

# Introduction to EDIJ (Equity, Diversity, Inclusion and Justice).



**Elizabeth Olulari**

National Education Lead for Racial Justice  
[elizabeth.olulari@churchofengland.org](mailto:elizabeth.olulari@churchofengland.org)  
020 7898 1555

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# Contracting

We want to see real change that has a long-term impact.

For this to happen, we need to ensure:

**There is a safe  
space.  
No space for  
blame or shame.  
We are here to  
learn.**

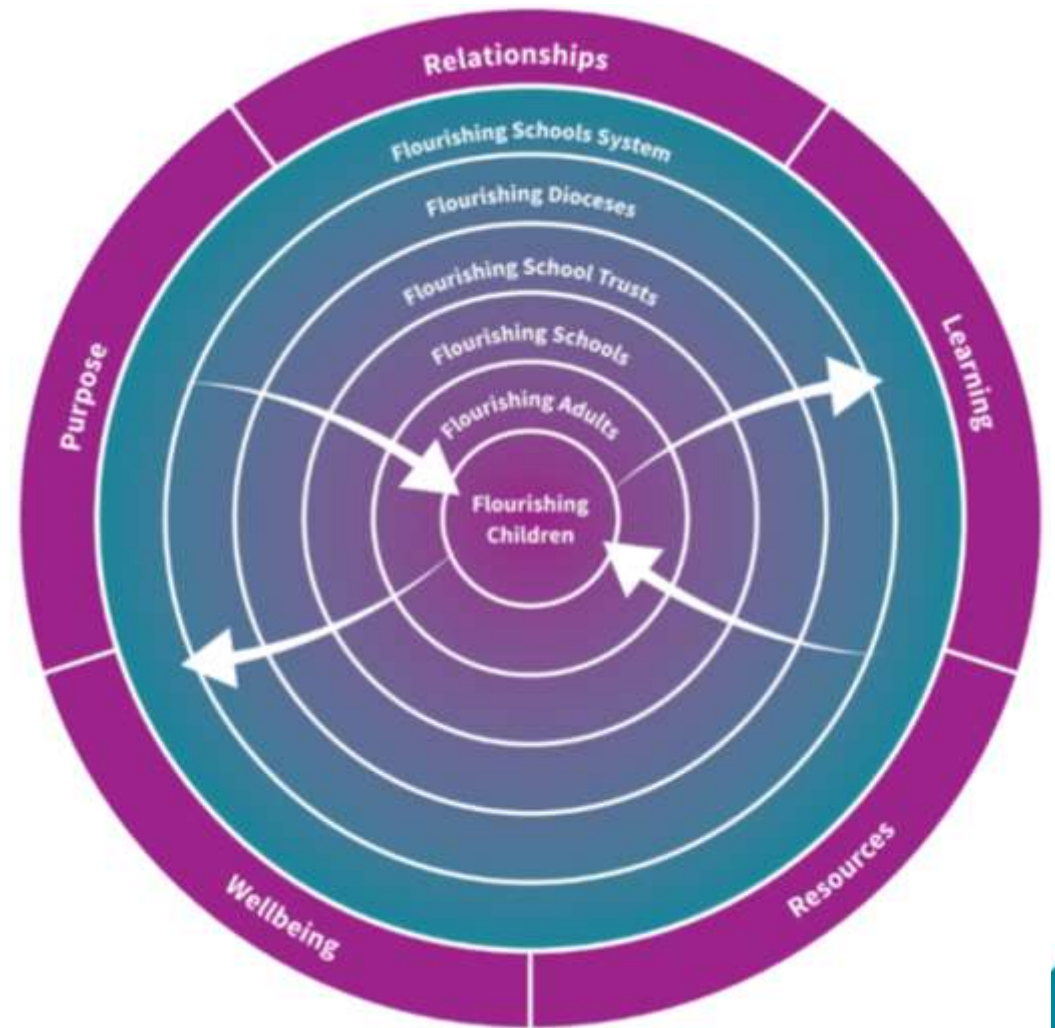
**We are open to  
learning, unlearning  
and  
re-learning.**

**In learning, we are  
aware of our feeling  
and discomfort.  
Sit with our feelings.  
Be comfortable being  
uncomfortable.**

# John 10:10 Life in all its fullness...

## Our Hope for a Flourishing Schools System:

Deeply Christian,  
Serving the  
Common Good



# Who is coming into this room?



Elizabeth Olulari

Strategic Enabler | National Education Lead for Racial Justice| MD  
Showers Kiddies Publisher | Equity, Diversity, Inclusion, and Justice  
(EDIJ) motivational speakers, coach and facilitator| Education  
Consultant – SEND specialist|



# Objectives of the session

The overall aim is to create better awareness and engagement with EDIJ, focusing on What? Why? And How? Of EDIJ.

What is EDIJ?

- Equality Vs. Equity
- Diversity, Inclusion, Belonging and Justice

Why EDIJ? (Using the Power wheel as a framework)

How might we be intentional and proactive about EDIJ? (Reflecting on who is at your table.)

Next steps  
[www.cefel.org.uk](http://www.cefel.org.uk)

# What do you see here?

A



B

This image has been modified with permission from the "Better Health for All" infographic, © 2017, Saskatchewan Health Authority.

# Equality Vs Equity



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

[www.cefel.org.uk](http://www.cefel.org.uk)



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.



**Equality** is giving everyone a shoe

**Equity** is giving everyone a shoe that fits

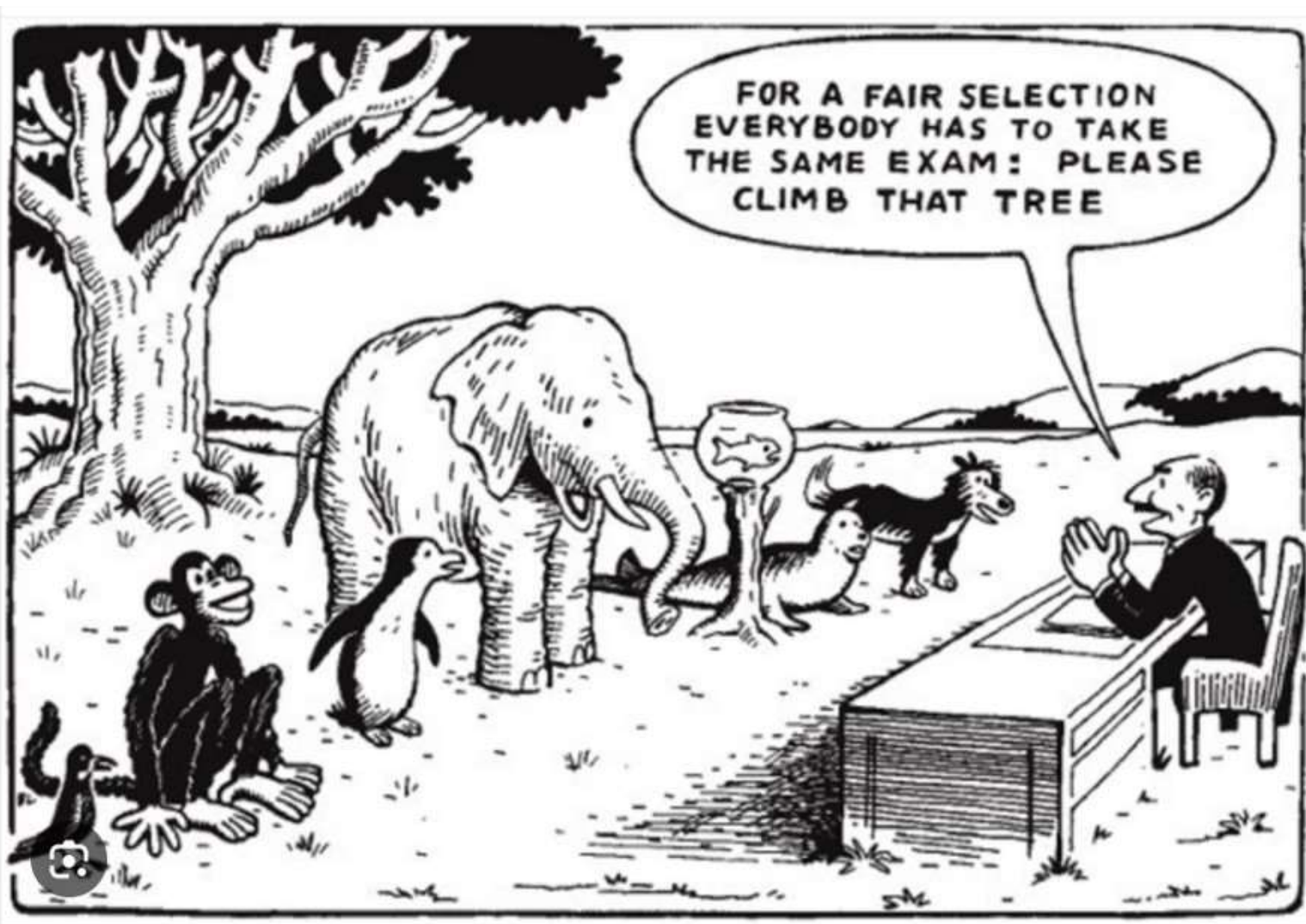
[www.everyday-democracy.org](http://www.everyday-democracy.org)



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# What do you see here?



# What do you see here?

A



B



C



# What do you see here?

## EQUITY



in policy and practice

## DIVERSITY



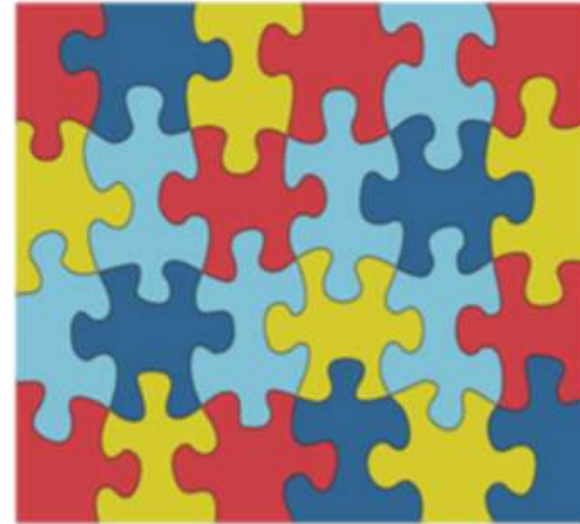
of people and perspectives

## INCLUSION



of all voices and visions

# Diversity and Inclusion must be intentional



“**Diversity** is having all the pieces of the puzzle on the table, whereas **inclusion** is having them all fit together. People may be said to resemble the pieces of the puzzle, each unique, yet each essential to bring out a complete picture.”

# Celebrating diversity

“Everyone is different .....

Harnessing difference creates a productive environment in which everyone feels valued, talents are utilised, and organisational goals are met.

CIPD – Managing Diversity Guide



# What do you see here?

A



B



C



# What do you see here?

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

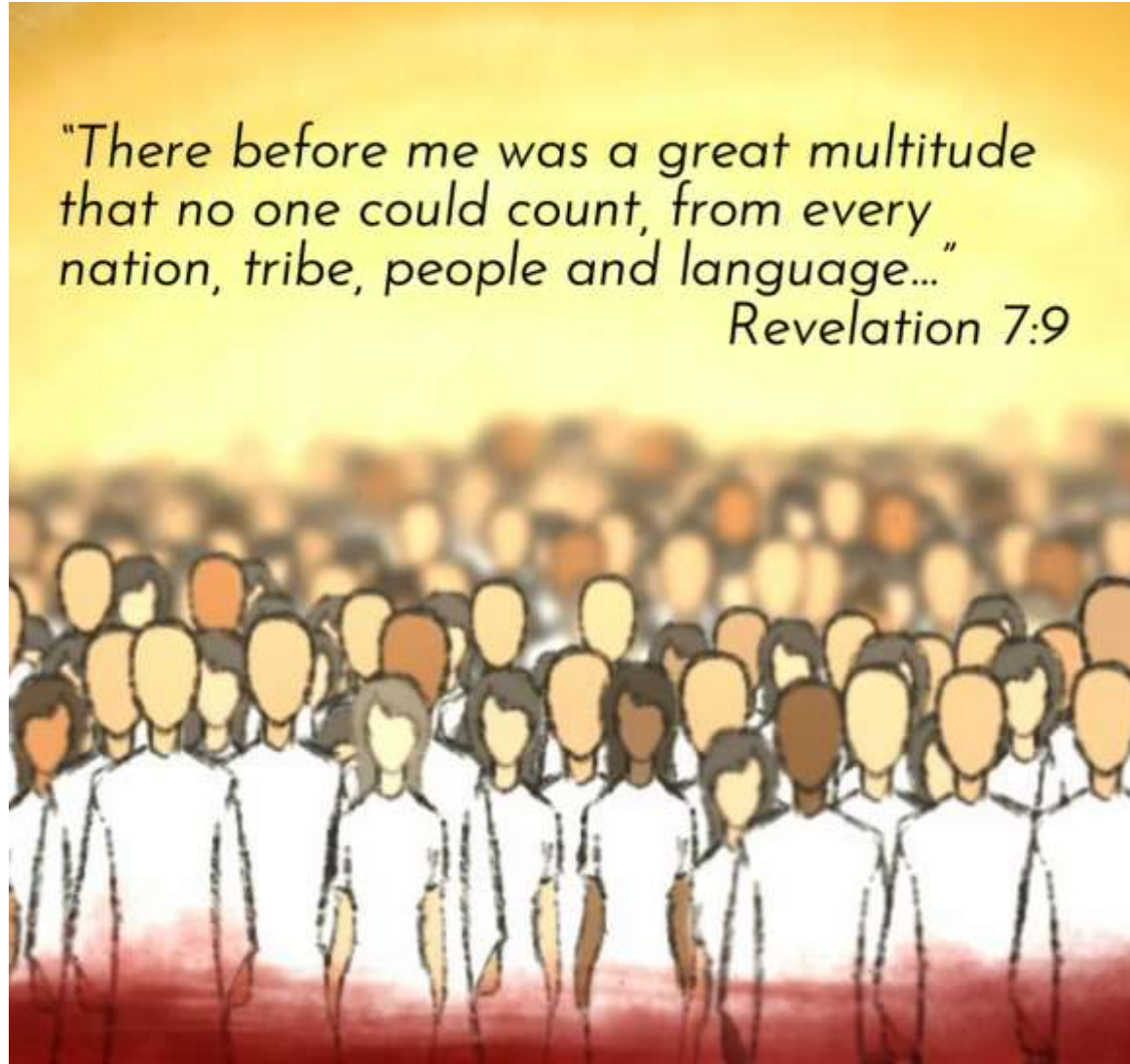
## Justice



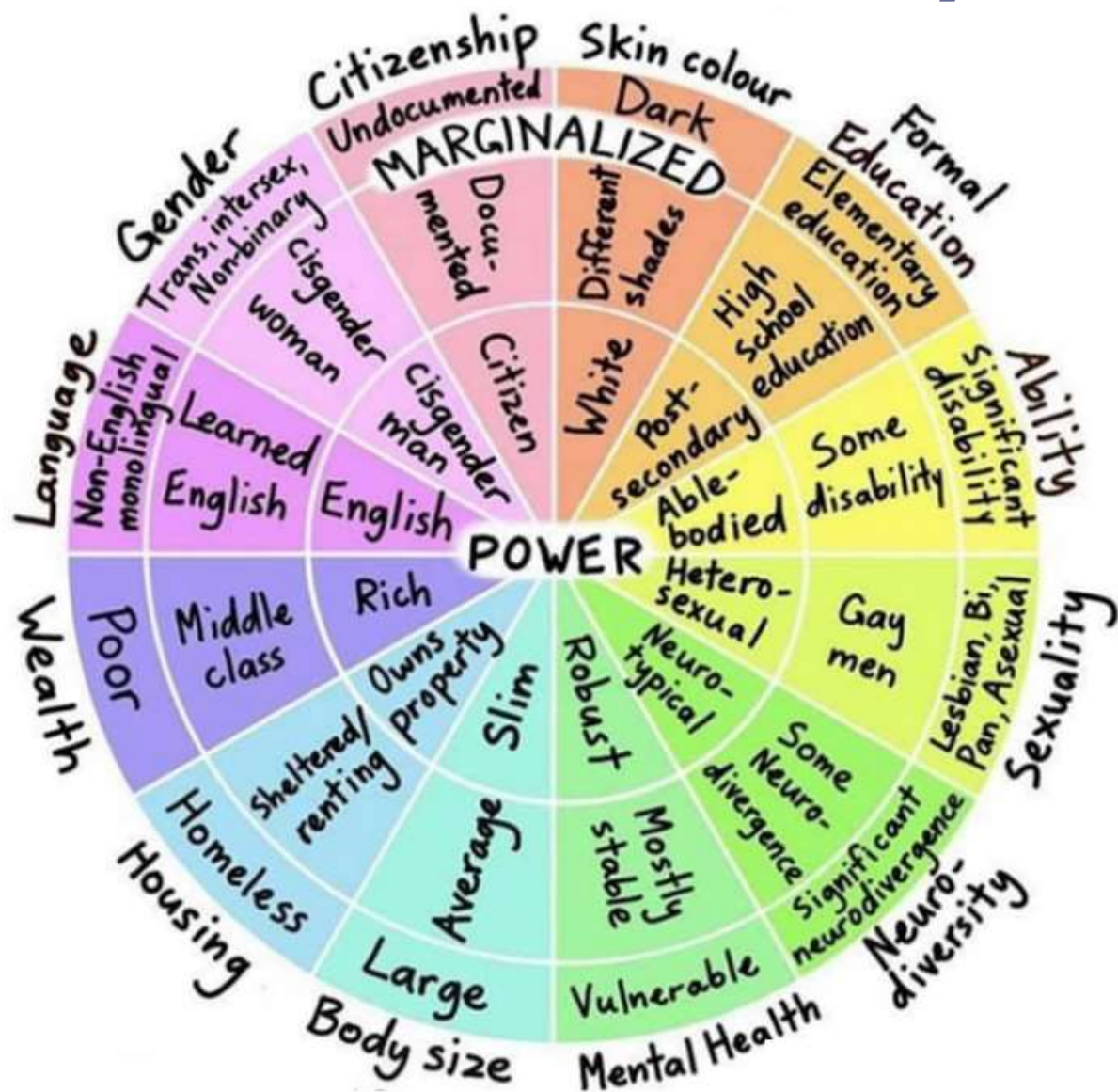
All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

# Why EDIJ?

*"There before me was a great multitude  
that no one could count, from every  
nation, tribe, people and language..."  
Revelation 7:9*



# Why EDIJ?



"THE OPPOSITE OF COURAGE IS NOT POWERLESS, IT IS CONFORMITY."

-Bob Proctor



# EDIJ must be intentional



And do not be conformed to this world,  
but be transformed by the renewing of your  
mind, that you may prove what is that good  
and acceptable and perfect will of God.

ROMANS 12:2  
CrossCards.com

# Why EDIJ?

## Beyond the Equality Act 2010

### Benefits of tackling unconscious bias



Attracts  
diverse talent



Leads to fair  
decision-making



Encourages creativity  
and innovation



Improves employee  
engagement



Results in higher levels  
of productivity



Increases  
company revenue

Whilst the law may make it unlawful to discriminate against someone on the basis of having or being closely associated with someone who has a protected characteristic, we all need to do so much more than the law prescribes to make everyone feel included and valued to allow them to shine.

One of the things we can do to help this is to be aware of **our unconscious biases and recognise the power imbalances.**

# Why EDIJ?

## The Equality Act 2010

Legislation aims to create a level playing field, to reduce discrimination and improve social justice.”

The Equality Act 2010 sets out the basic framework to protect the rights of individuals from unfair treatment and promotes a fair and more equal society.

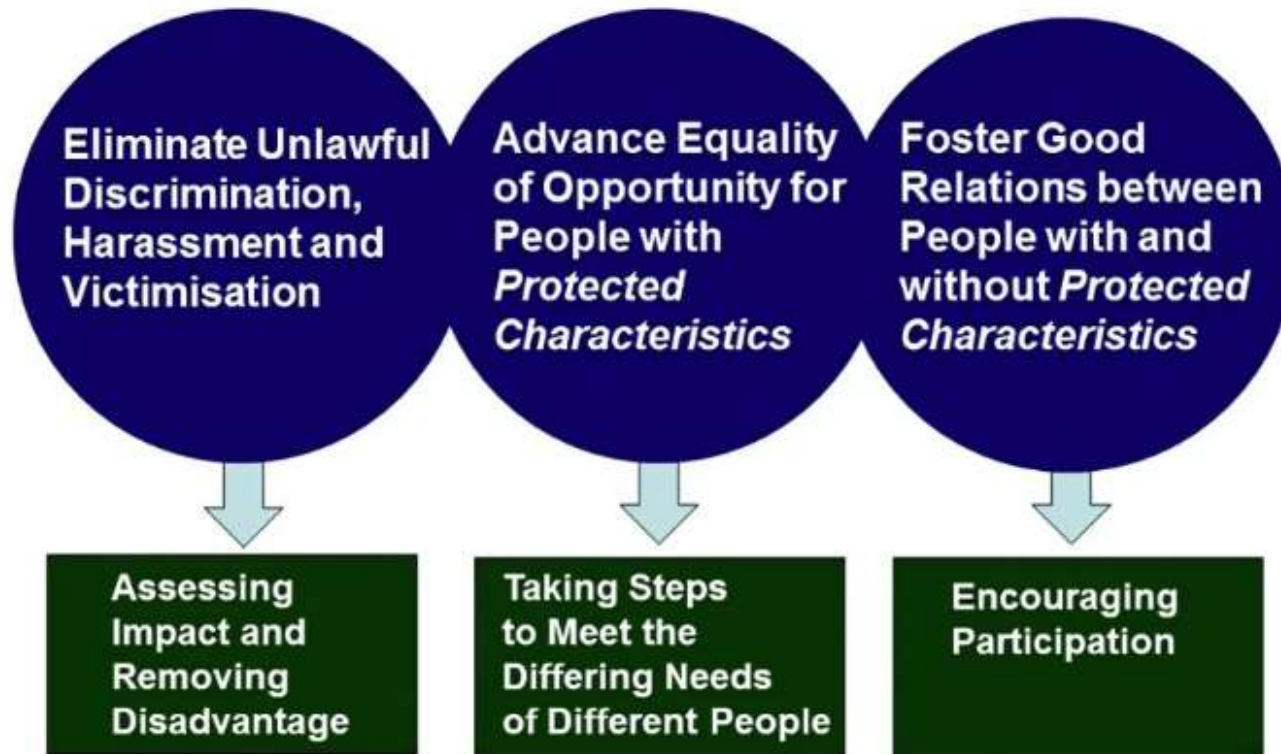
The Act makes it unlawful to discriminate against someone on the grounds of nine protected characteristics and aims to ensure everyone has equal access to pay, promotions, job opportunities, access training, etc., regardless of their: age, disability, gender, race, religion/belief or sexual orientation.

### The Equality Act 2010



# Public Sector Equality Duty, April 2011

The equality duty was developed in order to harmonise the equality duties and to extend it across the protected characteristics. It consists of a general equality duty supported by specific duties which are imposed by secondary legislation. In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:



# Blessed Beloved Belonging



Equality is everyone getting a pair of shoes.



Diversity is everyone getting a different type of shoe.



Equity is everyone getting a pair of shoes that fits.



Acceptance is understanding we all wear different kinds of shoes.



Belonging is wearing the shoes you want without fear of judgment.

funny.co

How can we get to our goal of Blessed Belonging?

- Where are we now?
- Where do we want to get to?
- How do we get there?

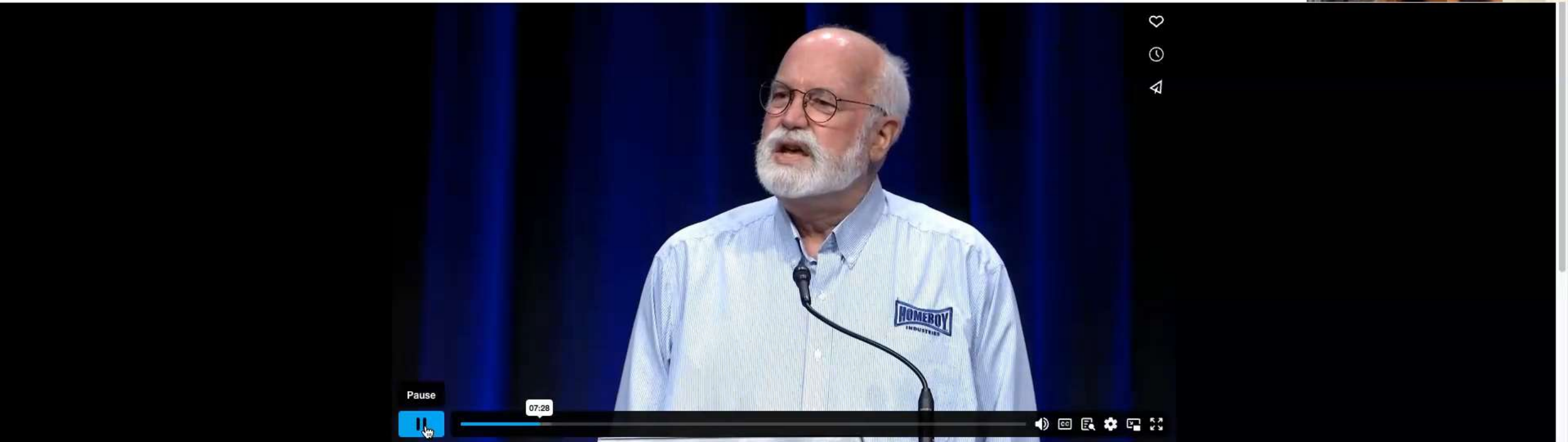


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# BELOVED BELONGING





# 2022 Summit Keynote with Father Gregory Boyle

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# BELOVED BELONGING

What are some words or phrases that you heard Father Gregory Boyle say that resonated with you?

What does beloved belonging mean to you, as a leader?

Pause

07:48



*Connecting to a larger  
love*

*A community of kinship  
so that God themselves  
may recognise.*

# Beloved Belonging

*The underlining sense that we are connected.*

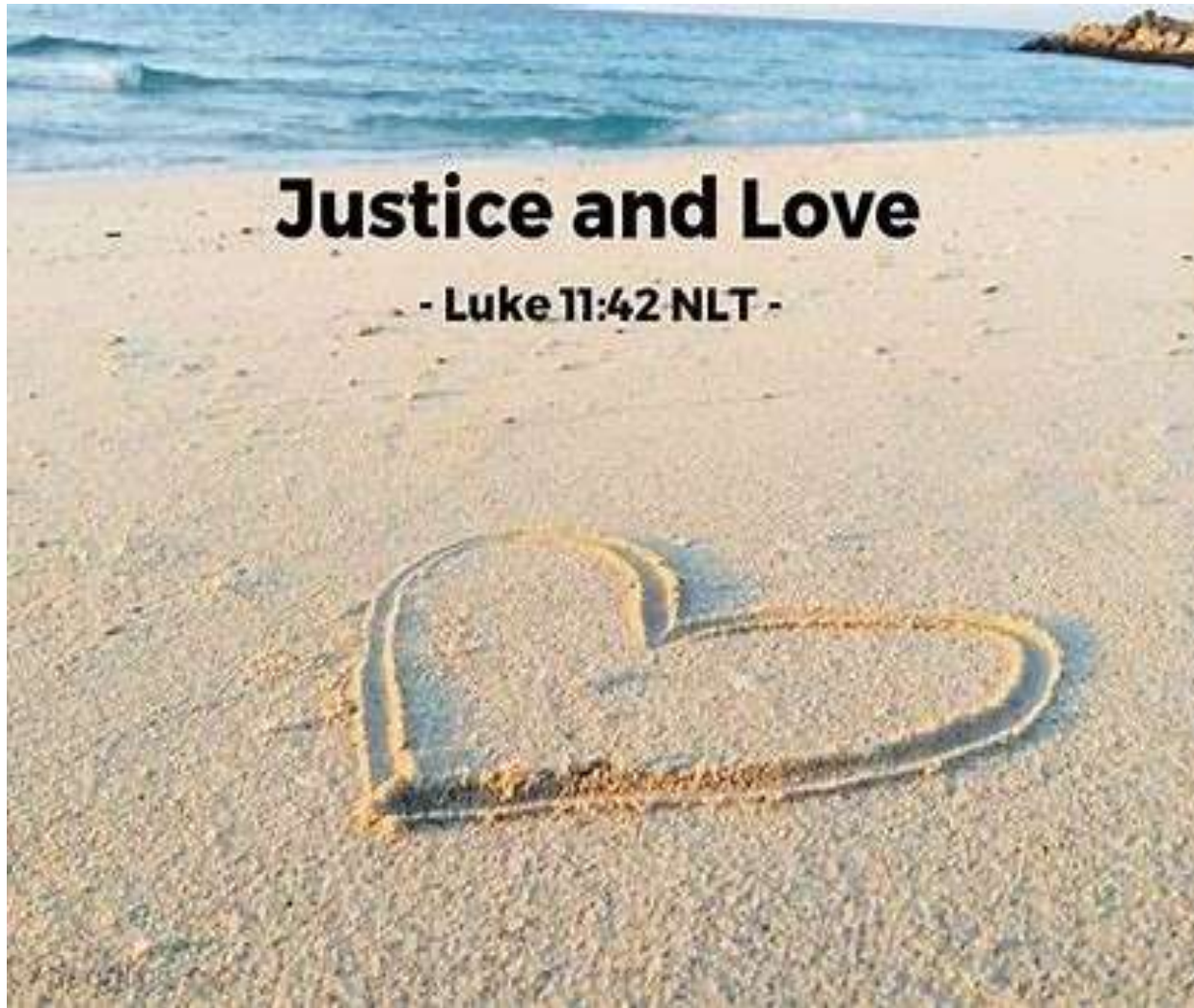
*The deepest human  
yearning is to arrive at  
some relational  
wholeness with each  
other so that there is  
no us and them it is  
just us.*

*Circle of compassion to  
dismantle the barriers  
that exclude.*

*That is the larger love in  
which we are all  
connected.*

*No kinship no peace  
No kinship no justice  
No kinship no equality*

# Why EDIJ?



For you are careful to tithe even the tiniest income from your herb gardens,

but you neglect/ignore **justice** and the **love** of God.

You should tithe, yes, but do not neglect the more important things.

# Why EDIJ?

**We want to be...**



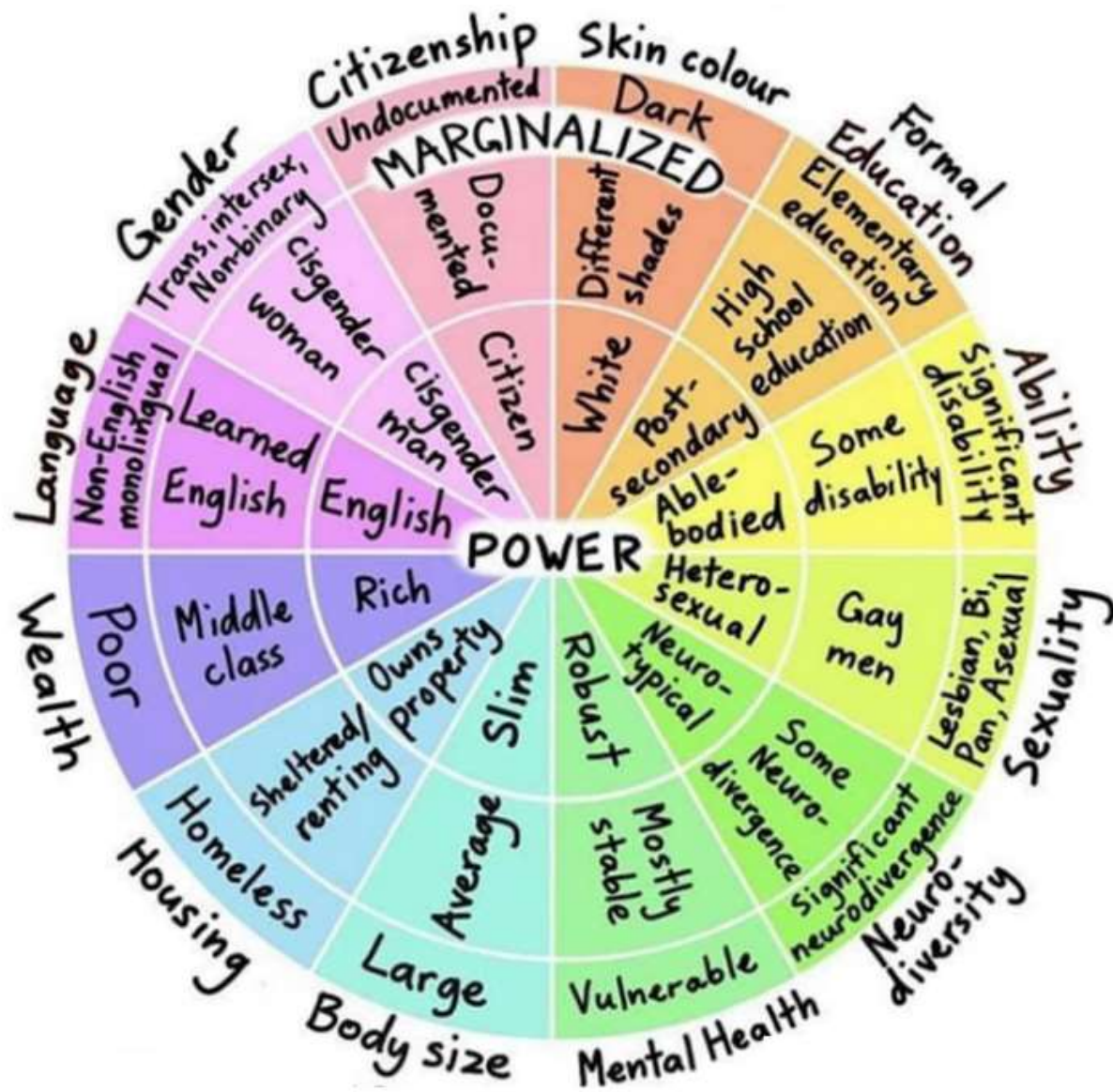
# Younger and more diverse!



A marble statue of Socrates, depicted as a bearded man in a long, flowing robe, with his right hand raised to his chin in a contemplative pose. The statue is set against a clear blue sky.

“KNOW  
THYSELF”  
SOCRATES

# Who is coming into this room?



Fun times 😊

Profile me!

- What do you see:
- What can't you see
- What bias do you think you have exhibited
- What assumptions have you made about me?

# Unconscious mind

Recognising that we all categorise everything we interact with and everyone we meet automatically is part of being human. It is how we start to make better conscious decisions and take better actions.



## Affinity Bias

Feeling a connection to those similar to us



## Perception Bias

Stereotypes and assumptions about different groups



## Halo Effect

Projecting positive qualities onto people without actually knowing them



## Confirmation Bias

Looking to confirm our own opinions and pre-existing ideas.

# Unconscious mind

In pairs, come up with definitions for each and suggest an example of how this might show up in governance.

Hint: Assessment, policies, behaviour for learning, pastoral care, parents evening, assemblies, pastoral office, curriculum.



## Affinity Bias

Feeling a connection to those similar to us



## Perception Bias

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## Halo Effect

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## Confirmation Bias

Looking to confirm our own opinions and pre-existing ideas.

# The Impacts of Our Unconscious Biases



With diversity comes innovation, improved results and productivity. It makes for a happier, more inclusive workplace 😊.

However, our unconscious preferences for people who are like us can challenge our ability to create these conditions.

Biases can sneak into every encounter we have, from the language used in job specifications to decisions around whom to hire or promote to managers overlooking the poor performance of those they know and like.

# How diverse and Inclusive is your 'table'?

Who is already Seated?

Who do we need to invite?

How can we welcome them?



# How might we be intentional and proactive about EDIJ?

## Cultural Humility

### Three Dimensions of cultural humility

Lifelong learning and critical self-reflection

Recognising and changing power imbalances

Developing institutional accountability

# Cultural Humility

## Three Dimensions of cultural humility

Lifelong  
learning  
and critical  
self-  
reflection

Recognising  
and changing  
power  
imbalances

Developing  
institutional  
accountability

- Cultural Humility is a process of **communal reflection** to analyse the root causes of suffering and create a broader, more inclusive view of the world.
- It is a **daily practice** for people who deal with hierarchical relationships, changing organisational policy and building relationships based on trust.
- It encourages us to **realise** our **power, privilege** and **prejudices** and be willing to accept that acquired education and credentials alone are insufficient to address social inequality.

# Three Dimensions of cultural humility

Lifelong  
learning  
and critical  
self-  
reflection

- Mindfulness It involves seeing and experiencing things more accurately (as they are)—without mental filters, self-narratives and judgments—in order to see clearly and respond thoughtfully.
- Notice bodily cues, thoughts, and emotions, and awareness and sensitivity to others, to context and circumstances, and to the environment.
- Mental processes are not pushed away or ignored. Rather, they are recognized as opportunities to learn about oneself and one's biases.
- Less autopilot, more being present.

# Three Dimensions of cultural humility

Recognising  
and changing  
power  
imbalances

- Our professional identity, values, perspectives and biases are derived NOT ONLY from our cultural origin but also from our 'working class/corporate world (intersectionality) and perception of its 'culture'.
- This perspective often defines 'normal' as the modern Western culture.
- From a stereotypical perspective, the difference is generally defined as anyone who is non-white, non-heterosexual, non-English speaking and non-Judeo-Christian.
- Education itself is a cultural system with its own specific language, values and practices that must be translated, interpreted, and negotiated.
- As educators, we must consider the **privilege, power** and **prejudices** of our profession and its effect on practice and research.

# Three Dimensions of cultural humility

## Developing institutional accountability

- Basic training in privilege, power, diversity, inclusivity, prejudice and justice and incorporating the values from this training is key for institutional accountability.
- How leaders and individuals define and operationalise these values in their profession is important since these values may be conceptualised differently from person to person.
- Cultural stereotypes and assumption derived from notions of difference find their way into institutions' cultures and policies. It is problematic when professionals/leaders use cultural and racial stereotypes based on someone's ethnic identity or national origin to shape institutional accountability, e.g., the underrepresentation of UKME/GMH headteachers.







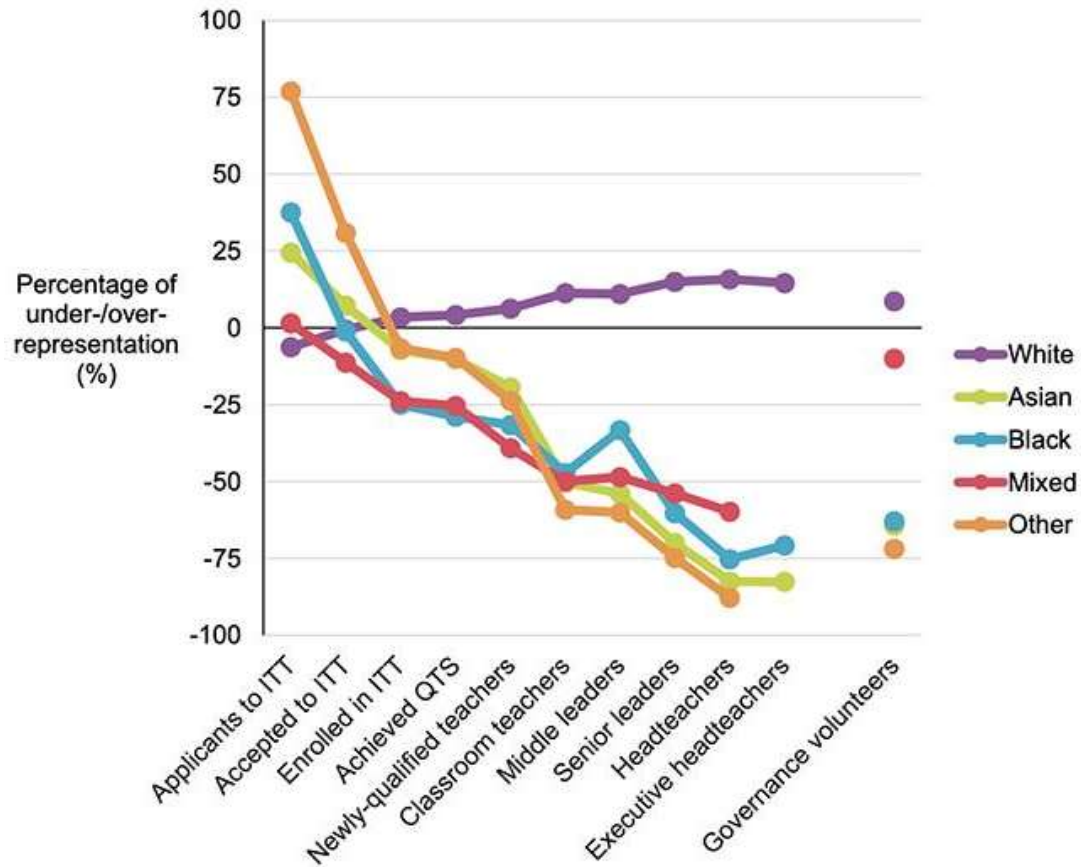






# Nurturing Ambition in UKME/GMH professionals

## Who is missing and why? Representation matters



### 34.5% of pupils are from a minority ethnic background

Those pupils of all school age who have been classified according to their ethnic group and are of any origin other than White British are defined as being of minority ethnic background in this release.

The percentage of pupils from minority ethnic backgrounds is 34.5% across all school types, up from 33.6% in 2020/21 and 33.2% in 2019/20. The percentage varies by school type -

- 34.8% in primary schools (up from 33.9 in 2020/21)
- 34.1% in secondary schools (up from 33.1%)
- 31.0% in special schools (up from 30.5%)
- 25.1% in PRUs (up from 24.6%)

The representation of ethnic groups in the teaching profession in 2020/21. Over-representation of black, Asian, and other ethnic backgrounds in ITT applications quickly turns into under-representation across “all stages of the teacher career pipeline” (Source: Worth et al, 2022).

# Leaders Like Us 2024

[Applications are open!](#)

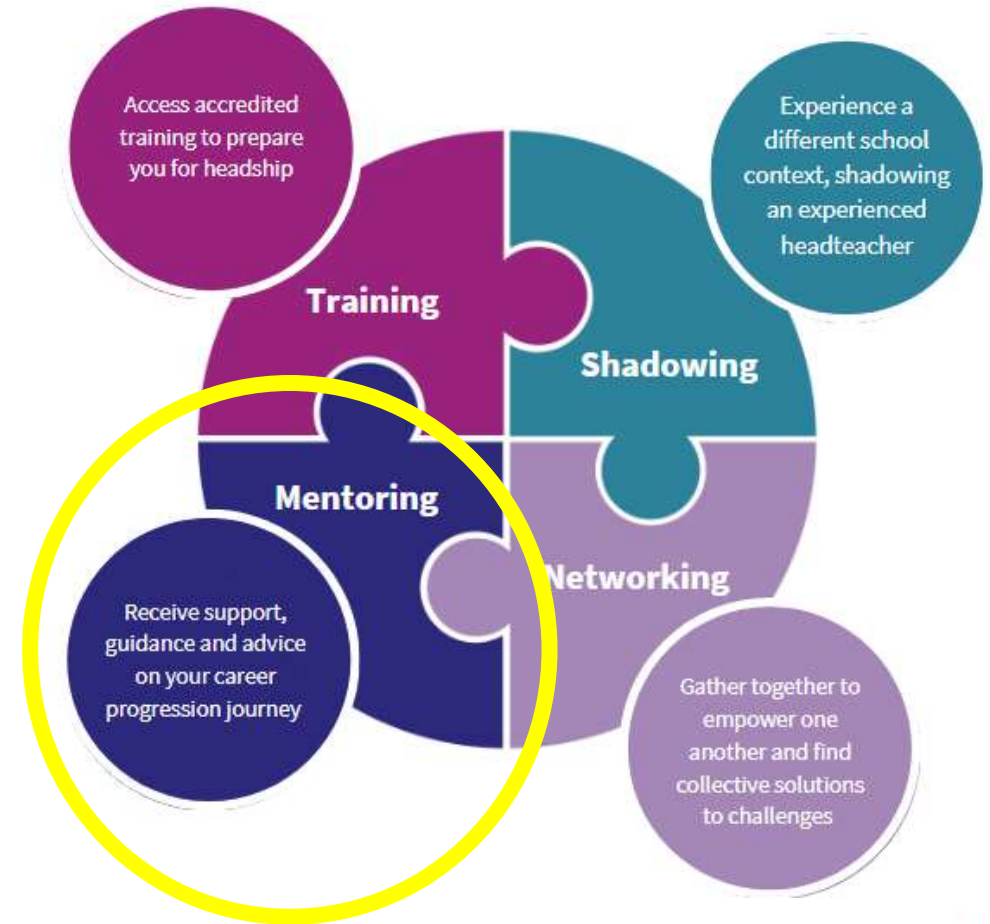


The Leaders Like Us Programme is an 18-month learning journey which supports you as a leader to develop your knowledge and skills in order to prepare you for headship in the next 2 – 5 years.

It is a multi-faceted programme for aspiring senior and middle leaders from UKME/ GMH backgrounds with the aim of enabling them to progress to headship.

Contact [Bola-Alysia Ayonrinde](#) or [Elizabeth Olulari](#) for more information about the Leaders Like Us programme.

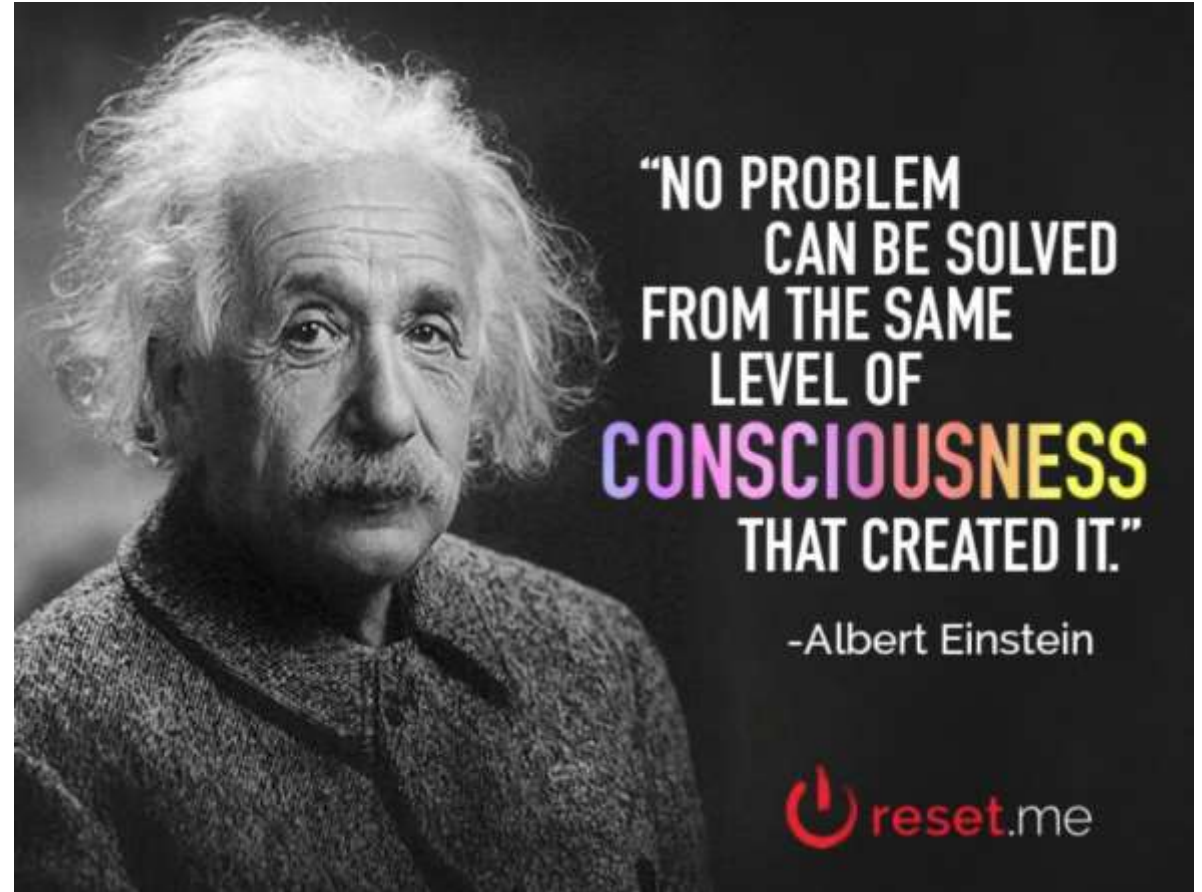
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# ...to have and enjoy life in all its fullness. John 10:10



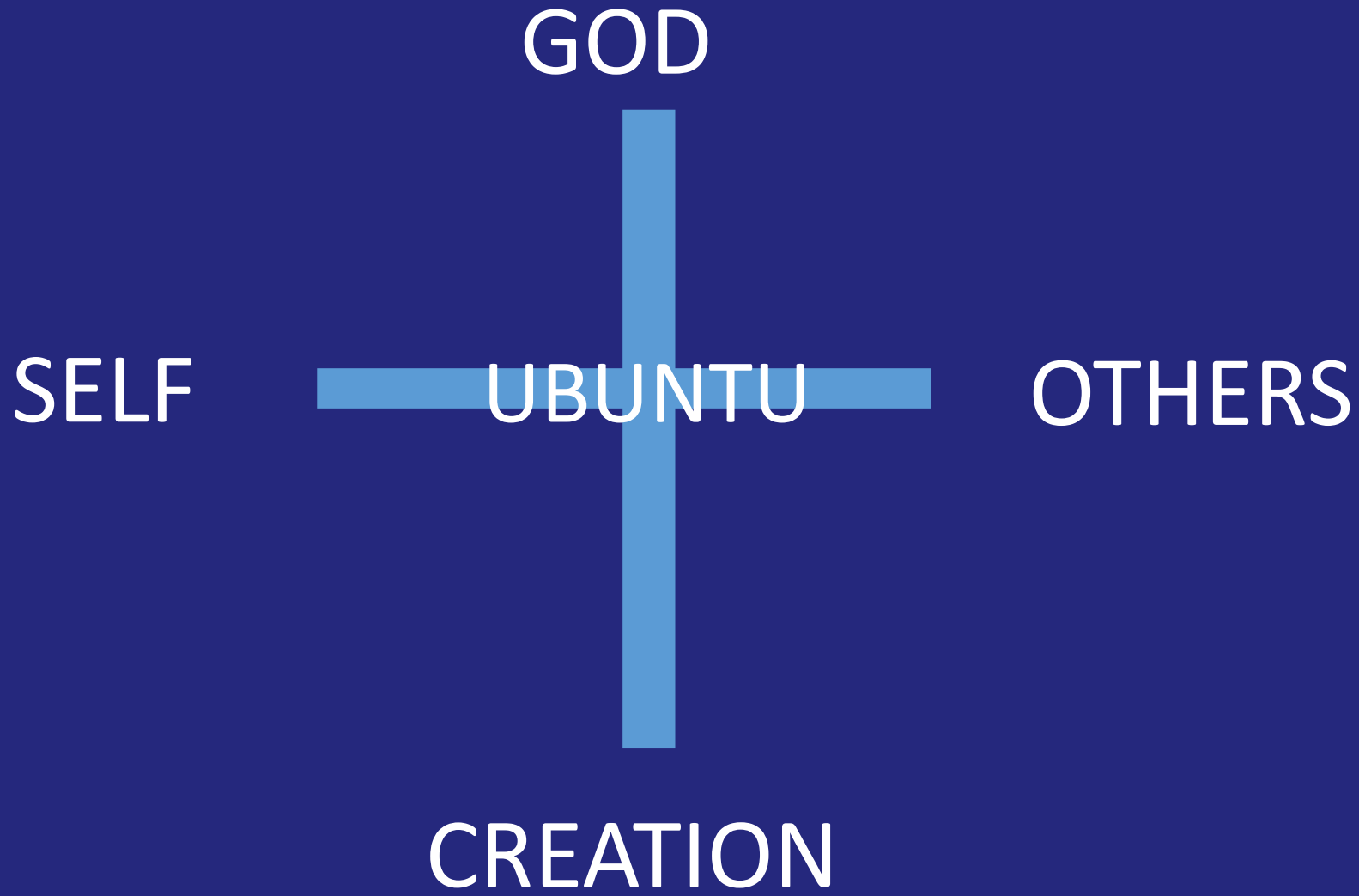
GOD

SELF

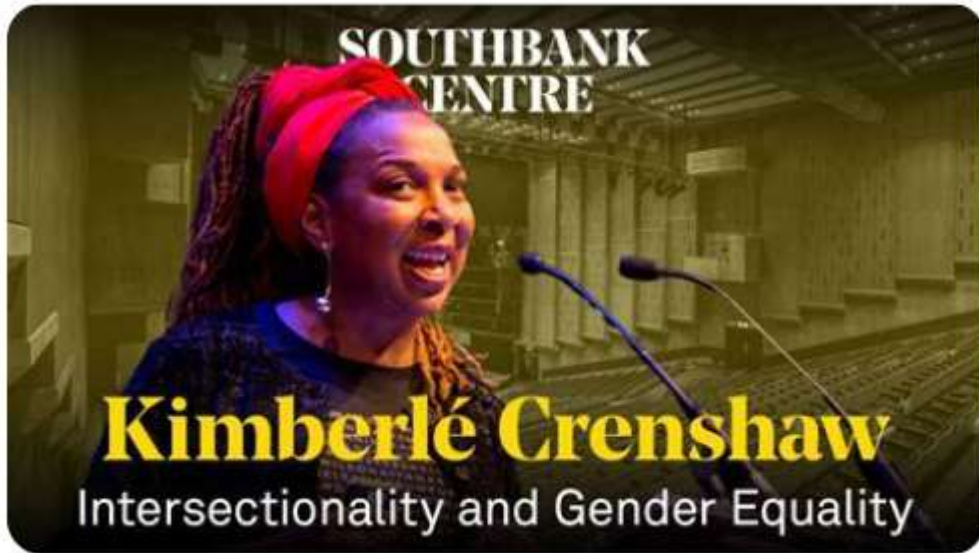
UBUNTU

OTHERS

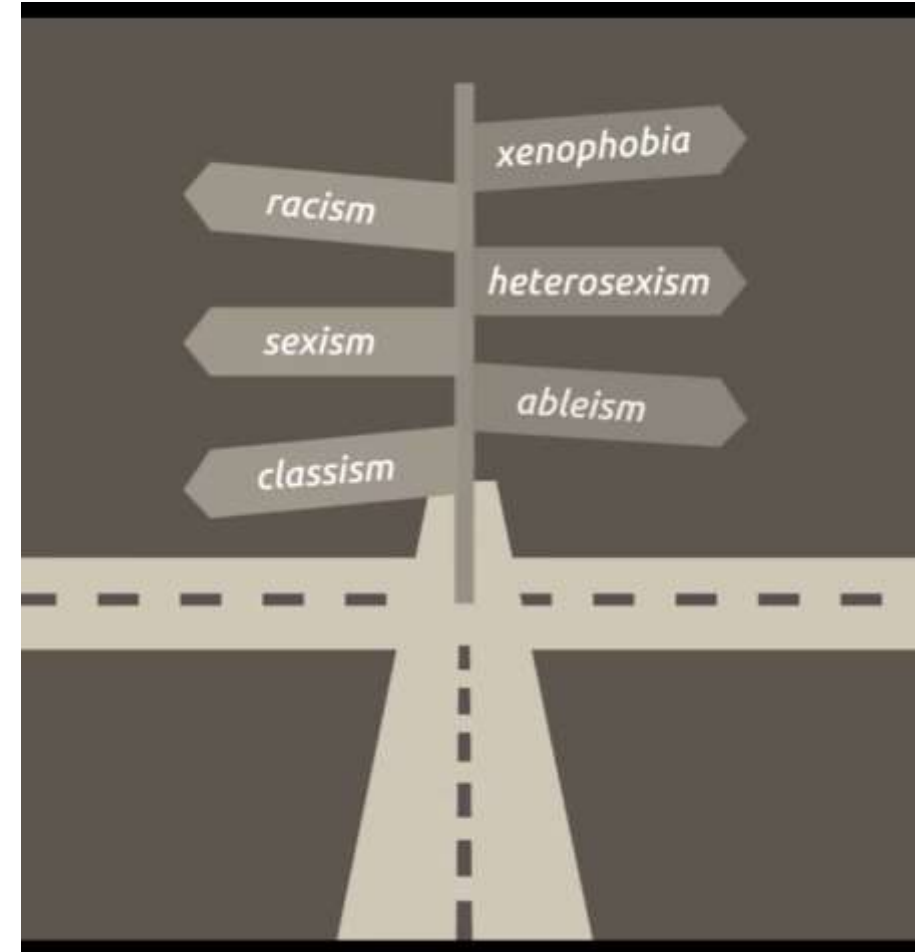
CREATION



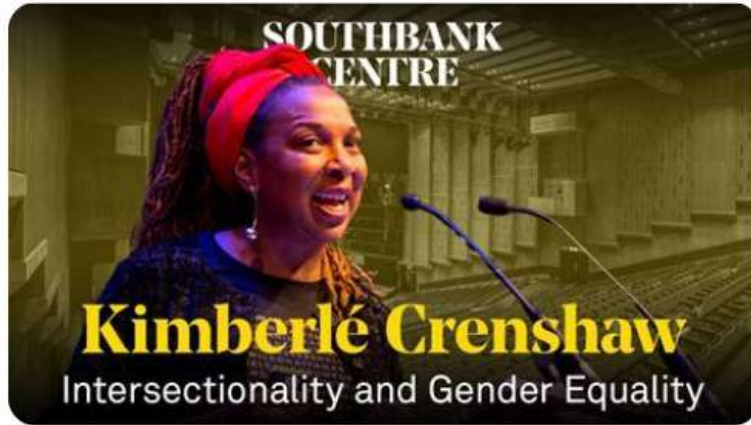
# Using an Intersectional Approach to EDIJ



Intersectionality, a concept developed by Kimberlé Crenshaw, is a theoretical framework that highlights the interconnected nature of social categories such as race, gender, class, sexuality, and other forms of identity. Crenshaw introduced this term in the late 1980s to address the limitations of feminist and antiracist theories, which often treated social categories as **isolated** and failed to account for the ways in which various **forms of oppression intersect and overlap**.



# Using an Intersection Approach to EDIJ



At its core, intersectionality recognises that individuals do not experience oppression or privilege in **isolation** but rather as a result of the complex interplay of multiple social identities.

This concept challenges the idea of a **singular, universal experience of oppression**, as individuals occupy multiple social positions simultaneously.

Intersectionality provides a more nuanced and inclusive framework for understanding the complex dynamics of power, privilege, and disadvantage in society.

## WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylviaaduckworth



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# Compound Effect

Leviticus 26:8

Five of you will chase a hundred, and a hundred of you will chase ten thousand, and your enemies will fall before you by the sword

Deuteronomy 32:30 How could one man chase a thousand, or two put ten thousand to flight unless their Rock had sold them unless the LORD had given them up?

Source: <https://bible.knowing-jesus.com/topics/Tens-Of-Thousands>

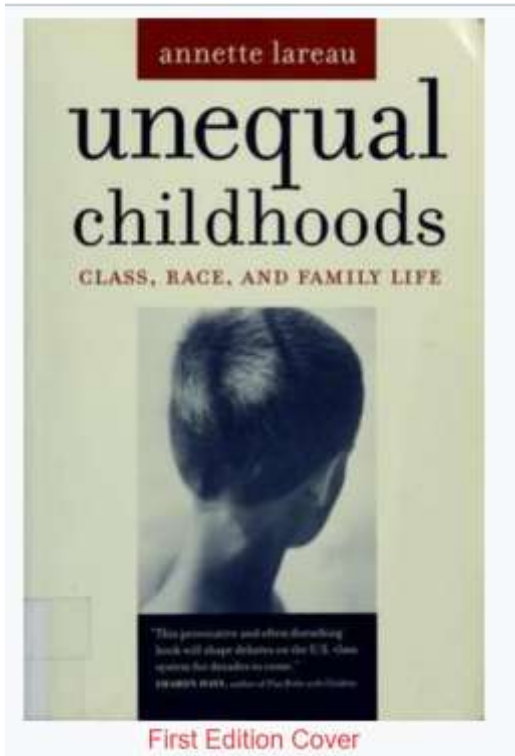
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# Further Engagement Ideas



Videos of Kimberlé Crenshaw (1989) Podcast

[bing.com/videos](https://bing.com/videos)



The urgency of intersectionality | Kimberlé Crenshaw | TED

1.7M views · 7 Dec 2016

[YouTube](#) · [TED](#)

Kimberlé Crenshaw's TED talk is available on YouTube.

Videos of Patricia Hill Collins (2000)

[bing.com/videos](https://bing.com/videos)



Intersectionality and Sociology - Professor Patricia Hill Collins

41.4K views · 21 Nov 2018

[YouTube](#) · [Cambridge Sociology](#)

Patricia Hill Collins (2000)

"Unequal Childhoods" by Annette Lareau (2003) sheds light on the role of social class in shaping life chances and opportunities, contributing to a deeper understanding of social mobility within the context of EDIJ.

# Our Shared Calling

Three bricklayers are asked: “What are you doing?”

The first says, “I am laying bricks.”

The second says, “I am building a church.”

The third says, “I am building the house of God.”

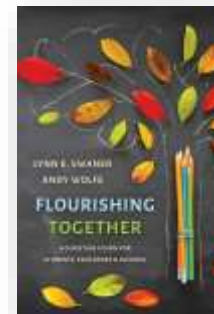
The first bricklayer has a job.

The second has a career.

The third has a calling.

~ Angela Duckworth, Grit

Source: Flourishing Together. A Christian vision for students, educators and schools. Page 15



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# Promoting Diversity & Inclusion and Overcoming Unconscious Bias

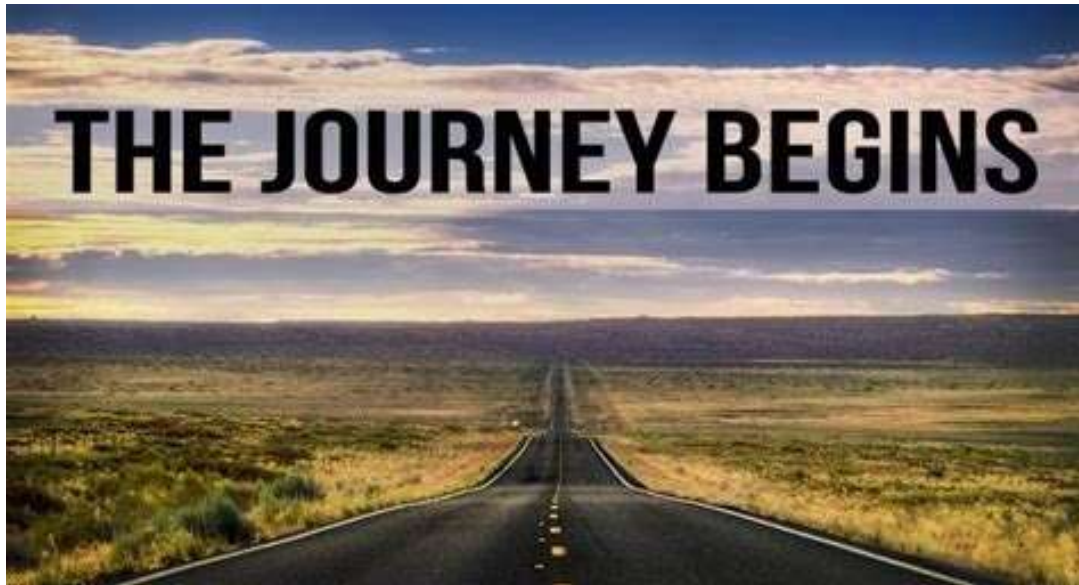
Biases are unconscious and so may be hard to recognise and accept. However, promoting a culture of respect for difference encourages diverse ideas to be expressed.

To minimise the impact our unconscious biases may have on the workplace, we should:-

- Be aware of unconscious bias (this course is a start!)
- Deliberately slow down our decision-making (prevent those snap decisions)
- Consider our reasons for our decisions
- Monitor each other for any unconscious bias (supporting each other to recognise whether we are being subjective or not)
- Question comments or remarks on cultural or gender stereotypes
- In the workplace, this starts with awareness and becoming mindful of unconscious bias.

# How might we be intentional and proactive about EDIJ?

Who would like to journey alongside the diocese on EDIJ?



# Why EDIJ?

Justice is not a liberal idea, it's not a political idea. It's a *God* idea.

Dr Elizabeth Rios



## A Prayer of Lament

Forgive us, Lord,  
We have looked away from injustice,  
We have walked by on the other side,  
We have not spoken out against inequity,  
We have failed to act or bring about change.

Lord, have mercy upon us.  
Stir us to real and lasting action,  
Show us how your heart yearns for justice,  
That we may love  
Expansively,  
Compassionately,  
Inclusively,  
Just as Jesus did.

Give us eyes to see our peers' pain and unequal  
treatment  
Give us ears to hear voices that are different from our  
own  
Give us mouths that speak out against hate and  
injustice  
Give us feet that are swift to step up and walk alongside  
Give us hands that will bless and heal and bring peace  
Give us hearts that are strong enough to never give up.

Lord in your mercy,  
Hear our prayer.  
Amen.

## Let's stay connected



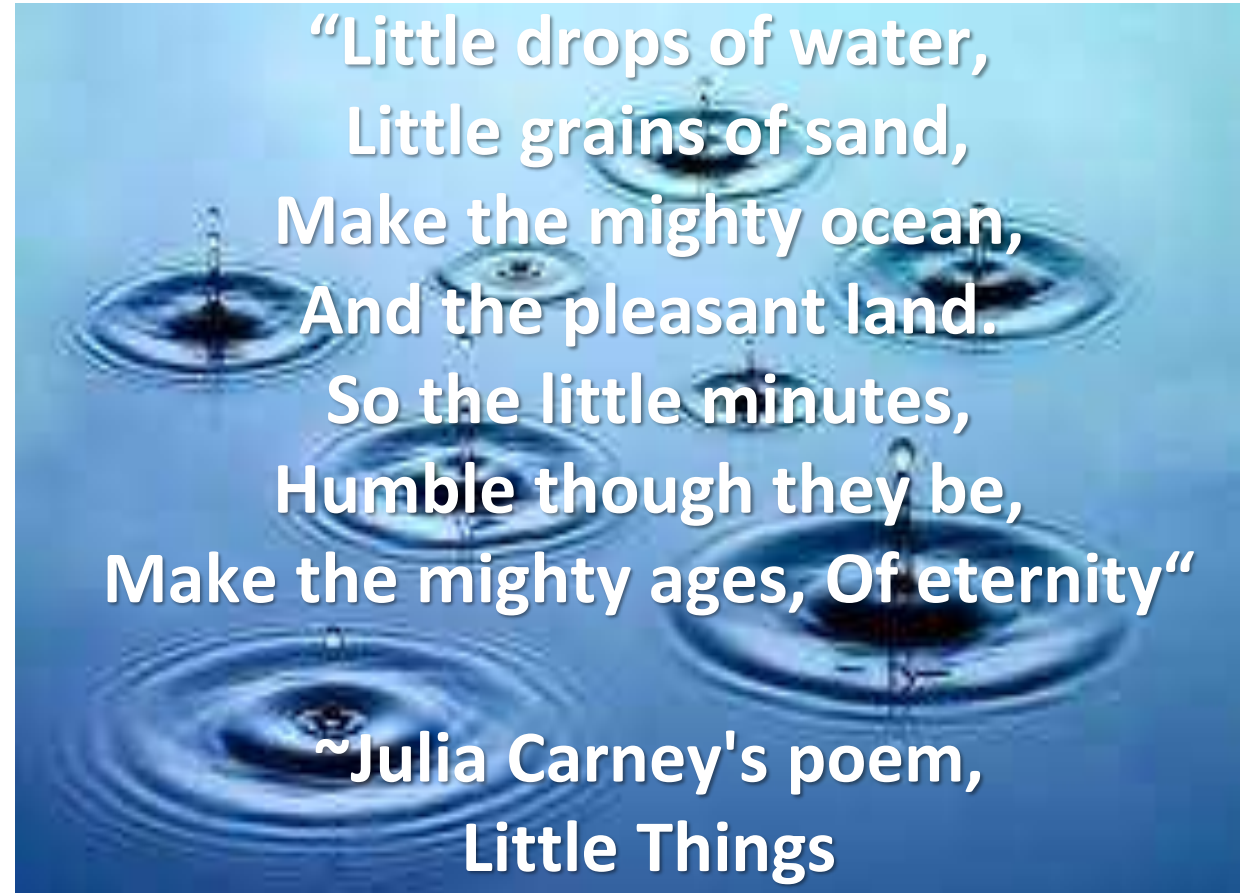
### Elizabeth Olulari

National Education Lead for Racial Justice

[elizabeth.olulari@churchofengland.org](mailto:elizabeth.olulari@churchofengland.org)

020 7898 1555

T: [Elizabeth Olulari \(@EOlulari\)](https://twitter.com/EOlulari) / Twitter



**Any Feedback,  
questions or comments**  
😊?



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