



The MTPT Project 2024 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.

The academic year 2023-24 has felt particularly challenging for many of our community members, continuing to parent and teach through national and global events that have made inclusion seem emotionally and practically very difficult.

Being an active member of The MTPT Project amidst these challenging events and narratives has provided community and empowerment. But the privileges of improved wellbeing, greater choice and progression opportunities resulting from this active engagement must be accessible to a diverse range of parents working within the school system. Otherwise, our work will play a part in further disadvantaging certain groups, rather than supporting them. 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 the adults working in their schools 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. We therefore don't just want our MTPT community demographic to reflect the diversity of the national workforce; we want the community that we empower to represent the student body that we serve.

Aims

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

In response to our 2023 Diversity and Inclusion reports, we aimed to improve representation over three core areas of our work:

- Participants on The MTPT Project **1:1 and group coaching programmes**
- MTPT Project **Team Members**
- Participants on our **online workshops**

This is the activity that results in the greatest positive impact over our key measurables of teacher retention, occupational mobility and wellbeing.

Over the academic year 2023-24, our diversity and inclusion focus has been in two areas:

1. Improved Tracking Systems

Last year, we focused on improving our engagement tracking over the following groups:

- Colleagues from Black, Black British, Black Caribbean and Black African backgrounds
- Colleagues from Asian and British Asian backgrounds
- Colleagues identifying as LGBTQ+
- Colleagues working in roles other than teaching and leadership in primary and secondary schools (e.g. support staff, FE colleagues, colleagues working at Trust level, or in consultancy or TSH roles)

Our primary method of data collection has been a simple tweak to our Eventbrite sign up forms for our group coaching and Return to Work workshops. We have also made this a focus of our reporting to funders of three programmes:

- Parental Leave group coaching programme
- Return to Work workshops
- Sustain and Grow group coaching programme

Whilst protecting places for colleagues from diverse ethnic backgrounds was a key part of our successful funding bid with Teach First for our Sustain and Grow group coaching programme, the Teaching School Hub funders of the first two opportunities did not hold us accountable for these intersectional measures. However, sharing this data models to other organisations the importance of considering inclusion in this way, and supports them in justifying their funding across more than one minority group (i.e. mothers *and* ethnicity, or mothers *and* sexuality).

Access to this data has been particularly helpful in informing our marketing and partnership strategies, celebrating successes when they occur, and troubleshooting areas where improvement can be made.

2. Reviewing Current Strategies

The more detailed data we now have access to has enabled us to review our current diversity and inclusion approaches to identify what is working, and what needs to change.

Key strategies that we have embedded and strengthened over this academic year have included:

Visible Role Modelling

- Ensuring a diverse range of speakers, with a particular focus on fathers, and colleagues from diverse ethnic backgrounds at conference, panel and media events

Examples include:

- DfE Flexible Working panel events and case study videos included fathers, and colleagues from diverse ethnic backgrounds speaking about their experiences of flexible working.
- Panellists and facilitators at the 2023 *Mother of All Pay Gaps* virtual conference included fathers and colleagues from diverse ethnic backgrounds.
- Case studies included in our Life Friendly Leadership programme and What to Expect webinar series feature adoptive fathers, fathers and lesbian colleagues speaking about their experience of fertility treatment, and mothers speaking about experiences of bereavement.
- Colleagues from diverse ethnic backgrounds were prioritised as recommendations to appear on the BBC as part of our *Missing Mothers* coverage (unfortunately, the reactivity of this process meant that we did not see a great deal of diversity on our screens).
- Marketing materials include, wherever possible, visuals of fathers, parents from diverse ethnic and cultural backgrounds and same-sex couples.

Protected Coaching Places

- Protecting 1:1 and group coaching places where currently funding is unavailable for colleagues from ethnically diverse backgrounds

Examples include:

- A set number of Teach First-funded places on the 2023-24 Sustain and Grow cohorts were protected for colleagues from diverse ethnic backgrounds. This resulted in colleagues from diverse ethnic backgrounds representing 42% of participants on the September cohort, and 31% of participants on the January cohort.
- Three pro bono 1:1 coaching places per year are offered to members of the Aspiring Heads network (for black educators aspiring to school leadership) currently pregnant, on maternity leave, or balancing professional commitments with parenting.

- Accessing existing networks to ‘shoulder tap’ colleagues who meet the criteria for funded places, signposting them to opportunities ahead of wider publicity on social media.

Inclusive Wording

- Where possible and legally accurate, we use inclusive language to describe the community that we serve, and the intended audience for our workshop, coaching and networking opportunities

Examples include:

- Our website homepage refers to ‘staff’ rather than teachers, ‘parents’ rather than mothers / fathers.
- Our Eventbrite pages refer to ‘teachers, leaders and support staff’ rather than just teachers.
- In our Eventbrite FAQs we explicitly highlight that our workshops and group coaching programmes are relevant to, and inclusive of fathers and support staff.
- During a MAT INSET webinar (April 2024), a participant referred to “mum guilt”. With respect and delicacy, the facilitator challenged this gendered language by asking a father present if he, too, felt “father guilt”. (The answer was “yes, very strongly”.)

***Recorded Access**

- Three of our five main programmes – Sustain and Grow, Return to Work workshops, Parental Leave group coaching - are now accessible in recorded form.

This decision was taken in response to comments from our Diversity and Inclusion team in 2023 in reference to potential neurodivergent participants, and in response to feedback from participants on our 2023-24 cohorts.

Aspects of the live iterations of these three programmes identified as potentially challenging for neurodivergent participants included the sign-up process, (“it required a lot of psyching myself up!”), role play, breakout rooms, sharing personal experiences, (“particularly going first”). Providing a recorded option eliminates many of these barriers.¹

¹ Feedback from one of our Diversity and Inclusion team members who is autistic, and completed our Sustain and Grow group coaching programme in 2022

From September 2024, participants in live sessions are no longer obliged to join breakout rooms. Rather, an explicit invitation is given to remain in the main room and use the chat to complete conversation / reflection tasks if this is preferred.

This adjustment has been positively received, with one October Return to Work workshop participant commenting, "There was no pressure to join the breakout rooms (something I've dreaded in other Zoom webinars!) so I could still get involved via the chat box."

Engagement on our group coaching programmes has often been impacted by conflicting personal and work commitments, illness of both parents and children (particularly in winter months) and – particularly for our colleagues on parental leave – fatigue, emotion and energy levels. Providing recorded enables self-directed or hybrid completion of these programmes, boosting inclusion.

Again, feedback on this move was positive with a participant on the January cohort of our Sustain and Grow group coaching programme commenting, "I completed Brave Conversations using the on-demand service and these would have been the only way for me to take part in this considering my circumstances in the past academic year. I think it's a keeper!"

Campaigning for Equal Parental Leave and Pay

- We have kept the topic of equal parental leave and pay firmly on our agenda, ensuring that it is a key part of the discussions around gender equality in teaching.

Examples include:

- Equal parental leave and pay is one of the manifesto points that underpins our roundtable discussions and was highlighted at our June 2024 roundtable, with a challenge to MAT and local authority providers to be the first organisation to offer equal parental leave and pay.
- Two MTPT-authored TES articles published this academic year, and one Schools Week article have highlighted the importance of equality for fathers:
 - <https://www.tes.com/magazine/analysis/general/how-schools-can-better-support-teacher-fathers>
 - <https://www.tes.com/magazine/analysis/general/why-better-paternity-pay-would-be-game-changer-education>
 - <https://schoolsweek.co.uk/mothers-are-key-to-stabilising-the-teacher-workforce/>

- Equal parental leave and pay form part of the third recommendation in our collaborative report with The New Britain Project, *Missing Mothers*.

Strategies that we have changed or discarded this year include:

Social Media Activity

- Previous “celebration” approaches to calendar events such as Adoption Month or Pride have been changed to discussions with key community members following poor engagement in our Black History Month campaign on X.²

Examples include the six social media chats hosted on X focusing on religious celebrations, Father’s Day, Pride Month, Adoption Month and South Asian Heritage Month, each time in discussion with 3-4 members of our community. These were well-received and provided positive role modelling and inclusive strategies for social media followers who were ‘liking and lurking’.

- In recent weeks (August 2024), we have increased our presence on LinkedIn and Instagram, created a Threads handle, and reduced our presence on X in direct response to X’s involvement in the increase in racial hatred and their contribution to the race riots that took place in the summer of 2024.

Asian and British Asian Engagement

- We have stopped asking our Asian and British Asian colleagues to represent The MTPT Project, acknowledging the mental and emotional burden that this can bring. Instead, we have focused on inviting Asian and British Asian colleagues to be involved with our work where there is a clear benefit to them (e.g. payment, training or networking opportunity).
- We have focused on organic listening conversations with “close friends” of The MTPT Project who are invested in our work, and who are also from Asian or British Asian backgrounds. We have adapted strategies in response to these conversations.

Examples include:

- We changed the original focus of our MTPTchat for South Asian Heritage Month in response to feedback regarding lack of role models. Instead of asking questions to chat participants, we interviewed four South Asian colleagues to amplify them as role models for our community.

² Over the course of the academic year following Elon Musk’s takeover of Twitter, and following the suspension of our @mtptproject handle, it is unclear whether X will be a viable option (both ethically and in terms of efficacy of engagement / algorithms) for us as a charity, going forwards

- Our primary motivator for moving away from X were comments from some Muslim community members about how unsafe it felt as an online space.

2024 Figures

So, in 2024, 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 2024 School Workforce Census (DfE). This data now differentiates between “white minorities” and other “minority ethnic groups” when disaggregating data.

The Student Population figures in the table below are taken from the Academic Year 2023-24 Schools, pupils and their characteristics (DfE).

		% MTPT Project 2020	% MTPT Project 2023	% MTPT Project 2024	% Teacher Workforce	% Student Population
Diverse ethnic background / Female ³	The MTPT Project 1:1 and group and coaching programmes	10	12.5	22.5	6.8	31
	The MTPT Project Team	5	14	14		
	Online Workshops		9.5	13		
White (British / Irish / Other) / Female	The MTPT Project 1:1 and group and coaching programmes	90	86	77.5	60 ⁴	69 ⁵
	The MTPT Project Team	90	79	81		
	Online Workshops		90.5	86.5		
Fathers/ Men	The MTPT Project 1:1 and group and coaching programmes	0	1.5	0	24	51

³ How have these figures changed in our reporting?

- Previously, we reported on the total percentage of teachers from Black, Asian or Mixed backgrounds of *both genders*. The 6.8 figure in this year’s report is *just* female teachers from Black, Asian or Mixed backgrounds.
- We acknowledge in this report that the majority of our current work is relevant to, and benefitting women.
- Until we have increased involvement from male / fathers in team roles, or on our online workshops, we will therefore report on the more accurate data, disaggregated by sex.

⁴ ‘White British’ female teachers are most significantly represented here, making up 57% of the total teacher workforce.

⁵ Why are these figures problematic?

- The 31% student figure is for students from Black, Asian or Mixed backgrounds of *both* genders.
- The 69% student figure is for students from White British / White Irish / Any Other White Background of *both* genders.
- We cannot find data that disaggregates by sex *and* ethnicity – if anyone could support with more refined data, we would be very grateful.

	The MTPT Project Team	5	7	5		
	Online Workshops ⁶		0	0.5		
LGBTQ+	The MTPT Project Team			3.5	3.1 ⁷ / 10 ⁸	
	Online Workshops			5		

LGBTQ+ Participants

There is a lot to celebrate in a number of these figures. For the first time, we are able to accurately track our LGBTQ+ engagement on some of our programmes (Return to Work workshops), where participation numbers are high enough to capture the intersect of teaching, parenthood *and* LGBTQ+ identity, which likely represents a very small percentage of our teacher workforce.

Comparing this to workforce-specific data however, is tricky, as the Schools Workforce Census does not ask about teachers' sexual identity. These figures therefore only exist in estimates.

This year, we have begun to ask participants to identify their sexuality when signing up for our Parental Leave group coaching programme. Two sign ups identified as LGBTQ+, but did not start the programme. We do not currently ask about participants' sexuality when they sign up for our 1:1 coaching or Sustain and Grow programmes.

Key Question: can we begin to track multi-year data of LGBTQ+ participation on all our coaching programmes so that we are dealing with large enough audience figures to accurately report on engagement figures?

Participants from Diverse Ethnic Backgrounds

Participation of female colleagues from diverse ethnic backgrounds remains higher than the percentage represented in the teacher workforce across all three of our core organisational groups. That 22.5% of our 1:1 and group coaching participants were women from diverse ethnic backgrounds this year represents almost triple the proportion in the teacher workforce. This figure even brings us closer to representing our student population (31%),

⁷ National data:

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2020>

⁸ Teacher workforce estimate (50,000) <https://www.aru.ac.uk/research/impact-and-case-studies/ref/transforming-the-career-prospects-of-lgbtq-plus-teachers>

It is worth noting, however, that such positive representation was secured as a result of the protected, Teach First-funded places on our Sustain and Grow group coaching programme, where 38% of total participants across the year were from diverse ethnic backgrounds – funding for which we no longer qualify. In comparison, 7.5% of our Parental Leave group coaching, and 19.5% of our 1:1 coaching participants were from diverse ethnic backgrounds. This is despite the Parental Leave group coaching programme being fully-funded.

Key Question: what is preventing colleagues from ethnically diverse backgrounds from engaging with our funded Parental Leave group coaching programme?

Key Question: how can we continue the success resulting from protected, funded places for colleagues from diverse ethnic backgrounds without specific funding?

Fathers

After four years of minimal engagement across our three core organisational groups, it is clear that the support that we offer to mother-teachers, is simply not relevant to father-teachers. This will remain the case until extended, *properly paid* leave is offered to fathers and a culture of equal parental leave and caregiving is embedded into our industry and national culture.

It is for this reason that our most powerful work on behalf of father-teachers will be the result of our campaigning at regional and national level to secure three of our manifesto outcomes that relate specifically to fathers:

- Campaigning for equal (and improved) parental leave pay
- Championing a “50/50 Recruitment and Leadership Target” campaign at DfE and Trust level
- Championing the benefits of flexible working for all teachers, regardless of age, experience or parenting status

Whilst our coaching programmes and workshops will remain explicitly welcoming of fathers, we need to consider a different set of engagement measurables for this group.

With men over-represented at leadership level, a greater push is needed to engage these colleagues in the opportunities that will support a culture shift in schools and the wider education system.:

- Life Friendly Leadership programme (live / on demand)

- INSET and conference sessions
- Roundtable events

Currently, men have represented 10% of attendees across our 2024 roundtable events, and Life Friendly Leadership programmes. We would like to see this increase to 40% by the end of the academic year, 2025.

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 2024-25, we commit to acting on the successes and training we have engaged with this year to:

- Secure a 40% participation rate from male teachers on our Life Friendly Leadership programme or associated INSET / training sessions (where data collection is possible)
- Identify one school / MAT where fathers and non-birthing partners enjoy more than two weeks of parental leave, at pay better than statutory rate
- Match the representation of colleagues from diverse ethnic backgrounds seen in 2023-24 on 1:1 and group coaching programmes
- Track sexuality data across all coaching and workshop programmes to begin compiling a multi-year data set for this demographic
- Secure more successful visible role-modelling through more specific targets for foci rated as red / yellow from the 2023 Diversity and Inclusion report:
 - One website case study from a gay father sharing their experience of adoption and adoption leave
 - One website case study from a lesbian mother sharing their experience of maternity / adoption / shared parental leave
 - Two case studies from mothers from visibly diverse ethnic backgrounds sharing their experience of maternityCPD
 - One case study from a colleague working in AP / PRU sharing their experience of maternityCPD
 - One case study from a colleague working in EYFS sharing their experience of maternityCPD

- Diversity and Inclusion report, 2024 shared *and discussed* with Regional Representative team via WhatsApp group
- Diversity and Inclusion report, 2024 shared during the onboarding process for new volunteers

- Reconnect with 'loose contacts': Men Teach Primary, Black Men Teach, NEU LGBTQ+ and Black Educators networks, Step Up Network, GEC and hold at least one email / Zoom conversation
- Strengthen relationship with Aspiring Heads to offer 3 further 1:1 coaching opportunities

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

Review

The 2024 Diversity report is subject to review by the Board of Trustees in: October 2024 (full board meeting).

All members of The MTPT Project's Trustee board, volunteer and coaching team were invited to review The MTPT Project's 2024 Diversity report in September 2024.

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

The following comments were requested for inclusion in the report:

Name	Role	Comments
Haroop Sandhu	Diversity and Inclusion Team	Thank you for this report. Always detailed and thoughtful in your analysis. I was thinking is it worth approaching schools and MATs with a these are what the stats are saying, how are you closing the gap and this is what we offer. I know you do this in many ways, but I feel that some organisations don't make the link as way their people who are from marginalised groups are not progressing quickly or leaving. Some positive stats though which are good. I think why not interview some of the people like you did on twitter and add to the website or a podcast?
Paul Hunter	Diversity and Inclusion Team	<p>The Fathers Day #MTPTChat and conference "Manel" were thoroughly enjoyable to be part of. They felt like a great way to get like-minded father's together and also importantly, spread the word. It might not be plausible, but could the sessions be recorded for the website in future? So that it could be linked and advertised retrospectively.</p> <p>Is there a way for the MTPT Project to go even further with the campaign push towards equal parental leave? Possibly through posts or Q&As on X, or more blogs that are specifically on the website? (and links to the TES articles, perhaps? Or even, separate posts?)</p> <p>Initiate conversions with organisations outside of education with more favourable leave policies (eg. BT Group or the London Stock Exchange Group?). Or with Elliot Rae, perhaps?</p>
Helen Philpott	Trustee	I was wondering if, when data is collected on ethnicity, sexuality etc, there is a 'prefer not to say' option and if so what percentage those selecting this option accounts for? I was wondering if, when data is collected on ethnicity, sexuality etc, there is a 'prefer not to say'

		<p>option and if so what percentage those selecting this option accounts for? I was wondering if, when data is collected on ethnicity, sexuality etc, there is a 'prefer not to say' option and if so what percentage those selecting this option accounts for?</p> <p>On the diversity report, and the mention of the figures for participants from diverse ethnic backgrounds - does a critical mass need to be reached to make the group coaching space safe and inviting? It's interesting that the figures for the Parental Leave group coaching is lower than the 1:1 coaching. Do you think there is any value in offering a group coaching programme solely for participants from diverse ethnic backgrounds (and also possibly one solely for fathers)? I imagining the experience of teaching and parenthood is different for different groups. At the DfE we have a talent programme (META) that is only open to 'minority ethnic' identifying individuals - see link here (you'll see that there is also a disability focused one): Civil Service Accelerated Development Schemes - GOV.UK I also quite like the idea of the META community - you may have something similar going already or it may not work in the MTPT context - this is from the META programme: You will become part of a community that includes the alumni and Friends of META, who can support you after your active time on the programme has ended.</p>
Madeleine Fresko-Brown	Trustee Diversity and Inclusion Team	Re. inclusive language - have you ever thought of changing the name to the more gender neutral and less mouthfully 'Parent Teacher Project' ?
Claire Neaves	Trustee Diversity and Inclusion Team	Praised the accessibility created by offering recorded versions of three out of five of our workshops / programmes during October Trustee meeting.

Appendix i – Previous Actions Review

Achieved

Partially Achieved

Not Achieved

2023 Action	Activity throughout 2023-24	RAG-rating
<ul style="list-style-type: none"> 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 	<p>Adoption Month #MTPTchat used to engage and generate conversation amongst teacher-adopters, including gay fathers.</p> <p>Pride Month #MTPTchat used to engage and generate conversation amongst LGBTQ+ teacher community.</p> <p>Gay father used as a video case study in Life Friendly Leadership / Creating Cultures programme (Session 3: Inclusive Policies).</p>	
<ul style="list-style-type: none"> 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 	<p>One new case study published on the website.</p>	
<ul style="list-style-type: none"> 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 	<p>2023 Diversity and Inclusion report shared with whole MTPT Project team in September 2023.</p> <p>Report <i>not</i> used or shared when onboarding new team members throughout 2023-24.</p>	
<ul style="list-style-type: none"> Ensure that involvement in FWAMS delivery is used as an opportunity to celebrate colleagues from ethnically and culturally diverse backgrounds, and fathers 	<p>Colleagues from diverse ethnic backgrounds and fathers featured as panel guests / video case studies in all four FWAMs events.</p>	

<p>(panel events, example videos)</p>		
<ul style="list-style-type: none"> 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 	<p>One blog entry from a single parent featured on the website.</p>	
<ul style="list-style-type: none"> Increase promotion of funded places on coaching programmes and workshops for colleagues from ethnically and culturally diverse backgrounds, and fathers 	<p>Positive representation of female colleagues from diverse ethnic backgrounds on 1:1 and group coaching programmes.</p> <p>(Using fathers' involvement in coaching programmes and workshops as an effective measurable reviewed in this report.)</p>	
<ul style="list-style-type: none"> 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 	<p>Three Aspiring Heads colleagues have benefitted from pro-bono / funded group and 1:1 coaching.</p> <p>Protected Sustain and Grow places for colleagues from diverse ethnic backgrounds promoted through Funky Pedagogy's communication channels, leading to direct sign ups.</p>	
<ul style="list-style-type: none"> Explore more effective ways to understand the demographic make-up of our membership base as membership survey responses are too low 	<p>Demographic figures asked at Eventbrite sign up for Return to Work workshops, and group coaching programmes, and on 1:1 coaching sign up forms.</p>	

Appendix ii – Training Data Tracker

Over-represented

Target representation

Close to target representation

Below target representation

Event	Male Delegates (target 24%+)		Delegates from Diverse Ethnic Backgrounds (target 31%+)		White British Delegates (Female) (target > 70%)	
ResearchEd National – September 2024	5	25%	4 (5)	25%	11	55%
HR / SLT Information Event – September 2024	0	0%	0	0%	6	100%
Fifth roundtable – October 2024	12	25%	3	6%	34	69%
Life Friendly Leadership Cohort – November 2024	2	13%	1	6%	12	80%
Chiltern TSH Events – October 2024	0	0%	9	29%	22	71%
Alban TSH Events – October 2024	0	0%	1	2%	25	98%
OTSA TSH Event – November 2024						
Kennet School Event – November 2024						
TSA Trust Event – November 2024						
HR / SLT Information Event – November 2024						
Sixth roundtable – February 2025						
ResearchEd Berkshire – February 2024						
Mother of All Pay Gaps – March 2025						