



The MTPT Project

2023 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 accessing support systems that result in the privileges of improved wellbeing, greater choice, promotions and other progression opportunities. 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.

Our education system will never represent the equal and just society that we hope to create 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 parents, 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.

Aims

As an organisation that typically attracts middle class, heterosexual, cisgender white women, we must work hard to ensure we are fully inclusive.

In response to our 2020-22 Diversity and Inclusion reports, we aimed to improve representation over four core organisational groups:

- Teachers and leaders participating in **The MTPT Project 1:1 and group coaching programmes**
- **The MTPT Project Team** (Regional Representatives, Coaches, Communication and Marketing, Trustees)
- The MTPT Project **Advocacy Group**
- MTPT Project **Members**
- Teachers and leaders participating in our **online workshops**

Last year, we focused on increasing engagement in our core coaching programmes and workshops amongst men and teachers from diverse ethnic and cultural backgrounds. We also aimed to increase representation of these two groups and of LGBTQ+ parents, parents in blended families, teachers who have become parents by

adoption, fertility treatment and surrogacy, and single parents in our periphery activity (blogs, case studies, sharing of opportunities).

This year, we will no longer be using our membership base as a data set against which to measure our inclusion work. This is because our annual membership survey received too few responses to accurately measure engagement from different groups. Our coaching programmes and workshops however, provide us with the opportunity to collect accurate data at sign up and through feedback forms.

***Disbanding the Advocate Team**

We will also not be including our Advocates as a separate group and data set.

Previously, the Advocate role involved us to expand our reach to specific communities and regions at a time when we did not have sufficient activity or leadership capacity to ask for more formal involvement from volunteers.

The growth of The MTPT Project, however, means that we now benefit from full-time leadership and greater clarity over our strategic work. Increased engagement from Regional Representatives has helped us to meet these growing volunteer needs, and the requirement for the very light-touch networking / profile-raising role of the Advocate has diminished. This has meant that the Advocate role has become unclear and passive. Over the last 12 months, it has been easy for us to offer the title of Advocate, or maintain formerly appointed Advocates without really asking for input, insight or opinion from these volunteers.

Instead, in June-August 2023, we began a restructure of the volunteer team to include a Conference, Media, Partnerships and Fundraising team in addition to our existing Regional Representative, Coaching, Trustee and Book team. These roles require more concrete commitment from our volunteers, but also challenge us to review more accurately who is engaging with our work.

The title of Advocate has only been retained for members of our Diversity and Inclusion team. If former Advocates have not increased their role to join one of our new teams, then we no longer count them as a formal team member, and thus will no longer consider them in the Diversity and Inclusion report.

2023 Figures

So, in 2023, how are we doing according to our diversity indicators, 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 June 2023 School Workforce Census (DfE).

The Student Population figures in the table below are taken from the Academic Year 2022-23 Schools, pupils and their characteristics (DfE).

		% MTPT Project 2020	% MTPT Project 2021	% MTPT Project 2022	% MTPT Project 2023	% Teacher Workforce	% Student Population
Diverse ethnic background*	The MTPT Project 1:1 and group and coaching programmes	10	20	11.5	12.5	8	30 ¹
	The MTPT Project Team	5	5	11	14		
	Online Workshops			9	9.5		
White (British/ Other) / Female ²	The MTPT Project 1:1 and group and coaching programmes	90	77	87	86	67	49 ³
	The MTPT Project Team	90	92	83	79		
	Online Workshops			89	90.5		
Fathers/ Men	The MTPT Project 1:1 and group and coaching programmes	0	0	1.5	1.5	24	51
	The MTPT Project Team	5	3	6	7		
	Online Workshops			2	0		

¹ How have these figures changed in our reporting?

*This figure is for both male and female teachers from diverse ethnic backgrounds, where we have previously reported on MTPT data for only female teachers from diverse ethnic backgrounds. As none of the data from our male participants involves father-teachers from diverse ethnic backgrounds, separating by gender will no difference to our figures until we have a father from an ethnically diverse background as a team member, or participant in our programmes.

Feedback from Trustees

*The DfE data states that 37% of students come from ethnically diverse backgrounds, however this includes students from "Any other white background". Whilst we recognise that the communities falling under these subheadings may face specific and nuanced barriers, we also acknowledge that a visible ethnicity can create a different experience for students and teachers falling under the category of "White Other".

² Why are these figures problematic?

- A small percentage of our white female participants are likely to identify as 'White Other' which may still come with barriers and subtleties not faced by White British teachers

³ Why are these figures problematic?

- The Student Population figure is for girls across all ethnicities, whereas The MTPT Project figure is for White British women – if anyone can support us with more refined data, we would be very grateful!

Teachers from Diverse Ethnic Backgrounds

It is encouraging to see a very small increase in the number of colleagues from diverse ethnic and cultural backgrounds engaging with our coaching programmes and workshops, and representing The MTPT Project as team members. This reflects, in some part, the pro-bono opportunities we have made available on coaching and workshops. Engagement with these activities can often lead to enquiries into volunteer opportunities, and we have definitely seen this with two new members of our Communication and Marketing team.

However, it is worth noting that Asian and Asian British teachers make up 5.3% of our workforce, and Black and Black British teachers make up 2.5%. 5% of teachers and leaders completing our 1:1 or group coaching programmes are Black or Black British, but only 2.5% of our participants are Asian or Asian British. We therefore need to ask ourselves why we are not seeing greater participation from our Asian or Asian British colleagues.

***Case Study (request for anonymity)**

One of our new team members began following The MTPT Project on Twitter when she was planning her second child in 2022. She requested a mentor through our #mentorme #letmementor campaign, and applied for an MA in Education following advice and support from our online community. She secured a new role with a TLR whilst pregnant with her second child and took part in our 2023 Twitter campaigns focusing on celebrating religious festivals. During her second leave, she took up a pro-bono place on our Parental Leave Group Coaching programme, which supported her to apply for a promoted position to Head of Department in a new school, as well as negotiate a delayed start and flexible working. In 2023, she came on board as a volunteer for the duration of her second maternity leave.

Fathers

Although it is discouraging to see that we saw less engagement from fathers this year (the 1.5% of coaching participants are the same two fathers who began their coaching in 2022), the key father-voices we spoke about in our 2022 report have been more active in our network. Two examples of this are the two new case studies from fathers on our website, and our Father's Day social media campaign which saw us celebrating 11 fathers in our community through videos, blogs, podcasts and case studies.

***Case Study**

Paul Hunter first became involved with The MTPT Project in 2022 when he took advantage of a TSH Berkshire-funded place on a Return to Work workshop at the end of his period of shared parental leave. Since then, Paul has completed a case study about his “paternityCPD” for our website, and taken part in our 2023 Fathers’ Day social media campaign. He is an active member of our Twitter community, and has provided a video about his experiences of working part-time that will be used as part of a 2023 Flexible Working Ambassador Schools and MATs (FWAMS) workshop, *Making a Flexible Working Request*. In response to this report, we have invited Paul to take on the formal title of Fathers Advocate as a member of our Diversity and Inclusion team.

Strategies

Since 2022, we have used the following strategies to increase diversity across these three groups:



Social media campaigns – we have continued with our calendar of religious and cultural social media campaigns (e.g. #30daysofRamadan, #HappyFathersDay, #PrideMonth, #BlackHistoryMonth). Where we found we had a greater number of active social media followers to engage in some of these campaigns, our #PrideMonth campaign in particular emphasised the lack of representation for fathers from the LGBTQ+ community in our core or periphery activities.



Signposting – we have shared targeted promo codes when advertising our group coaching and Return to Work workshops to encourage engagement from participants from diverse ethnic and cultural backgrounds, and fathers. We have seen these pro-bono used on three occasions by colleagues from diverse ethnic and cultural backgrounds, but no take up from fathers.



Funding criteria – in funding applications, we have specified that opportunities for culturally and ethnically diverse colleagues will be protected. This has resulted in 10 fully-funded places on our Sustain and Grow group coaching programme for ethnically diverse teachers, funded by the Teach First Innovation Network.



Existing networks – we have explicitly shared opportunities with key members of our community who have strong networks of male, or ethnically and culturally diverse colleagues, and asked them to shoulder-tap contacts they feel would benefit from our work.



Polls – we have continued our annual social media opinion poll to gain an understanding of how we are perceived by our community. In 2023, 78% of our community agreed that The MTPT Project ‘did a good job of representing and empowering an intersectional parent-teacher community’ – an increase

from 64% in 2022. 17% felt 'unsure', and 5% of respondents disagreed with the statement⁴.

Next Steps

We know that embedding and sustaining a culture of diversity and inclusion takes ongoing commitment, and that if one of our foci begins to take a back seat because of other priorities, we need to review and address this.

In 2023-24, we commit to acting on the successes and training we have engaged with this year to:

- Use current networks and contacts to increase the number of active LGBTQ+ community members, particularly fathers, and engage in conversation regarding their experience of The MTPT Project
- *Take every opportunity to record the experiences of ethnically diverse community members in writing as a case study or blog if these stories are originally shared verbally on panels or at conference events
- Ensure that new Regional Representatives have read the 2023 Diversity and Inclusion report and understand their role in creating welcoming and inclusive communities in their WhatsApp groups and in-person networks
- Ensure that involvement in FWAMS delivery is used as an opportunity to celebrate colleagues from ethnically and culturally diverse backgrounds, and fathers (panel events, example videos)
- Source at least one website case study from colleagues working in AP / PRU, special schools and EYFS settings and from a single parent, and adoptive father
- Increase promotion of funded places on coaching programmes and workshops for colleagues from ethnically and culturally diverse backgrounds, and fathers
- Identify networks representing teachers from ethnically and culturally diverse backgrounds, fathers / male teachers and the LGBTQ+ community where partnerships will result in increased engagement in core or periphery activity
- Explore more effective ways to understand the demographic make-up of our membership base as membership survey responses are too low

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

- Core team member – Communication and Marketing, Regional Representative, Conference team
- Diversity and Inclusion team
- Case Study

⁴ <https://twitter.com/mtptproject/status/1685286919750479873?s=20>

Review

The 2023 Diversity report is subject to review by the Board of Trustees in: August 2023 (subcommittee meeting) and again in October 2023 (full board meeting).

All members of The MTPT Project’s Trustee board, volunteer and coaching team were invited to review The MTPT Project’s 2023 Diversity report in August 2023.

Editions indicated with a * were made following the review by members of the above teams.

The following comments were requested for inclusion in the report:

Kathleen Cushnie	Trustee (Coaching)	<p>“In order to attract a more diverse group the targeted group needs to be seen AND feel like their issues are being talked about and more importantly understood.”</p> <p>Suggestion: Could the Asian / Asian British speakers and panel guests involved in The Mother of All Pay Gaps conference be approached to write a blog or a case study about their experiences?</p> <p>Could we create another Voicing Education podcast mini-series about diverse experiences of parenting and teaching (inc. ethnic and religious diversity, and from LGBTQ+ parents)?</p> <p>Suggestion: invite community members who have previously contributed to events to take over The MTPT Project X / Twitter handle to lead a chat?</p> <p>Suggestion: case studies with teacher couples, exploring how they have been impacted during maternity and paternity leave.</p>
Jenna Crittenden	Trustee	<p>Query re: language used in the report: Why was [the Advocate role] not deemed 'lazy and deceptive' before? What questions does this raise about previous reporting?</p> <p>Do we know that the pro-bono work has actually lead to the increased engagement of groups mentioned? I would be cautious presuming it has and reading critically it could be assumed we presume these groups need pro-bono.</p> <p>RAG rating is interesting in terms of next steps but also the immeasurable. What can we learn when creating targets/aims so that we can measure in coming years.</p>

<p>Madeleine Fresko-Brown</p>	<p>Trustee Jewish Teachers Advocate</p>	<p>Queried the Student Population figure (ethnic background) of 30% in the table on p.3. Clarification added in footnotes.</p> <p>In response to the clarification, Madeleine commented, "Overall think it's best to compare like with like" and include the "White Other" figures in our table.</p> <p>To be taken to Trustees 29.08.23</p> <p>Suggestion: report only on DfE ethnic minority data, rather than separating by gender in the table on p.3. Response to the suggestion included in footnotes.</p>
<p>Paul Hunter</p>	<p>Fathers Advocate</p>	<p>"I wonder if the data table could include the actual numbers of participants as well as percentages for the MTPT Project? This would give some idea of the overall growth of the Project over the years. Would it possibly also reveal that there is actually a meaningful increase in the number of colleagues from diverse ethnic and cultural backgrounds - but because there has also been an increase in other colleagues, the percentages mask it? You could then discuss and compare percentage increases in each category over the years if necessary."</p> <p>"I wonder if a good way to 'spread the word' would be to provide workshop attendees with a (electronic?) flyer to share with their school? Possibly with promo codes for fathers/ diverse ethnic backgrounds? The reason I say this is that after I attended the workshop, I did try to spread the word, however, being on leave meant it was tricky to reach out to fellow parents at my school (or even know about newly expectant parents!). My school has a staff newsletter, and I presume others do too, which I think would be the perfect place to put a flyer to advertise the MTPT Project."</p> <p>"Overall, I really like the addition of the case studies to humanise it ... there are lots of positives, but it is transparent about the issues that need to be addressed."</p>
<p>Claire Neaves</p>	<p>Trustee (Inclusion)</p>	<p>Emphasised that the most important focus of our EDI work is that different community members are able to see themselves represented and welcome in what we do.</p> <p>Advised signposting to more specialised organisations for areas of EDI that do not form part of our core work of parenting and teaching.</p>
<p>Jennifer Webb</p>	<p>Trustee (Safeguarding)</p>	<p>"A deliberate, open and inclusive ethos will result in different groups feeling included"</p>

		<p>Cautions against spreading ourselves too thinly and distracting from our core work of parenting and teaching.</p> <p>How are our current communication and marketing strategies reaching a diverse audience?</p>
Hollie Long	Neurodiversity Advocate	<p>Offered insight and suggested consideration re:</p> <ul style="list-style-type: none"> • Sign up process and pre-communication for coaching programmes and workshops • Content in, and format of the Sustain and Grow programme of particular relevance to some aspects of neurodivergence – e.g. managing sensory overwhelm in the dual role of parent and teacher, sharing personal experiences during group coaching sessions • The additional challenges that neurodivergent parents of neurodivergent children within the education system the parents are also working in, that might occur • Additional suggestions for “life friendly” school cultures and practical support systems potentially helpful to neurodivergent parent-teachers <p>A challenge to consider which aspects of our work are relevant to fathers <i>at this point in time</i> and whether a refocus / pause to listen to the needs of the father-teacher community is needed to better support them rather than providing them with the same offer as mother-teachers.</p>

Appendix – Previous Actions Review

Achieved

Partially Achieved

Not Achieved

2022 Action	Activity throughout 2022-23	RAG-rating
<ul style="list-style-type: none"> Change Twitter handle to @mtptproject 	<p>Changed in November 2022 and all literature and marketing materials amended</p>	<p style="background-color: #92d050;"> </p>
<ul style="list-style-type: none"> Invite community members to take up new advocate positions to represent fathers, LGBTQ+ parents, single parents and parents in blended families 	<p>Sarah Ward has formalised the support she offers to single parents in The MTPT Project on Twitter by joining our Diversity and Inclusion Team</p> <p>Two Diversity and Inclusion team members have stepped away: Alex Mason (adoption), Sherish Osman (Muslim teachers) due to a change in personal circumstances.</p>	<p style="background-color: #ffff00;"> </p>
<ul style="list-style-type: none"> Explicitly target key networks when recruiting new core team members: coaches, schools' team members, communication and marketing, strategy and trustees 	<p>Two new Trustees (Meera Gupta-Chaudhary, Kathleen Cushnie) from ethnically diverse backgrounds recruited following an explicit invitation from Emma Sheppard.</p> <p>First session of Parental Leave group coaching programme used as an opportunity to invite participants on to the Communication and Marketing team, resulting in the recruitment of new team members</p>	<p style="background-color: #92d050;"> </p>
<ul style="list-style-type: none"> Explicitly target key networks with marketing channels to promote coaching and online workshop opportunities 	<p>Aspiring Heads, Young Black Teachers' Network, Men Teach Primary informed of workshop promo codes but with little take up.</p> <p>Coaching and workshops shared termly in DiverseEd newsletter.</p>	<p style="background-color: #ff0000;"> </p>
<ul style="list-style-type: none"> Maximise on word-of-mouth and individual recommendations from current fathers and 	<p>Targeted DMs and tags in relevant posts on Twitter but little impact seen in coaching and workshop figures.</p>	<p style="background-color: #ffff00;"> </p>

<p>ethnically diverse community members to share coaching and online workshop opportunities</p>		
<ul style="list-style-type: none"> Find sustainable ways to provide pro-bono or funded individual membership, online workshop and coaching opportunities to fathers and teachers from ethnic minority backgrounds 	<p>x 2 pro-bono places offered on each Return to Work workshop and Parental Leave group coaching programme to fathers and teachers from ethnically diverse background.</p> <p>Some take up from teachers from ethnically diverse backgrounds.</p> <p>Funding secured for Sustain and Grow group coaching programme places specifically protected for ethnically diverse colleagues.</p>	
<ul style="list-style-type: none"> Complete a systematic review and update of website case studies, aiming to increase representation from fathers, ethnically diverse parents, LGBTQ+ parents and single parents by 25% by August 2023 	<p>Two further case studies from fathers added (33% increase).</p> <p>Two further case studies from teachers from ethnically and culturally diverse backgrounds (22%).</p> <p>No additional case studies from single parents or LGBTQ+ parents.</p>	
<ul style="list-style-type: none"> Continue to engage with audiences in a diverse range of school settings: further education and post-16, special schools, AP and PRUs, primary and nursery settings 	<p>Measuring this is unclear.</p>	
<p>ADDITIONAL</p> <ul style="list-style-type: none"> Work with relevant team members to engage with relevant training and networking events to ensure conversations around diversity and inclusion are current and ongoing 	<p>Emma Sheppard attended x 2 DiverseEd roundtable events and completed a review of The MTPT Project's diversity and inclusion actions as part of an application to complete partner work with Being Luminary.</p>	