



Nuzhat Uthmani
Primary Teacher, Glasgow
EIS BAME Network

@NUthmani
@BameEis
@GCEducationScot

Main Themes:

- **Making voices heard**
- **Decolonising the Curriculum**
- **Moving forward**

Let's be honest – We've been here before...

How many times do we have to tell our stories before something is done?

Nothing has changed in the last 30 years, why will it change now?

Be careful of tokenism. Diversity is not a passing trend!
@educatormissm

What is inclusion in this context?

My white colleagues are happy to talk about inclusion, but not when I bring it up.

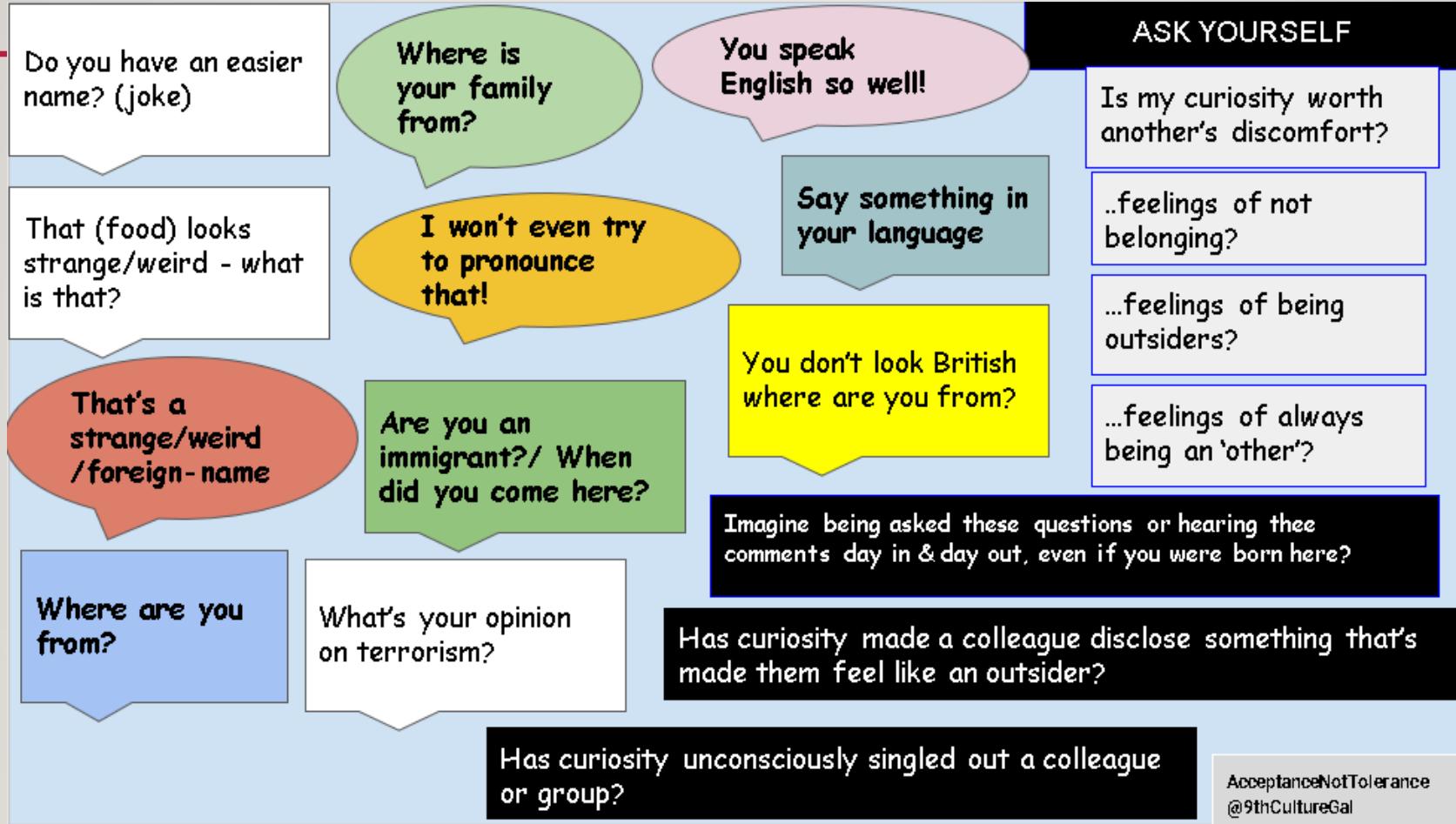
Equality

I feel I am constantly overlooked to lead projects for staff less experienced than me.

We are equally qualified as our white colleagues, but we are too often viewed through the lens of ethnicity.

Inclusive Culture & Importance of Language

**Every day
Microaggressions**



AcceptanceNotTolerance
@9thCultureGal

TOWARDS CULTURAL COMPETENCY (REF DAVID ESTE, U OF CALGARY SCHOOL OF SOCIAL WORK)

I acknowledge that ONE cultural norm - usually that of the dominant culture - is not that of everyone and I need to be mindful of not imposing mine on others.

I don't have to know about every single culture in the world but I have to accept that there are cultural norms outside of my own worldview that are not inferior/ weird/ strange/ foreign - just different, unknown to me, and yet to be discovered.

I ensure that biases/stereotypes are not determining factor in my interactions & acknowledge that I have a lot to **Unlearn & **Re**learn.**

Compiled by @9thCultureGal



What is the experience of our members?

My name is regularly mixed up with the other Asian lady.

I feel isolated in my local authority, with no other minority faces I can identify with.

Many BAME teachers leave the profession when they see the system doesn't support them.

Interview feedback seems contrived and not genuine.

Racial bullying is often not recorded in my school – forget recording it for staff!

I'm over qualified yet side lined for promoted posts.

There are undertones of racism throughout the system.

If I raise concerns I am made to feel like I am being aggressive.

What questions do our members have?

Many organisations are holding these awareness events – what action points and reviews are being set up?

How will true change happen if the leaders that hold the power lack diversity themselves?

Decolonise the Curriculum

**@GCEducationScot
@NUthmani**

How Diverse is your teaching?

Are you an inclusive teacher?

“I’m not racist – I treat all my pupils equally!”

REALLY?

“We encourage diversity through celebrating cultural events!”

Do you study the values of celebrations to your pupils, their lives, and the **WHOLE community?**

“We hold a variety of themed cultural events!”

Diversity Week 2020



What happens after the end of that themed week? How do you continue to embed it in daily teaching and learning?

“We treat all our pupils equally!”

TOKENISM does not encourage GLOBAL CITIZENSHIP.

Do you include the heritage & backgrounds of all pupils in your lessons, resources, language?

**"We hold
Black History
Month!"**



**"I'm definitely
going to teach
about slavery and
Britain's part in
the slave trade!"**

**Stand alone days, weeks,
months are not required
when you successfully
embed diversity across
your curriculum!**

**Yes they do!
What does that mean
in the classroom?**

**Is that all you will
teach? Be careful not to
stereotype an entire
community.**

**Include the
contributions of
black lives to
science, art, politics
etc.**

Caution



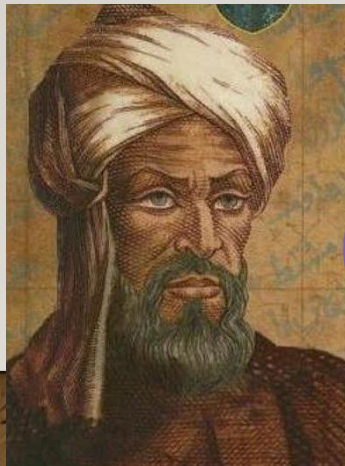
What is decolonising the curriculum?



The curriculum was designed to celebrate the successes of the British Empire.

Our very Euro-centric curriculum denies knowledge of achievements and contributions of other parts of the world.

Our curriculum fails to teach the impact left on the colonies that the successes were built upon.



Our curriculums celebrate the achievements of European thought, without acknowledging the origins of that thought.



Embed global citizenship education across the curriculum.

HOME BLOGS PRIMARY RESOURCES SECONDARY RESOURCES NEWS FEED PROFESSIONAL DEVELOPMENT

RECOMMENDED LINKS

GLOBAL CITIZENSHIP EDUCATION



17/06/2020
by Mrs Uthmani
1 Comment

Hello world!
Welcome to the Global Citizenship Education site. The aim is to bring together a variety of resources and links to help teachers successfully embed the

23/8 INTERNATIONAL DAY FOR THE REMEMBRANCE OF THE SLAVE TRADE

25/8

SEARCH

August 2020
M T W T F S S
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31
» Jun

Global Citizenship - An Interdisciplinary Approach in Primary School Curriculum

13 CLIMATE ACTION

7 AFFORDABLE AND CLEAN ENERGY

6 CLEAN WATER AND SANITATION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

<https://blogs.glowscotland.org.uk/gc/globalcitizenshiped/>

A One Stop Shop for Global Citizenship & Anti Racist education.

World War II & The British Indian Army

Social Studies focus – Considering the contribution of the British Indian Army in WW II.

Learning context:

- Alongside the usual teaching of World War II, use the resources of <https://www.colourfulheritage.com/projects/schools/> to study the British Indian Army.
- Highlight the numbers that were involved and the specific role of Force K6 who were stationed in Scotland after surviving Dunkirk
- Encourage pupils to think about their lives post war and how this was same or different to Scottish veterans
- Encourage discussion around why their stories are not commonly known.

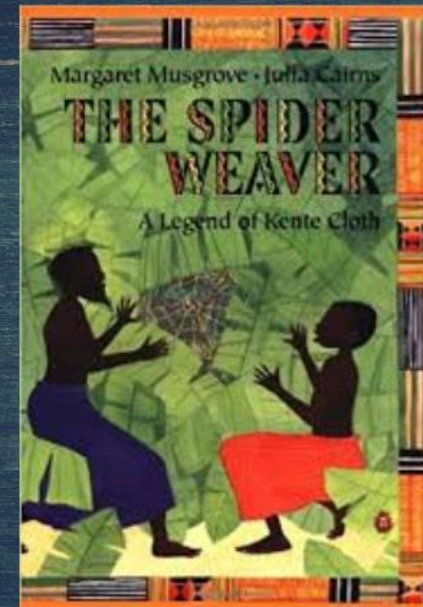
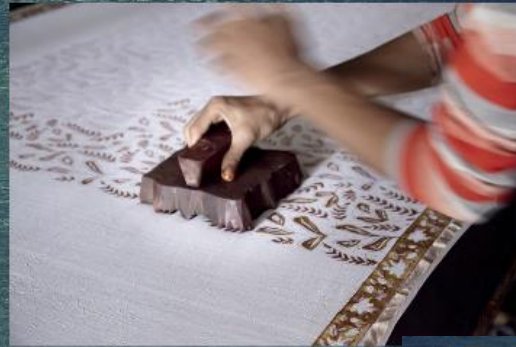
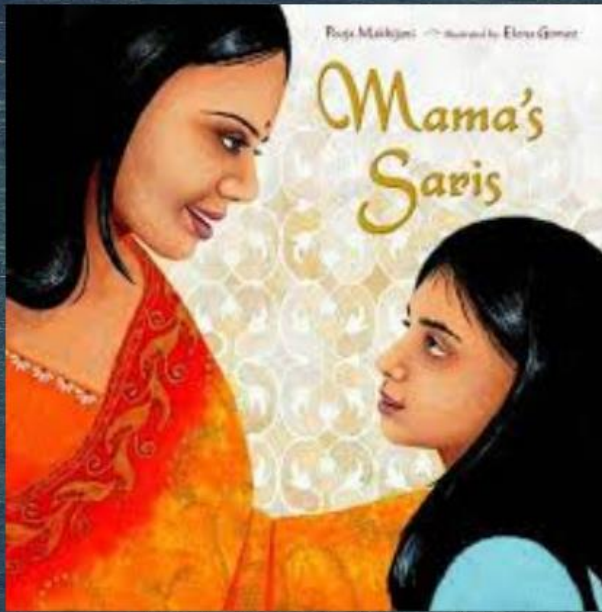


Includes lesson planners to help embed values of diversity and sustainability into daily teaching.

Focus: World War II & The Indian Army			Stage: Second Level
<p>Mathematics</p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</p> <p>AMN 2-205</p>	<p>Literacy</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>LIT 2-040</p> <p>I am learning to use language and style in a way which engages and/or influences my reader.</p> <p>ENG 2-270</p>	<p>Social Studies</p> <p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-070</p> <p>I can discuss why people and events from a particular time, in the past were important, placing them within a historical sequence.</p> <p>SOC 2-060</p>	
<p>Expressive Arts</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts.</p> <p>EKA 2-050</p> <p>@GCEducationScot</p>	<p>Learning Context</p> <p>Social Studies: World War II</p> <p>Global Citizenship Focus: Contribution of the Indian Army</p>	<p>ICT and Technologies</p> <p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.</p> <p>TCH 2-050</p>	
<p>Religious and Moral Education</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.</p> <p>REL 2-055</p> <p>(consider the needs of the British Indian Army veterans – where they treated fairly? Why is there so little awareness of their contribution?)</p>	<p>Health and Wellbeing</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individual equality and is a welcoming place for all.</p> <p>HEW 2-100</p> <p>Sustainable Development Goals</p> <p>SDG 16: Peace and Justice</p>	<p>Focus for Assessment</p> <p>SAY: Present a ppt comparing the stories of two veterans, one Scottish and one Indian who settled here after WW II.</p> <p>ASSE: Create your own crest for a joint Scottish and Indian Army.</p> <p>ASSE: Write a diary entry for an Indian soldier who was brought to Scotland after being rescued in Dunkirk.</p> <p>ASSE: Conduct an online survey to investigate what awareness the wider school/community have of the contribution of the Indian Army. Participate in a debate arguing for and against a motion about the contribution of the Indian Army to the world war effort (Pupils can pick the specific context for this, based on what they have learned)</p>	

Using diverse examples across the Curriculum

**Learning
about fabric
patterns in
Art & Design**



Diversity in Toys



**Representation
Matters!**

Diversity in Resources

**Important for all
groups to see each
other represented
across normal life.**

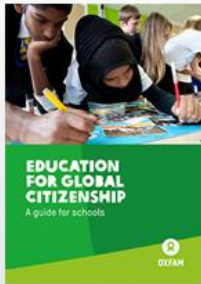


Recommended Links

@NUthmani

<https://blogs.glowscotland.org.uk/gc/globalcitizenshiped/recommended-links/>

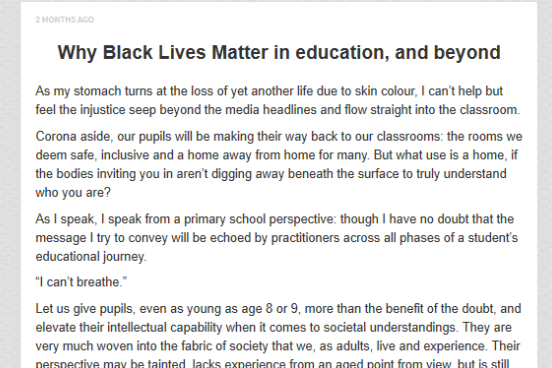
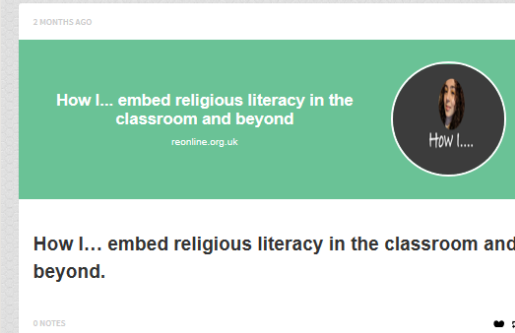
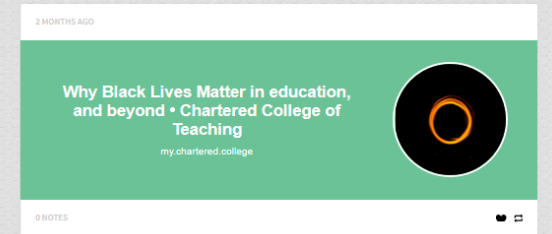
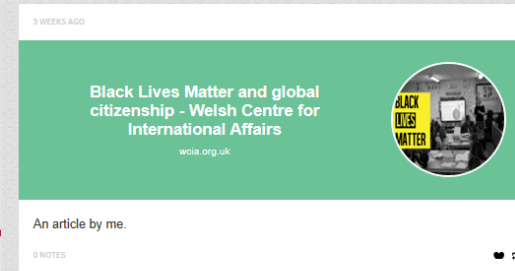
Who can help me? How can I learn more?



[No-outsiders Everyone Is Welcome in Our School](#)
[National Geographic Kids](#)
[BBC Bitesize](#)
[UNESCO World Heritage List](#)
[UNHCR Teaching about refugees](#)

[Tour the World - Official Music Video](#)

[Jetpunk Countries of the World Quiz](#)



<https://northafricanus.com/>

I've learned a lot about Gypsy Roma Travellers from:

[@therroneil](#)

[thestoryteller - Home page](#)

[Gypsy Roma Traveller History Education Pack](#)

[Friends, Families and Travellers](#)

Moving forward!

USUALISE the representation of minorities and different heritages in the school system

Minorities often carry the baggage of **DISCRIMINATION**. Encourage confidence by representing their heritage in a positive light.

Look far beyond our shores for examples of success stories and contributions – **DECOLONISE**.

Keep learning and develop **DIVERSE** networks to learn from.

Move away from tokenistic themed events, instead **EMBED** diversity in everything you do.