



My Journey in Teaching

Promoting Inclusion And Diversity For BAME Staff

- Building a diverse workforce, placing equality at the core of institutions for staff a
- Tackling racial equality in the workplace
- Obstacles and how I overcame them.
- The Barriers to racial equality (Growth & Fixed Mindset)
- How can organisations best support BAME Colleagues

Sandra Fearon Case
Study

Teaching Within Academic - Jane

TEACHING
WITHIN
PROSPECTUS
2017-18



TEACHING WITHIN ACADEMIC: JANE

Individual Context:

Jane has worked in some of the most high profile fashion design companies worldwide. Jane has delivered numerous workshops to a variety of audiences about the skills necessary for working in the fashion industry. Whilst Jane's career on paper sounds fantastic there has been some challenges, which is why she is applying for the Teaching Within programme. These challenges have taken the form of bullying and appropriation of her work by others within the companies she has worked for. Jane hopes that building a teaching career will support her wish to prepare the next generation of creative practitioners with the expertise and knowledge to navigate and flourish within the creative industries. Jane hopes to offer the kind of support that she never had.

Teaching Within Programme:

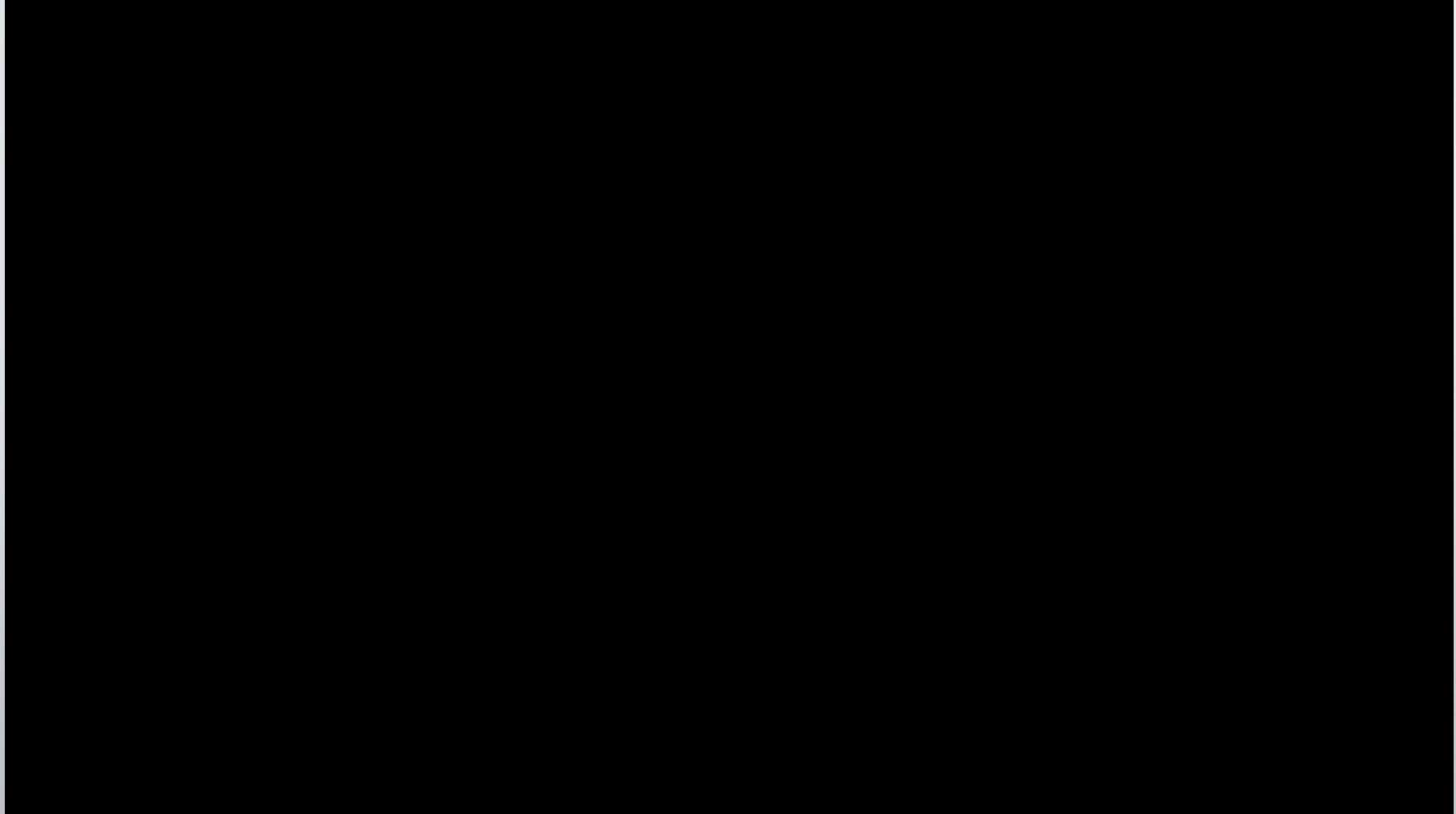
Jane was very excited about being given the opportunity to pass on her knowledge and experience to students through the programme. However, she had anxiety about being able to fit the programme around her current industry work. Additionally, Jane was very uncomfortable about the possibility that she would be assigned a course that in her mind, did not fit directly with her area of expertise.

“It was great to be placed on a course that directly relates to my practise. However I have felt there has been some resistance from the course leader and others as to my presence through both actions and words. The students feedback on my teaching content and delivery has been extremely encouraging which they have been recorded in written feedback. The student's, Shades of Noir team and Deans have been so supportive and encouraging that I was not just able to stand up for myself with the course leader, who has now apologised for both themselves and colleagues but I have grown in confidence beyond what I thought possible and found out that I love teaching”

Achievements



MENTORING



Feedback from the Leadership Team

Paul Yuille

Wed 02/10/2019 15:15

Sandra Fearon; Genevieve Muwana; Sarah Le Marquand



Dear Sandra and Genevieve,

Just want to drop you a thank you for everything you are doing for the course - Sarah speaks very highly of you both, I am so very happy you have joined the team! And we are both really impressed with the projects you are working on.

With best wishes

Paul

Paul Yuille

Director of International and Recruitment

From: Sarah Le Marquand

Sent: 07 November 2019 08:03

To: Sandra Fearon

[Redacted]

Subject: the business work is the best ever

Morning

I would just like to thank you for being a superb team and your business rotation work you planned and delivered has resulted in some wonderful work and students commenting how creative they found business

This is down to great leadership in the team and a brilliant team working together and inspiring teaching

Thank you

I am very appreciative

Very best Sarah

Barriers to racial equality

Mindset



Growth and fixed mindset

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

Fixed
Mindset



- Avoid failure
- Desire to Look smart
- Avoids challenges
- Stick to what they know
- Feedback and criticism is personal
- They don't change or improve

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Growth
Mindset



- Desire continuous learning
- Confront uncertainties.
- Embracing challenges
- Not afraid to fail
- Put lots of effort to learn
- Feedback is about current capabilities



Fixed Mindset

- The benefits of a growth mindset might seem obvious, but most of us are guilty of having a fixed mindset in certain situations.
- That can be dangerous because a fixed mindset can often prevent important skill development and growth, which could sabotage your health and happiness down the line.

Growth Mindset

- As a result, people who have a growth mindset are more likely maximize their potential.
- They tend to learn from criticism rather than ignoring it, to overcome challenges rather than avoiding them, and to find inspiration in the success of others rather than feeling threatened.

Barriers to racial equality

- Career progression, people promote those who look like the.
- Interview Panel, Process
- Unconscious bias

How you can foster an inclusive environment

- Do not stereotype
- Acknowledge where the differences are coming from and value the diversity.
- How do I respond to people different to me?
- How might that impact how to treat them in the working environment?
- Communication is key.
- Employers and organisations should play a very important role in promoting diversity, and approaching inequality with transparency, by building a work atmosphere where everyone feels included.
- Helping BME groups to progress out of low pay needs a national focus on improving access to training and skills development, and a local focus to identify where skills gaps exist.

How can organization best support BAME colleagues

- Create a clear “diversity and inclusion” policy which outlines zero tolerance and what should happen if someone experienced discrimination or witness it.
- Demonstrate what steps are if someone were to experience racial discrimination.
- Initiatives must be championed by senior leaders not just BAME employees