

# Resources



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## Introduction

**#DiverseEd** has moved from being a grassroots network to **Diverse Educators Ltd.**

We have evolved into a training company due to the demands of our community.

We are committed to moving the agenda forwards regarding **Diversity, Equity and Inclusion** in our school system. We work with state schools, independent schools and international schools to support them with their DEI strategy and their DEI training needs.

We believe that we are stronger, and that we can go further together, in collaboration. Thus we collaborate with a number of national and international organisations.

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## Overview

### What is #DiverseEd?

**Diverse Educators** is a grassroots community and series of events which launched in January 2018. It was co-founded by Bennie Kara and Hannah Wilson, who also co-founded **#WomenEd**.

### How did #DiverseEd come about?

Hannah bid for multiple Equalities and Diversity Grants from the DfE and designed, curated and facilitated a successful Diverse Leaders programme for 3 years. The bespoke leadership programmes for women leading in education and BAME leaders each ran for 3 cohorts. Bennie and Hannah worked together in a start-up school and decided to create a space for intersectional conversations.

### Why does #DiverseEd exist?

In the last 5 years we have seen a rise in grassroots movements: first there was #WomenEd, then there was **#BAMEd**, **#LGBTed** launched at the inaugural **#DiverseEd** event and was followed by **#DisabilityEd**. Each network has arisen out of the need to create support for educators with a protected characteristic. Saturday events have popped up around the country and are now moving internationally.

**#DiverseEd** was conceived during a conversation between Hannah Wilson, when she was an Executive Headteacher, and her Deputy Headteacher, Bennie Kara. Bennie shared concerns that she needed to attend 4 Saturday events to find support for her multiple identities.

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## DE Books



## Diverse Educators: A Manifesto

**Diverse Educators: A Manifesto**, edited by **Hannah Wilson and Bennie Kara** is published by Legend Times / The University of Buckingham Press. We are excited to have worked with 11 chapter editors and 114 contributors on this writing project.

Our book is structured, like our website, around the Equality Act. There are ten chapters, one for each of the nine Protected Characteristics (**Age; Disability; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation**) with a tenth chapter exploring **intersectionality**.

Each chapter has a chapter editor (s) who has worked with ten contributors offering a multiplicity of perspectives on the protected characteristic being explored in the chapter. Each contributor has interwoven their personal and professional narrative, framed in theory, to respond to current and historic debates. The chapter editor has written an introduction to the chapter to give context and to frame the chapter's narratives, arguments and provocations.

We are committed to capturing the collective voice of our community and to showcasing the diverse lived experiences of educators. We are keen for **Diverse Educators: A Manifesto** to be both academic and accessible. We intend for the book to be solutions-focused with high-quality input on practice, pedagogy, people management and policy.

We are delighted by the endorsements that our early reviewers of our book, **Diverse Educators: A Manifesto**, have shared with us.



### Discount

Get **25% off** at [legendbookshop.com/products/diverse-educators](https://legendbookshop.com/products/diverse-educators) using the discount code **DIVERSE25**

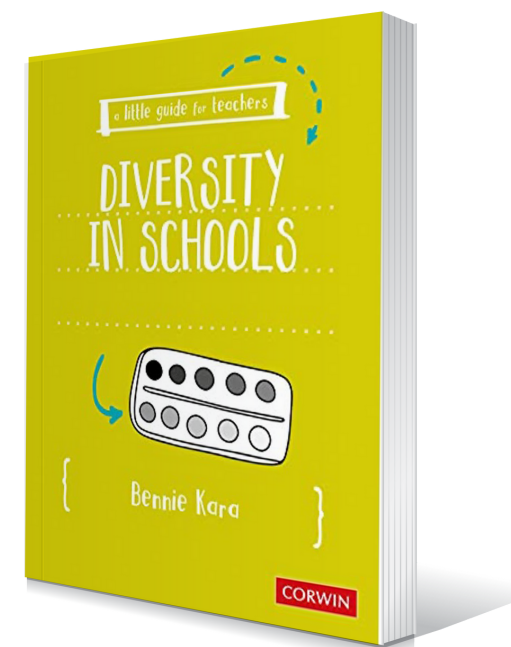


## A Little Guide for Teachers: Diversity in Schools

**A Little Guide for Teachers: Diversity in Schools** by **Bennie Kara** aims to provide starting points for teachers and leaders in creating a curriculum, either across disciplines or within subjects, that is as deep and diverse as their students.

**The Little Guide for Teachers** series is little in size but **BIG** on all the support and inspiration you need to navigate your day to day life as a teacher.

- Authored by experts in the field
- Easy to dip in-and-out of
- Interactive activities encourage you to write into the book and make it your own
- Fun engaging illustrations throughout
- Read in an afternoon or take as long as you like with it!



### To purchase

Go to **Sage Publishing**, **Amazon** or other online retail outlets.



**#DiverseEd  
Podcast**





## The #DiverseEd Podcast

### The #DiverseEd Podcast

**Series 1** of the **#DiverseEd Podcast** has 10 episodes.

In each episode, our co-hosts Nick Kitchener-Bentley and Yamina Bibi, will interview 1 contributor from each of the 10 chapters of **Diverse Educators: A Manifesto**.

### Our Co-hosts



Nick Kitchener-Bentley



Yamina Bibi





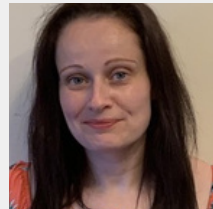
# The #DiverseEd Podcast

## The #DiverseEd Podcast

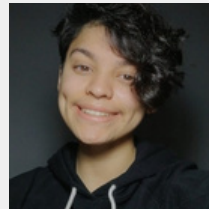
### Our Contributors



Nicky Bright  
Age



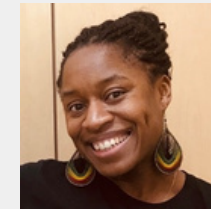
Julie Cassiano  
Disability



Dylan Ahmed  
Gender  
Reassignment



Kiran Satti  
Marriage & Civil  
Partnership



Cleo de Jong  
Pregnancy &  
Maternity



Dr Shrehan Lynch  
Race



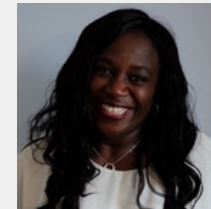
Orla McKeating  
Religion & Belief



Diana Osagie  
Sex



Dr Shaun Dellenty  
Sexual Orientation



Audrey Pantelis  
Intersectionality



## DEI Directory



## DEI Directory

We are delighted to be able to showcase and amplify the work of organisations and individuals who are committed to developing diversity, equity and inclusion within and throughout the education system.

If you are looking for an organisation or training provider to work with your pupils/students, teaching/support staff, leadership team, governors or parents/carers then this is an A-Z overview of everyone listed on our website.

Please bear in mind that we cannot take responsibility for the services that they offer, but we can recommend them as organisations and individuals in our extensive network. Please always ask for testimonials and case studies to show impact to validate who you choose to work with.

If you are an organisation who would like to be listed in **Our DEI Directory**, then please get in touch.

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# DEI Directory

## A

[The Academy of Women's Leadership](#)  
[Africa Learning International](#)  
[AGBIS – Governance Partner](#)  
[AIELOC](#)  
[Alliance for Learning – Partner 2020-21](#)  
[Alternative Curriculum](#)  
[Amazing People Schools](#)  
[The Anne Frank Trust](#)  
[Anti-Bullying Alliance](#)  
[ARISE: Anti-Racism in Schools and Education](#)  
[Aspiring Heads](#)  
[The Association for Citizenship Teaching](#)  
[Association for Science Education](#)

## B

[BAMEed](#)  
[Be Her Lead](#)  
[BelEve](#)  
[Beyond Equality](#)  
[The Big Think](#)  
[Black British Studies](#)  
[The Black Curriculum](#)  
[The Black Nursery Manager](#)  
[Black Teachers Connect](#)  
[Blueprint for all](#)  
[Bold Voices](#)

## C

[Centre for LGBTQ Inclusion](#)  
[Centre for Race, Education and Decoloniality \(CRED\)](#)  
[Centre for Studies on Inclusive Education \(CSIE\)](#)  
[Chiltern Learning Trust](#)  
[Cohesion Collective](#)  
[Conscious Being](#)

## D

[DEI & You Consultancy](#)  
[Dellenty Consultancy](#)  
[DisabilityEdUK](#)  
[Diverse History UK](#)  
[Diversity Role Models](#)  
[Dove Self-Esteem Project](#)  
[Dual Frequency](#)

## E

[The Early Years Black List](#)  
[EdConnect](#)  
[Educate and Celebrate](#)  
[Educating for Equality](#)  
[Educational Equity Services](#)  
[EduKit](#)  
[EmpathyLab](#)  
[End Sexism in Schools](#)  
[Engaging for Success](#)



# DEI Directory

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[EqualiTeach](#)  
[The Equality Academy](#)  
[EQuality Training](#)  
[EquALLIES](#)  
[Exeter Consortium Schools' Alliance](#)

## F

[Facing History and Ourselves CIO](#)  
[The Female Lead](#)  
[The Feminist Shop](#)  
[Fertility Issues in Teaching](#)  
[Fig Tree International](#)  
[Flexible Teacher Talent](#)  
[Focused Minds Education Group](#)

## G

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– Partner 2020-21](#)  
[Gender Action](#)  
[Gendered Intelligence](#)  
[The Girls Network](#)  
[Girls on Board](#)  
[Global Citizenship Education Scotland](#)  
[Go Givers](#)  
[Governors for Schools – Governance Partner](#)  
[GovernorHub – Governance Partner](#)  
[Greg Jenkins Consulting](#)

## H

[HeadsUp](#)  
[HOPE not hate](#)

## I

[iDEIJ](#)  
[If Not Me](#)  
[IKWRO](#)  
[Inclusion Labs](#)  
[Inclusive Solutions](#)  
[Inside Inclusion](#)  
[Inspiring Governance – Governance Partner](#)

## J

[Journey to Justice](#)  
[Joy Uplifts](#)  
[Judaism, Holocaust and Antisemitism](#)  
[Enrichment](#)  
[Just Like Us](#)

## K

[The Key – Governance Partner](#)  
[Kids of Colour](#)



# DEI Directory

## L

[Leaders Plus](#)  
[Leading Women's Alliance](#)  
[Leeds Beckett University](#)  
[– Partner 2020-21 / 2021-22](#)  
[LGBTed](#)  
[LGBTQIA Early Years](#)  
[Life Lessons](#)  
[Lifting Limits](#)  
[The Linking Network](#)  
[Lyfta – Partner 2020-21 / 2021-22](#)

## M

[Makana Leadership](#)  
[Men Teach Primary](#)  
[Menopause in Schools](#)  
[Menopause Training Company](#)  
[Mermaids](#)  
[Middle East Educators \(London\)](#)  
[Migrant Leaders](#)  
[Mindful Equity UK](#)  
[Miss Menopause](#)  
[MITEY](#)  
[MixEd](#)  
[Mosaic Youth](#)  
[The MTPT Project](#)

## N

[National Governance Association – Governance Partner](#)  
[New Schools Network – Governance Partner](#)  
[No Outsiders](#)  
[Nourished Collective](#)  
[Now Teach](#)

## O

[Odd Arts](#)  
[The Ogden Trust](#)  
[One Bristol Curriculum](#)  
[Open Drama](#)

## P

[Parent Scheme](#)  
[PhysEquity](#)  
[Phoenix Education](#)  
[Powerful Histories](#)  
[Pride & Progress](#)  
[Progressive Education](#)  
[Promote Equality](#)  
[The Proud Trust](#)

## R

[The Rainbow Flag Award](#)  
[The Refugee Cafe](#)  
[Representation Matters](#)  
[Roots with Boots](#)



# DEI Directory

## S

[Schools' Inclusion Alliance](#)  
[Schools of Sanctuary](#)  
[Schools Out UK](#)  
[Sexplain](#)  
[Sexpression UK](#)  
[Skills Builder Partnership](#)  
[Social Change Academy](#)  
[Square Pegs](#)  
[The Steve Sinnott Foundation](#)  
[Still I Rise](#)  
[Stonewall](#)

## T

[Teacheroo – Partner 2020-21](#)  
[Teacher's SPL](#)  
[Teach First Multi-Faith Network](#)  
[Think2Speak](#)  
[Think Equal](#)  
[Tranquiliti](#)  
[The Traveller Movement](#)  
[TWICE \(Teaching with Inclusion and Culture Embedded\)](#)

## U

[UCL Centre for Holocaust Education](#)  
[UK Feminista](#)  
[UK Youth](#)

## V

[VbE International](#)  
[The Vision and Values Foundation](#)

## W

[We Belong](#)  
[WeCanAccess](#)  
[Wisdom Against Racism](#)  
[WomenEd England](#)  
[Worth-it Positive Education CIC](#)

## Y

[Yes She Can](#)  
[Young Black Teachers Network \(YBTN\)](#)  
[Young Citizens](#)





## DEI Glossary (Words)



## DEI Glossary (Words)

Getting our language right when we are having conversations about DEI helps us to develop our confidence and our competence, both individually and collectively. We are constantly asked to share a glossary of key terms. This page is a work in progress and will evolve – please review it, share it and engage with it by suggesting additional words and alternative definitions for us to include so that the **DEI Glossary** is co-created and a helpful supporting resource for you and your team.

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# DEI Glossary (Words)

## A

### **Accomplice:**

Accomplices are willing to take the necessary steps to ensure that their workplace is safe from physical, verbal, and mental abuse (i.e. microaggressions). To be an accomplice, one must be willing to do more than listen; they must be willing to stand with those who are being attacked, excluded or otherwise mistreated, even if that means suffering personal or professional backlash. Being an accomplice means being willing to act with and for oppressed peoples and accepting the potential fallout from doing so.

### **Advocacy:**

Advocacy means getting support from another person to help you express your views and wishes, and help you stand up for your rights. Someone who helps you in this way is called your advocate

### **Affinity Group:**

An affinity group is a group formed around a shared interest or common goal, to which individuals formally or informally belong. Affinity groups can be based on a common social identity or ideology, a shared concern for a given issue or a common activity, role, interest or skill.

### **Authenticity:**

Being authentic means coming from a real place within. It is when our actions and words are congruent with our beliefs and values. It is being ourselves, not an imitation of what we think we should be or have been told we should be.

## B

### **Belonging:**

Belongingness is the human emotional need to be an accepted member of a group. Whether it is family, friends, co-workers, a religion, or something else, people tend to have an 'inherent' desire to belong and be an important part of something greater than themselves.

**C****Calling In:**

Much like calling out, calling in aims to get the person to change their problematic behaviour. The primary difference between calling in and calling out is that calling in is done with a little more compassion and patience. Sometimes people – especially people who are shy, new to social justice activism, or easily hurt – receive messages better when they are sent gently.

**Calling Out:**

Calling someone out serves two primary purposes: It lets that person know they're being oppressive, and it lets others know that the person was being oppressive. By letting others know about this person's oppressive behaviour, more people can hold them accountable for their actions. While staying silent about injustice often means being complicit in oppression, calling out lets someone know that what they are doing will not be condoned.

**Change Management:**

Change management is a collective term for all approaches to prepare, support, and help individuals, teams, and organisations in making organisational change.

**Colour Blind:**

A colour blind society, in sociology, is one in which racial classification does not limit a person's opportunities. Such societies are free from differential legal or social treatment based on their race or colour.

**Concrete Ceiling:**

An artificial barrier based on attitudinal or organisational bias that prevents qualified individuals from advancing upward in their organisation into management level positions. "Concrete ceiling" not only restricts access to top-level positions but middle management positions. It is dense and not as easily shattered. Evidence shows that minorities are faced with insurmountable barriers as they attempt to move upward.



# DEI Glossary (Words)

## C

### **Critical Race Theory:**

Critical race theory (CRT) is a body of legal scholarship and an academic movement of civil-rights scholars and activists that seeks to critically examine law as it intersects with issues of race and to challenge mainstream liberal approaches to racial justice.

### **Cultural Intelligence:**

Cultural intelligence or cultural quotient is a term used in business, education, government and academic research. Cultural intelligence can be understood as the capability to relate and work effectively across cultures, bearing similarity to the term cultural agility.

## D

### **Decolonisation:**

Decolonisation is the undoing of colonialism, the latter being the process whereby a nation establishes and maintains its domination of foreign territories.

### **Discrimination:**

The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

**Diversity:** Diversity is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds. People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experience.

### **Diversification:**

The action of diversifying something or the fact of becoming more diverse.

**Employee Reference Group:** Employee resource groups (also known as ERGs, affinity groups, or business network groups) are groups of employees who join together in their workplace based on shared characteristics or life experiences.

**E****Employee Reference Group:**

Employee resource groups (also known as ERGs, affinity groups, or business network groups) are groups of employees who join together in their workplace based on shared characteristics or life experiences.

**Equality:**

Equality means "the state of being equal." It's one of the ideals a democratic society, and so the fight to attain different kinds of equality, like racial equality, gender equality, or equality of opportunity between rich and poor, is often associated with progress toward that ideal of everyone being truly equal.

**Equality Impact Schemes:**

Equality impact assessments ensure that our policies, services and legislation do not discriminate against anyone and that, where possible, we promote equality of opportunity. Completion of equality impact assessments is a legal requirement under race, disability and gender equality legislation.

**Equity:**

Social equity is concerned with justice and fairness of social policy. Since the 1960s, the concept of social equity has been used in a variety of institutional contexts, including education and public administration.

**Ethnicity:**

Ethnicity refers to the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person's native language, and so on. Race, on the other hand, describes categories assigned to demographic groups based mostly on observable physical characteristics, like skin colour, hair texture and eye shape.



# DEI Glossary (Words)

## **F** Fundamental British Values:

According to Ofsted, 'Fundamental British values' comprise: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

## **G** Gaslighting:

Gaslighting is a form of emotional abuse that is seen in abusive relationships. It is the act of manipulating a person by forcing them to question their thoughts, memories, and the events occurring around them. A victim of gaslighting can be pushed so far that they question their own sanity.

## **Gender Blindness:**

"Gender blindness" refers to the lack of awareness about how men and women are differently affected by a situation due to their different roles, needs, status and priorities in their societies.

## **Gender Dysphoria:**

The condition of feeling one's emotional and psychological identity to be at variance with one's birth sex.

## **Gender Expression:**

The way in which a person expresses their gender identity, typically through their appearance, dress, and behaviour.

## **Gender Pronouns:**

Gender pronouns are words that people use to refer to others without using their names. Using a person's correct pronouns fosters an inclusive environment and affirms a person's gender identity.



# DEI Glossary (Words)

## G

### **Glass Ceiling:**

A glass ceiling is a metaphor used to represent an invisible barrier that keeps a given demographic from rising beyond a certain level in a hierarchy. The metaphor was first coined by feminists in reference to barriers in the careers of high-achieving women.

### **Glass Cliff:**

The glass cliff is the phenomenon of women in leadership roles, such as executives in the corporate world and female political election candidates, being likelier than men to achieve leadership roles during periods of crisis or downturn, when the chance of failure is highest.

## I

### **Identity:**

The fact of being who or what a person or thing is; a close similarity or affinity.

### **Imposter Syndrome:**

Imposter syndrome can be defined as a collection of feelings of inadequacy that persist despite evident success. 'Imposters' suffer from chronic self-doubt and a sense of intellectual fraudulence that override any feelings of success or external proof of their competence.

### **Inclusion:**

Inclusion is the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organisation's success.

### **Inclusive Allyship:**

Allyship is the practice of emphasising social justice, inclusion, and human rights by members of an ingroup, to advance the interests of an oppressed or marginalised outgroup. Allyship is part of the anti-oppression or anti-racist conversation, which puts into use social justice theories and ideals.





# DEI Glossary (Words)

I

## **Inner Critic:**

Inner critic refers to an inner voice that judges, criticizes, or demeans a person, whether or not the self-criticism is objectively justified. A highly active inner critic can take a toll on one's emotional wellbeing and self-esteem.

## **Intersectionality:**

The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

M

## **Microaggressions:**

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

N

## **Neurodiversity:**

The term neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions in a non-pathological sense.

O

## **Oppression:**

The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called “target groups”) and benefits other groups (often called “dominant groups”). Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing.



# DEI Glossary (Words)

O

## **Organisational Culture:**

An organisation's culture defines the proper way to behave within the organisation. This culture consists of shared beliefs and values established by leaders and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviours and understanding.

## **Organisational Values:**

Core values are principles or standards of behaviour that represent an organisation's highest priorities, deeply held beliefs, and fundamental driving forces. They are at the heart of what organisations and employees stand for from an ethical perspective.

P

## **Performative Allyship:**

Far from being supportive of an anti-racist agenda, performative allyship has a disturbing influence, which stifles progress and has the detrimental effect of suppressing attempts to foster genuinely inclusive workplace environments. The problem with performative allyship, is that it maintains the status quo and renders illegitimate, any attempts to change processes that support structural racism, and other barriers.

## **Power:**

The capacity to exercise control over others. The ability or official authority to decide what is best for others. The ability to decide who will have access to resources.

## **Prejudice:**

A judgment or opinion that is formed on insufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned.



# DEI Glossary (Words)

## P

### **Privilege:**

Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favours, and benefits to members of dominant groups at the expense of members of target groups. Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent.

### **Protected Characteristics:**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.

### **Psychological Safety:**

Psychological safety is the belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.

## R

### **Representation:**

The action of speaking or acting on behalf of someone or the state of being so represented.

## S

### **Safe Space:**

A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

**S****Single Equality Scheme:**

The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. You are no longer required to produce a single equality scheme, but may still find it useful to do so. See examples from primaries, secondaries and special schools.

**Social Justice:**

Justice in terms of the distribution of wealth, opportunities, and privileges within a society.

**Societal Barriers:**

Societal barriers refer to differences and inequalities associated with different types of peoples in society. Barriers can occur because of people's genders, ethnicities, races, religions, or socioeconomic status.

**Stereotype:**

An exaggerated or distorted belief that attributes characteristics to members of a particular group, simplistically lumping them together and refusing to acknowledge differences among members of the group.

**Structural Barriers:**

Structural barriers include prejudice, xenophobia, internalised oppression and privilege, and beliefs about race influenced by the dominant culture.

**S****Structural Inequality:**

Structural inequality occurs when the fabric of organisations, institutions, governments or social networks contains an embedded bias which provides advantages for some members and marginalises or produces disadvantages for other members. This can involve property rights, status, or unequal access to health care, education and other physical or financial resources or opportunities. Structural inequality is believed to be an embedded part of the culture of the United States due to the history of slavery and the subsequent suppression of equal civil rights of minority races.

**Systemic Barriers:**

Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded.

**Systemic Oppression:**

Systemic oppression is systematic and has historical antecedents; it is the intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group (gender, race, class, sexual orientation, language etc

**Sponsor:**

Sponsoring something (or someone) is the act of supporting an event, activity, person, or organization financially or through the provision of products or services. The individual or group that provides the support, similar to a benefactor, is known as sponsor.

**T****Transphobia:**

Transphobia is a collection of ideas and phenomena that encompass a range of negative attitudes, feelings or actions towards transgender people or transness in general. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.



# DEI Glossary (Words)

S

## **Unconscious Bias:**

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorising.

W

## **Whiteness Theory:**

Whiteness Theory looks at how whiteness is centric in culture, creating a blindness to the set of privileges associated with White identity, also known as White Privilege.

## **Woke:**

Alert to injustice in society, especially racism.

Z

## **Zero Sum Game:**

The mindset relating to or denoting a situation in which whatever is gained by one side is lost by the other. We need to challenge this to emphasise that by ensuring someone is included does not mean someone else is excluded.



## **DEI Glossary** **(Acronyms)**



## DEI Glossary (Acronyms)

Getting our language right when we are having conversations about DEI helps us to develop our confidence and our competence, both individually and collectively. When we shared our glossary of key terms some of the #DiverseEd network reached out and asked us to do the same for acronyms too.

This page is a work in progress and will evolve – please review it, share it and engage with it by suggesting additional acronyms and alternative definitions for us to include so that the **DEI Glossary – Acronyms** is co-created and a helpful supporting resource for you and your team.

### **The acronyms used to describe this work vary in different countries and different contexts:**

- **DEI:** Diversity, Equity and Inclusion
- **DEIJ:** Diversity, Equity, Inclusion and Justice
- **DEIB:** Diversity, Equity, Inclusion and Belonging
- **DI:** Diversity and Inclusion
- **DIB:** Diversity, Inclusion and Belonging
- **EDI:** Equality, Diversity and Inclusion





## DEI Glossary (Acronyms)

### A

**ADD:** Attention Deficit Hyperactivity Disorder

**ADHD:** Attention Deficit Disorder

**AFAB:** Assigned Female at Birth

**AMAB:** Assigned Male at Birth

**AG:** Affinity Groups

**ASD:** Autism Spectrum Disorder

### B

**BAME:** Black, Asian and Minority Ethnic

**BIPOC:** Black, Indigenous and People of Colour

**BME:** Black and Minority Ethnic

### C

**CD&I:** Culture, Diversity and Inclusion

**CIS:** Cisgender

**CQ:** Cultural Intelligence

**CSR:** Corporate Social Responsibility

### E

**EEO:** Equal Employment Opportunity

**ERG:** Employer Resource Group

**ESL:** English as a Second Language

### F

**FTM:** Female-to-Male Spectrum

**IFL:** Identity First language e.g. Disabled person

### G

**GEI:** Gender-Equality Index

**GM:** Global Majority

### G

**GSD:** Gender and Sexual Diversity

**GNC:** Gender Non-Conforming LGBTQI+: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, plus (+) all other sexual orientations

### J

**JEDI:** Justice, Equity, Diversity and Inclusion

### L

**LGBTQQIAP:** Lesbian, Gay, Bisexual, Transgender, Transexual, Queer, Questioning, Intersex, Asexual, and Pansexual

### N

**NB:** Non-binary

**ND:** Neurodivergent

### P

**PFL:** Person First Language (or People First) e.g. Person with a disability

**PoC:** Person of Colour

### Q

**QPOC:** Queer People of Colour

### R

**RJ:** Restorative Justice

### T

**TERFs:** Trans-exclusionary radical feminists

### U

**UB:** Unconscious Bias

**URG:** Under-represented Groups

**URM:** Under-represented minorities



# DEI Reading List



## DEI Reading List

Deepening our thinking around DEI starts with who and what we are reading, helping us to develop our confidence and our competence, both individually and collectively. We are constantly asked to share a recommended reading list. This page is a work in progress and will evolve – please review it, share it and engage with it by suggesting additional authors and alternative texts for us to include so that the DEI Reading List is co-created and a helpful supporting resource for you and your team.





## DEI Reading List

- A** Adegoke, Yomi and Uviebinene, Elizabeth. **Slay in Your Lane**  
Agarwal, Pragya. **Sway: Unravelling Unconscious Bias**  
Akala. **Natives - Race and Class in the Ruins of Empire**  
Ali, Hira. **Her Allies: A Practical Toolkit to Help Men Lead Through Advocacy**

- B** Barnes, Ellie. Carlile, Anna. **How to Transform Your School into an LGBT+ Friendly Place: A Practical Guide for Nursery, Primary and Secondary Teachers**  
Beard, Mary. **Woman and Power: A Manifesto**  
Browne, Angela. **Lighting the Way**  
Brown, Brene. **Rising Strong**

- C** Cairo, Aminata. **Holding Space: A Storytelling Approach to Trampling Diversity and Inclusion**  
Choudry, Sameena. **Equitable Education: What everyone working in education should**  
Coughlin, Deborah. **Outspoken**  
Coyle, Daniel. **The Culture Code: The Secrets of Highly Successful Groups**  
Criado Perez, Caroline. **Invisible Women**

- D** Dabiri, Emma. **What White People Can Do Next: From Allyship to Coalition**  
Dellenty, Shaun. **Celebrating Difference: A whole-school approach to LGBT+ inclusion**



# DEI Reading List

**E** Eddo-Lodge, Reni. **Why I'm No Longer Talking to White People About Race**

**F** Featherstone, Keziah. Porritt, Vivienne. **10% Braver: Inspiring Women to Lead Education**

**G** Gillard, Julia and Okonjo-Iweala, Ngozi. **Women and Leadership**

**H** Huffington, Arianna. **On Becoming Fearless**

**K** Kara, Bennie. **Little Guide for Teachers: Diversity in Schools**

Kay, Katty and Shipman, Claire. **The Confidence Code**

Kerr, James. **Legacy**

**M** Mendez, Virginia. **Childhood Unlimited: Parenting Beyond the Childhood Bias**

**N** Ngozi Adichie, Chimamanda. **We Should All Be Feminists**

**O** Obama, Michelle. **Becoming**

Osagie, Diana. **Courageous Leadership**

**P** Patience, Lindsay and Rose, Lucy. **Flex Education: A Guide for Flexible Working in Schools**



# DEI Reading List

S

Sandberg, Sheryl. **Lean In**

Sarpong, June. **Diversify**

Scott, Kim. **Radical Candour**

Scott, Susan. **Fierce Conversations**

Sinek, Simon. **Start With Why**

Sweeney, Charlotte and Bothwick, Fleur. **Inclusive Leadership**

Syed, Matthew. **Rebel Ideas**

T

Thomas, Aisha. **Representation Matters: Becoming an Anti-Racist Educator**

Tomlinson-Gray, Daniel. **Big Gay Adventures in Education: Supporting LGBT+ Visibility and Inclusion in Schools**

Turner, Emma. **Let's Talk about Flex: Flipping the flexible working narrative for education**

U

Unerman, Sue. Jacob, Kathryn. Edwards, Mark. **Belonging: The Key to Transforming and Maintaining Diversity, Inclusion and Equality at Work**

W

Wilson, Hannah. Kara, Bennie. **Diverse Educators: A Manifesto**



# DEI Toolkits



## DEI Toolkits

Our DEI toolkits are designed to support you – individually and collectively – in closing gaps in our understanding.

Through our training sessions we support you in raising your consciousness, building your confidence and developing your competence. Become more self-aware is the start of the journey. Once we are aware of what we do not know, then we can intentionally begin to learn more.

Each toolkit has been collated by somebody with lived experience of the protected characteristic and/ or theme that it explores. They are all structured in the same way to include: what you need to know, the questions you need to consider and then signposting to things to read, watch and listen to.

We hope that you find them useful. The bank of toolkits is constantly growing, let us know what is missing and what other themes you would like us to commission.

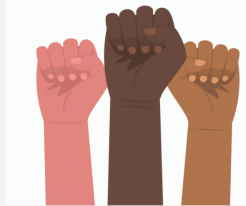






# DEI Toolkits

Our current list of #DiverseEd toolkits include:



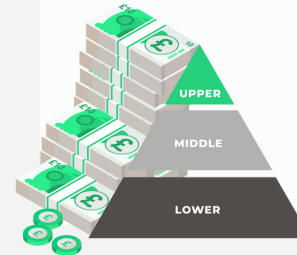
## **Anti-Racism**

– collated by Hannah Wilson  
with Dwain Brandy.

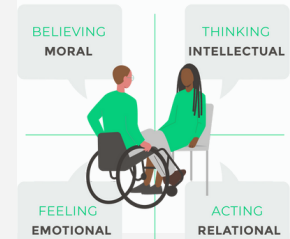


## **Belonging**

– collated by  
Zahara Chowdhury.



**Class Inequality**  
**Awareness** – collated by  
Georgie Williams



## **Courageous Conversations**

– collated by  
Hannah Wilson



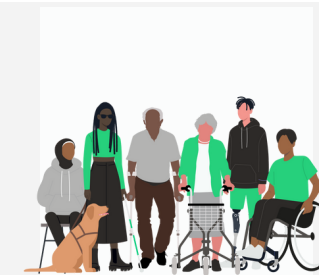
## **Cultural Intelligence**

– collated by  
Hannah Wilson



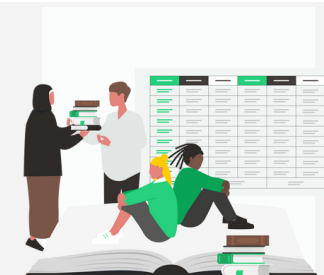
## **DEI Leader's**

– collated by  
Shonagh Reid



## **Disability Awareness**

– collated by  
Chloe Johnson



## **Diversity in the Curriculum**

– collated by  
Bennie Kara



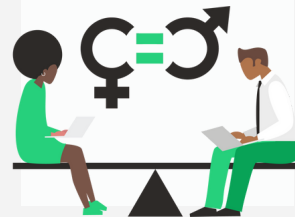
## DEI Toolkits

Our current list of #DiverseEd toolkits include:



### **Flexible Working**

– collated by [Hannah Wilson](#)  
with [Lindsay Patience](#)



### **Gender Equality**

– collated by [Hannah Wilson](#)  
with [Hana Malik](#)



### **Global Citizenship**

– collated by  
[Dr Harriet Marshall](#)



### **Inclusive Allyship**

– collated by [Hannah Wilson](#)  
with [Adrian McLean](#)



### **Inclusive Recruitment**

– collated by  
[Hannah Wilson](#)



### **Intersectionality**

– collated by  
[Audrey Pantelis](#)



### **LGBTQ+ Inclusion**

– collated by [Bethan Hughes](#)  
and [Holly Parker-Guest](#)



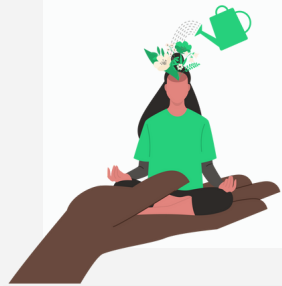
### **Menopause Awareness**

– collated by [Nicky Bright](#)  
with [Sarah Davies](#)



# DEI Toolkits

Our current list of #DiverseEd toolkits include:



## **Mental Health and Wellbeing**

– collated by Clare Erasmus



## **Microaggressions**

collated by Mandy Preville-Findlay



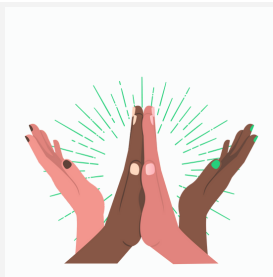
## **Pregnancy and Maternity**

– collated by Emma Sheppard



## **Psychological Safety**

collated by Jo Caulfield



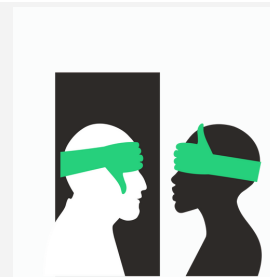
## **Religion and Beliefs**

– collated by Zahara Chowdhury



## **Transgender Rights'**

– collated by Georgie Williams



## **Unconscious Bias**

– collated by Hannah Wilson



## DEI Blogs



## DEI Blogs

We love to amplify the voices, share the journeys and celebrate the stories of our community. Our blogs vary from sharing lived experience, to reflecting on classroom practice and curriculum design, to evaluating the impact of policy changes.

Deepening our thinking around DEI starts with who and what we are reading, helping us to develop our confidence and our competence, both individually and collectively. Reading these blogs by our community will provoke reflection and stimulate conversations to help you and your team understand the breadth and the depth of issues we need to develop an awareness of.

Themes explored in the **2020-21 collection** include: **allyship, belonging, careers, coaching, commitment, community, curriculum, culture, governance, HR, identity, ITTE, language, leadership, policy, recruitment, reflection, representation, research, safeguarding, strategy, teaching, wellbeing.**

**A**

[Abi Angus - \*\*Young People on the Margins\*\*](#)

[Adrian McLean - \*\*The Lesser Spotted Black Male\*\*](#)

[Aini Butt - \*\*Emotional Intelligence\*\*](#)

[Alix Robertson - \*\*The Centre for Education and Youth\*\*](#)

[Amanda Gummer - \*\*Why are Diversity and Inclusion\*\*](#)

[\*\*Not Easy Bedfellows?\*\*](#)

[Amardeep Panesar - \*\*Cultural Competence\*\*](#)

[Anna Carlile - \*\*Not Spoon-feeding Essay Writing\*\*](#)

[Anna Szpakowska - \*\*We Need Diverse Books\*\*](#)

[Angie Browne - \*\*Lest We Forget\*\*](#)

[Anjum Peerbacos - \*\*The Absence of Diversity in\*\*](#)

[\*\*Literature\*\*](#)

[Annemarie Williams - \*\*Claim the Room\*\*](#)

[Artemi Sakellariadis - \*\*A Wider Sense of Normal\*\*](#)

[Audrey Pantelis - \*\*Values-based Education\*\*](#)

[Audrey Pantelis - \*\*Thoughts and Musings on Diversity 1\*\*](#)

[Audrey Pantelis - \*\*Thoughts and Musings on Diversity 2\*\*](#)

[Azuraye Williams - \*\*Journey to the Job\*\*](#)

**B**

[Baar Hersi - \*\*Is She Somali?\*\*](#)

[Ben Hobbis - \*\*My Journey as an Ally\*\*](#)

[Ben Mearhart - \*\*Think Equal\*\*](#)

[Bennie Kara - \*\*Tackling Racism\*\*](#)

[Bennie Kara - \*\*Don't Tuck in Your Labels\*\*](#)

[Bhamika Bhudia - \*\*Diversification is More\*\*](#)

[\*\*Than an Educational Token\*\*](#)

**C**

[Carly Hind - \*\*Interactive Diversity Calendar\*\*](#)

[Caroline Verdant - \*\*Bitter Sweet Sugar\*\*](#)

[Cas Germain - \*\*Ethnography and its Relevance\*\*](#)

[Cassie Cramer - \*\*Anti-racism Through Opportunity\*\*](#)

[Char Amaris - \*\*My First Year of Teaching\*\*](#)

[Charlotte Rodney - \*\*Why MeToo Matters\*\*](#)

[Chinwe Njoku - \*\*An African Teacher's Experience\*\*](#)

[Chris Richards - \*\*Diversifying Representation\*\*](#)

[Christine Challen - \*\*Diversity and Inclusion in STEM\*\*](#)

**D**

Dan Colquhoun - **Facing up to Privilege**

Darren Crosman - **Tuesday 25th May**

David Lowbridge-Ellis -

**Keep Chipping Away at Homophobia**

Davinder Dosanj - **It is About Time**

Deutsche Bank -

**Supporting Women into a Career in Banking**

Dianne Greyson - **Biden Wins**

Dominic Arnall -

**Why Taking Part in Diversity Week Can Help**

Dominic Arnall - **LGBT Inclusive Education**

Dominic Judge -

**Governing Body's Strategic Role on Race**

Donna Burkert - **To Make Change We Must Listen**

Dwain Brandy - **Breaking the Cycle**

**E**

Edel Cronin - **Five Steps for Starting a School Pride**

Ellie Lister - **Doing the Inner Work to do the Outer Work**

Emma Sheppard - **We Choose to Challenge**

Evelyn Forde - **A Reflection for my Daughter**

**F**

Fabia Turner - **Why We Need More Diverse Texts**

Fabia Turner - **Raising Awareness of Blacks Texts for Primary Schools**

Fatma Abdalla - **Why Diversity Matters**

Frederick Naftel - **Anti-Semitism Today**

**G**

Gaurav Dubay - **Giving Pupils Voice**

George Hayward -

**Creating a Curriculum Inclusive of Queer Theory**

Gurjeevan Malhi -

**Why Being a Sikh Woman is my Superpower**

**H**

Hana Malik - **An Anti-Racist Approach**

Hannah Cotton - **Mantras for Inclusive Leadership**

Hannah Wilson - **Taking an Intersectional Approach**

Hannah Wilson - **February is LGBT Month**

Hannah Wilson - **Dear Secretary of State**

Hannah Wilson - **Inclusive Allyship**

Hannah Wilson - **#DiverseEd Reflections**

Hannah Wilson - **Racism in the Classroom**

Hannah Wilson - **Diverse Educators: A Manifesto**

**J**

[Jac Bastian - \*\*What Does it Mean to Belong?\*\*](#)

[Jackie Hill - \*\*You're Not Just Marrying the Person\*\*](#)

[James Fornara - \*\*It's a Numbers Game\*\*](#)

[Jami Edwards-Clarke -](#)

[\*\*Reflections on 1st Term as a D&I Lead\*\*](#)

[Jared Cawley - \*\*My Wellbeing as a LGBT Teacher\*\*](#)

[Jared Cawley - \*\*Making Your School LGBT Friendly\*\*](#)

[Jenetta Hurst - \*\*Excellence Begets Excellence\*\*](#)

[Jess Gosling - \*\*How to Imbed D&I in Schools\*\*](#)

[Jill Berry - \*\*Coaching and Mentoring Diverse Leaders\*\*](#)

[Jill Berry - \*\*Strong Leadership to Create Sustained Change\*\*](#)

[Jitse Van Ameijde - \*\*What Does it Mean?\*\*](#)

**K**

[Karen Dempster - \*\*How to Communicate Inclusively\*\*](#)

[Karl Pupe - \*\*Thank You Chadwick Boseman\*\*](#)

[Kate Hollinshead - \*\*Tackling Sexism and Sexual\*\*](#)

[\*\*Harassment\*\*](#)

[Kate Hollinshead - \*\*Radicalisation Upturn in Lockdown\*\*](#)

[Kate Smith - \*\*An Ethical Curriculum\*\*](#)

[Kathryn Kashyap - \*\*Negotiating Possible Spaces\*\*](#)

**K**

[Katie Friedman - \*\*Autie at Forty\*\*](#)

[Kit Rackley - \*\*My Experience of Geography Fieldwork as a Trans Kid\*\*](#)

**L**

[Laila El-Metoui - \*\*The Need for a Trauma-Informed Curriculum\*\*](#)

[Laura McConnell - \*\*Has Inclusion Had its Day as a Concept?\*\*](#)

[Lena Carter - \*\*Nothing to See Here\*\*](#)

[Leslee Udwin - \*\*Empowering Change Through Education\*\*](#)

[Lesley Berrington - \*\*We All Need Inclusion\*\*](#)

[Louise Holyoak - \*\*Developing an Anti-Racist Curriculum\*\*](#)

[Lydia Bower - \*\*Getting Skilled and Diverse Governors on Boards\*\*](#)

**M**

[Mair Bull - \*\*A Governor's Journey\*\*](#)

[Manisha Tailor - \*\*Wellbeing Lessons for the Diverse Primary\*\*](#)

[\*\*Classroom\*\*](#)

[Matthew Savage - \*\*Gender is Wibbly Wobbly\*\*](#)

[Meirion Lewis - \*\*My Journey to Belonging\*\*](#)

[Mo Jafa - \*\*An Anti-Racist Approach to PE\*\*](#)

[Molly Burbridge - \*\*The National Curriculum and What\*\*](#)

[\*\*Needs to Change\*\*](#)



**N**

[NAHT - \*\*You Are Not Alone\*\*](#)

[Nasreen D'Agostino - \*\*Understanding and Challenging Microaggressions\*\*](#)

[Natasha Eeles - \*\*An End to Violence Against Women and Girls\*\*](#)

[Nicky Bright - \*\*Menopausal Musings\*\*](#)

[Nicole Edwards - \*\*How Does Material Deprivation Intersect with Ethnicity?\*\*](#)

[Ninna Makrinov - \*\*Is the 9 O'Clock News Racist?\*\*](#)

[Ninna Makrinov - \*\*How I Recruited a Diverse Boards\*\*](#)

[Nuzhat Uthmani - \*\*Why Decolonise the Curriculum\*\*](#)

**O**

[Olivia Edmonds - \*\*Promoting Diversity Through Fiction\*\*](#)

[Orla McKeating - \*\*Why Diverse Representation Matters\*\*](#)

**P**

[Patrick Ottley-O'Connor - \*\*Time for Men to Woman-Up!\*\*](#)

[Paula Tankard - \*\*Diversity Disclosure and Invisibility\*\*](#)

[Paulina Tervo - \*\*The Power of Multiple Perspectives\*\*](#)

[Penny Rabiger - \*\*Diversity in the Curriculum\*\*](#)

**R**

[Rachel Clarke - \*\*The Fallout of That Interview\*\*](#)

[Rachel Clarke - \*\*The False Flag Flying of Institutional Racism\*\*](#)

[Rachel Lofthouse - \*\*Being an Inclusive Ally\*\*](#)

[Rahul Karavadra - \*\*Bringing a Diverse Curriculum to Life\*\*](#)

[Raisa Shaikh - \*\*Say My Name\*\*](#)

[Roma Dhameja - \*\*Using Students Voice to\*\*](#)

[\*\*Understand Diversity\*\*](#)

[Rosemary Hoyle - \*\*In Search of Great Governance\*\*](#)

[Rosie Peters - \*\*What Do We Owe Our Children?\*\*](#)

**S**

[Sadie Hollins - \*\*Celebrating Diversity in Students as Drivers of Change\*\*](#)

[Sajid Gulzar - \*\*Remembrance Day\*\*](#)

[Sara Porter - \*\*Inclusion and Learning Disabilities\*\*](#)

[Sarah Chicken - \*\*Neurodiversity\*\*](#)

[Sarah Mullin - \*\*You Can't Be, What You Can't See\*\*](#)

[Sarah Soyei - \*\*How to Talk to Children About Race and Racism\*\*](#)

[Sharon MacArthur - \*\*Menopause in Education\*\*](#)

[Shonagh Reid - \*\*Where Are All the Men?\*\*](#)

**S**

Shonagh Reid - **The Problem with Diversity**

Shonagh Reid - **Black Woman's Load**

Shuaib Khan - **Finding Your Voice**

Sophie McPhee - **Disability Awareness**

Sophie Tales - **Racist Language in SEMH Contexts**

Steve Morley - **Adapted and Inclusive Sport**

Susan Davis - **Supporting Quiet, Shy or Anxious**

**BAME Children**

Susana Fernandez - **Try Being a Diverse**

**Female Leader**

Suzanne Wood - **Improving D&I in Science Teaching**

**T**

Terra Glowach - **Sequencing a Decolonised Curriculum**

Tasha Fletcher - **The Role of Wellbeing Resilience in Diversity**

Temi Akindele Barker - **Decade of Diversity**

Teona Studemire - **Growing up Autistic and Undiagnosed**

Tre Ventour - **Decolonisation is not Diversity**

**V**

Viv Grant - **5 Questions for Every Headteacher**

Viv Grant - **Why Race and Identity Matter**

**W**

Wayne Reid - **Black Lives Matter**

Wayne Reid - **How to Promote an Anti-Racist Culture**

Wayne Reid - **When You're Accustomed to Privilege...**

Wayne Reid - **How Does Social Work Regulation**

**Perpetuate White Supremacy**

Wayne Reid - **Anti-Racism in Social Work**

**Y**

Yamina Bibi - **Inclusive Allyship**

**Z**

Zahara Chowdhury - **Free Palestine**

Zahara Chowdhury - **Why are Pictures of Prophet Muhammed Forbidden?**

Zahara Chowdhury - **Speak the Truth**



## Contact us

To find out more information about our services please do visit our website which is updated monthly:

[diverseeducators.co.uk](https://diverseeducators.co.uk)

You can also sign up to receive our monthly newsletter:

[yahoo.us4.list](https://yahoo.us4.list)

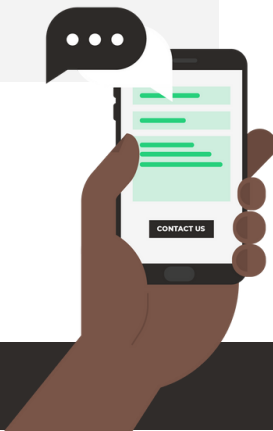
We list all of our events and our training programmes on Eventbrite:

[eventbrite.co.uk/o/hannah-wilson](https://eventbrite.co.uk/o/hannah-wilson)

### Bookings

To book you can pay with a debit/ credit card through the listing or you can email to request an invoice:

[hannah@diverseeducators.co.uk](mailto:hannah@diverseeducators.co.uk)



### Prices

Fees for our programmes and series are fixed – please see the fliers/ listings.

Fees for our consultancy, coaching and training sessions are variable – they depend on the format (virtual or face to face), the duration and the size of the audience.

Please drop us an email with the details of your request and we can send over a quote.

### Discounts

We can offer a discount on group bookings if you are organising multiple places for a programme.

### Availability

We are a small team and we get booked up far in advance – if you know your **INSET** dates and when your annual conference will be, please do get in touch as soon as you can to avoid disappointment.

We look forward to hearing from you.





[diverseeducators.co.uk](https://diverseeducators.co.uk)

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