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Cultural Diversity in Education

We aim to support schools with their **duty to promote community cohesion** by providing support and guidance to fulfill equalities duties and develop inclusive practice, with a particular focus on race. We offer support across the five key areas of:

- 1. Community cohesion**
- 2. Equalities and diversity**
- 3. Development education**
- 4. Traveller education**
- 5. English as an additional language (EAL)**

All schools are invited to contact the team at any time to discuss needs and the support which is available. Full contact details are listed on the next page.

Currently the Cultural Diversity in Education team membership comprises:

- an Adviser (team leader)
- a Consultant for Cultural Diversity
- a Consultant for English as an Additional Language (EAL)
- a Travellers' Service Manager
- a Travellers' teacher
- a Travellers' Family Liaison Officer, and
- admin support assistants.

The team will be proactive in contacting schools to discuss support via:

- use of School Census information and monitoring of BME performance data
- School Improvement Partners
- The Schools Intervention and Support Programme (SISP)
- Ofsted reports
- advice from Admissions re new arrivals
- advice from Extended Services colleagues
- liaison with other Learning and Development 0-19 consultants working in schools and partnerships of schools
- identification of pupils by the Traveller Education Service
- agencies who support the welfare and education of Travellers and their children
- the Travellers' Strategy multi-agency group, Northumberland County Council

Provision will include all phases from nursery to Post-16 education, and is set in a school improvement context.

Expectations of training providers and learners

It is helpful to clarify the expectations we have of ourselves as providers of training and support, and of you the participants and partners in the training process.

What you can expect from training and support providers in the Cultural Diversity in Education team:

- A widely available training programme based on training needs analysis
- Notification, in writing, of the individual courses on offer providing clear information about the course objectives and who would benefit from participation
- We aim to provide courses which are flexible, learner-centred and promote equalities in terms of access and content
- We will provide you with a programme, handouts and course material as appropriate, and in different formats on request whenever possible, eg large print, Braille
- We will listen to your views and evaluate all of the courses delivered from an equalities perspective, taking into account your views and those of the trainers
- We will encourage you to reflect upon your learning and apply it to your practice
- We will maintain a database of appropriate training venues
- We will assure you of confidentiality, with ethical boundaries

What we expect from you the learner:

- Take responsibility for your own learning and development by identifying your training and development needs with your manager
- An application for each training course you are interested in, detailing any equalities information or special needs you have to assist your learning, for the benefit of the training provider
- Inform the training provider as soon as possible if you are unable to attend the course for which you have applied
- Participate in the support offered and training courses in a committed and constructive manner adhering to any ground rules drawn up by the group including those relating to confidentiality
- Complete evaluation forms, including those aspects relating to equalities and access to training
- Apply your learning in practice, and where possible share this with colleagues and line managers

Please contact the training provider if you want to discuss any aspect of access to training courses.

Team contact details

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Web-based support: www.culturaldiversity.org.uk

Our website is a comprehensive resource which provides guidance, information, relevant links and curriculum resources to practitioners, with illustrations of good practice from Northumberland schools.

The website is structured around the five key areas:

- 1. Community cohesion**
- 2. Equalities and diversity**
- 3. Development education**
- 4. Traveller education**
- 5. English as an additional language (EAL)**

Most of the resources are available to download and use.

We also encourage schools to contact us with their own examples of good practice to be published onto the site and then shared across the Local Authority.

Professional Learning Programme

The Cultural Diversity in Education team contributes to the Professional Learning Programme offered by the Learning and Development 0-19 Service. Full details are published in the annual brochure and are available through the Schools Information Website (www.northumberlandlea.net).

All of the courses detailed below are for Northumberland teachers and are free of charge. Unfortunately costs for supply cover can not be provided.

- **Diversity in the Curriculum**
 - For Headteachers and teachers
 - Half day
 - 1st October 2009, Charter Suite Queen Elizabeth High School
 - 4th March 2010, Thinking for Learning Room Hepscott Park
 - 13th May 2010, Glendale Middle School Youth Block

- **Identity, diversity and the new secondary curriculum**
 - For Teachers
 - Facilitated by the Association of Citizenship Teachers (ACT)
 - Full day
 - 22nd October 2009, Glendale Middle School Youth Block

- **'Watch over me'**
 - For Teachers
 - Facilitated by the Association of Citizenship Teachers (ACT)
 - Full day
 - 16 November 2009, Middlesbrough

- **Social change is possible**
 - For Teachers
 - Facilitated by the Association of Citizenship Teachers (ACT)
 - Full day
 - 16 March 2010, North Tyneside

- **The creative curriculum (primary and secondary)**
 - For Teachers
 - Facilitated by the Association of Citizenship Teachers (ACT)
 - Full day
 - 16 June 2009, Durham

- **Community cohesion guidance**
 - For Headteachers and teachers
 - Half day
 - 21st October 2009, Thinking for Learning room Hepscott Park
 - 27th January 2010, Lindisfarne Annexe Alnwick
 - 26th May 2010, The Charter Suite Queen Elizabeth High School

- **Welcoming new arrivals**
 - For Headteachers and teachers
 - Half day
 - 30th September 2009, Croftway First School Blyth
 - 25th November 2009, Croftway First School Blyth
 - 27th January 2010, Croftway First School Blyth

- 8th October 2009, Dukes Middle School Alnwick
 - 10th December 2009, Dukes Middle School Alnwick
 - 7th February 2020, Dukes Middle School Alnwick
 - 14th October 2009, Highfield Middle School Prudhoe
 - 2nd December 2009, Highfield Middle School Prudhoe
 - 24th February 2010, Highfield Middle School Prudhoe
- **Language for learning: working with EAL pupils**
 - For Headteachers and Teachers
 - Half day
 - 17th March 2010, Croftway First School Blyth
 - 12th May 2010, Croftway First School Blyth
 - 7th July 2010, Croftway First School Blyth
 - 18th March 2010, Dukes Middle School Alnwick
 - 6th May 2010, Dukes Middle School Alnwick
 - 17th June 2010, Dukes Middle School Alnwick
 - 24th March 2010, Highfield Middle School Prudhoe
 - 28th April 2010, Highfield Middle School Prudhoe
 - 9th June 2010, Highfield Middle School Prudhoe
- **Gypsy, Roma, Traveller history month**
 - For Teachers
 - Half day
 - 8th June 2010, Berwick Youth Project
 - 9th June 2010, Queen Elizabeth High School Hexham

School-based support

This section offers a range of in-school support packages based on identified good practice in consultancy. They have been designed to address the key legal and national requirements identified by the DCSF (including the National Strategies), Every Child Matters, equalities legislation, and local requirements identified by Northumberland's equalities and diversity work and the Children and Young People's Plan.

A flexible and needs-based service has been developed which provides time-limited packages of support to schools whilst simultaneously building individual capacity through training, guidance and web-based resource development.

The packages exemplify the work the consultant will do and should speed up the process of drawing up action plans and agreements. They are not rigid and can be tailored to meet specific school needs.

Included in the details of each support package is an indication of where the main contribution to your school's self-evaluation might be. The language used is accurate at the time of going to print (Summer 2009), but schools are asked to be wary that changes may occur when the revised SEF is introduced in September 2009.

Northumberland's Traveller Education Service (NTES) is part of the Cultural Diversity in Education team and aims to support schools and Traveller families to facilitate the access of Traveller children to a broad and relevant curriculum. Schools should inform the NTES immediately when a Traveller child is enrolled so that support can be deployed as soon as possible. The support might include training, provision and development of resources, information, home/school liaison, distance learning and awareness raising.

We will try to meet all requests and they are all free of charge.

To broker our support please contact a member of the team.

Overview of support packages

Community cohesion

1. An introduction to the Community Cohesion duty
2. Awards and standards
3. Acceptance and difference
4. Looking into the story
5. UK School linking
6. Diversity in the curriculum
7. Identity and heritage: Who do we think we are?

Equalities and diversity

8. Developing a Single Equalities, Diversity and Cohesion Scheme
9. Assessing the impact of school equalities policies
10. Equalities and diversity training for the school workforce
11. Raising the achievement of Black and Minority Ethnic (BME) pupils

Development education

12. Global teachers' network
13. The 8 key concepts of the global dimension
14. Contrasting cultures and commonality
15. Makutano Junction in the secondary curriculum
16. Making the most of your global link in the curriculum

Traveller education

17. Gypsy, Roma, Traveller History Month Competition
18. Challenging Perceptions and Raising Awareness of Gypsy, Roma and Traveller Cultures
19. Narrowing the Gap in Achievement: E-learning and Mobility Project (E-lamp)

English as an additional language (EAL)

20. Supporting newly arrived pupils with EAL
21. Induction of new arrivals
22. Assessment, tracking and planning for the language development of newly arrived EAL pupils
23. Effective use of ICT to support pupils with EAL
24. Accelerating the progress of advanced learners of EAL
25. Language Development Course
26. Creating inclusive lessons for EAL learners

Details of support packages

Support Package 1

COMMUNITY COHESION

An introduction to the community cohesion duty

Why this package is important

This package supports schools to identify the three strands and four dimensions of the duty to promote community cohesion.

Delegates will encounter a range of audit tools to evaluate contributions in the areas of Teaching Learning and the Curriculum, Equity and Excellence, and Engagement and Extended Services.

Key contribution to SEF judgements

- The extent to which pupils contribute to the school and wider community
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion

Expected outcomes

Delegates will develop an understanding of the duty and how to audit this in their practice.

The school's SEF will be the focus of the audit, and the session should generate evidence of good practice, stimulate discussion, and uncover areas where there is more work to be done.

Content

Consultant and school leadership agree the focus, setting and length of the training session.

The Consultant prepares a series of participatory activities based around audit tools, with particular emphasis on one particular strand if leadership requires evidence of evaluation in one specific area (e.g. teaching, learning and the curriculum).

The outcomes recorded and evaluated by the staff are left with the school to form the basis for any amendments to the SEF, or revision of provision and planning.

The session is evaluated and staff will have the opportunity to request further packages of support if the audit has uncovered areas they would like targeted help to develop e.g. single equalities policy, embedding diversity in the curriculum.

Support Package 2

COMMUNITY COHESION

Awards and standards

Why this package is important

Schools often seek support in preparing for and working towards standards and awards. The Cultural Diversity team can offer support to schools working towards three of those awards that reflect the focus of our work in schools:

- 1 **The Unicef Rights Respecting School award (RRS)**, which promotes the United Nations Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.
- 2 **The Impetus award**, which is the youth award programme of the Institute for Global Ethics UK Trust that recognizes and celebrates the work of young people in bringing to life human rights and the shared ethical values that underpin them.
- 3 **The Cultural Diversity Quality Standard**, which was introduced by the SSAT (Specialist Schools and Academies Trust) in 2007 to recognise and celebrate the excellent work done by many schools to promote cultural diversity, race equality and opportunities for all students.

Key contribution to SEF judgements

- The extent to which pupils contribute to the school and wider community
- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion

Expected outcomes

Support for schools that wish to present the award to staff, governors and stakeholders.

Development of a timescale and action plan.

Assistance in auditing and capturing evidence of good practice.

Content

Contact the team for an initial planning session.

Establish a timescale for support and development of the project.

Establish the frequency and extent of consultant support required.

Support Package 3

COMMUNITY COHESION

Acceptance and Difference

Why this package is important

KS1 pupils in Northumberland may have limited experience of people who are different to them and their school's immediate community. Many of the teaching and learning aspects of the community cohesion duty are reflected in the activities.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion

Expected outcomes

Aimed at developing tolerance and stimulating discussion of difference, this seven session package using story books from the Schools Library Service covers themes of friendship, rejection, autism, and newly arrived EAL/Traveller pupils.

Alternative resources can be substituted to meet the needs of the class.

Content

The Consultant and class teacher meet and review the resources and plans, altering any to meet the needs of the group e.g. scapegoats, feeling excluded.

A delivery strategy and timescale are agreed.

Books are added to the school's SLS allocation.

The seven sessions are delivered, including a session measuring attitudes and attitudinal change in the final session.

The class teacher evaluates the activities, resources and impact on the group with the Consultant.

Support Package 4

COMMUNITY COHESION

Looking into the story

Why this package is important

Teachers in mainly white, often rural schools in Northumberland have defined a need to develop a range of teaching resources in Early Years, with the objective of teaching about diversity, dispelling myths and increasing understanding of the multicultural nature of the UK. The units correspond to outcomes from the teaching and learning aspect of the community cohesion duty.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- Meeting the needs of individuals and different groups of pupils at all stages of their education

Expected outcomes

Participants will encounter a range of materials developed and tested in Northumberland schools with Early Years pupils. Some activities and themes complement SEAL units (Getting on and falling out, Going for goals), some will use storybooks as stimulus for discussion and debate.

Themes include; dual heritage families, migration, resilience, identity, school values, homes and family values.

Content

The Consultant and class teacher meet and review the resources and plans, altering any to meet the needs of the group e.g. dual heritage families.

A delivery strategy and timescale are agreed.

Books are added to the school's SLS allocation.

The sessions are delivered, including a session measuring attitudes and attitudinal change in the final session.

The class teacher evaluates the activities, resources and impact on the group with the Consultant.

Support Package 5

COMMUNITY COHESION

UK School Linking

Why this package is important

School linking provides pupils and teachers in both partner schools with valuable learning experiences. Pupils develop their skills of communication and enquiry, reflect on their attitudes towards other people and places, and challenge stereotypical views. They begin to consider their own roles and responsibilities as global citizens, as well as the roles and responsibilities of international communities and institutions.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils

Expected outcomes

The session will introduce teachers to models of linking, some of which already exist in Northumberland, some of which we are seeking to develop with the support of the Schools Linking Network. Participants will have the opportunity to see examples of successful school linking between contrasting UK communities. Participants will experience examples of school linking curriculum activities and sources of support.

Content

One half day session, or a shorter introduction of one hour as staff CPD.

The school contacts the consultant to define the kind of link they hope to develop (UK, within county, existing).

The contact teacher and consultant plan a series of activities and outcomes for the training.

The consultant delivers the session.

Follow up activities, including potential help in locating a partner school, can be brokered beyond this event.

Support Package 6

COMMUNITY COHESION

Diversity in the curriculum

Why this package is important

This package is a one session workshop introducing the concept of diversity in teaching and learning across the curriculum. It supports schools to consider the diverse nature of UK society as reflected in the curriculum.

The whole curriculum dimensions of *Identity and cultural diversity*, *Global dimension* and *Sustainable development* are defined by the QCA as elements of 'an entire planned learning experience underpinned by a broad set of common values and purposes'.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils

Expected outcomes

Participants will consider the value of strategies to record and measure attitudinal change in pupils.

The eight key concepts of the global dimension will be introduced, together with the key aspects of the duty to promote community cohesion through teaching and learning.

Delegates will experience a range of materials and approaches developed and used in Northumberland schools.

Content

The Consultant and school contact agree the focus, setting and length of the training session.

Audit and participatory appraisal tools for measuring attitudinal change are introduced.

Participants experience a range of activities and resources used or developed in and for Northumberland schools.

Further sessions can be brokered on demand, to develop resources to support teaching and learning already planned in school with a focus on ECM and the teaching, learning and curriculum aspects of the duty to promote community cohesion.

Support Package 7

COMMUNITY COHESION

Who do we think we are? Identity and heritage

Why this package is important

Schools in mainly white British counties like Northumberland ought, as part of their community cohesion duty, to incorporate teaching and learning that builds and consolidates understanding of heritage and identity, UK culture and migration histories.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils

Expected outcomes

Teachers will have access to support and materials to plan and deliver a series of planned sessions, or a single workshop, perhaps as part of a themed week (*Who do we think we are week* is in June each year) or collapsed curriculum day. Themes developed and delivered in partnership with schools previously have included:

- the origin of family names
- If the world were a village of 100 people
- Identity and stereotyping

Content

Planning time can be arranged by request with an individual or group of teachers.

Classroom input from the Consultant can be arranged for between one and six sessions.

Support Package 8

EQUALITIES AND DIVERSITY

Assessing the impact of school equalities schemes

Why this package is important

A *Scheme* is the term used to refer to the school's overall strategy for tackling equalities – a policy, an action plan, a process of monitoring and evaluation with evidence to plan future actions. Schemes have no definite size and will vary depending on the size of the school, the characteristics of the community, the expected impact on equality and national/local priorities.

It is a requirement that equalities schemes last for three years and are updated annually. Schools are required to collect evidence to assess the impact of the Scheme(s) and then use that evaluation to plan future actions. This process of equalities impact assessment is a requirement by law and should be presented as evidence to Ofsted inspectors.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisation

Expected outcomes

Schools will have met their legal requirement to assess the impact of equalities policies on outcomes for children and young people.

The process will generate actions for the future which can also inform the School Improvement planning process.

Stakeholders will be able to participate as part of the consultation.

The school will be able to demonstrate how effectively equalities and cohesion are promoted, diversity is valued and discrimination is challenged.

Content

Headteacher and adviser meet (with other key staff/governors as appropriate) to review the equalities action plan(s) and to gather evidence of impact.

Guidance will be offered to measure impact and identify priorities for the following year.

Appropriate evidence and future actions can be highlighted for self-evaluation purposes.

Support Package 9

EQUALITIES AND DIVERSITY

Developing a Single Equalities, Diversity and Cohesion Scheme

Why this package is important

Schools are required by law to comply with a number of duties relating to equalities, diversity and cohesion. This support package introduces the idea of combining those duties into a single policy and adapting the Northumberland model to produce a compliant policy for your school. Guidance is also provided on writing a single equalities action plan and making links with your existing School Improvement Plan. Equalities, diversity and cohesion have a raised profile in the new inspection framework (September 2009) and the revised Self-evaluation Form.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Schools will develop and implement a compliant Single Equalities, Diversity and Cohesion policy.

The process of developing the policy should generate evidence of good practice for Ofsted and self-evaluation purposes.

Stakeholders will be involved in the development of the policy and understanding of the equalities agenda will therefore improve.

Coherent action/improvement planning linked to existing school policies will contribute to the school's strategy for promoting community cohesion.

Schools will encounter a range of materials developed and tested in Northumberland schools.

Content

Headteacher and Adviser meet to discuss the school's ambition for equalities, diversity and cohesion and to review how effectively current policies are fulfilling that ambition. The Adviser will introduce the single policy model and present examples of how it has been adapted in other Northumberland schools. Guidance materials and prompts for developing an action plan are demonstrated to the Headteacher.

Further sessions can be planned as necessary/desired with the Adviser, including governors and key members of staff if appropriate.

EQUALITIES AND DIVERSITY

Equalities and diversity training for the school workforce

Why this package is important

The Every Child Matters agenda is under-pinned by equalities and diversity principles, and schools have a moral and legal obligation to ensure that all pupils learn in a safe environment which ensures equality of opportunity for all. The same principles are integral to the duty to promote community cohesion. Equalities, diversity and cohesion have a raised profile in the new Ofsted inspection framework (September 2009) and revised SEF.

It is vital that the school workforce are adequately trained to support this agenda and are able to deal confidently with equalities and diversity in the curriculum as well as their social interaction with young people and their families. An understanding of equalities in education will enable staff to contribute to its positive promotion within the school and its community.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

All staff to have at least a basic introduction to equalities and diversity.

All staff able to contribute with confidence to the promotion of equalities and celebration of diversity in the school.

All staff familiar with the content of the Equality Bill 2009 and how it affects individuals and the school.

All staff are confident about challenging discrimination.

Training to contribute to the school's self-evaluation and action planning processes.

Content

Number and content of the training session(s) to be agreed between the Adviser and school leadership, based on the perceived needs of the school as discussed at an initial planning meeting.

Support Package 11

EQUALITIES AND DIVERSITY

Raising the achievement of Black and Minority Ethnic (BME) pupils

Why this package is important

Raising the achievement of BME pupils in Northumberland is significant to our schools because:
the inclusion agenda is a priority;
we must have high expectation of all of our pupils and encourage them to succeed;
schools will be inspected upon and expected to demonstrate in their SEF a commitment to the equity and excellence strand of the duty to promote community cohesion;
schools are required by laws to monitor the achievement of individual BME learners.
Raising BME achievement contributes to the 'narrowing the gap' agenda.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

The school will feel confident using the Northumberland framework for raising the achievement of BME children.
The school will be able to gather evidence to evaluate the impact of school policy and practice on the achievement of BME pupils.
The school will be able to include the framework in their equalities scheme as a key promoter of equalities and cohesion.
Relevant links to the school's provision management mechanism can be made.
Strategies to accelerate the progress of individual BME pupils can be introduced.

Content

The Headteacher or nominated lead member of staff for BME achievement meets with the Adviser and/or Consultant to discuss the school's requirements and plan the package of support. Further sessions might include training for staff, data analysis, sharing of good practice from other Northumberland schools, planning interventions.

Support Package 12

DEVELOPMENT EDUCATION

Global teachers' network

Why this package is important

Many teachers in Northumberland have developed and embedded global citizenship and development education in their teaching. This offer of support creates the opportunity to regularly join clusters of other teachers with similar interests, to share materials, resources and good practice.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion

Expected outcomes

The sessions will be tailored to helping teachers help themselves to meet the challenges of the new primary or secondary curriculum, and to share and develop innovative new practice, ideas and resources in a facilitated environment. Our partnership with the Centre for Public Policy at the University of Northumbria gives us access to CPD opportunities and expertise in Development Education, including the possibility of an accredited CPD visit to India in summer 2010.

Content

Contact the team to register your interest in joining one of the clusters. State the Key Stages, curriculum areas and any global issues you are particularly keen to address.

Support Package 13

DEVELOPMENT EDUCATION

The eight key concepts of the global dimension

Why this package is important

It is a government recommendation - (*Bringing the World into the Classroom* and *Developing the global dimension in the school curriculum* (DfID) - that the eight key concepts of the global dimension be integrated and taught via the school curriculum. These are: global citizenship, human rights, sustainable development, values and perceptions, social justice, interdependence, conflict resolution and diversity.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Teachers will have access to support and materials to plan and deliver a series of sessions, or a single workshop, perhaps as part of a global dimension week or collapsed curriculum day. Themes and topics requested in the past have included, fair trade, migration, farming and harvest, child workers and water.

Content

Dependent upon the length of the project and the amount of input requested.

Planning time can be arranged by request with an individual or group of teachers.

Classroom input from the consultant can be arranged for between one and six sessions.

Support Package 14

DEVELOPMENT EDUCATION

Contrasting cultures and commonality

Why this package is important

Many schools offer pupils the opportunity to look at a contrasting locality, often studying a developing or majority world culture eg Africa, India. As well as looking at contrasts, it can be valuable to create opportunities to look at commonalities and promote understanding of the diverse heritage of those living the UK.

Key contribution to SEF judgements

- The extent to which pupils contribute to the school and wider community
- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Using tools to measure attitudinal change, participants will have the opportunity to explore and develop resources to challenge perceptions of how people live in India, an African country and the UK.

Content

The Consultant and teacher(s) meet to plan the purpose and curriculum areas to be addressed.

Resources and strategies are reviewed, suggested and developed.

A mutually convenient strategy and timescale for delivery is planned, depending upon timescale and requirements.

Support Package 15

DEVELOPMENT EDUCATION

Makutano Junction in the secondary curriculum

Why this package is important

Northumberland schools have participated in a very successful pilot, using a DfID* funded Kenyan soap opera to deliver ECM, community cohesion and global citizenship learning outcomes. The web based resource has been used in RE, citizenship, PSHE and Learning to Learn contexts in Northumberland schools. A one session half day course, or a short one hour introduction can be offered.

**DfID, the Department for International Development*

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Participants will experience the Makutano Junction package and examples of ready made resources to support teaching and learning. They will find out how to use the web site, video episodes from the six series, programme synopses, and resources made in and for Northumberland schools. Measuring attitudinal change and challenging stereotypes are among the main outcomes.

Content

Teacher contacts the Consultant to express an interest in the resource. A school or partnership suggest a date and venue with Internet access and IWB. The Consultant introduces attitudinal change audit tools, demonstrates the resource and activities. Follow up support can be brokered if staff would like support to develop resources or cross curricular working opportunities

Support Package 16

DEVELOPMENT EDUCATION

Making the most of your global link in the curriculum/ Schools or clusters of schools with global links

Why this package is important

Many Northumberland schools have long established or emerging links with schools in developing countries, especially African countries. Co-operation and sustainable curriculum activity between partner schools depends upon good communication, learning from good practice already taking place in Northumberland schools, and quality support.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Participants will be encouraged to set the agenda on the basis of what they would like to develop and how established their link is. Clusters of schools with links in a similar stage of development will be encouraged to collaborate and share strategies and ideas. Consultancy support from our team will take the form of resource development, sharing good practice, group facilitation and links to partner organisations which include Development Direct, The centre for Public Policy and Research at the University of Northumberland and the Department for International Development (DfID), EES (Enabling Effective Support) initiative, represented in the North East by One World Network North East (OWNNE).

Content

Schools or clusters of schools contact the Consultant to express an interest in joining a group

The Consultant and teachers plan the context of the support, resource development to support the partner school, embedding the link in the curriculum in the Northumberland school, measuring impact etc.

After a series of up to four meetings, the group evaluates the impact of the support and whether they would like it to continue, or whether the support network has become self sustaining.

Support Package 17

TRAVELLER EDUCATION

Gypsy, Roma, Traveller History Month Competition

Why this package is important

This competition was initiated by the DCSF in 2008 to celebrate and raise awareness of Gypsy, Roma and Traveller cultures. The intention is that raised awareness will then impact positively on the attainment of GRT pupils. The competition is annual and there is a national prize.

Key contribution to SEF judgements

- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion

Expected outcomes

Raised awareness by school workforce and pupils of GRT cultures.
Improved confidence and self-esteem of GRT pupils.
Celebration of difference to promote community cohesion.
Contribution to exploration of migration histories and re-dressing the absence of explicit GRT content in the curriculum.
Positive promotion of race and challenge to real or potential discrimination.
Enjoyment from involvement in a national competition.

Content

The focus of the competition varies each year eg art, storytelling, and therefore the support offered will be appropriate for the current style. The TES will distribute details on the Schools Information Website (www.northumberlandlea.net) at the beginning of May each year, and entries have to be submitted by the end of June. TES support will be agreed on an individual basis with each school and could involve providing a stimulus for the competition entry, working with the teacher to develop the entry with the pupils, providing experience and expertise about GRT cultures. Schools who wish to participate should contact the TES directly to discuss options.

Support Package 18

TRAVELLER EDUCATION

Challenging Perceptions and Raising Awareness of Gypsy, Roma and Traveller Cultures

Why this package is important

GRT pupils are the ethnic group of children most at risk of under-achieving in the education system in Britain. Mobility and deeply embedded systemic bias impacts adversely on the educational attainment of these children and young people. This support package attempts to address this issue by challenging perceptions and stereotypes which typically exist in school communities towards different cultures. Staff and pupils will learn in an enjoyable way about the unique and fascinating lifestyle of mobile families.

This package of support is for all schools, including those with no known GRT pupils on roll.

Key contribution to SEF judgements

- The extent to which pupils contribute to the school and wider community
- The extent of pupils' spiritual, moral, social and cultural development
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Improved understanding of differences and social responsibilities towards other cultures.

Attitudinal change regarding mobile families.

An appreciation of diversity.

Improved attendance and raised attainment of GRT pupils in your school.

Content

TES to meet with leadership team to plan an awareness training session for staff and an action plan for pupil based learning, including an attitudinal survey. TES to deliver training. The impact of the work will be evaluated with the teacher and leadership team.

Support Package 19

TRAVELLER EDUCATION

Narrowing the gap in achievement: e-learning and mobility project (E-lamp)

Why this package is important

Mobility and family literacy are key factors in the under-achievement of GRT pupils. In order to limit the impact of mobility and to encourage family learning, the National Association of Traveller Teachers (NATT) run an e-learning and mobility project (E-lamp), now in its 6th year. Funded by the DCSF and Becta, laptops and connectivity are issued to pupils under careful supervision of schools and TESs. Increasing numbers of GRT pupils are gaining positive outcomes from the e-lamp project, including an encouraging number in Northumberland.

The project enables children who are travelling to keep in touch with their learning, and for those GRT pupils who do not travel it is a powerful means of distance and family outreach learning.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How well pupils achieve and enjoy their learning
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Distance and personalised learning with access to Education City and Learning Highways.

Improved achievement and confidence of GRT pupils.

Improved parental engagement with the school.

Improved continuity in learning for GRT pupils.

Raised awareness of GRT cultures and issues of under-achievement.

Content

If your school has GRT pupils on roll from Years 4 to 11 and you are interested in getting involved in this project, please contact Anne Walters to discuss further.

Involvement in the project is dependent mainly on the availability of continued funding and initially involves parental, staff and pupil training in e-learning and e-safety.

Support Package 20

ENGLISH AS AN ADDITIONAL LANGUAGE

Developing school's capacity to support newly arrived pupils with English as an additional language

Why this package is important

Schools who are successful in their provision for new arrivals adopt a whole school approach. This requires schools to reflect upon their existing resources and procedures, to carefully consider with reference to DCSF recommendations, how the school can work effectively with pupils who do not speak English as their first language e.g. how to ensure that the school builds successful partnerships with parents and engenders a positive approach to language learning and cultural diversity. This package focuses on all aspects of induction and amplifies the Northumberland Induction Package which you can find on our website.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How well pupils achieve and enjoy their learning
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Clear outline of the school's current position in terms of their capacity to support new arrivals, based on the DCSF's *New Arrivals Excellence Programme*.
Increased school confidence and capacity to welcome, assess, track and deliver appropriate teaching and learning to newly arrived pupils with English as an additional language.

Content

The Consultant meets with representative(s) of the leadership team. Via a series of professional learning sessions the training needs of the school are agreed and a plan for delivery is drafted, including resources required for the training sessions with an agreed time limit.

The Consultant delivers a series of training sessions, some of which will run alongside 'in class' research activities. Maximum benefit will be gained from the sessions and activities if participating staff actively contribute e.g. sharing findings from joint teaching sessions, trialling of assessment methods, parent voice.

The Consultant and leadership team review and evaluate the support package and plan where appropriate the future training needs of the school regarding EAL provision.

Support Package 21

ENGLISH AS AN ADDITIONAL LANGUAGE

An introduction to the induction of new arrivals

Why this package is important

This package is a briefer version of Support Package 20. Its purpose is to support schools who are expecting new arrivals or who have no experience of EAL pupils but want to be prepared. This package focuses on all aspects of induction and amplifies the Northumberland Induction Package which you can find on our website.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How well pupils achieve and enjoy their learning
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

A bespoke school induction package jointly developed by the EAL Consultant and the school's nominated person with responsibility for EAL.

Content

The Consultant explains DCSF recommendations and resources for supporting new arrivals.

The Consultant and school representative develop a bespoke induction package which meets the school's needs.

The completed package is explained by the school representative and EAL Consultant to all relevant staff through INSET and additional contributions are invited.

The Consultant and leadership team review and evaluate the support package and plan where appropriate the future training needs of the school regarding EAL provision.

Support Package 22

ENGLISH AS AN ADDITIONAL LANGUAGE

Assessment, tracking and planning for the language development of newly arrived EAL pupils

Why this package is important

Rigorous and accurate assessment of EAL pupils is vital to their progress, both initially and on an on-going basis. This will ensure timely and appropriate support is provided, including the delivery of interventions to allow individual pupils to achieve their potential.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How well pupils achieve and enjoy their learning
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Pupil initial assessments are robust and form an appropriate baseline for the pupil's *language development plan*.

Pupil information also creates an accurate reference for all staff to allow the school to match its provision correctly for the child's social and academic needs and abilities eg class placement, friendship groups, option choices.

Appropriate 'types' of evidence will continue to be collected to inform planning and subsequent assessments and allow early identification of support required.

Content

Introduction to the 'QCA extended scales for EAL learners' and associated support grids.

Supported assessment of school's newly arrived pupils using the QCA scales and identification of relevant strategies for support at child's current level of language proficiency.

Implementation of tracking systems from this date, setting dates for review and further assessment.

The review sessions may identify areas of further development for supporting the acceleration of the progress of EAL pupils.

Support Package 23

ENGLISH AS AN ADDITIONAL LANGUAGE

Effective use of ICT to support pupils with EAL

Why this package is important

Appropriate and targeted use of ICT can support the teaching, learning and language development of EAL pupils e.g. effective use of the interactive white board, use of the county licensed 'Activity Builder' software, use of multimedia.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How well pupils achieve and enjoy their learning
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

ICT is used with confidence to promote language development and learning across the curriculum.

Interactive White Boards and PCs are used appropriately to scaffold learning.

ICT for EAL is effectively integrated into teacher's planning.

Content

Demonstration of ICT resources and how these can be used to promote language development alongside curriculum learning.

An introduction to EAL pedagogy and the value of ICT.

Development of ICT resources created in conjunction with EAL Consultant and teaching staff.

If desired, teaching staff prepare a series of EAL resources for publication on NorTle

ENGLISH AS AN ADDITIONAL LANGUAGE

Accelerating the progress of advanced learners of EAL

Why this package is important

Many EAL pupils are proficient speakers but require on-going support with their reading and writing skills. This support package aims to improve opportunities for advanced learners to reach their potential by developing teacher understanding of language acquisition so that the needs of individual advanced learners are identified and supported.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How well pupils achieve and enjoy their learning
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- Ensuring the school contributes to community cohesion
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Increase teacher awareness of the challenges advanced EAL learners face. Teachers will be more able to understand and make provision for the cognitive and academic language demands of lessons for advanced learners.

Content

Exploration of the key challenges facing advanced EAL learners, with reference to the HMI report *Identification of schools who have successfully met these challenges*.

Guidance on how to identify the needs of individual advanced learners, using case studies and shared experience.

Joint design of a series of lessons created in conjunction with staff and EAL Consultant which support the identified needs of individual advanced learners.

Support Package 25

ENGLISH AS AN ADDITIONAL LANGUAGE

Language Development Course

Why this package is important

EAL learners face the challenge of learning English through the curriculum and the curriculum through English. The complexity of academic language required at Key Stage 2 and above indicates that older pupils new to English will initially benefit from a period of intensive language support. This support should run alongside their entitlement to the curriculum.

Northumberland's Language Development Course, is designed to accelerate the English language acquisition of newly arrived EAL learners above KS2. It has been written and trialled in conjunction with Northumberland schools.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Individual pupil's ability to access the curriculum will be accelerated and support integration into school life.

Basic conversational English and the rudiments of the English language will be introduced to EAL pupils.

Ability and confidence as English language speakers will improve.

Content

An introduction to the *Language Development Course* including its rationale and suggestions for delivery of the teaching units.

Guidance given for assessing and tracking pupil language levels and needs and supporting language development in the classroom.

The EAL Consultant can model and share delivery of the course to teachers and teaching assistants.

The Consultant and school representative review and evaluate the support package and plan where appropriate the future training needs of the school regarding EAL provision.

ENGLISH AS AN ADDITIONAL LANGUAGE

Creating inclusive lessons for EAL learners

Why this package is important

The progress of EAL pupils is largely dependent upon the successful planning and delivery of inclusive lessons.

This package of support provides guidance, based on good practice, for developing strategies which maximise opportunities for curriculum and language learning and reduce as far as possible any cultural or language barriers to progress.

Key contribution to SEF judgements

- Meeting the needs of individuals and different groups of pupils at all stages of their education
- How effectively the school actively promotes equality of opportunity and tackles unlawful discrimination
- How well teaching promotes purposeful learning, enjoyment, progress and attainment for all pupils
- An appropriate curriculum which meets pupils' needs, including provision through partnerships with other organisations

Expected outcomes

Teaching plans will reflect acknowledged principles of good practice regarding second language acquisition.

Daily lesson plans will incorporate language and curriculum learning objectives. Teaching staff and peers routinely support pupil acquisition of academic and cognitive language.

Content

Training delivered by the EAL Consultant to demonstrate suitable strategies and resources for planning and delivery of inclusive lessons. Exemplification will be through a sample of the school's existing planning and might include: appropriate consideration and modelling of the language demands of the lesson, planned opportunities for collaborative talk, appropriate use of graphic organisers to support children's learning, provision of additional resources such as topic books or dictionaries to support learning.

The EAL Consultant and school representative(s) will plan jointly a series of lessons which plan for language development and the curriculum. Planning should ideally involve the class teacher, teaching assistant and EAL Consultant. The EAL Consultant will jointly deliver the planned lessons.

The Consultant and appropriate school representatives evaluate the support package and plan where appropriate the future training needs of the school regarding EAL provision.