



WHAT DOES DEI MEAN FOR TEACHING PRACTICE?

DIVERSITY

Recognition of differences:

Acknowledging and valuing the various dimensions of diversity, including but not limited to race, ethnicity, gender, sexual orientation, socio-economic status, ability, religion and cultural background.

Representation:

Striving for representation of diverse groups in all areas, including leadership positions, curricula and media, to ensure that all voices and perspectives are included and valued right from the start in primary education.

Cultural competence:

Developing the ability to understand, communicate with and effectively interact with people across different cultures and backgrounds through continuous learning and adapting to diverse cultural contexts in school.

EQUITY

Fairness and justice:

Ensuring that policies, practices and resources are designed and implemented to address disparities and provide all children with the support they need to succeed in school.

Access to opportunities:

Guaranteeing equal access to educational, professional and social opportunities for all, particularly those from historically marginalised or underserved groups.

Individualised support:

Recognising and addressing the unique needs and circumstances of each individual child to remove barriers and enable their full participation and achievement.

INCLUSION

Belonging and respect:

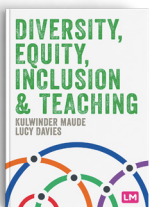
Creating environments where all children feel respected, accepted and valued. This involves fostering a sense of belonging and ensuring that everyone can participate fully and authentically.

Engagement and participation:

Actively involving diverse pupils and groups in decision-making processes and activities, ensuring their input and perspectives shape teaching and learning within the classroom and wider school network.

Safe and supportive environments:

Establishing spaces where children feel safe from discrimination, harassment and exclusion, and where their well-being and dignity are prioritised.



This is an extract from *Diversity, Equity, Inclusion and Teaching* by Kulwinder Maude and Lucy Davies.

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