



English & Media centre

Policy for inclusion and anti-discrimination

At the English and Media Centre, we are committed to developing inclusive, anti-discriminatory ways of working – for our team of consultants, for the teachers we work with, and for the students who use our resources. We want to go beyond challenging discrimination where it occurs by actively engaging in anti-discrimination teaching practices – what we have called here a pedagogy for diversity and inclusion.

This commitment is embedded in our core beliefs and our mission for English and Media teaching, which this document is designed to be read alongside.

A pedagogy for diversity and inclusion

We believe that pedagogical practices in schools should reflect the diversity of our students and of the wider world. We seek actively to promote forms of pedagogy for English and Media that:

- Value the cultural, social and linguistic resources that students bring to the classroom.
- Recognise the importance of dialogic practices to inclusivity and learning.
- Provide equal opportunities for engagement and challenge for all students.
- Draw on the possibilities for inclusive learning opened up by multimodal forms of engagement and response.
- Challenge and offer ways to engage critically with all forms of discrimination.
- Encourage creativity and criticality for all.

Designing CPD

We recognise that promoting best practice for teachers in our CPD requires careful thought about the resources we draw on and how they are disseminated (initially to teachers during the CPD itself and subsequently to students in their lessons). In designing CPD, we actively seek to:

- Schedule courses and presentations run by subject specialists who can add to our team's own understanding of diversity and inclusion.
- Plan courses with sensitivity and awareness, seeking where possible to offer balanced, proportionate and positive representations of different groups in terms of

texts chosen and recommended; examples of student work used; stimuli for writing; images chosen for exemplification.

- Showcase pedagogical practices that support diversity and inclusion and which challenge discrimination.
- Promote anti-discrimination teaching practices.
- Make reasonable adjustments in how we present our work so that it is accessible to all.

Designing resources

Our teaching resources are potentially used with and read by hundreds of thousands of students. Consequently, we seek to ensure that they promote diversity and inclusion and challenge discrimination. In designing, writing and publishing resources we actively seek to:

- Consult external subject specialists who can add to our team's own understanding of diversity and inclusion. This is to be done at the point of selecting texts, and at all stages of drafting and proofing.
- Include a wide range of texts that centre traditionally marginalised voices.
- Challenge discrimination as it occurs in texts that are included in the official curriculum, and offer ways for teachers and students to engage critically with these texts.
- Ensure that the texts selected are part of a process of normalising the presence of traditionally marginalised voices in the classroom; in turn this is part of an effort to redress imbalances, counteract erasure and challenge normative thinking.
- Explore English language in its many diverse forms, including offering ways for teachers and students to challenge discriminatory language practices.
- Design resources in ways that correspond to a pedagogy of diversity and inclusion.
- Look for opportunities to publish material promoting diversity and inclusion that is largely ignored by commercial competitors.

Magazines

Our magazines are written for A Level students. We are committed to:

- Drawing on writers from a diverse range of backgrounds.
- Featuring articles by students from a diverse range of backgrounds, alongside professional and teacher writers.
- Featuring texts and readings that are representative of the lives of our readers.
- Promoting critically engaged, anti-discriminatory ways of reading texts.
- Featuring images reflective of the diverse school populations we work with.

PGCE courses

We are committed to recruiting and training students for our PGCE courses from diverse and traditionally under-represented groups. This involves:

- Recruiting on potential as well as established track record.
- Offering a range of tasks at interview.
- Putting in place appropriate support once the courses are running.

Interventions in public debates

English and Media Studies are both subjects that often come under intense public scrutiny. We are committed to intervening in public debates in ways that promote our vision for our subjects. This includes a commitment to:

- Challenge discriminatory practices in our subject areas.
- Actively promote a pedagogy for diversity and inclusion in any debates.
- Promote anti-discriminatory and inclusive practices by scheduling events that feature prominent thinkers who engage with these areas as they intersect with our subjects.

Workforce

We will not discriminate against colleagues or work partners on the basis of any of the protected characteristics. Should any such discrimination occur, it should be reported to the EMC director. If this is not appropriate, then it should be reported to the EMC chair of trustees.

We have a small workforce, made up of the equivalent of five full-time consultancy posts and two full-time administration posts. We recognise that we have a wide reach with our work, despite our small size, and that certain privileges come with this. We also recognise that the small size of our team and our lack of diversity in several respects carries limitations as to what we can achieve. For this reason, we are committed to reviewing our working practices in relation to inclusion and anti-discrimination practices on a regular basis, in consultation with our trustees and with our wider subject communities.

We are committed to an equal opportunities recruitment policy and, when vacancies arise, to actively seeking to appoint members to the team from diverse and historically under-represented backgrounds. To help hold us to these aims, we will ensure that:

- Job advertisements are widely disseminated and interested candidates have plenty of time within which to apply.
- Where possible we include at least one trustee from a diverse and historically under-represented background on any interview panel for new appointments.
- We interview candidates on the basis of potential as well current capabilities.

Board of trustees

We are committed to developing and maintaining a board of trustees that is reflective of the diverse student populations in the schools that we work with.

When a vacancy to the trustees arises, we are committed to identifying any gaps on the board in terms of representation and actively seeking out a new member who can fill one or more of those gaps.

Monitoring our policy for inclusion and anti-discrimination

In order to hold ourselves accountable to the points listed in this document, we commit to:

- Carrying out an annual audit of the different areas of our work in relation to anti-discrimination and diversity.
- Making inclusion and anti-discrimination a standing item annually at trustees' meetings.
- Publishing the headline findings of our annual audits in our annual report.
- Reviewing our policy for inclusion and anti-discrimination on a regular basis.