

Juniper Green

PRACTICE WORTH SHARING

CHILDREN'S EXCEPTIONAL UNDERSTANDING ABOUT EQUALITY AND DIVERSITY

THE AIM FOR OUR SCHOOL IS FOR IT TO BE A PLACE WHERE EQUALITY AND DIVERSITY IS VALUED, VISIBLE AND RESPECTED. IN ORDER TO ACHIEVE THIS, WE SPECIFICALLY FOCUSED ON THREE AREAS OF DEVELOPMENT: PROFESSIONAL LEARNING FOR ALL STAFF, CREATING A CURRICULUM THAT IS FIT FOR PURPOSE AND ENCOURAGING GREATER PARTICIPATION IN SCHOOL LIFE OF FAMILIES FROM ETHNIC MINORITY GROUPS.

THROUGH PROFESSIONAL LEARNING, OUR STAFF MEMBERS FOCUSED ON SELF-SCRUTINY AND NOTICING OUR OWN BELIEFS AND UNCONSCIOUS BIASES. IN ORDER TO BECOME MORE RACIALLY LITERATE, WE WORKED TO BECOME MORE CONFIDENT IN OUR USE OF CORRECT TERMS.

WE ALSO EXPLORED THE WORK OF RUDINE SIMS BISHOP AND THE CONCEPT OF 'MIRRORS, WINDOWS AND SLIDING GLASS DOORS'. IT REMINDED US OF THE IMPORTANCE OF MAKING SURE THAT REPRESENTATION OF ALL OUR LEARNERS IS REFLECTED IN THE CURRICULUM. OUR STAFF EQUALITIES GROUP WORKED TOGETHER TO CREATE A CURRICULUM THAT IS FIT FOR THE PURPOSE OF THE LEARNERS IN OUR SCHOOL. IT HAS NOT BEEN ABOUT CHANGING OUR CURRICULUM ENTIRELY, BUT PROVIDING OPPORTUNITIES FOR THE LEARNERS IN EVERY CLASS TO SEE THEMSELVES.

INSPIRING EQUALITY

THE WORK WE HAVE UNDERTAKEN HAS BEEN INSPIRED BY A NUMBER OF DIFFERENT SOURCES, INCLUDING:

PROFESSOR ROWENA ARSHAD'S KEY NOTE ADDRESS AT AN INTO HEADSHIP COURSE AT EDINBURGH UNIVERSITY;

JACKY LUMBY & MARIANNE COLEMAN'S WORK ON 'LEADING FOR EQUALITY'; AND

KALWANT BHOPAL'S 'WHITE PRIVILEGE – THE MYTH OF POST-RACIAL SOCIETY'.

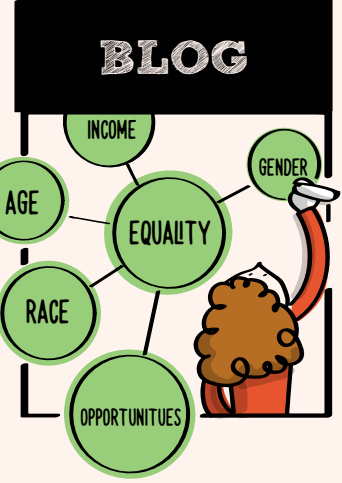


ALEXA POPE, HEADTEACHER

A LASTING IMPACT

THE IMPACT OF THE WORK WE HAVE UNDERTAKEN HAS HAD A FAR-REACHING EFFECT ON OUR LEARNERS, STAFF AND THE WHOLE SCHOOL. FOR LEARNERS, THEY NOW KNOW THEIR RIGHTS AS OUTLINED IN THE UNCRC, HAVE BETTER RACIAL LITERACY, AND ARE ALL VISIBLE, VALUED AND RESPECTED. PUPILS CAN NOW SEE THEMSELVES REPRESENTED IN THE CURRICULUM AND THE RESOURCES THAT WE USE IN OUR SCHOOL. WHAT'S MORE, THE WORK WE HAVE DONE HAS EMPOWERED OUR LEARNERS TO IDENTIFY RACISM AND CALL IT OUT WHEN THEY SEE IT.

OUR STAFF HAVE DEVELOPED CONFIDENCE IN THEIR OWN PRACTICE AND HAVE A GREATER UNDERSTANDING OF RACIAL LITERACY AND THE DIVERSITY WITHIN OUR SCHOOL. FROM A PROFESSIONAL LEARNING STANDPOINT, THEY HAVE BEEN ABLE TO QUESTION THEIR OWN BELIEFS AND HOW THIS AFFECTS THEIR LEARNING AND TEACHING.



PRIMARY SCHOOL

