

# The Meaningfulness of a Diverse Teaching Force

A blog written by **Cathleen Joyce** for the **Trinity Inclusive Curriculum Project**

Throughout my studies, I did not see myself represented in the university in terms of teaching staff or fellow students.

I was the only Traveller student in my class, and there was only one person from an ethnic minority among the staff.

Here I want to talk about **how important this one person having to represent me and be a role model for someone like me was.**



There are few spaces where I feel I belong and, in many spaces, I feel afraid to speak out because I fear I will be discriminated against.

I do not mean that women, or people from ethnic minorities or with disabilities, should be added to staff as tokens for diversity, but that the College should make more of an effort to support such individuals and communities.

Early on in my college days, I remember a class led by a staff member from an ethnic minority. There was a debate related to the Travelling Community. At that time, I wasn't confident to speak up for myself.

However, in observing her and with her encouragement, I gradually found my voice and learned how to use it to assert myself.

We all like to see ourselves wherever we go, to know we fit in, that we belong. If I saw someone from my background, or who came from a similar background, I wouldn't have felt so alien. It goes beyond words... I cannot express how big a deal it was for me to meet a fellow Traveller who was a primary school teacher. I had never met a Traveller who was a teacher before. To see myself represented in such a profession was so uplifting.

**I call upon Trinity – and all universities – to continue to work towards a more diverse and all-inclusive teaching body.**

