

OUR DEFINITION OF TOTAL INCLUSIVITY:

“Recognising, valuing, protecting and nurturing diverse identities, regardless of race, gender, sexuality and class”

Stephen Whitehead (2020) '*Total Inclusivity and the Loss of Innocence*',
Educational Digest International, Edition XXI, August 2020

WHAT IS TOTAL INCLUSIVITY IN SCHOOLS?

“**TOTAL INCLUSIVITY** is recognised as both the starting point and ultimate objective for every aspect of a school’s delivery and mission. It is central to the notion of a learning community, underpins the school’s operational policies and practices, informs the curriculum design and delivery, nourishes the organisational culture, and creates the foundation upon which a school can confidently claim to be ‘safeguarding’ both students and staff.”

WHY IS TOTAL INCLUSIVITY IMPORTANT?

In an age when identity is so politicised it is essential that any school, but especially those purporting to create 'global citizens' and 'the leaders of tomorrow', adopt an uncompromising, self-aware and sensitive approach to diversity, both of students and staff.

This objective can only be achieved by embedding TOTAL INCLUSIVITY into every level of a school's operation thereby ensuring the security, wellbeing and potential of all participants in that learning community.





Diversity is a fact; it is a right and it is an important resource.

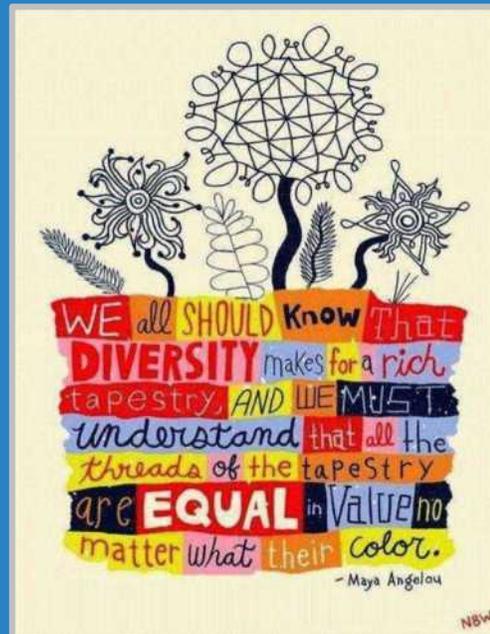
TOTAL INCLUSIVITY will enable a school climate wherein trust, empathy, security, reflexivity, awareness, well-being and safety prevail.

TOTALLY INCLUSIVE SCHOOLS... ?

By pursuing a **TOTAL INCLUSIVITY** model, the school clearly demonstrates a commitment to recognising, valuing, protecting and nurturing diverse identities, regardless of race, gender, sexuality and class.

We welcome:
All **rac**es
All **rel**igions
All **cou**ntries of origin
All **sexu**al orientations
All **g**enders
All **eth**nicities
All **ab**ilities

We stand with you.



TOTAL INCLUSIVITY IS:

1. Philosophy
2. Practice
3. Politics

Why Politics?

Because Identity is Political
The Personal is Political

HOW CAN WE THEORISE TOTAL INCLUSIVITY?

INTERSECTIONALITY

A sociological theory which recognizes and explains how individual identity exists at the intersections of many aspects of self and social powers. Encourages the recognition that gender, for example, intersects with race, sex, sexuality, ability, ethnicity, age, culture, and class to "produce" the individual.

Each of these variables has the potential to be either empowering or oppressive, depending on how they are received, understood and conditioned within a culture or organizational setting.

INSIDE IDENTITY'

Identity is not only who we think we are but also what other people think we are.

The *self* is largely constructed from internalized external discourse – the social messages which come to influence our subjectivity.

Identity is not given and fixed, it is forever in flux.

**We are all 'work in progress':
*identity is a process, not an outcome***



WHAT IS RACISM?

“A system of advantage based on race”

“Racism, like other forms of oppression, is not only a personal ideology based on racial prejudice but a *system* involving cultural messages and institutional policies and practices as well as the beliefs and actions of individuals.”

Prejudice plus Power

The systemic advantages of being White - White privilege'

(B. Tatum, 2017, *Why are all the Black kids sitting together in the Cafeteria?* pp.87-89)

CRITICAL RACE THEORY

CRT recognizes that individual racism doesn't need to exist for racism to exist in society, in an organisation. The reason being that racism, white privilege, is systemic, institutionalized and thereby often invisible to White people. CRT shows how power structures operate throughout society often in ways which are not apparent to those who (perhaps unwittingly) benefit from the hegemonic race-power status quo.

CRT is radical in that it requires individuals to question and reflect on their fundamental assumptions. It is not just about addressing racism and structural inequality, it is about questioning knowledge and ensuring that hitherto marginalized knowledges and experiences are brought to the fore of professional, legal and educational practices.

BIAS IS OFTEN UNACKNOWLEDGED

“Only 10 to 15 percent of Americans openly express prejudice against Black Americans. Yet discrimination is widespread. Implicit bias may operate outside of awareness, hidden from those who have it, but the discrimination it produces can be clearly visible to researchers, and almost certainly visible to those who are disadvantaged by it.” (Tatum, p. 24-25)

For many White people, their biggest concern about addressing bias is the risk of creating a conflict or making the situation worse. But schools don't have the 'privilege of being colour-silent', they need to encourage open discussion about race, ethnicity and all forms of discrimination.

***Being silent won't solve racism or overturn stereotypes and ignorance –
the impact of racism, first and foremost, is silence***

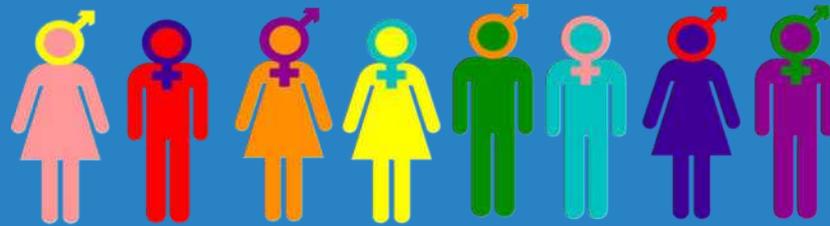
FINDING OUR SELVES

- To find one's racial or ethnic identity, one must deal with negative stereotypes, resist internalizing negative self-perceptions, and affirm meaning of ethnicity for oneself.
- If educators and parents wish to foster these positive psychological outcomes for children we must hear their voices and affirm their identities at school and home.
- We must interrupt the racism that places our children at risk.

Educationalists must normalize discussion about identity and discrimination, not exceptionalize it through silence.

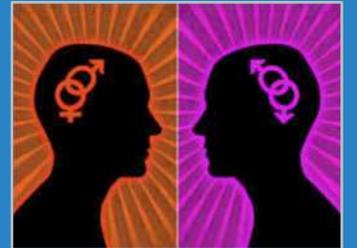
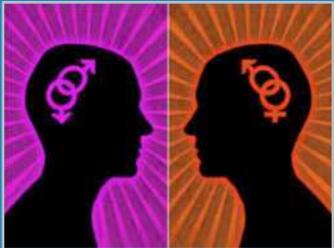
WHAT DOES THIS PHRASE MEAN TO YOU?

Sexuality is who you go to bed with,
gender is who you go to bed as”



SEXUALITY

We learn our gender but we don't learn our core sexuality. It is a given, it is essentially biological. We cannot fundamentally change where we are located on the straight-gay continuum. We can experiment, and how we express our sexuality is heavily linked to our social experiences, but when it comes to what we desire, who we are attracted to, we are what we are:



Gay, Straight, Lesbian, Bi, Asexual

HOW MANY SEXES ARE THERE?



Answer: At Least

Humans are not just born male and female. There are at least SIX biological sexes. Most common types identified by chromosomes:

**NOT ALL MEN
HAVE A PENIS
OR XY
CHROMOSOMES**

**NOT ALL WOMEN
HAVE A
VAGINA/UTERUS
OR XX
CHROMOSOMES**

X – 1 in 2000 to 5000 people

XX – Most common form of female

XXY – 1 in 500 to 1000 people

XY – most common form of male

XYY – 1 in 1000 people

XXXY – 1 in 20k to 50k people

**There are tens of millions of people who are
neither male nor female”**

LEARNING TO BE A GENDER

The brain is plastic.

It moulds according to the information it receives. Up to puberty, there is no major difference in the brains of boys or girls, and no difference in their physical strength.

But by the time they get to puberty the child's brain has already absorbed binary gender coding, messaging, instruction, socialisation.



1 year

Can distinguish faces by gender

3 years

Can identify own gender; believe sex is determined by external attributes

8-9 years

Begin to be more flexible in gender stereotypes

2 years

Can label other genders; can sort objects into gender categories

3-6 years

Develop gender constancy and rigid gender stereotypes



WHAT DO YOU KNOW ABOUT YOUR STUDENTS SEXUALITY?

- **Q. At what age are your students first experiencing their sense of sexuality?**
- *A. Around age 7 - 8*

- **Q. What percentage of your students are LGBT+ (lesbian, Gay, Bisexual, Transexual, Queer)**
- *A. Approximately 7-10%*

- **Q. What percentage of LGBT+ students report harassment, bullying and feelings of suicide because of their sexual orientation?**
- *A. Approximately 85%*

- **Q. What percentage of your students first learn about their sexuality online and come to express it online?**
- *A. 100%*

DEEPER UNDERSTANDING IN CURRICULUM

1. Transition to university - what do you want your students to know?
<https://medium.com/@rachel.engel>
2. Empathy, compassion essential skills



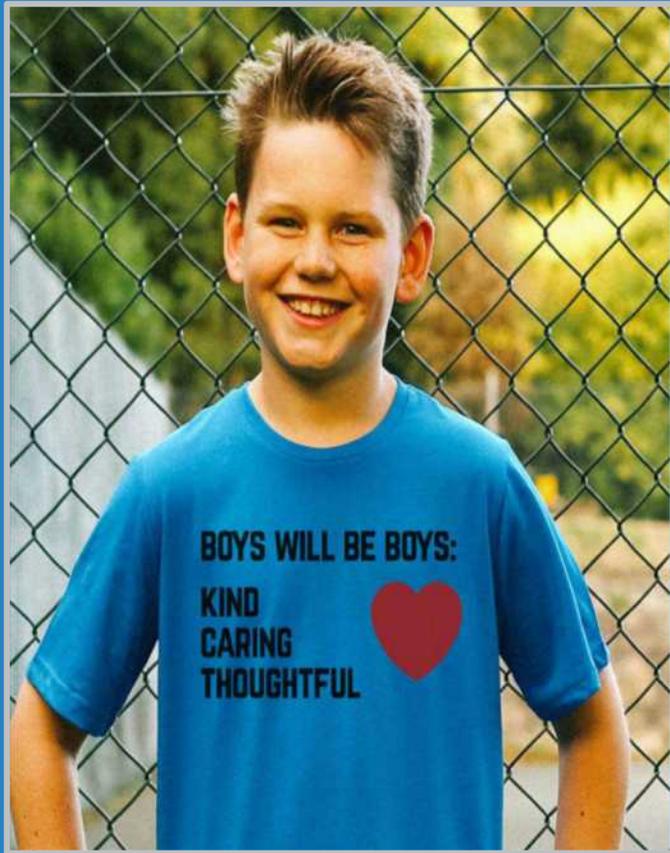
AREAS WHERE SCHOOLS CAN PROMOTE DIVERSITY AND INCLUSION

(representation is key)

1. Math
2. ICT
3. Sports and PE
4. English
5. Science
6. Politics, History, Religious Studies



LANGUAGE MATTERS



People often say to me, "You've got your wife well trained" because she helps me with the housework. It's true. I'm SO lucky.



I'm writing a book called 'Maths for Men.' Any ideas for content?



HARNESS YOUR STUDENT VOICE

what do they want you to know?



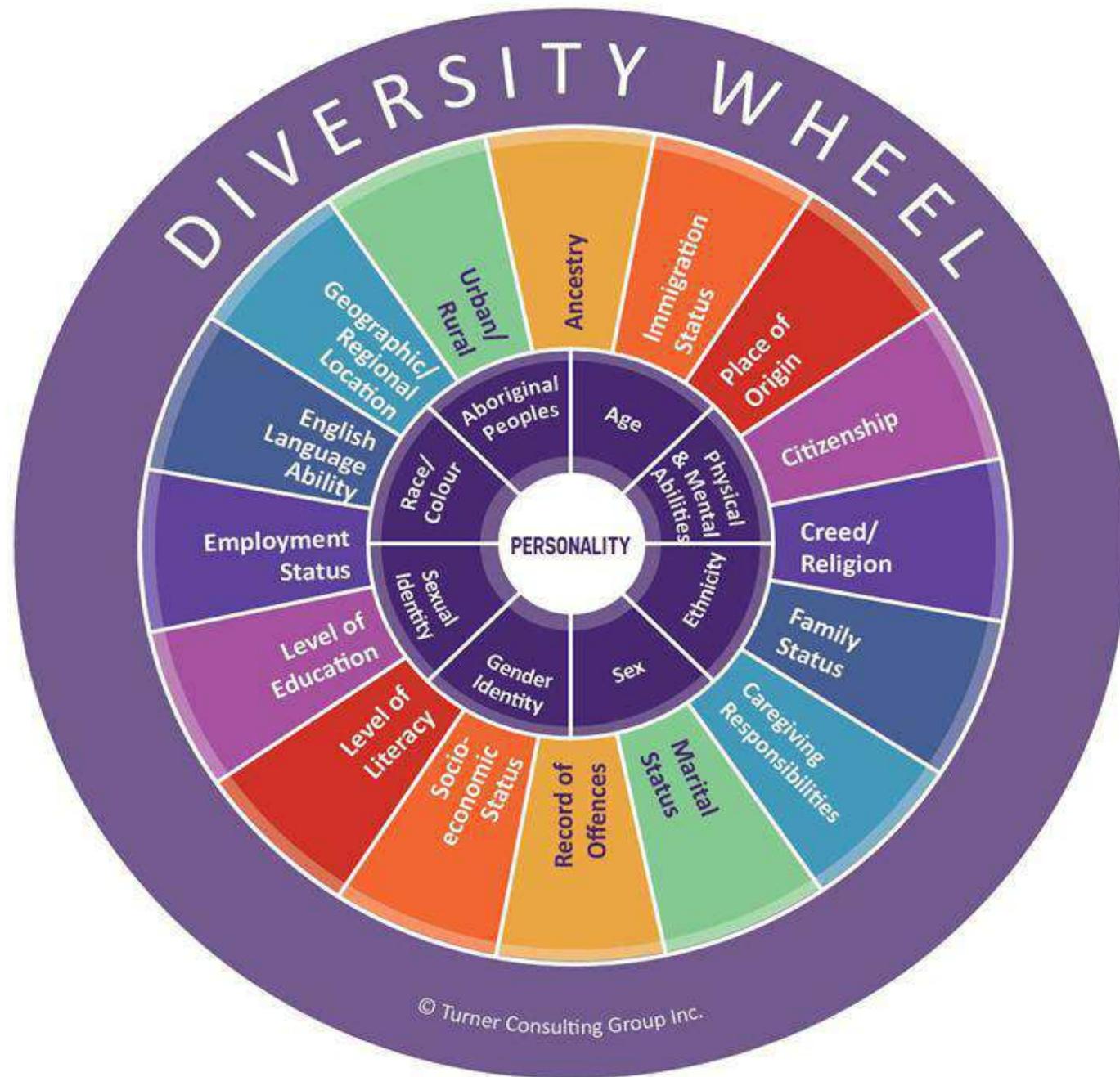
**FINALLY, REFLECT ON THE QUESTIONS THAT
ARISE FROM THIS STANDARD INTERNATIONAL
SCHOOL MISSION STATEMENT:**

*"We Develop Global Citizens and the Leaders of
tomorrow"*

BUT...What does it mean to be a global citizen, to have 'global citizenship'? And is this identity a privileged one which comes with assumptions of race, class, ethnicity, gender, sexuality?

If we are developing leaders for tomorrow, what sort of tomorrow are we anticipating?

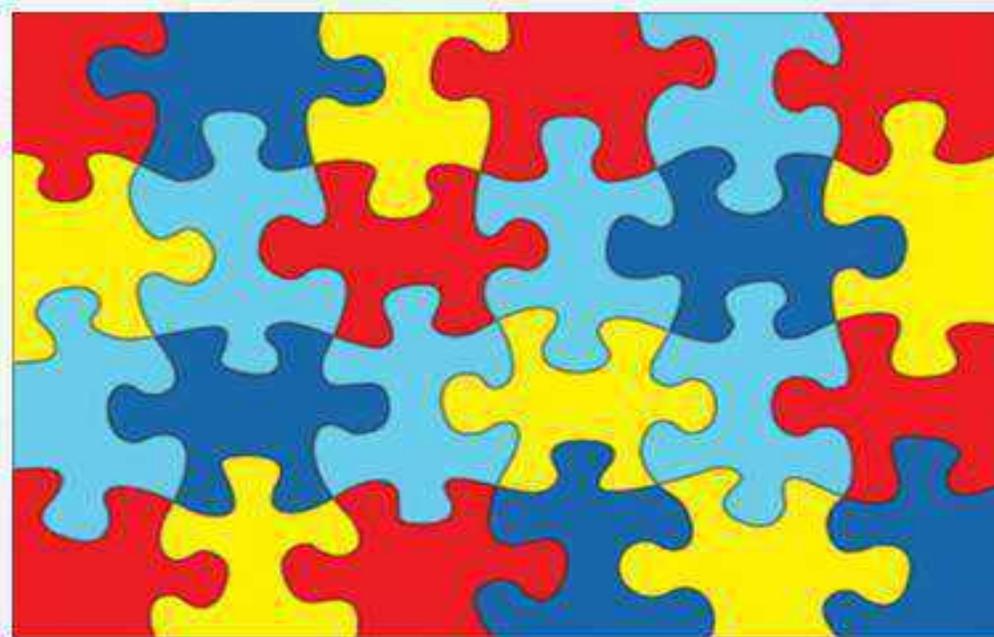
What styles of leadership are we seeking to encourage in our students?



DIVERSITY



INCLUSION



THANK YOU FOR READING!

FOR MORE INFORMATION ON TOTAL INCLUSIVITY

CONTACT US AT

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