their comment from a different perspective, which may begin to weaken their attachment to the stereotype and alter their perspective. You do not need to be an expert in the topic under discussion, instead you can effectively challenge by asking more generic questions such as 'have you considered what affect your stereotype might have on the targets of your comment?' Asking people for the evidence behind their statement can place a seed of doubt in someone's mind about its accuracy and provide the starting point for moving the student's perspective on an issue.

The speaker arranges the furniture in the room so that there is clear space between chairs and tables and that all students have clear sight of the board. These procedures will ensure that any students with physical disabilities or hearing or visual impairments are able to participate fully in the lesson.

The speaker avoids the use of colloquialisms and acronyms where possible. Colloquialisms and acronyms can render information inaccessible for those who come from different countries, have English as an Additional Language or have communication or learning difficulties. If complex language is necessary as part of the information you are imparting, it is good practice to provide a glossary fully explaining any abbreviations or jargon used.

The speaker shares that many cultures have contributed to the development of mathematics and science and that they are used in all societies. This allows students to see themselves, and a broad range of people, reflected in the development of mathematics and science, highlighting that maths and science have been in the past, and still are, for everyone. Students may be able to see careers for themselves in maths and science if they see people like them having already been involved in the fields.

Tasks, assignments, resources, games, problems and examples reflect the diversity of Britain and global society and relate to learners' everyday experiences. It is important for all students to see themselves, and a broad range of people, reflected in teaching content and resources. This will improve engagement and inclusion in lessons and allows students to identify with session content, as well as improving speakers' ability to see and cater for the needs of all students.

Inappropriate

When a student shares their opinion on a topic, they are talked over and their comment is dismissed by another student. The speaker quickly moves on to another topic. It is important that every student gets the opportunity to share their opinion, without the fear of being talked over, dismissed or judged. The speaker should take steps to make the learning environment comfortable for everyone at the beginning of the lesson, by creating a safe space of discussions. The speaker may have quickly moved on for fear of escalating the situation or because they didn't know how to deal with the situation, however the student's disrespectful actions need to be effectively challenged to ensure that the target of the action feels included and valued and that this situation does not happen again. An effective challenge should not be confrontational, but instead could be a reminder to all students that everyone's needs an opportunity to have their voice heard in the lesson.

The speaker tries to appeal to the girls in the classroom by making science girly, using links to female-orientated subjects such as make up. Most girls will feel patronised by this sort of approach. Although girls may be interested in using makeup, that does not necessarily mean that they want to know the science behind it (Murphy and Whitelegg, 2006). It can be helpful to use a checklist to ensure that your activities contain a variety of examples and that these don't succumb to gender stereotypes.

The speaker finds a student's name difficult to pronounce so refer to her as N. She seems happy with the arrangement. Choosing to ignore a student's name and instead issue her with an abbreviation is dismissive of that person's identity and could make her feel different or 'other'. Anglicising names as a way to make them 'more pronounceable' is also unacceptable. Although she seems happy with the

arrangement, this might be a reaction to hide her feelings of embarrassment and discomfort at the time. Make the effort to learn the names of students and refer to them in ways that they have chosen.

When a student makes a sexist comment, the speaker takes them to one side and tell them that they are sexist and that there is zero tolerance to sexism in this classroom. It can sometimes be tempting to take someone to one side, so as not to cause a scene, however, the incident should be seen as a learning opportunity for all students - it is important that everyone knows that the comment is unacceptable and the reasons why. It is also a good opportunity to remind the students of expectations with regards to equality and discrimination. In addition, telling someone that they are 'sexist' will not elicit a positive response from the student or allow them to understand why their comment was inappropriate. Instead of challenging the person, it is important to challenge their behaviour and provide an alternative viewpoint.

A speaker greets their class, which contains a non-binary student, with "good morning boys and girls!" Greeting a class in this way immediately alienates any young person who does not identify as male or female. To avoid isolating, misgendering and therefore offending students, address classes using non-gendered greetings, such as 'good morning everyone' or 'good morning year 8.'

The speaker asks a student from a Pakistani background if she can provide the minority ethnic perspective on an issue. It is good practice to ask a variety of students for their views on lots of different issues, however, caution should be taken to avoid pinpointing certain students and asking solely for their 'perspective' on the policy. Just as one woman cannot provide the 'woman's perspective' on an issue, one person from a Pakistani background cannot provide the 'minority ethnic perspective' - the 'minority ethnic perspective' does not exist and asking for a 'minority ethnic perspective' on an issue may make someone feel very uncomfortable. No one person can provide 'the perspective' of a large group of people as within that group there will be a mix of contrasting opinions and beliefs.

Ella is transgender and was previously called Ben. The speaker refers to Ella as "he" or "he-she". Transgender students should be shown respect and be addressed using their preferred pronoun, which, in this case, is 'she'. Referring to Ella in this way would damage her self-esteem and sense of inclusion and acceptance in the lesson. Referring to Ella in this way could be deemed as harassment under the Equality Act 2010.