

# **DIVERSITY AS A STRATEGY; A ROLE FOR EVERYONE**

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KARAMAT IQBAL, FORWARD PARTNERSHIP





## Karamat Iqbal

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- 1. A half century in the UK:** Pupil, Informal Educator, Teacher, Schools' Adviser, Community Activist, Parent, Resident
  - 2. Research on educational achievement :** White working class (Hansard); British Pakistani boys....PhD
  - 3. Education & Diversity Consultant** since 2000 (inc. Dept for Education & other govt departments)
  - 4. Unpaid work:** School Governor - Ninestiles Multi-Academy Trust; supporting women-led organisations; Hospital Chaplain
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# DIVERSITY AS STRATEGY

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- “strategies adopted to govern the problems of diversity which multi-cultural societies throw up”: (Stuart Hall, 2000)
- Diversity as strategy (Schneider Ross 1992)
  - The etymology of the word is military: **planning** to ensure that place, time and conditions are imposed or chosen by oneself.
  - Strategy represents a **conscious** choice.
  - Measured progress towards **predetermined** and agreed aims.
  - A **map** is drawn up by which the organisation can navigate itself.
  - Leading from the **top**. Wider **ownership**. **Proactive** not reactive.

# WHICH REPORT? WHEN PUBLISHED? YOUR COMMENTS

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1. All schools should adopt clear **policies** to combat racism
2. It is a teacher's responsibility to know and **understand** the children s/he teaches
3. Great majority of new teachers are entering the profession having received **little or no guidance** on our multicultural society
4. It is desirable for people staffing education to be a natural **reflection** of the make-up of the population
5. If schools are to **reflect** a multi ethnic society then not only should their curricula be consciously multicultural but their staff should be conspicuously multiracial too.

# TEACHERS – DIVERSITY AND UNDERSTANDING

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It is important to have teachers  
from my own ethnic group 35%

It is important to have teachers  
from my religion 42%

It is important for teachers  
to have understanding of my religion 68%



# DIVERSITY IS GOOD: WHY MINORITY TEACHERS?

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1. **Cultural experts** (Swann 1985, Basit & Santoro 2012)
2. Cultural brokers (Irvine 1989)
3. **Role models** for minority pupils (DfEE 1998; Quijano & Rios 2000)
4. Help to change the culture of a school, be a check on its practices (DfEE 1998) + better at challenging racism (Ross 2000)
5. Better connection with ethnic minority children & **bridging** their worlds (DfEE 1998; Warikoo 2004)
6. Reduce discontinuity for minority students (Klopfenstein 2005, Ogbu 1982)
7. Reduce **stereotype** threat (Steele & Aronson 1995, Saft & Pianta 2001)
8. “**Good for all children**” (Morris/DCSF 1997)
9. **Impact** on learning gains (Dee 2005, Egalite et al 2015)



# PEACOCK IN THE LAND OF PENGUINS

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- “I think we bring history, a lot of history, and some of us have lived that history. We're not just reading it from the books. We have actually lived that history, and we're able to share that with our students, and I think help them to understand a little better that this is what it takes to be successful, in this world.” THE EDUCATION TRUST  
| THROUGH OUR EYES | NOVEMBER 2016
- <https://www.google.com/search?q=peacock%20penguins%20equality%20diversity>

# CASE STUDY - CITY SHIRE OUTSTANDING SCHOOL

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- 1800 pupils. 40% ethnic minority. 248 Staff: 9% ethnic minority (12 teaching. 10 support).
  1. **“We recognise that it is important to have a workforce that represents the society we serve”**
  2. **Equality Objective: To attract job applications from a more diverse range in order to broaden the characteristics represented in our workforce.**

**Comment on what they have decided to do. Suggest how they should go about achieving their objective**



# PIPELINE IDEAS FOR DIVERSE + CULTURALLY COMPETENT TEACHERS

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- Students today, educators tomorrow
- From support staff to teachers
- A system-approach to recruitment
- Multiculturally **competent** teachers in white and multiracial schools, who know how to talk about race and social justice
- 3 stage approach:            Pre-ITT            ITT            CPD

# WHITE SPACES

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- “settings in which black people are typically absent, not expected or marginalised when present”  
Elijah **Anderson** 2015
- (In education settings, Blacks) made to feel like they are invisible, that they do not belong, and that they are of no value to their institutions. They are ridiculed, harassed, belittled and ignored, and live in a constant state of fear. Katy **Sian** 2017

# WORKING ENVIRONMENT - THE ROLE OF WHITE COLLEAGUES

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- The world you create as peers, as managers, as the managed.
- People who challenge the status quo are seen as trouble makers.
  - Fight the battles on race equality so your BAME colleagues don't have to.
- Guard against pigeonholing, of minority teachers. There is more to BAME colleagues than their ethnicity or religion.



# TEACHER UNDERSTANDING OF PUPILS VERY IMPORTANT

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- Positive teacher-pupil **relationships** lead to effective teaching (Delpit 2003), hard work by students (Callanan et al 2009), better learning outcomes and achievement (Haertel 1981, Warikoo 2004)
- Teacher understanding **central** to education (Swann 1985, DCSF 2009). However: 'tabloid' understanding (Bloom 2011)
- Culturally Responsive Pedagogy, Funds of Knowledge (Iqbal)
- **Teaching as a technical task. It is possible to qualify as a teacher without understanding equalities. Discuss.**

# UNDERSTAND WHAT? BEGIN WITH NAMES

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- (a) personal (b) instructional (c) institutional (d) systemic.
- **Microaggressions:** brief indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward (Columbia University)
- How to pronounce: Niamh; Adetunji; Fejzić; Karamat, Tchaikovsky
  - My name is Nish Kumar – so please stop calling me Nish Patel
  - How We Pronounce Student Names, and Why it Matters
- **What else do teachers need to understand?**

# WANT TO CHANGE THE WORLD: THINK LIKE A BEE

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- Lifetime honey of a Bee – 0.4 ml. Typical colony needs 100 pounds.
- **Increments.** One step at a time.
- We have to believe that ultimately we will change the world. Maybe it will take 50 years. Maybe we won't be around to see the result but so what. Today we are living the imaginaries of those who are long gone. We are living the world they wanted. Others will inhabit the world we imagine  
NOW - Angela Davis WOW at Southbank Centre 2017
- You are not a drop in the ocean. You are the entire ocean in a drop - Rumi
- Keep going. Keep making honey. Don't worry about the size of your contribution. Work with others. Your 1/12th of a teaspoon counts.





**ONE ONE COCO  
FULL BASKET.**

**Jamaican Proverb**

# REFERENCES

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- Iqbal. K. *British Pakistani boys, education and the role of religion – in the land of the Trojan Horse*. Routledge 2018