



The MTPT Project

2020 Annual Diversity Report

Rationale

Inclusion is one of the core values of The MTPT Project. We serve an education system riddled with systemic injustices and discrimination and – whilst these societal issues are complex and not easily solved – we intend to be part of the solution, not the problem.

Being an active member of The MTPT Project can often result in promotion or progression to other leadership positions and we recognise that if we fail to explicitly engage with a diverse range of teachers, then we will play a part in disadvantaging certain groups within the education system. This is not what we want.

Aims

As an organisation that typically attracts middle class white women, we must work hard to ensure we are fully inclusive. Our first aim is to improve representation over three core organisational groups:

- Teachers participating in [The MTPT Project Accreditation and Coaching Programmes](#)
- [The MTPT Project Team](#) (Regional Representatives, Coaches, Strategists)
- The MTPT Project [Advocacy Group](#)

In the medium term, we want the demographic of these groups to represent the current diversity of the teaching workforce across the following categories:

- BAME parent-teachers
- Fathers

In the long term, we aim to improve our systems so that we can measure participation from five further groups:

- Single and solo parent-teachers
- LGBT+ parent-teachers
- Teachers who have become parents through adoption, fertility treatment and surrogacy
- Blended families
- Parent-teachers from different faith groups

Our education system will never represent the equal and just society that we hope to serve if we fail to show our students that teachers are people just like them. We recognise that by retaining a diverse range of teachers in the education system when

they become teachers, we are providing our students with powerful role models. In the long term, we therefore also want the demographic of these groups to represent the student body that we serve.

2020 Figures

So, in 2020, how are we doing according to these measurables, and how far away are we from our long term vision of inclusion?

The Teacher Workforce figures in the table below are taken from the [November 2019 School Workforce Census \(DfE\)](#).

The Student Population figures in the table below are taken from the [January 2020 Schools, pupils and their characteristics \(DfE\)](#).ⁱ

		% MTPT Project	% Teacher Workforce	% Student Population
White British/ Female	The MTPT Project Accreditation and Coaching Programmes	90	75.8	49
	The MTPT Project Team	90		
	Advocacy Group	80		
BAME/ Female	The MTPT Project Accreditation and Coaching Programmes	10	8.2	33.9
	The MTPT Project Team	5		
	Advocacy Group	16		
Fathers/ Men	The MTPT Project Accreditation and Coaching Programmes	0	24.2	59
	The MTPT Project Team	5		
	Advocacy Group	4		

Strategies

Since 2019, we have used the following strategies to increase diversity across these three groups:



Social media partnerships – we have connected with key organisations and influencers, used their recommended hashtags, requested retweets and participated in their chats and online events to reach a wider audience.



Advice and consultation – a number of our male, LGBT and BAME community members have advised us regarding our strategic and cultural approach to inclusion and representation. We are grateful to them for their time, expertise, generosity and honesty.



Visual representation – we have explicitly chosen images, and asked to raise the profile of BAME, LGBT and male members of our community in our communications (newsletter, website, social media, promotional materials).



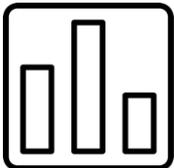
Reading and education – our team actively engage in reading around diversity, race and ethnicity, gender equality and dismantling racist, sexist and homophobic social structures. We discuss and do our best to act positively on our learning.



Advocates – we have specific advocates for four of our areas of inclusion: shared parental leave, paternity, adoption and IVF/ fertility.



Explicit invitations – we have explicitly ‘shoulder tapped’ a number of BAME and male community members, inviting them to act as advocates, team members, to write case studies, blog or share their opinions with us. We explicitly invite BAME community members to engage in these ways in every termly newsletter.



Polls – we have experimented with social media opinion polls to gain an understanding of how we are perceived by our community. In 2020, 57% of our community were ‘unsure’ whether The MTPT Project ‘did a good job of representing and empowering an intersectional parent-teacher community’, with 30% agreeing that we do, and 13% disagreeing.

Next Steps

We know that the more we show up, invite in and **listen** to our community, the more we will be able to include, empower and represent a full range of parent-teachers. We also know that we can't plan everything, and that opportunities to listen and learn often happen organically, as long as we approach our work with an open heart and mind, and are prepared for challenge and criticism!

In 2020-21, we commit to:

- Building relationships with current partners, consistently emphasising our goal of fully representing the diversity of our student bodies

- Showcasing and raising the profile of the stories and experiences shared with us as part of these relationships
- Consistently and explicitly inviting community members to be part of our team, advocacy group, to share case studies and blogs, and to benefit from our Accreditation and coaching programmes
- Learning from successful inclusion and diversity structures and strategies in other organisations
- Creating an Inclusion Team, sitting within our Strategy Team, to ensure that we are receiving regular feedback about the inclusive nature of our work from educators who know our community well

If you have any further suggestions, or would like to be involved in one of the following roles, please get in contact with Emma Sheppard at mtptproject@gmail.com

- Regional Representative
- Specific Advocate (e.g. ethnic or religious group, single parents etc.)
- Specific Strategist (e.g. ethnic or religious group, single parents etc.)
- Case Study
- Blogger
- #MTPTchat host (from September 2020 onwards)
- Regular social media hashtag user (Twitter/ Instagram)

ⁱ Why are these figures problematic?

- A small percentage of our white female participants are likely to identify as 'White Other' e.g. Caucasian European, Antipodean, North or South American.
- Self-identification of ethnicity was only introduced on our Accreditation sign up form in March 2020. For sign ups previous to this, we are guessing based on names or our knowledge of participants.
- The Student Population figure is for girls across all ethnicities, whereas The MTPT Project figure is for White British women.
- The teacher workforce figures include both male and female BAME educators, while The MTPT Project figures only include female BAME educators.