

Theme 2: Teaching and learning

		On Track	Focus Here	Medium Term
1	Does your setting have a whole school/college approach to using the curriculum proactively to intervene in how racism is produced?			
2	Which subjects currently reflect global influences? Does history include age appropriate lessons on the history of Britain, to include slavery and colonialism? (See box below on Migration and the Hostile Environment for resources)			
3	Which subjects include the positive contributions of Black people through history and in contemporary society?			
4	Has there been any discussion of 'Decolonising Education'? (See box on page 15)			
5	How are teachers and pupils involved in reviewing and evaluating curriculum plans, schemes of work and lesson content with the goal of improving their relevance to multicultural Britain?			
6	How does the approach to teaching and to assessment enable Black pupils to have high expectations? How can you empower Black pupils to feel comfortable about aiming high?			
7	What improvement can be made to CPD to develop and build anti-racist practice? Where are the opportunities to talk and think about the hidden ways that the inequalities of 'race' and ethnicity play out in the classroom and affect children's learning?			
8	How are schemes of work peer reviewed for equalities content?			
9	How could you build in time for colleagues to talk together about the impacts of stereotyping? How is racism experienced differently by boys and girls, or by pupils that might identify as LGBT+?			
10	Could you use the concepts of global citizenship education to empower young people?			

How can the concept of global citizenship be helpful to engage your students?

Global citizenship education provides a chance for young people to reflect on their roles and responsibilities regarding issues of equality and justice in human development – individually, locally and globally.

This is not an additional subject area but rather an overarching approach to classroom practice that is best embedded across the curriculum (core, extra and hidden) and life of the whole school and its community.

The UNESCO framework for Global Citizenship Education (2018) has 3 dimensions: -

- a) Cognitive: supporting pupils to acquire knowledge, understand and develop critical thinking skills to analyse and assess global issues and the interconnectedness and interdependency of countries and different populations
- b) Socio-emotional: supporting pupils to have a sense of belonging to a common humanity; sharing values and responsibilities, sharing empathy, solidarity and respect for differences and diversity
- c) Behavioural: supporting pupils to act responsibly for a more peaceful and sustainable world