

## Embedding Inclusion across the wider Hub team

### Starting position

We are a large Music Hub, and at the start of our IDEA journey, all members of the strategic team completed the [self-assessment survey](#) individually. We then spent time as a team discussing our individual assessments, and the evidence linked to our assessment. This was a thorough process and gave us time to consider all areas of our work, from planning to delivery and ensured that all perspectives, experiences, and knowledge of our Hub was included in an honest and non-judgemental way. Understanding your starting point is a key part to making meaningful and impactful change.

It was clear through this initial activity that Inclusion was a regular part of planning, thinking and discussion as part of our core and strategic team, but it highlighted that the level of understanding of Inclusion across our wider tutor workforce was unclear, and the link between understanding and practice was inconsistent.

Our vision and goal has been that inclusive practice is embedded across the Hub and therefore it was a justifiable concern that Inclusion was still seen as a type of work that some tutors do, rather than an essential part of working with young people.

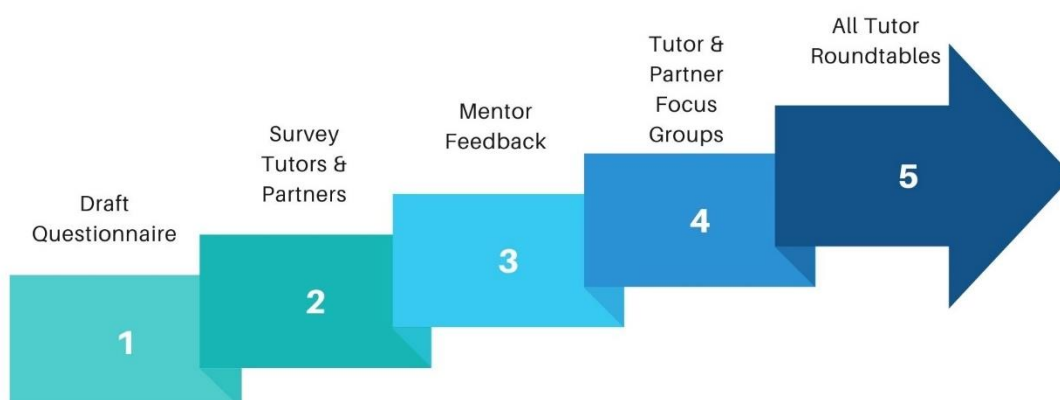
### Plan

We discussed potential methods of clarifying key inclusion terminology across a large workforce, and developing inclusive practice, both within our core team and with our mentor, [Phil Mullen](#). We were clear that there was no 'solution' but that we needed to identify activities that centralise the importance of Inclusion for all, and would bring everyone on a journey together, opening dialogue between different parts of our workforce.

We agreed on producing an Inclusion Charter that would clearly set out what we believed about Inclusion and the positive actions we aim to take as an organisation and as individuals to promote it.

Our target was to highlight the importance of Inclusion to all core team and tutors, start the conversation about what actions everyone can take to be more inclusive, and collaborate to create a document that could be used as part of quality assurance and developmental conversations, and in planning in the future.

## Approach



We created the Inclusion Charter iteratively and in consultation with Tutors and Partners.

We drafted a survey of open-ended questions such as ‘What does Inclusion mean to you?’ and ‘What limits you (as a practitioner) from working more inclusively and diversely?’. We went through these questions in detail with Phil Mullen and questioned ourselves on what information we were looking to get from each question.

The survey was then sent to our workforce of around 220 tutors as well as around forty partners inviting them to answer our questions with a two-week deadline to respond.

To encourage responses, we sent personalised emails to all our partners and those tutors that we knew had experience in working in settings such as a Pupil Referral Unit (PRU). We also sent email reminders and invited some local managers to contact the tutors in their area.

We received twenty-seven full responses from tutors and partners which could be used to inform this work, it was helpful to have both the tutor and partner response. As the questions were open, this gave us a broad range of responses and rich content to explore. We reviewed all the responses and grouped them into three areas:

- **We believe** – the fundamental principles and beliefs about Inclusion and the benefits of an Inclusive approach that were coming through in the responses.
- **We aim to** – positive actions that practitioners and core team members had taken to make the music education we provide more inclusive.
- **This should lead to** – long term goals of being an inclusive organisation and the reasons why we would all want to make the effort.

We arranged our findings into a document that we shared with partners and tutors who had expressed an interest in participating in Focus Groups regarding the Charter. We held two tutor focus groups and one partner focus group. The activity of the focus groups was to go through the Charter line by line, editing and adding content where new thoughts and reflections came up. These sessions gave a detailed insight into any unknown assumptions we had made and resulted in the first version of an inclusion charter that we were happy to start circulating more widely.

The focus of our annual tutor training day for our workforce was on Equity, Diversity, and Inclusion (ED&I). We were fortunate to have [Sam Stimpson](#) to provide a keynote speech which inspired our

tutors to question their own practise and reflect where they could take more positive action around ED&I. We then spent an afternoon in round tables discussing each section of the Charter and gaining valuable feedback from the whole workforce.

The feedback was collated and the final version was published ready to be used for tutor mentoring visits and partner collaboration to inform an aspirational, gold standard approach to music education.

## Learning

- Going through the process iteratively and with an open mind was key as even when we thought the Charter was in its final draft and strong, there was still editing we could do to make it more concise following the tutor feedback at the training day.
- We had unrealistically high expectations about what the response rate would be on our survey. Our mentor was helpful in managing those expectations and targeting what a reasonable response rate would look like to make sure we had listened to as many tutors as possible.
- It was useful to consider different levels of awareness Tutors might need to have of equitable, diverse, and inclusive practises depending on the type of work they were delivering. This meant we could consider different journeys of awareness, understanding and ownership that different tutors may have.
- Talking the survey through with both Phil Mullen and Sam Simpson, we changed the title of the charter from Inclusion Charter to ED&I Charter as this reflected the scope and breadth of what we were trying to cover.
- Establishing open dialogue with our tutors, they felt more comfortable to come forward with additional support they may need from us to develop their practise and delivery.

## Next Steps

- The ED&I Charter will be circulated amongst all our tutors and partners, and it will form part of our Tutor and workforce Induction programme.
- We have plans to collaborate with specific partners to identify ways the ED&I Charter can support them in developing their inclusive practise.
- We are evolving our Quality Assurance Framework to include specific references to the ED&I charter so that it is consistently discussed by our workforce and becomes part of our regular, ongoing mentoring programme.
- We have training planned to upskill our middle leaders in using the framework in their 1-to-1 sessions with their local tutors.
- We have a session planned as a core team to identify actions we can take to move further along our IDEA journey.