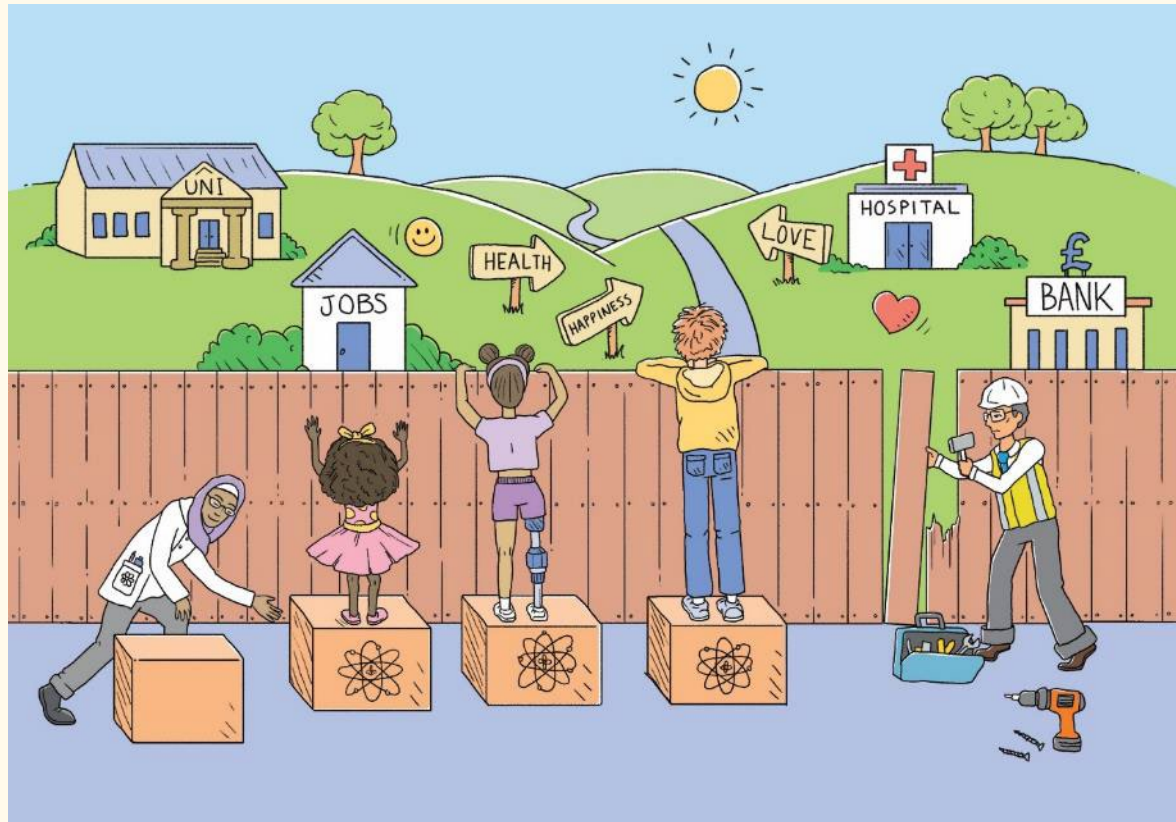


Using the Equity Compass

Jo Moore – jo.moore@pstt.org.uk

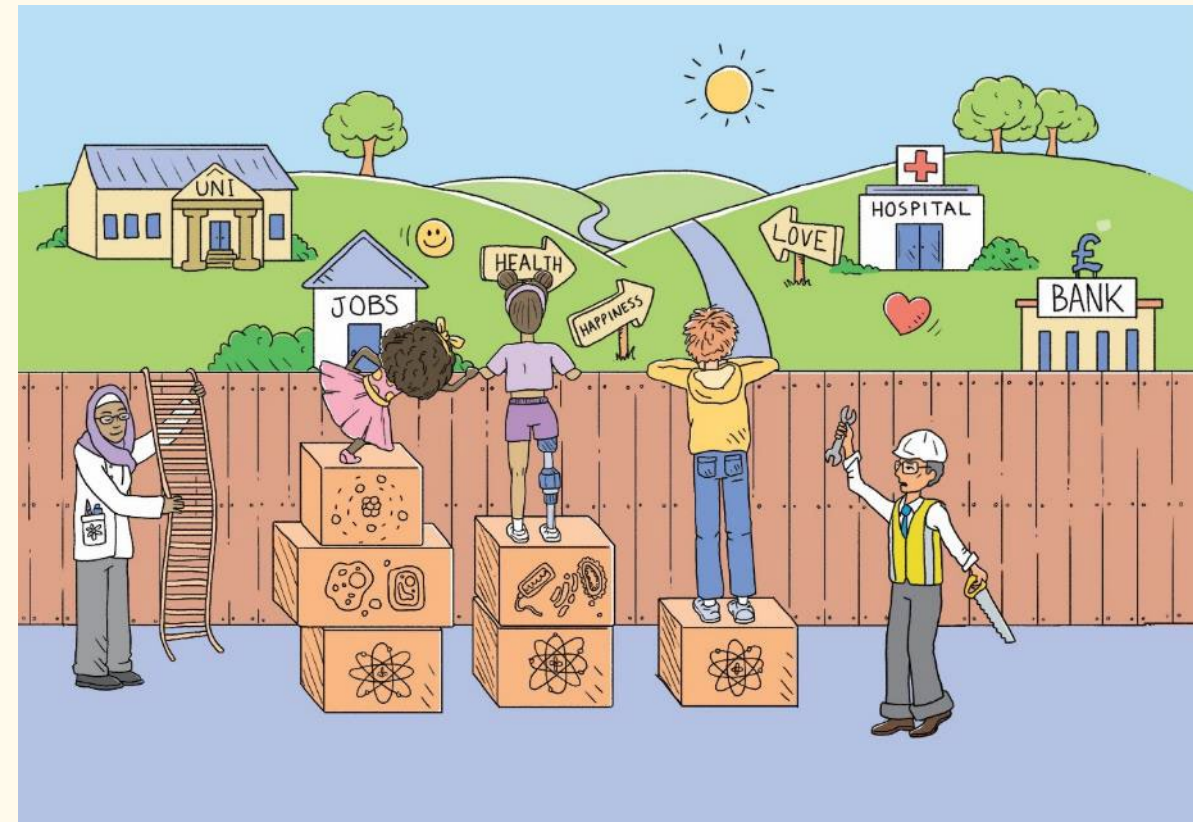
Ruth Shallcross – ruth.shallcross@pstt.org.uk

Equality, Equity or Social Justice?



EQUALITY

"I treat everyone the same"



EQUITY

"I differentiate and give more to those who need more/are most disadvantaged"

Equality, Equity or Social Justice?



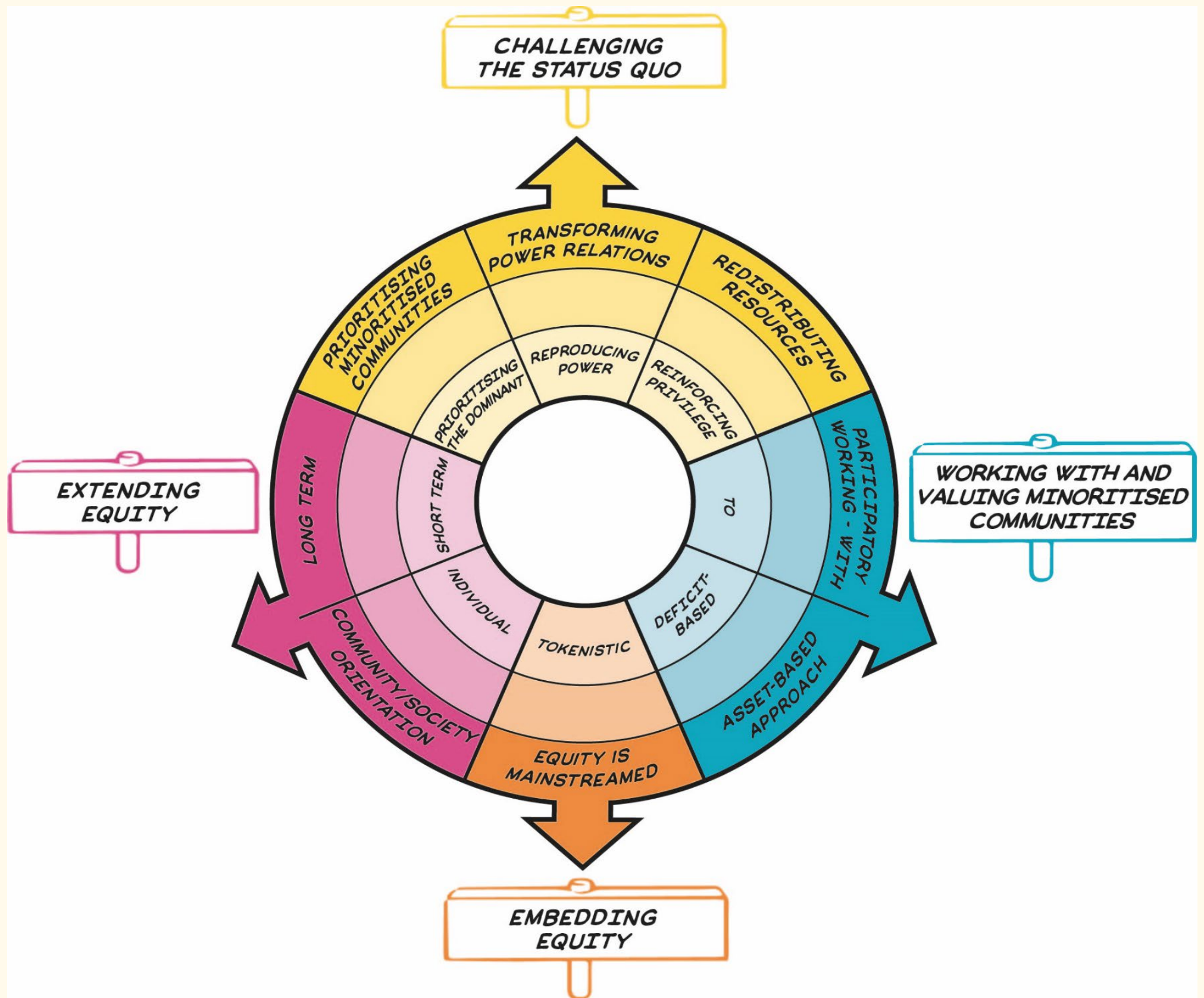
SOCIAL JUSTICE

“I try to change the things in my practice (and wider life) that create and maintain inequalities.”

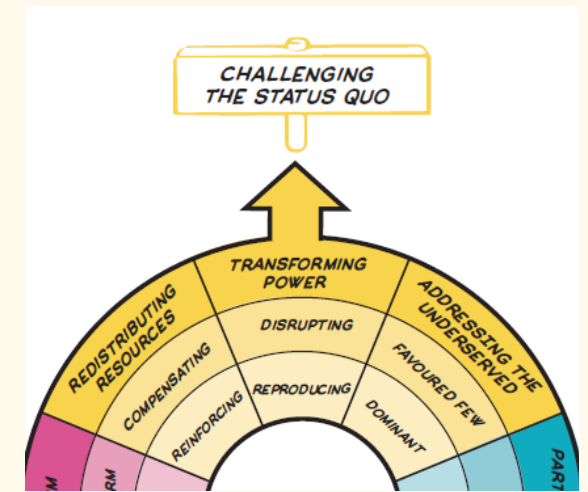
Your school's practice

Thinking about your current school, or the last school you taught at, which approach do you think best describes the school ethos?

The Equity Compass



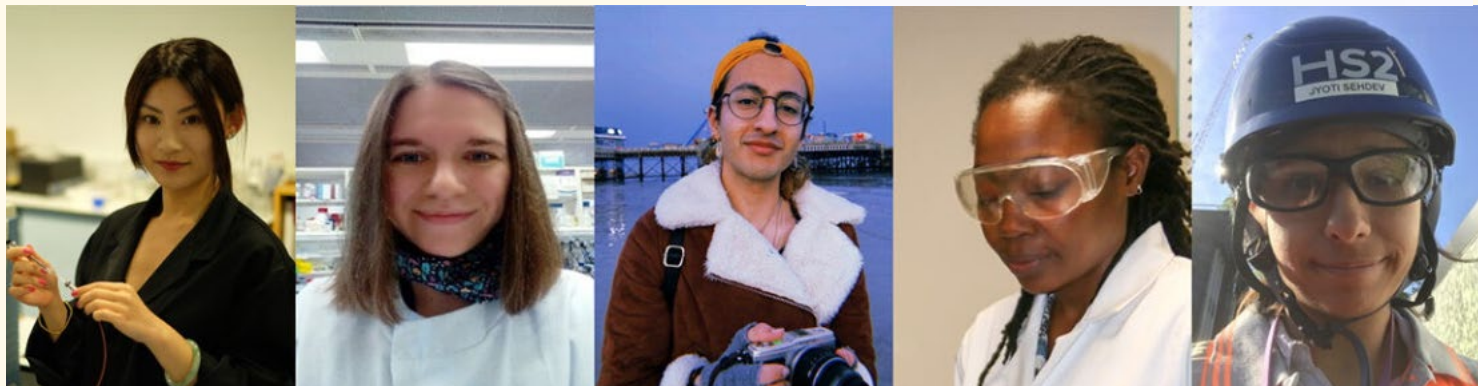
Challenging the status quo – questions for educators




Transforming power relations

- Does the learning experience challenge injustice e.g. racism, sexism, ableism, class and LGBTQI+ prejudice?
 - images/profiling of scientists
 - contexts
 - whose science

A Scientist Just Like Me





Challenging the status quo – questions for educators

Transforming power relations

How are you grouping your children?

Which children have a voice in science lessons?

Challenging the status quo – questions for educators

Redistributing resources

- Are opportunities predominantly directed at more privileged students, thereby reinforcing privilege?
 - asking students to bring things into school
 - asking children to do activities at home
 - science ambassadors
 - opportunities for higher attainers
 - students from the dominant group

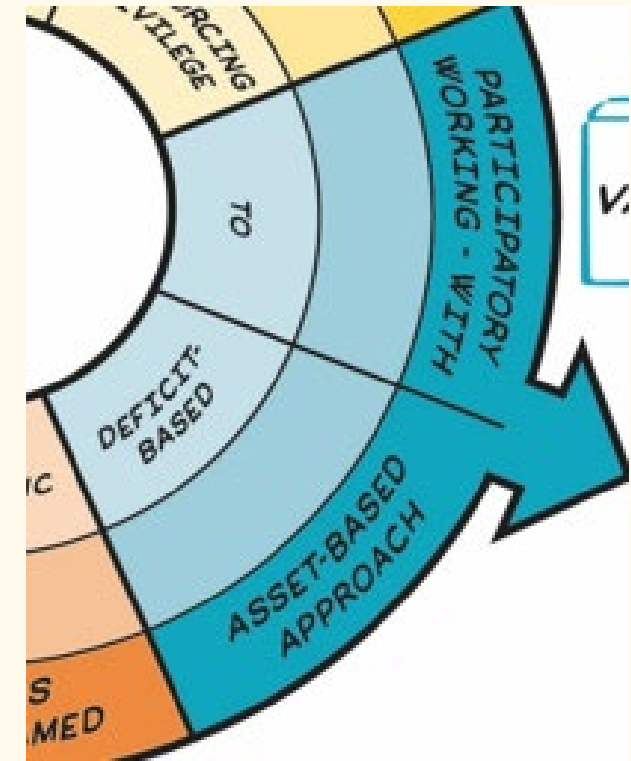
Challenging the status quo – questions for educators

Consider your curriculum

- Which scientists are visible to the children? Do these representations challenge stereotyped assumptions?
- What are the dynamics of your classroom? Whose voices are heard and experiences represented?

Working with and valuing minoritised communities

- How participatory is your teaching curriculum?
- Is the practice being done 'to', 'for' or 'with' children?
- Are the children valued partners?
- Are some children's knowledge and experiences more valued than others?
- Are minoritised children treated in deficit terms – lacking information, aspiration or interest?
- Is there an assets approach where minoritised children's knowledge, identities and resources are recognised and valued?



Is the practice being done 'to', 'for' or 'with' children?



understand magnetic forces
work at a distance.

Are children valued partners?

- Who decides how the children show what they have learnt? Can the children choose sometimes?
- Who decides what the children investigate?
- Do the examples you give reflect your interests and experiences or those of the children in your class?



Are children valued partners?

Our questions about keeping healthy

What is the right diet for a kid?

Tyler

What makes vegetables healthy?

Lenarda

Is the gym necessary for kids

Ronni

Can you be too healthy?

Habeebah

How much sugar are we allowed?

Abdullahi

What will happen if you keep on eating junk food?

Kyla

What would happen if you ate fast food every day?

Why is sleep healthy?

Jasmine

Can you die from no sleep?

If you are overweight are you unhealthy?

Kitty

Could you die from too much fruit and veg?

How do you know if you are overweight?

Nazifa

If you eat healthily how does your body change?

Eizaaz

What happens if you do exercise all day, all the time?

Samiul

How many sweets should you have a month?

Shumaylah

What will happen if you use an inhaler when you don't have asthma?

Shumaylah

What is wrong with burger and chips?

Casey

Are some children's knowledge and experiences more valued than others?



Valuing children's experiences and knowledge

What could you do in a lesson to value minoritised communities?

Pick a topic in your breakout room and brainstorm ideas.

- Food chains with young children?
- Dissolving?
- Healthy diet?
- Local habitats?

Starting with the child – food chains



STEM Experience

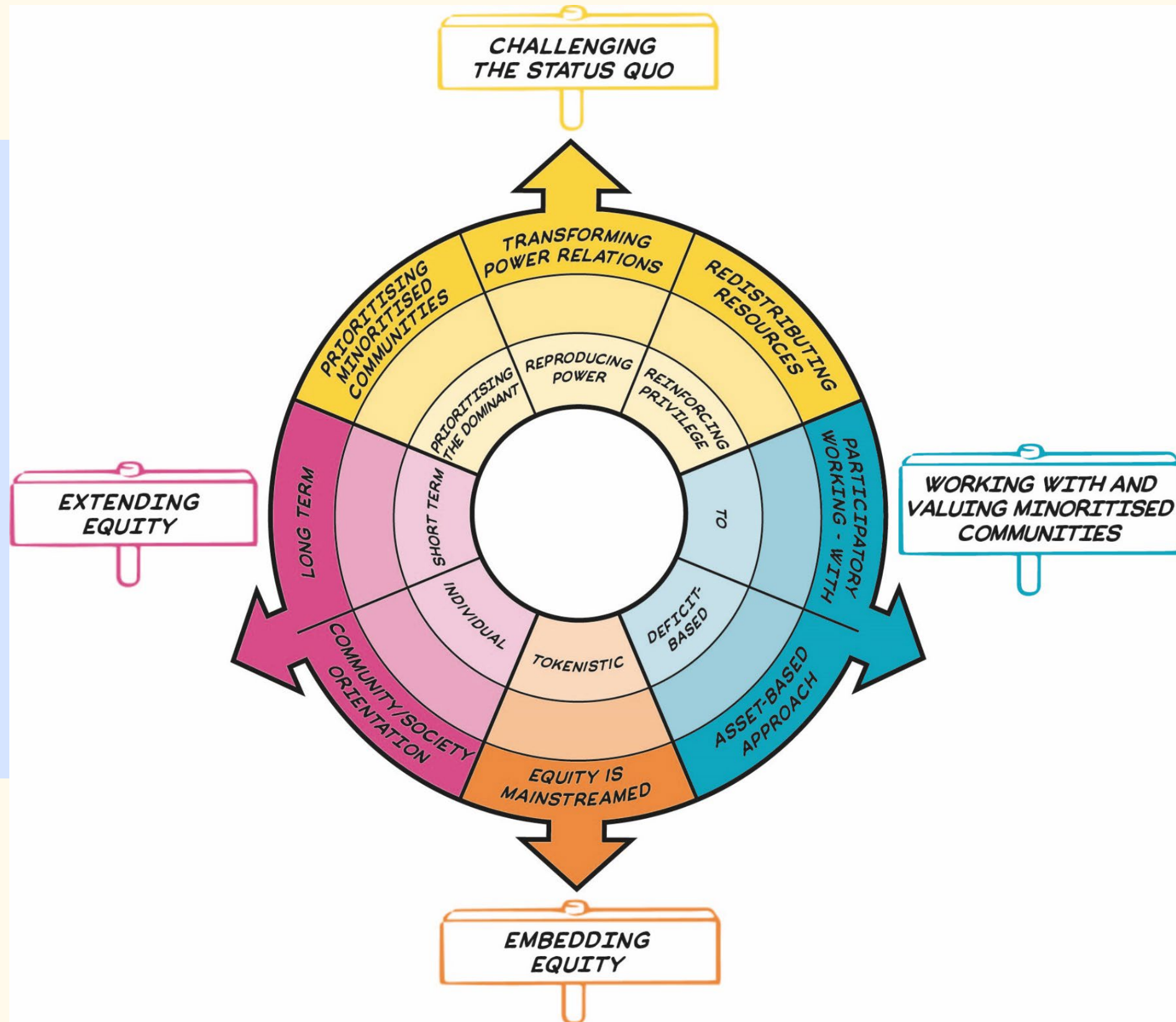
- Whole day engineering event aimed at primary pupils
- Talk from a nautical engineer
- Talks about his job and shows a PowerPoint of warships he has designed
- Asks hands up questions of the children 'Who has been on a ship?'
- Asks the children to 'Think about the kind of car your father drives'.
- Activity is to draw a design for a ship.



STEM Experience

What do you consider to be the positive/negative aspects of this experience for the children?

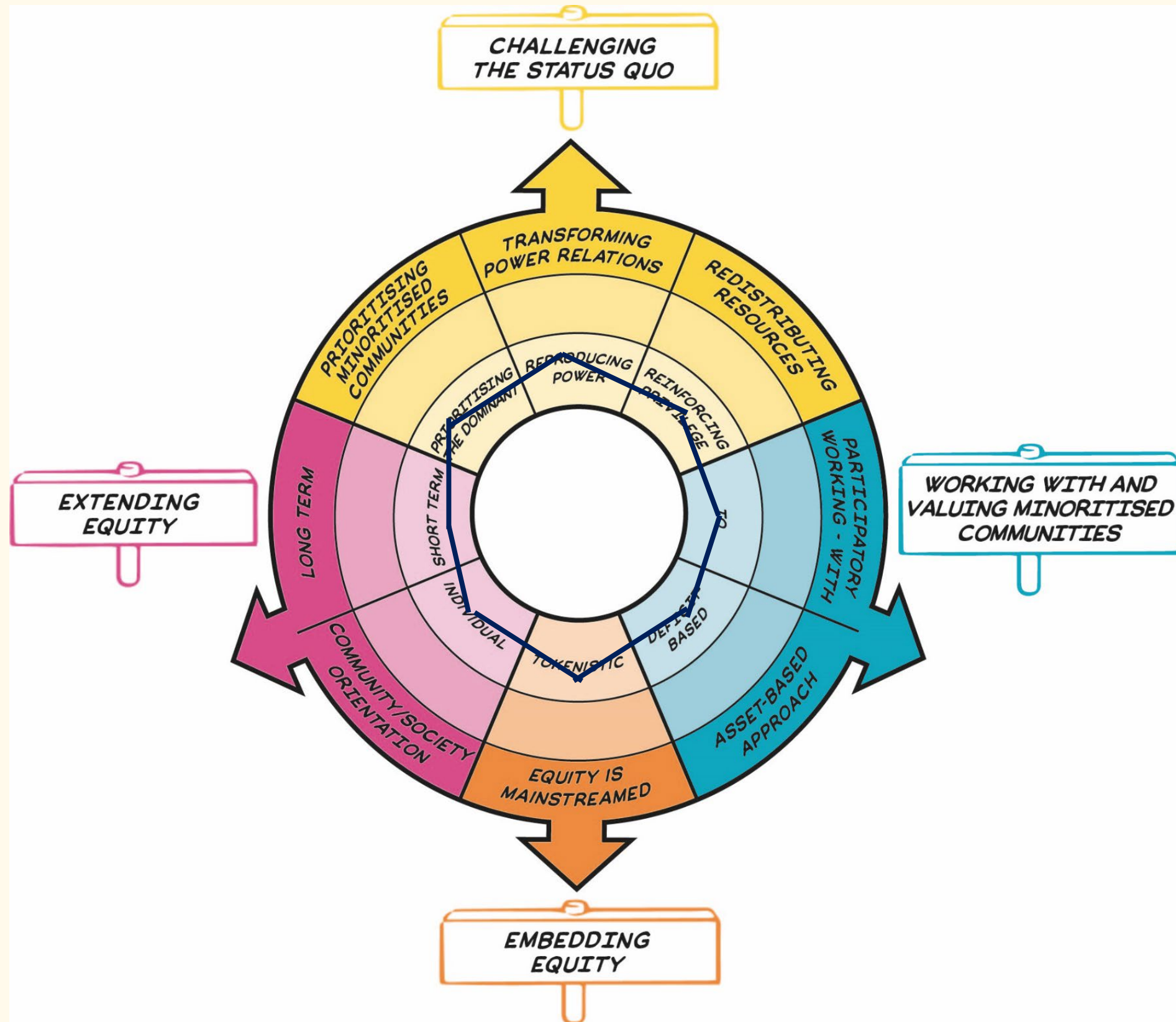
Where would you plot the experience on the Equity Compass?



STEM Experience

- **Positives:** the children learnt something about an engineer role; met a STEM professional; non-routine learning experience
- **Minus points:** limited engagement from children; reinforced stereotype of white male STEM professional; reinforced rather than disrupted existing, dominant power relations; children not given agency

STEM Experience



Further Learning

Introduction to the Primary Science Capital Teaching Approach online course

Online sessions 4 – 5 pm

12th March

16th April

30th April

4th June

18th June

2nd July

<https://pstt.org.uk/events/>



What is your next step to further challenge the status quo in primary science in your setting?

Resources

- [2-minute Equity Compass animation](#)
- [Editable Equity Compass worksheet](#)
- [Teacher edition](#)
- [Glossary of terms](#)