

Council Meeting

9:30am on Wednesday 1st July 2009
Botanical Gardens
Westbourne Road
Edgbaston
Birmingham
B15 3TR

Ref 15/08-09 Item 8 Public agenda
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The Council's work in equalities and diversity

1.0 Purpose of the paper

This report responds to previous discussion at Council about the Council's work in relation to equalities and diversity and provides a briefing for Council on the range of ways in which the Council's work is supporting improved equalities and diversity outcomes across the school workforce and in the interests, above all, of children and young people.

2.0 Summary

The paper is structured across two dimensions

- 1) The extent to which equalities and diversity policies are in place and drive good practice forward within the organisation, in schools and more widely;
- 2) The extent to which Member training explicitly addresses equalities issues, including in the work of regulatory committees.

3.0 Recommendations

Council is recommended to:

- (1) note the report
- (2) approve a recommendation to survey Members on their training needs with regards to equalities issues across all strands of the Council's work, with a commitment to develop the Member training programme for 2010/2011 in the light of the survey findings

4.0 Detail

- 4.1 The extent to which equalities and diversity policies are in place and drive good practice forward within the organisation, in schools and more widely

4.2 Background

Members may be aware that the Race Relations Amendment Act 2000 introduced the requirement that public authorities should prepare and publish an equality scheme setting out how they intended to fulfill their duties to promote ethnicity equality and good relations between different communities. The Council approved its race equality scheme in 2002.

In December 2006 all public authorities were required to publish a disability equality scheme, the legal basis for this being the Disability Discrimination Act 2005, amending the Disability Discrimination Act 1995; in April 2007, gender equality schemes were required, in accordance with the Equality Act 2006, which in turn amended the Sex Discrimination Act 1975.

In common with other public authorities, the GTCE has chosen to combine three separate schemes across the dimensions of race, gender and disability into a single scheme and chooses also to conduct impact assessments which cross these dimensions.

The essence of the change brought about through this legislation has been to move away from an emphasis on *adverse impacts* towards thinking about *actively promoting greater equality*. The single equality scheme must show that the Council has “due regard” to its responsibilities in this area and has prioritised its policies, practices and services based on an impact assessment process.

The Council’s work on the scheme is co-coordinated by a Corporate Equalities and Diversity Group of staff drawn from different functional areas.

4.3 The Council’s single Equality and Diversity Scheme – review of progress

The Council’s single Equality and Diversity Scheme 2007 – 2010 contains a set of high priority equality and diversity actions, which are reproduced at Appendix 1.

In each year of implementation, specific targets are set, monitored and reported on. The procedures for this are fully integrated within corporate and service planning procedures.

This report cannot cover all that has been achieved since the inception of the scheme. A narrative of achievements in the 2007/8 year can be found at appendix 2. Significant activities and achievements in the 2008/9 period are as follows:

Registration	The registration team continues to collect equal opportunities monitoring data through all application forms. This has resulted in year on year improvement in the completeness of this data. At the start of the 2007/8 financial year the register comprised 532,325 teachers. At that time ethnicity data was held for 181,744 teachers (34.1%). At the end of quarter 3 of the 2008/9 year, there were 561,278 teachers on the register of which 259,863 (46.3%) had provided ethnicity data. Since 2007/08 the team has conducted a cleansing exercise on disability data which means that no comparison is available with 2007 data. At 31 December 2008 1,368 teachers had indicated that they had a disability (0.24%) and a further 54,863 had positively advised that they had no disability (9.77%)
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	<p>The GTC will have the opportunity to take data from the School Workforce census in circa March 2010 and at that time it will be possible to assess the integrity of this data and make a decision as to whether we should apply ethnicity and disability data to the Register.</p>
Regulation	<p>Equal opportunities monitoring continues across all stages of the Council's regulatory procedures, with a view to regular scrutiny and analysis of outcomes. Monitoring reports are made regularly to the Registration and Regulation Committee on these monitoring outcomes and any issues arising considered. The advent of a Casework Management System planned for 2010, will enhance the team's ability to store and analyse equalities monitoring information.</p> <p>The compulsory regulatory training for members includes coverage of equalities issues. In addition, Members have continued to receive feedback in accordance with the Observation and Review Scheme which assesses compliance with the Council's equal opportunities policies as one of the expected competencies required to conduct regulatory work effectively.</p>
Advice and support services	<p>Specific equalities related forums</p> <p><i>Equalities Forum</i> This GTC hosted forum now includes representation from government and key agencies, and many of the key national bodies leading on a range of equalities issues. It aims, through thematic sessions and collaboration, to ensure that schools and teachers have the support they need to understand and meet their equalities responsibilities, and that organisations that work with schools have good awareness of equalities issues and the related work undertaken by each.</p> <p><i>Equalities Reference Group</i> This year the GTC has hosted a small school leader reference group on equalities to inform its understanding of the priorities and drivers for schools, and identify support needs, particularly in relation to new legislation.</p> <p><i>Disabled Teacher Task Force</i> The DTF was established to co-ordinate effort around the fair access to and progress in teaching careers of suitable candidates with disabilities. Recent work has included advice to the Secretary of State calling for a review of the health standards for teachers known as Fitness to Teach. The taskforce also held a seminar with a group of teachers with a range of disabilities to share their positive experiences and the challenges they faced during initial teacher training and whilst employed in schools.</p> <p><i>Networks</i> The Achieve network supports teachers to develop their teaching practice to promote race equality. In 2008-9 the Achieve network published a new</p>

	<p>resource entitled “Promoting equality for minority ethnic pupils”. This publication makes accessible established research into ways that teachers can improve teaching and learning for minority ethnic pupils. Using this research and through its online publications the Achieve network supported hundreds of teachers to engage with the research to improve their practice and worked with schools and local authorities meet their equality duties.</p> <p>The Engage and Connect networks published a resource supporting teachers, CPD leaders and schools improve the education of children with disabilities and special needs.</p> <p>Involvement in the equalities work of partners</p> <p>The GTC is routinely involved in equalities related work of partner organisations. Current involvement includes:</p> <p><i>Fair Access to the Professions</i> The GTC submitted written and oral evidence to this Cabinet Office inquiry. We highlighted characteristics of the profile of the profession including the gender imbalance, data on ethnic minority teachers and the lack of data on disability. It highlighted possible concerns regarding progression in teaching for women and black and minority ethnic teachers. Additionally the paper considered the range of routes into teaching and how this may enable a diverse workforce.</p> <p><i>TDA work on a school workforce strategy for English as an Additional Language</i> The GTC is a member of the advisory group for the development of a school workforce strategy for English as an additional language (EAL). The work is being undertaken by the IOE and the Learning and Skills Network on behalf of the TDA.</p> <p><i>Local Authority Race Equality Good Practice Network & Ethnic Minority Achievement Group</i> The GTC attends this LA network which provides a useful insight into the race equality and black and ethnic minority achievement issues addressed by local authorities.</p> <p><i>DCSF anti-bullying guidance on gender</i> The DCSF has produced a range of anti-bullying materials, each with a different equality focus. The GTC is currently involved in the advisory group drafting gender related guidance, which also covers trans-gender issues.</p> <p><i>NCSL succession planning programme - diversity panel</i> The GTC attends this panel which focuses on improving diversity within school leadership positions.</p>
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	<p><i>Refugee Council/Employability Forum Refugee Teachers' Taskforce</i></p> <p>The GTC is a member of the Refugee Teachers' Taskforce, which is jointly chaired by the Refugee Council and the Employability Forum. It seeks to remove barriers and support refugees in entering the teaching profession and accessing teacher training.</p> <p>Ensuring equalities issues feature where appropriate across the span of the GTC's proactive and responsive policy work</p> <p>This is an important aspect of how we meet our equalities duties. Recent examples of general policy work that features equalities concerns include evidence to the CSF Select Committee on ITT and CPD, and responses to consultations on the school report card proposals, assessment, and the review of the primary curriculum.</p>
TLA	<p>The Teacher Learning Academy (TLA) has expanded significantly through the involvement of TLA schools and centres in the past year, both in terms of increased numbers of teachers and percentages successfully gaining professional recognition. Key equality developments have included improving the analysis and strategic use made of participation data and about the areas teachers are choosing to focus on. It appears to be the case, in terms of teacher participation, that there is no significant under-representation of teachers in terms of ethnicity, gender or disability as enrolees or verifiers and that involvement as TLA leaders echoes that in middle and senior leadership positions within the profession as a whole. However, it has yet not been possible to provide updated figures for this using data from the new TLA CRM system in Cambridge. Nonetheless it is clear from statistics that are available that the most important inequality that exists within the TLA at present is the lower levels of participation of primary teachers and their schools. This inevitably impacts on the extent to which the practitioner knowledge base promotes equality and can address issues in relation to the primary phase and, given the profile of teachers in this phase, may have some impact on the participation of women in the TLA (yet to be explored).</p> <p>Progress has been achieved during the past year in relation to the increased participation of NQTs, facilitated through a change to eligibility criteria, and the establishment of a long term plan for addressing the primary participation issue, in partnership with Cambridge Education and Bell design. The launch of a new website, for which a web 2.0 based community area will be developed in Q1 and Q2, will ensure that the knowledge generated through the TLA can be more easily analysed, and by participating teachers and schools as well as GTC, for insights into how practitioners are promoting equality and diversity in classrooms and schools. This will also enable data held within the CRM to be more accessible to all partners.</p>
Corporate Services	Issues regarding Council members are covered separately within the report.

	<p>Work on improving disabled access to the Birmingham office has now been completed. The procedures for equality screening, impact assessment and monitoring are fully embedded within corporate planning and monitoring procedures, including those relating to 2012 projects. This ensures that managers undertake screening and impact assessment when any new policy or practice is proposed and that progress against equalities priorities is monitored on a quarterly basis.</p>
<p>Communications</p>	<p>Media</p> <p>The GTC has published the following media releases or comments on equalities issues:</p> <ul style="list-style-type: none"> • Promoting racial equality June 2009 • GTC supports the No Outsiders project November 2008 • New report from Ofsted published on new teachers' preparedness for teaching children with learning difficulties and disabilities September 2008 • Support for schools on race equality crucial to addressing the achievement gap June 2008 • National Equalities Conference focuses on equality duties March 2008 GTC launches new equality scheme April 2007 <p>In 2008, parliamentary briefings were sent to MP's, the House of Lords and select committees on:</p> <ul style="list-style-type: none"> - Race Equality and supporting schools to implement the Race Relations (Amendment) Act 2000 - Gypsy, Traveller and Roma education - Special Educational Needs and the Inclusive School <p>There have also been more recent briefings in 2009 on fair access to the professions and the Equalities bill.</p> <p>Over the last six issues of the magazine there have been a total of 22 articles relating to equalities and diversity. Furthermore, since the relaunch of the magazine in spring 2008, equalities material in the magazine includes the following.</p> <ul style="list-style-type: none"> • Spring 2008: networks feature included case study re CPD for meeting the personalised learning needs of SEN pupils • Summer 2008: GTC support for anti-homophobia 'No outsiders' project; diversity data gathering; feature article on the equalities duties • Autumn 2008: feature article on race equality duty • Spring 2008: Women's History Network Carol Adams award • Summer 2009: Disabled teacher taskforce; feature on Traveller children in Essex

	<p>Across the magazine, the communications team seeks to ensure that they use a wide range of visual imagery, in particular ensuring representation of teachers and pupils from different ethnic groups and with visible disabilities. Because the magazine is relatively small, this balancing is undertaken across a range of editions, rather than within each issue itself. For example, cover photography alternates teacher/pupil, with boys and girls in equal measure, more women teachers than men, and ethnic minority representation roughly every fourth cover. Similar criteria apply to imagery within the Council's other publications.</p> <p>A summary of magazine content is at Appendix 3.</p> <p>Website Web accessibility means that people with disabilities can use the web. More specifically, web accessibility means that people with disabilities can perceive, understand, navigate, interact with and contribute to the web. Web accessibility encompasses all disabilities that affect access to the web, including visual, auditory, physical, speech, cognitive, and neurological disabilities. Web accessibility also benefits others, including older people with changing abilities due to aging or experiencing temporary disability, for instance a broken arm.</p> <p>The GTC redesigned website (launched on 31 March 2009) has secured a Priority 2 (Double A) level of compliance. It was evaluated by a third party company, Nomensa, during and after development to ensure that it did indeed meet this level. Priority 2 compliance was one of the project's key objectives. Please see appendix 4 for more detail.</p> <p>The need to ensure that the redesigned website was representative of the diversity within England was made explicit in the design brief presented to the website designers. Like our print material, the images selected for the website reflect the diversity of our teacher and pupil audience.</p>
<p>Employment</p>	<p>The annual workforce development equalities report provides some key equality messages from a variety of workforce indicators. The figures for 2008 demonstrate a positive picture in terms of both gender mix and ethnic group. There is a fairly broad distribution and gender mix across all bands; employment of non-white ethnic group is 30% nearly double the national rate for of 17%. Additionally, there is a representative spread of promotions across ethnic groups compared to numbers employed.</p> <p>The Equality and Diversity policy will be reviewed as part of activity to update all workforce development policies. This work is planned for November 2009.</p> <p>As part of the overall review of corporate training a tailored training solution was designed to build internal skills in equality impact</p>

	<p>assessments.</p> <p>By the end of September 2009 17 workshops will have been delivered across both office sites. The intention is to update this training every two years for all staff.</p>
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4.4 The Council's single Equality and Diversity Scheme – forward plan

The proposed forward plan for the Council's equalities work involves not only continuing to action the priorities identified within the Scheme for the period 2007 – 10 but also responding to the screening and impact assessment process undertaken with respect to the projects within the 2012 programme of work. This work is ongoing. The table below gives an indication of the issues arising from the 2012 programme and where the Council might mitigate adverse and enhance the potential for positive impacts:

Programme	Projects	Major equalities actions/issues
Better Regulation and the Register	<ul style="list-style-type: none"> • Modernising and improving regulation • Who will adjudicate • Three types of registration • Developing ICT capability to support revised registration categories 	<p>The strands of the modernising and improving regulation project have been the subject of screening and will be included within the arrangements for equalities monitoring which currently apply to regulatory work. A particular issue has been identified in relation to the need to monitor the incidence of regulatory action in relation to overseas trained teachers.</p> <p>New categories of registration are based upon regulations introduced by the DCSF. Policies adopted by the Department that result in new regulation will have been subject to screening and impact assessment. This project simply widens the scope of registration with the GTC and we will continue to collect through our application forms, and monitor, equalities information.</p> <p>The project which is developing ICT capability to support the various categories of registration is a redevelopment of our existing system: there are no changes envisaged to the way we collect and hold equalities data.</p>
Teacher Learning Academy Open System	<ul style="list-style-type: none"> • Open system operations • Marketing • Knowledge 	<p>The equality & diversity issues within the TLA are significant. The key issues relate to:</p> <ol style="list-style-type: none"> 1. Knowledge and learning foci: <ol style="list-style-type: none"> a. Supporting teachers to meet equality & diversity criteria in the TLA b. Encouraging more teachers to complete a TLA presentation on equality & diversity issues

		<p>c. Sharing knowledge on equality & diversity issues from successful TLA participants</p> <p>To address these issues there will be a number of actions:</p> <ol style="list-style-type: none"> 1. Gathering information regarding section 2 – timeline for this required 2. Undertaking partial equality impact assessment 3. Ensure that Cambridge Education (CE) have processes in place to provide accessible publications to participants. 4. Arrange meeting with TLA managers & representative from CE to meet with GTC E&D co-ordinator
Professionalism	<ul style="list-style-type: none"> • Accountability • Active registration • Code of Conduct and Practice 	<p>Accountability: The Accountability project is not likely to result directly in changes of policy or practice but is intended to contribute to and move on thinking about accountability among teachers and stakeholders in teaching. However, questions that underpin the project, such as ‘accountability for what?’ and ‘accountability to whom?’ will undoubtedly raise equalities considerations. We would not wish, for example, to recommend forms of accountability that would be likely to exclude or deter parents from certain backgrounds.</p> <p>We may also wish to think about how we can do our best to ensure that the project outputs have a representative ‘reach’ within the profession.</p> <p>At this stage the project will need to proceed with a partial EIA and obtain further data on those who are returning to teach.</p> <p>Active Registration (AR): If Active Registration applies to returners then it would impact on more women than men, as women constitute approximately 75-80% of returners, however, this is in line with the gender imbalance seen in the teaching profession, where women account for 75% of registered teachers. Importantly AR is about assuring competence.</p> <p>We need to know more about how long returners have been absent from teaching. It might be possible to reduce the number of women it impacts on by increasing the “allowed break” from teaching. The figures above represent people who are absent from teaching for 1 year or more – this does include women</p>

		<p>on maternity leave – but it would be helpful to know how many of these are due to children related breaks.</p> <p>Code: A full impact assessment has been undertaken in relation to the revision of the Code of Conduct and Practice. From this, steps have been taken to address concerns expressed by some faith groups about the impact it will have on teachers with particular religious beliefs. A strategy for the dissemination, embedding and advocacy of the Code will seek to ensure that the code encourages teachers to engage with the equality aspects of the Code in support of improved equalities outcomes for children. The progress and impact of this work will be subject to monitoring and review under the arrangements for programme and project management operating in the Council and with respect to the ongoing monitoring of the Equalities and Diversity Scheme.</p>
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Teaching networks		<p>In moving to the single network the values, principles and collateral of the Achieve network will be maintained and that practices that promote equality and diversity will be strengthened through the single network by:</p> <ul style="list-style-type: none"> • ensuring all activities are underpinned by a commitment to promote equality and diversity; • widening the equality dimensions addressed; • building an enduring and distinct equality and diversity network as part of the single network with ring-fenced resources; and • ensuring that specific equality focused projects, such as promoting equality for Black and minority ethnic pupils continue to figure strongly within the single network. <p>Furthermore, as the single network represents a significant change for Council’s work, the final model and its attendant organisational implications will be subject to an equality impact assessment.</p>
Corporate governance 2012		<p>In terms of both the Governance 2012 and the ‘Who adjudicates’ programme, all recommendations that emerge from these programme will be the subject of Equalities Impact Assessments. Any revised Governance structure will be subject to an assessment to ensure that the Council framework and its processes fully meet the Council’s equality and diversity requirements. A strategic</p>

		<p>Board will require a range of skills, experience and competencies including a full understanding of the key equality and diversity considerations within teaching and learning. Whatever the final decision of the Council in amending the governance structure the GTC will ensure the structure meets all equality and diversity requirements in terms of composition and working practices.</p> <p>All Members and Additional Committee Members undertaking regulatory work receive equal opportunities awareness training and are assessed against competencies that include observation of equal treatment principles. This will continue.</p>
Website redesign		This project is now completed and is covered under progress relating to the 2008/9 year.

4.5 Member awareness and training issues

Member awareness in the area of equalities and diversity is a component within the general induction programme provided for members and is also part of the 2 day residential regulatory training programme which all members must undergo before participating in regulatory work.

Further to the member induction programme last September, the Council Secretary will review the positioning of equalities in the general induction programme. The new requirements under recent equalities legislation, including those contained within a new Equalities Bill due for enactment in 2010, mean that it may be timely to survey Members on their training needs with regards to equalities issues more broadly, in terms of their role as a Council Member, with a commitment to develop the Member training programme for 2010/2011 in the light of the survey and to identify any resources requirement as part of the 2010/2011 budget process

5.0 Financial and procurement implications

- 5.1 The funding for equalities work is integrated within service and programme budgets and is not separately identified.

6.0 Risk management Implications

- 6.1 The legislative structure within which the Council must act as a public authority is set out in 4.1.1 of this report. Failure to comply with these requirements carries significant risks in reputational terms and in terms of legal challenge. However, the Council's commitment to the aims of the legislation is at the heart of its mission with respect to the teaching profession and improved outcomes for children and young people. It is therefore vital that the Council continues to monitor and provide challenge in the achievement of the equalities priorities it has endorsed.

7.0 Equality and diversity implications

7.1 The Council's work and responsibilities in this area are covered in this report.

Appendices

- 1 Equality and Diversity Scheme: equalities priorities
- 2 Narrative of achievements 2007/8
- 3 Summary of magazine content
- 4 Website accessibility

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Date of paper sign off: 18th June 2009

Appendix 1 - Equality and Diversity Scheme – High Priority Areas

<p>Area 1: Registration</p>	<p>Recognising the high quality of data relating to age and gender, to improve the completeness and quality of data on the register in relation to ethnicity and disability such that this data is statistically authoritative, comprehensive and reliable.</p>
<p>Area 2: Regulation</p>	<p>To ensure that equality of treatment is accorded to all teachers within the Council's regulatory procedures and that any adverse impacts are identified and addressed as a matter of urgent priority</p>
<p>Area 3 Advisory</p>	<p>To ensure high impact of equality and diversity advisory work that seeks to advise Government and others on better supporting schools to meet their duties under the positive equalities Acts.</p> <p>To ensure that the Council's personalised learning advice supports the promotion of equality by gender, race and disability and that personalised learning is inclusive and benefits pupils.</p> <p>To ensure that the Council's workforce advice supports the promotion of equality by gender, race and disability, including giving high profile to the Disabled Teacher Taskforce to support more disabled teachers into the profession and to succeed in the profession.</p> <p>To ensure that the work produced by teachers through the Teacher Learning Academy (TLA) increases the practitioner-knowledge base on promoting equality in education.</p> <p>To ensure that TLA leaders and participants are from a diverse background and monitor by disability, ethnicity and gender. Take positive action to address imbalances.</p> <p>To ensure that the Council's annual survey of the teaching profession, together with related research projects and activities, is able to provide insightful evidence on how teachers' attitudes, values, aspirations and experiences over a wide range of topics may be shaped by issues of gender, race and disability and other factors.</p>

<p>Area 4: Finance and Administration</p>	<p>To ensure that equality and diversity requirements are addressed as part of the recruitment procedures for Council Members and Additional Members serving on Regulatory Committees, maintaining a wide range of representation.</p> <p>To ensure that equality and diversity considerations are an integral part of support services to Council Members and Additional Committee Members.</p> <p>To ensure that disabled access to the Council's Birmingham office is improved.</p> <p>To continue to plan and report on equalities impacts through regular monitoring reports as a part of corporate and service planning procedures as well as through service committee reporting procedures and to review and revise policies, practices and procedures accordingly.</p>
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<p>Area 5: Communications</p>	<p>Marketing and Publicity:</p> <p>To put in place measures to make GTC publications and core information available to all relevant audiences.</p> <p>To systematically gather and analyse information on who the GTC engages with through its events. Improve equality of opportunity in access to GTC events and act to address the imbalances in representation of different racial groups, people with disabilities and men and/or women.</p> <p>GTC Website:</p> <p>To improve the self service area of the website to support more complete and better quality data collection.</p> <p>To ensure that GTC website use is representative of the ethnic, ability and gender mix within the UK.</p> <p>To improve accessibility of the website, so that it is accessible to users of differing abilities and levels of equipment under industry recognised web standards.</p>
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<p>Employment</p>	<p>To ensure compliance with equality requirements through employment policies, practices and activities, in particular the integration of new requirements with respect to age discrimination from October 2006.</p>
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Appendix 2

Narrative of achievements 2007/8

Communicating with teachers and stakeholders

We set out to address a number of issues related to communications. We completed development of a 'self service' area of the website which will support more complete and better quality data collection whilst teachers access information. Aspects of the self-service area have been built to ensure that accessibility standards are high and that the language is improved. The area will be launched in September 2008.

We started the process of improving the accessibility of our website as a whole by redesigning and redeveloping the site. This has been a major project and will be available from spring 2009. The new website will aim for high functionality standards improving accessibility. We are ensuring that the current website also adheres to high accessibility standards as well as developing the 'code' for the site to allow for screen readers to work effectively where possible and appropriate to do so. There are limitations on the current website but the redesign will address these issues.

We monitored the website images to ensure that there is representation across age, gender and race and will continue to do this. We began building a library of representative images for this purpose.

We aimed to put in place measures to make GTC publications and core information available to all relevant audiences. Now all GTC publications carry a statement of their availability in a range of audio-visual formats. Translation agencies have also been sought who can provide rapid translation into key languages on request. We revised our house style with reference to RNIB guidelines and strengthened our practice in relation to visual accessibility.

Another aim we have worked towards is to systematically gather and analyse information on who the GTC engages with through its policy and communication events. As a result of this we can act to address the imbalances in representation of different racial groups, people with disabilities and women. We now collect ethnic monitoring information at all events and use a single system which correlates with the groupings on the Register. As yet, there are a low proportion of teachers who have provided this information.

Policy advice and research

During 2007-8 we established and continue to hold in 2008/09 a Race Equality Forum which includes representatives from the Department for Children, Schools and Families, agencies, unions and other national bodies, in order to address promoting equality and tackling discrimination in schools.

In March 2008 we held a successful joint national equality conference with the Equality and Human Rights Commission, to talk to teachers about equality legislation and what good equality practice looks like in school. We also intend to hold further seminars in 2008/09 for teachers to discuss what schools can do to meet the gender, race and disability equality duties and share and discuss good equality practice with other colleagues.

We published an advisory paper on better support for schools to implement the RR(A)A 2000 which includes proposals for government and others. Another of our advisory papers on personalised learning and the primary review highlighted equality issues and argued for a focus on meeting the Every Child Matter outcomes and providing preventative support for those at risk. Following on from this, we held a seminar for policymakers to consider how inequalities in personalised learning can be tackled, and various seminars to look at the equality implications of children and young people's involvement in learning.

We have commissioned research from Cambridge University on the engagement of pupils in their learning, including possible equality issues.

Our response to the DfES (as then) Fitness to Teach consultation highlighted disability issues and the need to comply with legislation. We supported the Disability Right's Commission report, 'Maintaining Standards: Promoting Equality', and we will continue to raise awareness of the need to review the existence of the *Fitness to Teach* guidance with the DCSF.

As in previous years, the GTC Survey of Teachers included a "booster" sample of BME teachers so that we could explore their views and experiences, across all the topics covered by the survey. Within the core part of the survey, which was of a representative sample of teachers, we reported on differences by gender and disability factors where these were significant. The Survey of Teachers also reported on teachers' perspectives on which groups of pupils are most at risk of underachievement and on how the education system can tackle this.

The Teacher Learning Academy (TLA) continued to grow through the involvement of TLA schools and centres, both in terms of increased numbers of teachers and percentages successfully gaining professional recognition. Key equality developments have included improving the analysis and strategic use made of participation data and about the areas teachers are choosing to focus on. With regards to the latter there is evidence of a strengthening of the equality and diversity dimension of teachers' presentations and also an increase in teachers undertaking presentations in areas that promote equality and diversity. Important for the TLA going forward, particularly as it begins its partnership with Cambridge Education, is further improving the data collection about participation and ensuring the knowledge generated through the TLA is analysed for insights into how practitioners are promoting equality and diversity in classrooms and schools and that data is shared widely. Broadening access to the Teacher Learning Academy is being addressed through increasing participation from the primary sector and changes to the eligibility criteria for NQT participation.

Supporting the equality and diversity aims of the Teacher Learning Academy has been the Achieve Network; the GTC's professional network dedicated to promoting race equality and diversity in schools. The Achieve network, through its events, bi-termly email newsletters and web resources, supported its 3,600 network members' access research and engage with other practitioners' work in relation to promoting race equality and diversity in schools. As the GTC Professional Networks move forward, there is the ambition to strengthen and broaden their role in supporting professionals promote equality and diversity across all the strands of equality and diversity with a particular focus of supporting the profession challenge underachievement amongst children and young people.

Teacher Qualifications and Registration

Good data on all equalities areas is essential if the Register is to be a source of authoritative information. We have comprehensive data on gender and age. However, we have long recognised

significant deficiencies in relation to the quality of ethnicity and disability data and that improved data in these areas is essential not only for the integrity of the register but also to progress further research on a range of issues central to addressing equalities and diversity in the teaching workforce.

We therefore set out to improve the scope of equalities and disability data by undertaking a pilot study of teachers:

- The National Foundation for Educational Research (NFER) were commissioned to analyse the effectiveness of four different mailing exercises to collect ethnicity and disability data from this sample
- Each of these comprised 1700 teachers making a total of 6,800 teachers mailed.
- In total 2014 responses were received with response rates from each mailing ranging from 24.6% to 35%

Having reviewed the lessons arising from this study, we included a revised equal opportunities monitoring form with the summer mailing of our magazine. This has produced a disappointing response (at less than 1%). Consideration is therefore being given to the timing and nature of the next equalities and disability mailing, with a view to a further mailing in the spring term 2009.

Effective delivery of regulatory casework

We undertake monitoring of teachers involved in our regulatory work in order to identify, mitigate or remove any adverse impacts. We have long been concerned by the low level of return from this monitoring (generally around 30%). Evidence suggests a higher representation of men within disciplinary casework as against the profile of the profession as a whole and, within induction appeals, a higher representation of ethnic minority teachers as against the profession profile. However, improved data on ethnic origin (and disability) is necessary if conclusions regarding these areas are to be soundly based.

Equal opportunities monitoring continues across all stages of the Council's regulatory procedures, with a view to regular scrutiny and analysis of outcomes. We have continued to report regularly to our Registration and Regulation Committee on these monitoring outcomes and have reviewed our monitoring forms to encourage a higher level of response. As at 31/03/08, the rate of return of monitoring forms by teachers in disciplinary cases stood at 36.4% for the year (compared to 37% for 2006/2007). However, in respect of total disciplinary referrals from 01/06/01 to 31/03/08, the overall return rate was 46.9% (compared to 31.8% as at 31/03/07).

In training existing and new Council Members to undertake regulatory work, we have also continued to emphasise competencies relevant to equal treatment and to monitor and feedback on the performance of Members against these competencies through our scheme for the independent observation and review of Members involved in regulatory work. In particular, in October 2007, all Council Members were invited to a simulated hearing involving professional actors, which focussed on a number of equal treatment issues and allowed for the discussion of key issues affecting fairness and impartiality at hearings. We continue to seek an equitable rotation of members undertaking regulatory work and for each committee to represent a gender and ethnic balance.

Internal working

During the year work was undertaken to align internal operational service plans with our Equality and Diversity Scheme, to ensure that planning and performance monitoring of key activities was embedded in corporate systems and provided consistent information.

The priority actions identified in our Equality and Diversity Scheme were included in the relevant operational plans to ensure that our work remained focused on these areas. Further monitoring of these actions will be undertaken during 2008/09 and we will revise our activities where appropriate in the light of the outcomes.

Managers have been briefed on the requirement to monitor priority areas which will enable results to be incorporated into formal reporting on progress as we continue to implement our Equality and Diversity Scheme.

The GTC has conducted three internal recruitment and selection workshops during 2007/08 for managers involved in the selection process. Equality and Diversity was a key area of focus in the workshops.

An equalities audit was conducted and the outcome has been communicated to the trade unions recognised by the GTC. We will continue to work closely with the trade unions. Also, having looked at our obligations in terms of ensuring staff understand equality and diversity and their responsibilities in the workplace, we began reviewing how we carry out equalities training.

As part of the election process, we ensured that publicity information was placed in a range of minority media, together with a more proactive use of a range of websites. This resulted in 10% of the candidates standing from black and minority ethnic groups.

We decided to adopt an election model for all committee places as this increased the potential to achieve a balanced representation in the new committee structure. The result has been positive and a fairly well balanced representation of interest and expertise was achieved.

We continued to maintain a central record of all corporate procedures and ensure all reports for meetings address diversity considerations. We had regard to changes in equality bodies when considering representation on the GTC Council.

We believe it is an essential part of delivering the work of the Council that Members are able to participate fully in the work of the Council irrespective of gender, age, ethnicity or disability. The Council therefore continued to provide free access to ICT systems and support to enable Members to play a full role in the Council's work. We reviewed and considered access to buildings and venues used by the Council and information was sought from Council Members about any special requirements or arrangements, including dietary needs, they may have.

We have ensured that the disabled access to our Birmingham office meets the duties set out in the Disability Discrimination Act 1995. We worked with the other tenants and building management to ensure the necessary works took place to improve the access.

Appendix 3

Summary of magazine content

Edition	Page	Title & Summary
Spring 2006	3	News item: Challenge forum News on an online forum challenging homophobia
	4	Traveller education file News on a resource file for supporting Roma, Gypsies and travellers of Irish heritage
Autumn 2006	4	Tackling inequality News on the Disability Equality Duty
	4	Book your place now Info on conferences and debates around Every Child Matters
	5	From Africa to the Lebanon An account of two teachers' experiences on the Global Teachers Programme
	6	Statements of intent Two page spread on the Children's agenda
Summer 2006	3	Taskforce scope widened News on the disabled teachers' taskforce
	6	Bridging the digital gap Two page interview with Estelle Morris, chair of the e-learning Foundation on the Equality Digital Divide campaign
	14	School's out Article on Notschool.net about re-engaging excluded pupils with learning
Spring 2007	2	Resourceful teachers News on two teaching sisters who set up a resource offering workshops in emotional well-being, anger management and social skills
	3	Access all areas News on the disabled teacher taskforce supporting teachers who acquire a disability during their teaching career
	4	Booking now News on a nationwide series of events on Every Child Matters
	10	Sans frontieres Impact teachers from the EEA are having on English classrooms
	15	Take three Article on the three GTC networks including Achieve
Summer 2007	3	Anti-racism manual News on an anti-racism manual produced by primary teachers in Nottingham
	3	Time to inspire News on the youth arm of national charity TimeBank who promote community volunteering
	3	Diversity Promotion of www.gtce.org.uk/equalityscheme
	11	Eventful times As part of an article on three key events, a report on the Achieve event featuring Sharon Foster
	16	Our plans for the year Mention of the GTC's plans for equality and diversity

Autumn 2007	3	CPD for SEN Note on new materials helping teachers working in the field of educational needs
	3	New duty for schools News piece on promoting community cohesion
	7	Fit for purpose An article on bringing Fitness to Teach into line with the new disability equality duty

Appendix 4

Web accessibility

Introduction

Web accessibility means that people with disabilities can use the web. More specifically, web accessibility means that people with disabilities can perceive, understand, navigate, interact with and contribute to the web. Web accessibility encompasses all disabilities that affect access to the web, including visual, auditory, physical, speech, cognitive, and neurological disabilities. Web accessibility also benefits others, including older people with changing abilities due to aging or experiencing temporary disability, for instance a broken arm.

The governing body for web accessibility is the World Wide Web Consortium (W3C). The W3C offers three different levels of compliance.

- Priority 1 (Single A) guidelines which all compliant web sites **must** satisfied.
- Priority 2 (Double A) guidelines which **should** be satisfied and are the EU recommended level of compliance.
- Priority 3 (Triple A).

A key feature of an accessible website is the separation of the content (the words and images that we see on the screen) and presentation (the way that these words and images are laid out) of each page. Each web page has an HTML document that contains the words and images for that page (the content), and calls up a CSS document that includes the presentation information - this CSS document is shared by all the pages on the website.

Background

The GTC redesigned website (launched on 31 March 2009) has secured a Priority 2 (Double A) level of compliance. It was evaluated by a third party company, Nomensa, during and after development to ensure that it did indeed meet this level. Priority 2 compliance was one of the project's key objectives.

Steps taken to ensure accessibility

1. **Prior to development:** the GTC commissioned an evaluation of its 'old' website prior to starting work on the new website (*GTC Web Accessibility Review*, August 2006). This was in part necessary to build the business case for the redesign but also enabled us to identify what were unique 'GTC issues' with regard to web accessibility. For instance, it was identified that a common practice was for content providers to use diagrammatic representation of complex information which were not possible for assistive technology to read – making this type of content inaccessible.
2. **Procurement:** the GTC web team made the achievement of Priority 2 (Double A) an objective of the web redesign project. This was made explicit during procurement of a supplier for the build of the

website. The GTC also stipulated the coding standards which need to be applied. In addition, one of the criteria for selection was the developer's track record on delivering accessible website for similar organisations.

- 3. Development and evaluations:** during development the evolving site was tested in several different ways to ensure compliance. The GTC commissioned Nomensa, a third party company, to evaluate the website for its adherence to accessibility standards. Tests were conducted by both humans and machines to ensure thoroughness. Feedback was acted on and an audit of decisions made related to each point of feedback was kept. The website was tested again before launch to ensure that the compliance level had been successfully achieved.

Tests were also done with real users (teachers, general public and experts) to gain additional feedback on how accessibility and usability were working together on the website.

- 4. Ongoing:** maintaining the accessibility level of the GTC website is an ongoing task. The fact that the GTC website uses a content management system and that during the redesign process attention was paid to accessibility, means maintain the compliance level has been to a certain extent been 'build-in'.

However, in the generation of new content there needs to be continuous vigilance. The GTC web team are now working to establish working practices and procedures with those teams which provide content for the web, to ensure that they understand the priority the web team place on accessibility and what implication this may have for the content they may author in the future.

The GTC web team is aware that there is a historic collection of PDFs which were produced before improvement in this format's accessibility. Going forward, we will also ensure that our future PDF output is more accessible. Alongside this, we will monitor our use of newer technologies, such as video, to make sure that we are adhering with best practice in regard to accessibility here also.

Web imagery

The need to ensure that the redesigned website was representative of the diversity within England was made explicit in the design brief presented to the website designers.

Images were selected from a number of sources:

- GTC image library – which had recently been updated from a photo-shot at London primary and secondary schools
- external commercial picture libraries - where certain groups were lacking (for example, images indicated of parents, employers).

With the exception of physical ability, the imagery on the website shows a balance of ethnic, religious and gender diversity. We found it very difficult to source images that could provide a representation of varying

physical abilities without it seeming tokenistic or contrived. We also were careful not to stereotype. Therefore, the main image on the Parents website section show a “father and daughter”, the Trainee section image is a young male.

Finally, a specific question was asked to the user group who provided feedback to the GTC web team on a number of issues throughout the development of the new website. This provided the GTC web team with additional assurance that we were travelling in the correct direction with the images we selected.

References

Guidelines and standards relating to accessibility which the GTC website adheres to:

1. *Web Content Accessibility Guidelines v1.0*, World Wide Web Consortium (W3C) Web Accessibility Initiative (Note: version 2.0 was released in December 2008, which was too late for the redesign project to adopt in its development.)
2. *UK Government website guidelines, 2002*
3. *UK Disability Discrimination Act Part III*, October 1999
4. *UK Disability Discrimination Act, Code of Practice*, May 2002

External accessibility evaluations of the GTC web site, both before, during and after redesign:

5. *GTC Website Accessibility Review*, August 2006, Cimex
6. *GTC web redesign accessibility reports*, November- January 2009, Nomensa