

Guidelines for identifying discrimination

It is essential that educational environments be sensitive to the fact that discrimination on the grounds of an aspect/s of an individual's social identity may be taking place. An essential part of this identification should be to monitor our practice and to respond positively if we identify potential patterns of discrimination.

The following questions may be considered as part of monitoring:

- § How is access to the whole curriculum ensured for all learners/trainees?
- § How are decisions on curriculum and on options and career choices reached by learners/trainees?
- § Is access to any extra-curricular activity limited for certain groups of learners/trainees?
- § Do lesson content and/or teaching methods tend to disadvantage certain learners/trainees in any areas of the curriculum?
- § What is the basis of differential expectations regarding the behaviour and/or academic success of individual learners/trainees?
- § How do staff and trainees talk to one another?
- § What is the basis for any variation in the way in which the policy on discipline, reward and punishment is applied?
- § Do the forms of assessment and recording used disadvantage some learners/trainees?
- § To what extent does the institution cater for the different cultural and religious traditions among learners/trainees on dress, diet, behaviour etc?

What action is taken to encourage positive attitudes towards matters of cultural diversity, ethnicity, gender, special needs and disadvantage?