



SOUTH WEST

Institute for Teaching

Diversity Equity and Inclusion Theory of Change

Overall Problem	Specific Problem	Principal Inputs	Outcomes	Overall Aim
<p>The representation of diverse identities and lived experiences across all aspects of teaching, supporting, leading, governing, training and mentoring could be more reflective of national averages.</p> <p>The representation of diverse identities and lived experiences could be more intentional in the school curriculum for pupils and the training curriculum for adults.</p>	<p>Systemic</p> <p>We have a national problem when it comes to attracting, recruiting, developing and retaining diverse candidates.</p> <p>Often the focus is on diversifying, but we also need a commitment to how inclusive and equitable each educational space is alongside how diverse it is.</p> <p>There is an increased focus on a commitment to DEI within the educational landscape, especially from prospective employees.</p>	<p>Increasing the consciousness, confidence and competence of all stakeholders about DEI matters.</p> <p>Diversifying who governs our Schools/ Trusts and partner organisations.</p> <p>Diversifying who leads our schools to create a diverse pipeline of candidates for future opportunities.</p> <p>Diversifying who enters the profession and ensuring they have a strong sense of belonging.</p> <p>Ensuring that our workplaces are inclusive where everyone can be their authentic selves and experience psychological safety.</p>	<p>Systemic</p> <p>We intentionally contribute to the levels of belonging across the sector and experienced by all stakeholder groups. We are purposeful in creating inclusive learning environments, which attract diverse people. All schools – regardless of phase, type or location have access to DEI training and support of the highest quality.</p>	<p>Every school has access to the people and professional knowledge to enable them to reach the best outcomes for all stakeholders to ensure higher levels of belonging and psychological safety for pupils, parents and staff who have been historically under-represented in the profession.</p> <p>Through our DEI work, all members of our community can feel psychological safety and be their authentic selves in all settings. As a result, the children in our schools are led, taught, supported and governed by people who can embody the values and model the behaviours of a modern inclusive society.</p>
	<p>Governors</p> <p>Developing a pipeline of diverse governors has its challenges due to societal, systemic and structural barriers.</p> <p>Without consciousness, confidence and competence in DEI matters governance is not able to effectively hold leaders to account. Recruiting and retaining diverse staff is often</p>	<p>Reviewing our policies and practices through the lens of protected characteristics to consider the collective commitment to diversity, equity and inclusion. Embedding diverse voices and stories in our curriculum.</p> <p>Amplifying diverse voices in our thought leadership.</p>	<p>Governors</p> <p>Diversifying who governs our Schools/ Trusts. Ensuring they are well-equipped to set the vision/ and hold the strategy to account.</p> <p>Governors feel a high level of belonging, they feel psychologically safe and they can bring their authentic selves to all spaces.</p>	

	<p>challenging, as if they cannot see it, they cannot be it.</p>	<p>Capturing and reviewing the data of how diverse our different stakeholder groups.</p> <p>Benchmarking the schools across the partnership for the impact of their DEI strategies.</p> <p>Creating a network of DEI leaders to share best practice across the TSH.</p>		
	<p>Leaders</p> <p>Developing a pipeline of diverse leaders has its challenges due to societal, systemic and structural barriers.</p> <p>Without consciousness, confidence and competence in DEI matters leaders are not able to shape and share a clear DEI strategy. Recruiting and retaining diverse leaders is often challenging, as if they cannot see it, they cannot be it.</p>	<p>We do this by collective powerful action around:</p> <ul style="list-style-type: none"> • Connecting people across all our communities of practice, such as the Early Career Teachers we support and our leadership programme members to create shared understanding. • Listening to feedback from a diverse range of stakeholders to ensure that it purposefully and intentionally serves our community and meets everybody's individual needs. • Learning about our own identities and the lived experiences of others in order to create an open dialogue about the barriers that people face and how to remove them. • Celebrating the diversity of our region while also reflecting on the diversity of the wider society that our pupils and staff are part of to ensure that we are co-creating inclusive workplaces. • Collaborating with organisations beyond our 	<p>Leaders</p> <p>More representation at the different levels of leadership across Schools and Trusts to bring diversity of thought and different perspectives to expand perspectives. Leaders feel a high level of belonging, they feel psychologically safe and they can bring their authentic selves to all spaces.</p>	
	<p>Mentors/ Trainers/ Facilitators/ Experts</p> <p>Developing a pipeline of diverse Mentors/ trainers/ Facilitators and experts to represent the diversity of society and of the sector.</p> <p>Without consciousness, confidence and competence in DEI matters mentors are not able to empathise with and support their participants. Recruiting and training diverse Mentors/ trainers/ Facilitators and experts is often challenging if the opportunities are not equitable and inclusive.</p>	<p>We do this by collective powerful action around:</p> <ul style="list-style-type: none"> • Connecting people across all our communities of practice, such as the Early Career Teachers we support and our leadership programme members to create shared understanding. • Listening to feedback from a diverse range of stakeholders to ensure that it purposefully and intentionally serves our community and meets everybody's individual needs. • Learning about our own identities and the lived experiences of others in order to create an open dialogue about the barriers that people face and how to remove them. • Celebrating the diversity of our region while also reflecting on the diversity of the wider society that our pupils and staff are part of to ensure that we are co-creating inclusive workplaces. • Collaborating with organisations beyond our 	<p>Mentors/ Trainers/ Facilitators/ Experts</p> <p>More representation in the bank of mentors/ trainers/ facilitators and experts ensure that there is lived experience and visible role models to support the participants. Mentors/ trainers/ facilitators and experts feel a high level of belonging, they feel psychologically safe and they can bring their authentic selves to all spaces.</p>	

	<p>Teachers</p> <p>Developing a pipeline of diverse teachers has its challenges due to societal, systemic and structural barriers.</p> <p>Without consciousness, confidence and competence in DEI matters teachers are not able to design and deliver a diverse curriculum/ support the needs of a diverse pupil body. Recruiting and retaining diverse teachers is often challenging, as if they cannot see it, they cannot be it.</p>	<p>network to provide critical friendship and mutual support and expertise to challenge ourselves to commit to action.</p> <ul style="list-style-type: none"> • Training all our stakeholders so that they are conscious, confident and competent in relation to our DEI work and so that everybody shares the vision and responsibility. • Partnering with organisations that share our values and commitment for this work, such as Teach First, NASBTT and Diverse Educators. 	<p>Teachers</p> <p>More diverse teachers enter and stay in teaching because they are inspired, supported and empowered to be authentic, safe and visible. Teachers feel a high level of belonging, they feel psychologically safe and they can bring their authentic selves to all spaces.</p>	
<p>Support Staff</p> <p>Developing a pipeline of support staff has its challenges due to societal, systemic and structural barriers.</p> <p>Without consciousness, confidence and competence in DEI matters support staff are not able to support teachers/ leaders/ pupils. Recruiting and retaining diverse staff is often challenging, as if they cannot see it, they cannot be it.</p>	<p>Support Staff</p> <p>Recruiting and retaining a diverse body of support staff who are empowered to contribute to the DEI strategy for their school/ organisation. Support staff feel a high level of belonging, they feel psychologically safe and they can bring their authentic selves to all spaces.</p>			
<p>Pupils</p> <p>Validating the identity and lived experiences of our diverse pupil body (and their families) can be undermined by a curriculum and a workforce that does not reflect the diversity of the pupils in the staff and/ or curriculum.</p>	<p>Pupils</p> <p>More pupils, especially from marginalised groups, make better progress in their education because of increased representation and awareness of barriers some identities potentially face.</p>			