

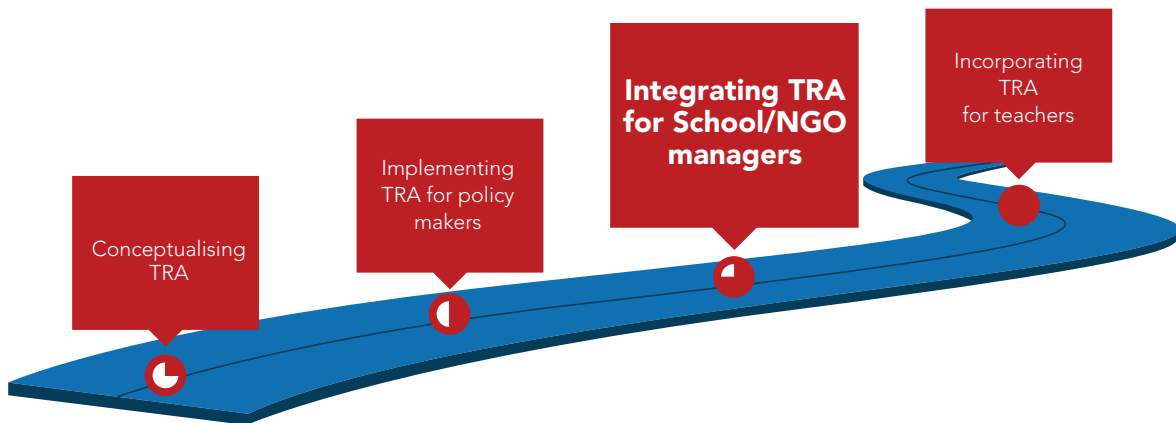
Part 2

Set of 'Key Principles'
for headteachers and
NGO managers

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Part 2 – Set of ‘Key Principles’ for headteachers and NGO managers



Building respect in and through education was described at the launch of UNESCO's *Teaching Respect for All* in January 2012 as 'essential for promoting a new humanitarianism for the twenty-first century'.¹ *Teaching Respect for All* aims to combat racism, xenophobia and discrimination, cultivate respect, establish curiosity, openness, critical thinking and understanding, and establish self-identity.

This headteacher's and manager's section forms part of a curriculum framework for anti-racism and tolerance and is designed primarily to be used by headteachers and NGO managers of formal and informal educational settings, focusing on the process of developing a whole school approach to embedding *Teaching Respect for All* within any school setting, however big or small. Even with few resources, *Teaching Respect for All* is an issue, which can and should be discussed. Teaching, and thus building respect for all, is a philosophy and practice designed to be developed throughout the curriculum, ethos, management and leadership of educational settings, so as to enhance the learning and lives of children and young people between the ages of 8 and 16 years. All children should have an equal opportunity to succeed in school.

Differences in culture and history, skills and personnel will influence the way in which settings within individual countries interpret and utilize this section. It is flexible in nature, enabling it to be adapted to reflect local needs. Each country has its own education system and its own interpretation of racism and discrimination reflecting its culture and diversity. Some schools will already have their own thriving programmes designed to raise awareness of human rights and encourage tolerance and respect. Others will want to take inspiration from this section and use it to revise or build a new system. Whatever the choice, the fundamental methodology of whole school planning for development remains generic, and this section is therefore applicable to any educational setting.

¹ Ms Irina Bokova, Director-General of UNESCO, speech at the launch of *Teaching Respect for All*.

Teaching Respect for All should be considered by every school; even those establishments that appear to show no outward signs of discrimination or issues of prejudice and lack of respect should not be complacent. Acts or incidents of racism or discriminatory actions, which are often considered harmless, may be constantly present as a hidden undercurrent. It was noted at the launch of the *Teaching Respect for All* project that 'a common but significant problem is the lack of visibility and awareness of their occurrence and harm, often due to a naturalisation or indoctrination of certain group prejudices'.

In developing contexts, where training and economic/material resources might be restricted, local, national and international NGOs with access to skills and funding may be well placed to take on an influential role in initiating and monitoring the principles of *Teaching Respect for All*. However, schools can only do so much, and success will be influenced by prevailing cultures. In countries, districts or neighbourhoods which are deeply divided by difference, moves towards developing the *Teaching Respect for All* project may benefit from being taken on board by clusters of schools or local authorities.

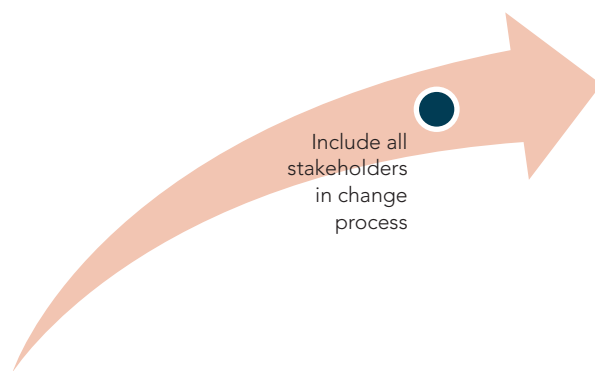
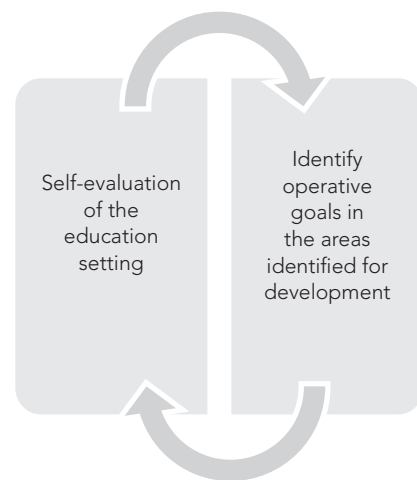
The practical work to begin defining ways to combat racism, xenophobia and discrimination within and around the school should be based on an assessment of where the school stands in relation to three mutually supportive core development areas: curriculum, teaching and learning; school ethos and climate; management and development.

As headteachers and NGO managers, you sit at a unique bridge point between policy and practice. Should initiatives be introduced too quickly, or be imposed by a government or local management group without sufficient consultation or explanation, the programme shift is likely to be ineffective. Thus, if *Teaching Respect for All* is to become part of the fabric of the school, it is essential that it be introduced in a transparent and democratic manner.

The success of *Teaching Respect for All* is dependent on the commitment of all stakeholders to an ethos based on fairness, diversity and interdependence.² It is essential to develop a shared vision through interaction and collaboration, firstly carrying out a self-evaluation of the education setting and secondly identifying operative goals in the areas identified for development.

In this way, reform packages suited to local needs can be put into practice.³ Without shared working, there is a danger of a gap opening up between the management that introduce the project and the teachers who play a major part in its successful implementation⁴. To impose change without consultation and shared decision-making will be to undermine the professionalism of the teachers and other members of staff, relegating their position to that of a technician who implements the judgement of others⁵.

Facilitating collaboration also means ensuring that all stakeholders are involved in continuous training and development in *Teaching Respect for All* to successfully incorporate it into the classroom, either by collaborating with national education authorities (if *Teaching Respect for All* is a country-wide policy), or individually if not. Local education authorities should take responsibility for providing programmes of professional development to develop *Teaching Respect for All* awareness. Local education authorities may also work closely with development partners and local NGOs familiar with possible tensions in their region, to deliver training to staff, community groups and parents across clusters of local schools.



- 2 In N. Lynagh and M. Potter, 2005, *Joined Up: Developing Good Relations in the School Community*, (<http://www.nicie.org/archive/Joined-Up.pdf>).
- 3 See D. Carter, D. and M. O'Neill, 1995 *International perspectives on educational reform and policy implementation*, London, Falmer Press.
- 4 In L. Stenhouse, 1975, *An introduction to Curriculum Research and Development*, London, Heinemann.
- 5 See A. V. Kelly, 2009, *The curriculum: theory and practice, 6th ed.*, Los Angeles, London, Sage.

As outlined above and elaborated below, the development process included in this section is dynamic and demands flexibility. It is empowering for all involved and as it creates a sense of accountability and shared commitment, it can achieve a more relevant education for young people.

Learning objectives of Part 2

This section focuses on the role which headteachers and NGO managers play in integrating *Teaching Respect for All* into the classroom. As the bridge between policy makers and teachers, administrators' key responsibility is to develop a whole school approach to include *Teaching Respect for All* theory into all aspects of education.

This section is broken down into several user-friendly tools and building blocks, each providing guidance on how to incorporate *Teaching Respect for All* into classroom life by first understanding the undertaking, then by carrying out self-evaluation of the education setting, and finally by identifying operative goals in the areas identified for development:

Understanding the undertaking

- Adopting a whole school approach
- Acknowledging local biases
- 8 principles of anti-racism
- Three core areas
- Positive relationships
- Recommendations

Self-evaluation of the education setting

- Developing and communicating a shared vision
- Evaluating the existing setting

Identifying operative goals in the areas identified for development

- Devising objectives
- Devising and implementing a development plan
- Assessing and evaluating progress
- Answering core development checklist questions

By the end of this toolbox, you should be able to:

- ✓ understand the necessary components to consider before beginning a discussion of integrating *Teaching Respect for All* with stakeholders;
- ✓ create an action plan and steps for how to discuss integrating *Teaching Respect for All* into their school;
- ✓ develop and communicate a shared vision for whole school integration of *Teaching Respect for All*;
- ✓ facilitate an evaluation of the current school setting in relation to the 3 core development areas;
- ✓ create shared objects for change;
- ✓ draft and implement a plan for integrating *Teaching Respect for All* into school life;
- ✓ assess progress towards integrating concepts of respect throughout the school and use those assessments to create new development objectives and plans.

Tool 1: Understanding the undertaking

The integration of *Teaching Respect for All* into any classroom situation is not an easy or quick undertaking. The objectives of school development may take several years of commitment to become embedded, and long-term strategies are needed for the implementation of reform.⁶ In post-conflict regions in particular this may be intergenerational,⁷ requiring determination, financial support, and redistribution of resources from state organizations, development partners and local NGOs. Projects introduced too quickly or without sufficient commitment are unlikely to become embedded and thus less likely to deliver a quality education. Of overall importance is the learning and success of the pupils, and this can only be brought about by the commitment to change by all. Every effort should be made to help it to work, as failure leads to disillusionment and wastes time and resources.

Vital to the incorporating of *Teaching Respect for All* is for all administrators managing this integration to completely understand the undertaking. Through proper leadership and guidance, all stakeholders can come together to undertake the process of systemic change.

Before even beginning to initiate change, administrators need to understand and commit to the following building blocks and foundation for *Teaching Respect for All*:

- Building block 1.1: Following a whole school approach
- Building block 1.2: Understanding and acknowledging local biases
- Building block 1.3: 8 principles of anti-racism
- Building block 1.4: Conceptualize the whole school approach in terms of the 3 core development areas
- Building block 1.5: Recognizing ways to build positive relationships
- Building block 1.6: Understand and plan to use recommendations for implementing *Teaching Respect for All*

⁶ See D. Carter, D. and M. O'Neill, 1995 *International perspectives on educational reform and policy implementation*, London, Falmer Press.

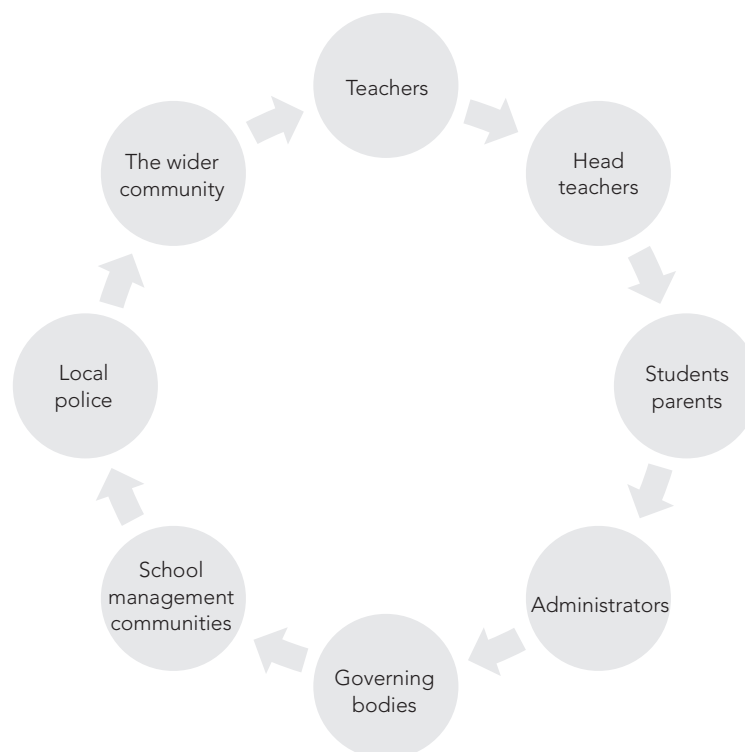
⁷ See S. Opatow, 1997, in J. M. Jones, S. D. Cochran, M. Fine, S. Gaertner, R. Mendoza-Denton, M. Shih, D. W. Sue, 2012, *Dual Pathways to a better America: Preventing Discrimination and Preventing Diversity*, American Psychological Association.

Building block 1.1: Following a whole school approach

The whole school approach acknowledges that learning cannot be restricted to a few classrooms or even simply to all classrooms, as the school context is a multiple set of learning environments and situations, in which the broad curriculum framework of *Teaching Respect for All* takes place. Learning takes place through interactions, discipline, afterschool activities, schoolyard conversations, etc. Thus, not only must strategies for teaching respect and combating all forms of racism, xenophobia, and discrimination be integrated throughout the entire school/organization system, but key stakeholders must be collaborators in the development and implementation process.

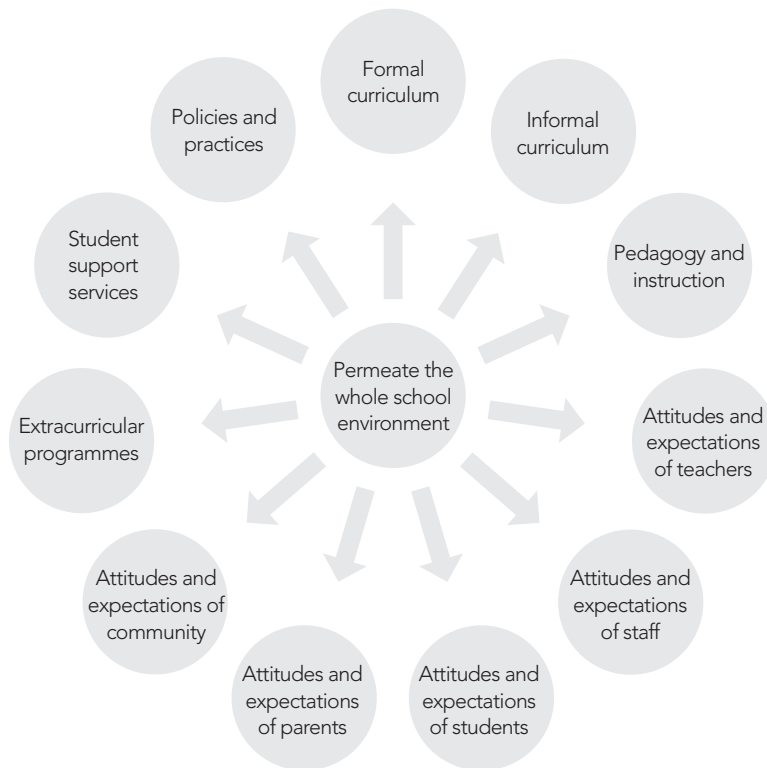


Include all stakeholders in the decision and implementation process: The whole school approach is based on the notion that ownership and buy-in leads to responsibility and commitment. With stakeholders as part of the process of developing how *Teaching Respect for All* will be integrated into the school and classroom, they are more likely to understand and implement the programme. Thus, a key principle for the effective integration of the *Teaching Respect for All* project is that all the stakeholders be involved in the change process through interaction and collaboration. Key stakeholders are the duty-bearers and include, but are not limited to: teachers, headteachers, pupils, parents, administrators, governing bodies, school management committees, local police, and the wider community.



Permeate the total school environment: The whole school/organization approach acknowledges that it is not enough for respect to be discussed in certain classes, but it must be a systemic school-wide mentality. This includes, but is not limited to, the formal and informal curriculum, pedagogy and instruction, attitudes and

expectations of teachers, staff, pupils, parents and community, extracurricular programmes, pupil support services, as well as policies and practices, such as disciplinary policies that guide decision-making.



The whole school approach recognizes that prejudice reduction cannot result from individual efforts but must be mainstreamed throughout each setting - it must be incorporated into every policy, activity and interaction that takes place in the school.

Reflect: Who are my stakeholders? How do I include my stakeholders in the decision and integration process? Am I including all aspects of school culture in this discussion? How do I make these changes systemic?

Building block 1.2: Understanding and acknowledging local biases

In order to address biases, there must be a clear understanding of the cause of discrimination. Each country, and perhaps even community, has an individual way of interpreting discrimination. Some biases might be very hard to identify as they are grounded in cultural understanding. Using tools described in the Ecosystem, explore what biases exist in your school and community.

Reflect: Are all biases being addressed? Which stakeholders have different biases and how do they present themselves? Do I have biases? Am I addressing them?

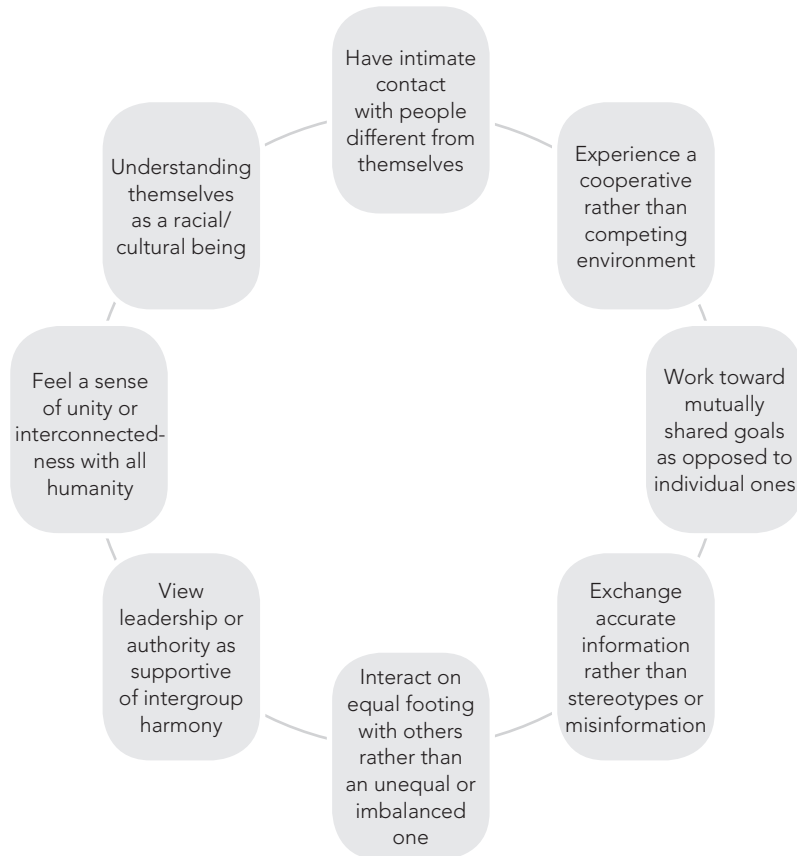
Building block 1.3: 8 principles of anti-racism

‘Discrimination is complex, with ethnicity, religion, poverty, gender, disability and sexuality being intertwined. Consequently, merely providing opportunities to attend school will not suffice to eliminate discrimination or to universalise participation’⁸. Even if levels of attendance accurately reflect the demographic of the community and issues of discrimination appear not to arise, it is not enough simply to teach *about* issues of discrimination

8 UNESCO, 2002 *Global Monitoring Reports*.

within the closed environment of a classroom. The problem of discrimination and the building of respect must be addressed throughout the setting, with an overall aim of disseminating the philosophy of *Teaching Respect for All* to the unique circumstances of each place.

In order to support the integration of a whole school approach, headteachers/NGO managers should strive to incorporate the following 8 principles of anti-racism into all aspects of school life.⁹ In order to be effective they must coexist, allowing individuals and groups to:



Each of these 8 principles of anti-racism should guide what types of activities and initiatives are proposed.

Reflect: Are all principles of anti-racism being addressed in the proposed activities and curricular changes?

Example: Creating Respectful Learning Environments

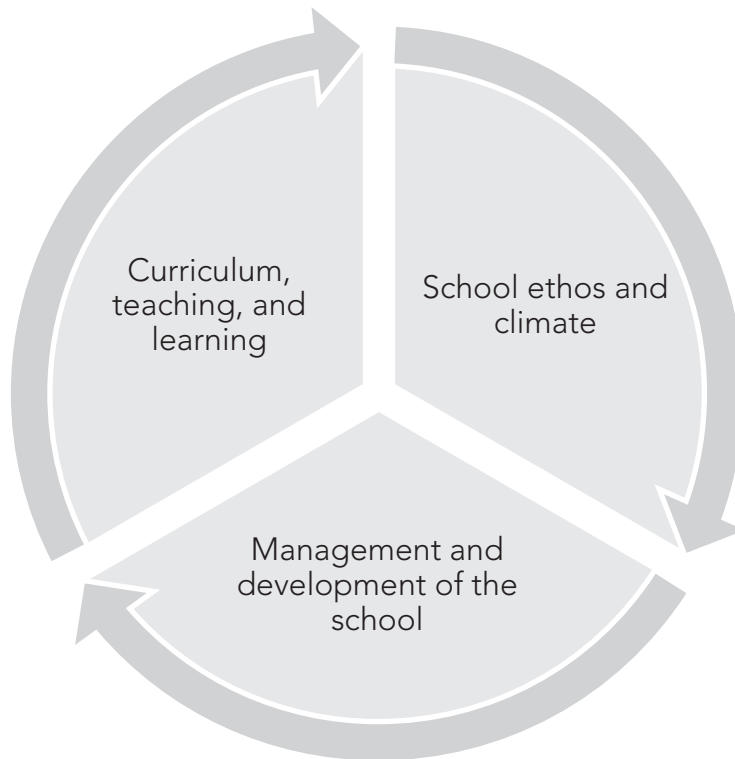
The 2012 UNESCO report, *A Place to Learn: Lessons from Research on Learning Environments*, examined the role of learning environments and their enabling conditions. Three case studies were examined: a government-sponsored study of the free primary education system in Kenya, the context and conditions for early childhood education in Spain, and an assessment of pupils' attitudes concerning learning environments in Singapore. Researchers found that enabling learning environments consisted of three main attributes: **effectiveness, connectedness, and cohesiveness**. These attributes were found to enhance health, safety and more equitable outcomes across a range of domains for inclusive learning.¹⁰

⁹ In J. M. Jones, S. D. Cochran, M. Fine, S. Gaertner, R. Mendoza-Denton, M. Shih, D. W. Sue, 2012, Preventing Discrimination and Preventing Diversity, American Psychological Association.

¹⁰ In UNESCO Institute of Statistics, 2012, *A place to learn*, (<http://unesdoc.unesco.org/images/0021/002154/215468e.pdf>).

Building block 1.4: Conceptualize the whole school approach in terms of the 3 core development areas

A whole school approach to *Teaching Respect for All* should permeate the 3 core development areas. The 3 core development areas divide the greater concept of school into three separate categories; each must be evaluated for and integrated into the culture of respect.



1. **Curriculum, teaching and learning.** At the heart of the learning process, the teaching, learning and the curriculum must provide a quality education that has at its core human rights values and principles. The principles and values of *Teaching Respect for All* must be mainstreamed within it. This area embodies not only textbooks and curriculum content, but also teaching and learning styles, pupil involvement, school policies, classroom discipline, learning outcomes and assessment, and non-formal/extracurricular activities.
2. **School ethos and climate.** A school's ethos dictates the 'feel' of a school to someone who walks in for the first time. The ethos is about relationships between everyone involved in the school and its wider community; the ethos influences the motivation, the confidence and the happiness of all who work and learn in the school. Relationships here are not solely about the official space that links pupils and staff and those in school with the wider community, but also embody peer learning, mediation, mentoring and online communities created by social networking. The ethos is also influenced by the hidden curriculum,¹¹ which embodies informal and interpersonal learning: the unofficial rules, routines and structures of schools through which pupils learn behaviours, values, beliefs and attitudes. All types of relationships between pupils, teachers, teachers and pupils, teachers and parents, headteacher and staff, and between the school and the community will impact on learning and life-chance outcomes.

An ethos has both hidden and overt characteristics, and represents the values and norms of the school and the behaviour and habits of those within it. It has been described as 'a shared dialogue on the core values of the school community and the daily practice, which tries to reflect these values'.¹² Ideally, the ethos of the school is owned by the whole school community.¹³ The ethos of a school, which has embraced *Teaching*

11 See L. Hamilton and B. Powell, 2007, Hidden Curriculum in G. Ritzer (ed), *Blackwell Encyclopedia of Sociology*.

12 In C. Furlong and L. Monahan, 2000, *School culture and ethos: Cracking the code*, Dublin, Marino Institute of Education.

13 See N. Lynagh and M. Potter, 2005, *Joined Up: Developing Good Relations in the School Community*, (<http://www.nicie.org/archive/Joined-Up.pdf>).

Respect for All, is one that ensures that the rights of children are acknowledged, respected and upheld within the school environment and the wider community, with regard to the way pupils are treated within school.

- 3. Management and development.** These two components represent essential and interacting aspects of the school community; management has the power to motivate, influence and guide the development of both the ethos and the curriculum towards a positive outcome. Management guides policy regulations, inner decision-making, power distribution, governance, responsibility sharing, public accountability, self-development schemes, planning, institutional evaluation and monitoring, communication, allocation of resources, ownership, and empowerment. However, responsibility for the success of TRA cannot rest solely with individual headteachers or managers, as they themselves will require the support of national and local education policy makers and development partners with local knowledge. It must not be assumed that those in charge will be free from bias and if change is to be widespread and sustainable, senior staff will also require training and space to regularly explore and discuss their beliefs with one another. Different forms of leadership style will also affect the school development process and impact significantly on the areas of curriculum, teaching, learning and the school ethos and climate.

Discrimination is multi-dimensional and contagious; therefore, the 3 core development areas are ideally addressed simultaneously and systematically in order to ensure consistency across the whole school, with all actors engaged in working towards the goals of *Teaching Respect for All*. However, in some settings with significant, deep-seated, and interacting forms of discrimination, in which the introduction and development of *Teaching Respect for All* curriculum guidelines is likely to be a complex and lengthy process, it may be decided to spend time in evaluating and addressing one core area, or simply part of a core area in the first stages; for example seating, relationships or staff/pupil interaction. The important point here is that whichever development area is chosen, however small, it should be taken on board by all within the school, maintaining a whole school approach.

Reflect: Which core development areas currently promote TRA values? How can you further strengthen integration of TRA concepts and values into all three areas?

Building block 1.5: Recognizing ways to build positive relationships

To fully embed *Teaching Respect for All*, a school must work to encourage the integration of positive relationships within every aspect of school life and its wider community. Below are five areas in which to build positive relationships:

Reflect: What specific activities can be implemented in each situation to draw on the various ways to build positive relationships? Could other areas of positive relationship building be drawn on to strengthen an initiative or activity?

Example: Difference Differently in Australia

An excellent example of country leadership is provided by the Difference Differently project established in Australia to promote tolerance and foster cultural understanding among teachers, children, parents and community groups.¹⁴ This provides online curriculum resources: videos, online forums, quizzes and interactive learning activities, geared to target those involved with pupils between 9 and 16 years.

¹⁴ Australian Government, 2012, *Difference Differently*, (<http://www.differencedifferently.edu.au>).

Social skills	Students have the confidence to get on with others, they see good in others and can empathize with other points of view. Critical and creative thinking skills are developed within the curriculum and empower pupils to develop research and problem-solving skills as they learn to think differently.
Positive interactions	Confidence in personal identity and positive self-esteem are developed through teacher modelling, active learning, circle time and interactive games, encouraging students to take responsibility. Parental attitudes towards the work of the school are listened to, respected and acted upon.
Conflict resolution skill development	Children have the opportunity to attend school councils and child clubs, which have power to debate and influence change. Children are helped to develop the language and skills to voice and explain their feelings of injustice and to listen to and respect the views of others.
Tolerance for other cultures/practices	Issues of difference are confronted through the media, visits to new places and discussion. Children learn about other languages and cultures from listening to inspirational external speakers and researching into the lives of famous people engaged with raising human rights awareness.
Communication between school and life outside	Parents' meetings are set up and newsletters are sent home. Outreach work takes place directly or in partnership with local NGOs to encourage attendance and retention.

Building block 1.6: Understand and plan to use recommendations for implementing *Teaching Respect for All*

There are many avenues and entry points to integrate *Teaching Respect for All* into the fibre of a school. The following are some suggested strategies and recommendations to be considered by management as you structure the integration process, and work through the change process.¹⁵



- 1. Clear introductions to the principles of *Teaching Respect for All* need to be conveyed in order to communicate and develop a shared vision and a whole school approach.** Evaluating what the school already has in place, what it is good at and formulating objectives for *Teaching Respect for All* to fill the gaps is more likely to be successful if management work with staff to develop and agree a shared vision and language for concepts such as inclusive, quality and rights-based education, rather than directing from above. If policy is imposed, there is the risk that those tasked with its implementation will become suspicious and apprehensive of the hard work and challenges involved in the new methods of working. If all players are involved and have ownership, they will be more likely to feel empowered and committed to the development process.
- 2. Planning and providing resources to all stakeholders through training.** Leaders can steer school development planning in the desired direction by making the goals clear and providing appropriate and

¹⁵ See D. Carter, D. and M. O'Neill, 1995 *International perspectives on educational reform and policy implementation*, London, Falmer Press.

adequate resources wherever possible. Time and training are prime resources if all those involved in the implementation process are to feel empowered to work towards change.

3. **Investing in continuous whole-staff development, including management, as there can be no curriculum change and improvement without staff development.** Teachers must be adequately prepared and supported in taking on new approaches, including being given sufficient time to review and understand modified teaching materials. Where training is scarce, collaborative working and making time for peer learning and support can be of great benefit.
4. **Assessing progress and being patient.** Recognize that change will take months or even years. Progress has to be monitored through discussion and observation but can be carried out in a non-threatening manner.
5. **Providing on-going assistance.** Good and respectful relationships are vital for school development to take place. Teachers must feel confident in asking for help and advice from colleagues. Group planning represents good use of human resources.
6. **Creating an atmosphere for change primarily through mutual respect between leadership and staff, pupils and community.** Open communication and teamwork is vital to the change process. Problems should be promptly dealt with in a manner that seems fair. The process of introducing *Teaching Respect for All* has to seem worthwhile, and a whole-school collaborative mission. Management should aim to make it a pleasurable and innovative experience.
7. **Using external consultants.** Consultants can provide expertise in development planning, as such skills might not be present in a traditional school.
8. **The principles of *Teaching Respect for All* are external to the school and therefore have to be shown to be worth the time and energy that will be needed from all involved.** Trained personnel from local education authorities and development partners, aware of local circumstances and possible tensions, must work to share and promote its value in all education settings.
9. **Recognition and rewarding of efforts.** Teachers should be rewarded for efforts to incorporate and grow the *Teaching Respect for All* initiative in the school. Rewards can be as simple as recognition or as large as vacation time or monetary support.
10. **Staff consensus is essential.** Self-evaluation is a dynamic process and can only be effective if all parties are committed to development.
11. **Inclusion of national stakeholders.** National education authorities and their local representatives should remain involved in the development process after it has been initiated, so as to step in with appropriate advice or resources when necessary.
12. **Focus on problem-based learning.** New understanding develops more effectively for both adults and children through active learning, co-operative learning within groups, use of real-life scenarios, and working with inspirational role models. Problem-based learning will encourage staff and community members and pupils to develop their critical thinking skills, to ask questions and consider others' points of view.¹⁶
13. **Institutionalization of *Teaching Respect for All*.** *Teaching Respect for All* should be institutionalized across the entire school setting, engrained in all aspects of school life, and permeating every subject and extra-curricular activity.

16 Arigatou Foundation, 2008 *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*, written in cooperation with UNESCO and UNICEF.

Reflect:

- How are TRA concepts currently being communicated to all stakeholders (teaching staff, parents etc.)? How can these concepts be clearly articulated?
- How are training and resources being provided to support new ideas and initiatives? How can staff input be involved in the process?
- Is there professional development in place for staff? Through what other avenues can educators receive the training necessary to have the confidence to carry out TRA in their work?
- Do current assessments exist to evaluate existing principles of TRA in your school(s)/network?
- How are you assessing progress and using these assessments to develop new recommendations, curriculum and change?
- Is there a short- and long-term strategy?
- Do all stakeholders feel supported and respected? What kind of environment needs to be created where educators and staff feel supported?
- Where can you bring in external consultants to strengthen the implementation plan?
- How can educators and staff be rewarded for participation?
- Do you have buy-in from all stakeholders on each change or initiative?
- How are you working with all stakeholders, including national and local authorities, to ensure their perspective is acknowledged in the development of an implementation plan?
- How can problem-based interactive learning be utilized?
- How can *Teaching Respect for All* be institutionalized across all subject matter and core development areas?

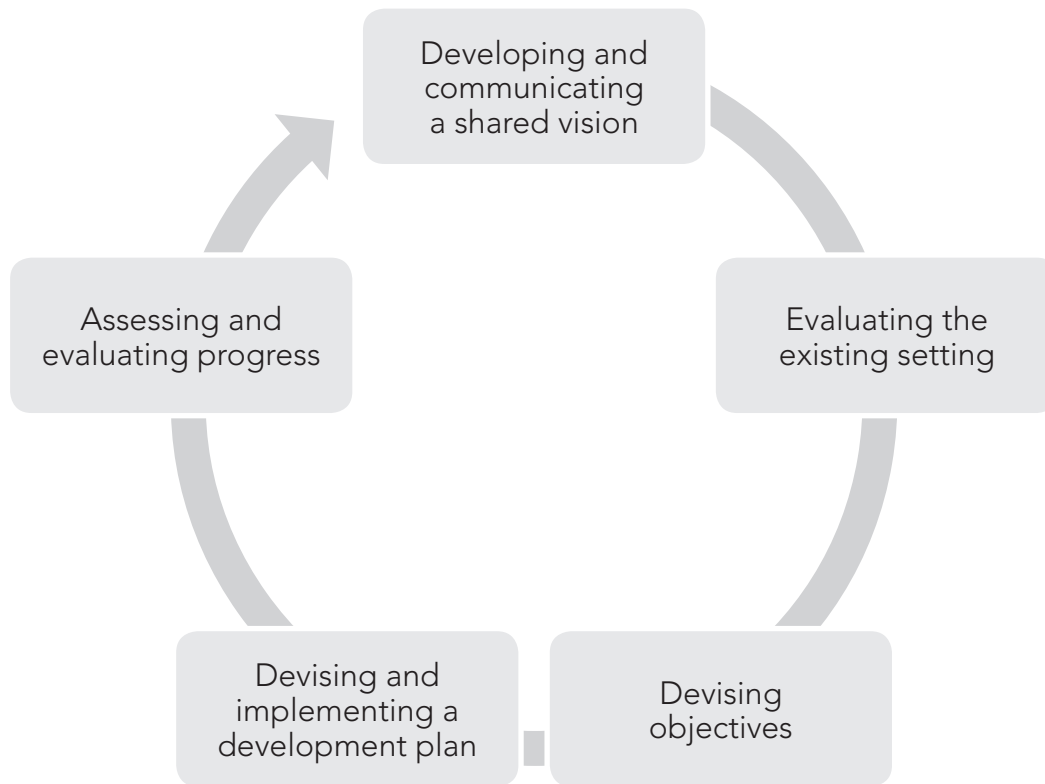
Concept check: Understanding the undertaking

This tool is designed to provide headteachers and NGO managers with background questions and concepts to help guide the process of integrating *Teaching Respect for All*. The first tool is broken down into six building blocks. By the end of this section, you should be able to:

- ✓ create a strategic plan to integrate a whole school approach to *Teaching Respect for All*. The plan should include consideration of all stakeholders who can support implementation of the strategy as well as influence all aspects of school life;
- ✓ identify local biases and have ideas of how to work with and overcome each on an administrative level so that pupil discussion can be supported;
- ✓ create a plan for how to structure all respect-based curricular and school changes in terms of the 8 principles of anti-racism;
- ✓ describe accurately the 3 core development areas and plan to evaluate the need for and promote change within each core area;
- ✓ create a plan for building positive relationships within the school and among other community stakeholders;
- ✓ create targets to incorporate all recommendations for implementation into future activity.

Tool 2: Five stages of change

The framework for integrating *Teaching Respect for All* into an existing curriculum progresses through the following five stages and is cyclic in nature:



The cyclical process of the development framework for *Teaching Respect for All* is a continuous and potentially empowering model, allowing all stakeholders to contribute, remain involved and inform future planning. It requires all stakeholders to contribute to the collective cause, playing a vital role in the examination and reassessment of progress against the original operative goals, identification of the strengths and weaknesses of the changes implemented, review of documentation, repeating questionnaires and observations. Implementing and sustaining *Teaching Respect for All* requires determination, time and patience from all, but the potential for positive outcomes is vast.

Each of the above stages is elaborated on throughout this tool. As you read, remember that the 5 stages are cyclical and not static. Thus, there should continue to be a flow through the stages and evaluation can lead to new objectives and re-evaluation.

Stage 1: Developing and communicating a shared vision



Stakeholders within schools in regions that have a history of centralized control, or hold traditional cultural values that discourage participation, may find that being able to speak about and influence development planning is an unfamiliar process. Sound and transparent governance within districts and school communities is important for the development of confidence and trust. History may significantly affect the ease of involvement of women, for instance, or those from certain castes, and active steps should be taken to consult and involve all in a sensitive yet encouraging manner. Additionally, in countries where the established curriculum is inherited from colonial rule or structured towards examinations, it may be hard to persuade teachers, pupils and parents that modified ways of teaching and learning can still produce positive results. It is important in the early stages to develop within stakeholders the confidence and commitment to take ownership of teaching, learning and school improvement within existing structures.¹⁷

Developing a shared vision is not always easy; there are likely to be differing opinions, beliefs and values within the stakeholders of a school and its community, and it is important to address these differences and agree on ways in which a set of common values that support *Teaching Respect for All* can be developed throughout the school.

Success at this stage will depend on the way in which the project is initially introduced and explained to all involved,¹⁸ the relationship and degree of trust between state education departments, management, staff and community, and the experience and background of teachers and other groups. Meetings to share and discuss the project should have a clear objective, should be arranged at a time that suits all players, and be time-bound. The meeting facilitator is key to success.

Criteria for the key facilitators:

- Have a good understanding of and empathy for the school or community context
- Be aware that they are in a powerful position
- Be trained to take on this role
- Maintain an open mind when listening to the opinions of others, making it clear that all are welcome to contribute and that participants will not be criticized
- Provide breaks as needed, especially while discussing controversial issues
- Clearly state the official or legal position of the country or district
- Make clear their personal views from the onset, also making time for others to put forward their own
- Make clear that an individual or committee should have overall responsibility for the project

¹⁷ UNESCO/Council of Europe, 2005, *Tool for Quality Assurance of Education for Democratic Citizenship*.

¹⁸ See A. V. Kelly, 2009, *The curriculum: theory and practice*, 6th ed., Los Angeles, London, Sage.

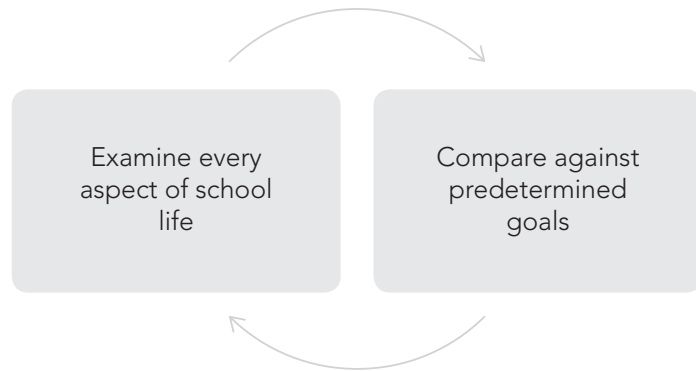
Stage 2: Evaluating the existing setting

Self-evaluation is key to the school development process, which will lead to the integration of *Teaching Respect for All* within a school. The school development process evolves from the project’s successful introduction, the establishment of common ground, and collective exploration of questions such as:

- What are we hoping to achieve?
- What does a school look like that has effectively engaged with *Teaching Respect for All*?

Once these questions have been debated, those within the school community will be able to engage in self-evaluation with a clear focus, understanding the areas which need to be looked at in detail for evidence of weakness. Once a baseline has been established in terms of knowing and understanding the work of the school, the development process can begin to take place.

All schools should be aware of the forms of discrimination that characterize their locality. Self-evaluation requires an institution to critically examine every aspect of its life and to assess the information collected against predetermined goals. In this way, it can decide what it needs to do in order to achieve those goals. Teachers, headteachers and other stakeholders, including pupils, parents, administrators, governing bodies, school management committees, local police and the wider community, are all responsible for school reform and should all be involved in the evaluation process.



Evaluation tables and guiding questions

The following tables provide indicators and questions to guide evaluation and discussion. The tables are created to explore the following two questions:

What are we good at? Using the indicators in Table 1 below, the school should firstly identify and debate the existing strengths withing school activities and relationships taht already contribute to *Teaching Respect for All*. Key to planning for the incorporation of *Teaching Respect for All* is assessing the strengths and ways of incorporating them into further development in order to reach the agreed long-term operative goals.

What have we already achieved? Where are we now? Secondly, in light of agreed strengths, the school should evaluate what has already been achieved in relation to *Teaching Respect for All*.

There are three tables to be used for evaluation, and they should be used chronologically as each builds on the last.

- **Table 1** provides indicators in the form of questions for each of the 3 core development areas. These questions are intended to enable you to assess your progress towards creating conditions that satisfy *Teaching Respect for All*.
- **Table 2** breaks down each quality indicator from Table 1 into sub-questions. In order to assess a school’s existing strengths and progress in putting *Teaching Respect for All* in place, it is necessary to consider these questions, adding more, or prioritizing some over others according to local, national or international conditions. You may choose to evaluate one area at a time in order to make the task more manageable. You should make the decision to focus on certain questions and indicators over others with all stakeholders.

Questions should be debated across the school over an agreed period of time and answers fed back to the individual or committee in charge of the project.

- **Table 3** is a guide to help you further consider the questions in Table 2. To help with this activity, examples are provided. Here, one question from each indicator is divided into sub-questions, to demonstrate the line of enquiry that may be taken in order to gather evidence. Once the questions in Table 2 have been answered, operative goals for each of the 3 core development areas can be defined. Suggestions are offered for sources of help and advice, which may help you in guiding the school towards achieving operative goals.

TABLE 1: Indicators

<p>1. Curriculum teaching and learning</p>	<p>Indicator 1: Is there evidence of an adequate place for <i>Teaching Respect for All</i> in the school's goals, policies and curriculum plans?</p> <p>Indicator 2: Is there evidence of pupils and teachers acquiring understanding of <i>Teaching Respect for All</i> and applying its principles to everyday practice?</p> <p>Indicator 3: Are the design and practice of assessment within the school consistent with <i>Teaching Respect for All</i>?</p>
<p>2. School ethos and climate</p>	<p>Indicator 4: Does the school ethos adequately reflect <i>Teaching Respect for All</i> principles?</p>
<p>3. Management and development</p>	<p>Indicator 5: Is there evidence of an effective school leadership based on <i>Teaching Respect for All</i> principles?</p> <p>Indicator 6: Does the school have a development plan reflecting <i>Teaching Respect for All</i> principles?</p>

TABLE 2: Sub-questions

<p>1. Curriculum, teaching and learning</p>	
<p>Indicator 1 Is there evidence of an adequate place for <i>Teaching Respect for All</i> in the school's goals, policies and curriculum plans?</p>	<ul style="list-style-type: none"> • Is there a policy for <i>Teaching Respect for All</i>? • Are policies in place to address potential areas of discrimination and lack of respect: gender, language, disability and 'racist' incidents. • Are there policies for personal and social development, religious, and multicultural education? • Do all subject-based policies include opportunities for the principles of <i>Teaching Respect for All</i> to be promoted? • Is there a time frame for policy production? • Do policies reflect local needs? • Do 'hidden' fees reduce attendance? • Is there a scholarship system in place? • Do textbooks reflect the principles of <i>Teaching Respect for All</i>? • Are all staff aware of <i>Teaching Respect for All</i> principles? • Is there a coordinator/coordinating group for <i>Teaching Respect for All</i>?
<p>Indicator 2 Is there evidence of pupils and teachers acquiring understanding of <i>Teaching Respect for All</i> and applying its principles to everyday practice?</p>	<ul style="list-style-type: none"> • Are all staff committed to <i>Teaching Respect for All</i>? • Are all staff including references to <i>Teaching Respect for All</i> in everyday practice? • Do all staff have an adequate knowledge base to apply <i>Teaching Respect for All</i> principles to teaching? • Are teaching styles and practices conducive to the development of <i>Teaching Respect for All</i>? • Is teaching and learning differentiated to ensure all pupils are able to learn?

Indicator 3 Are the design and practice of assessment within the school consonant with *Teaching Respect for All*?

- Are pupils involved in their assessment?
- Do pupils know what is expected of them?
- Are lesson objectives shared with pupils?
- Are results discussed with pupils and parents?
- Do pupils know how they can improve?
- Are assessment results fair and directly related to learning outcomes?
- Do all teachers assess against the same criteria?
- Are assessment results used for school development planning?

2. School ethos and climate

Indicator 4 Does the school ethos adequately reflect *Teaching Respect for All* principles?

- Is there an open line of communication (in local languages) between the school and all sectors of the wider community?
- Is training provided in the community to bring about widespread understanding of *Teaching Respect for All* principles?
- Do all within the school recognize, respond to, respect and celebrate diversity in everyday life?
- Does the school welcome children from all backgrounds?
- Do pupils attend school regularly and willingly?
- Are pupils happy and confident?
- Does the school represent a safe environment?
- Are parents confident in coming forward to enter into discussions with staff?
- Does the school have a system for conflict resolution?
- Is there a system for punishment or sanction?
- Are sanctions perceived as being fair?
- Are pupils/parents involved in decision-making?
- Are pupils confident in expressing their opinions?

3. Management and development

Indicator 5 Is there evidence of effective school leadership based on *Teaching Respect for All* principles?

- Is the headteacher/manager supported by LEA and school inspectors?
- Does the headteacher value and follow the principles of *Teaching Respect for All*?
- Is leadership and decision-making perceived as being fair and inclusive?
- Is leadership shared and delegated?
- Are management responsive to the needs of staff?
- Do all staff recognize the importance of their role in decision-making and school development?
- Are all staff supported and confident in their teaching and decision-making?
- Are incidents of discrimination dealt with fairly and effectively?

Indicator 6 Does the school have a sound development plan reflecting *Teaching Respect for All* principles?

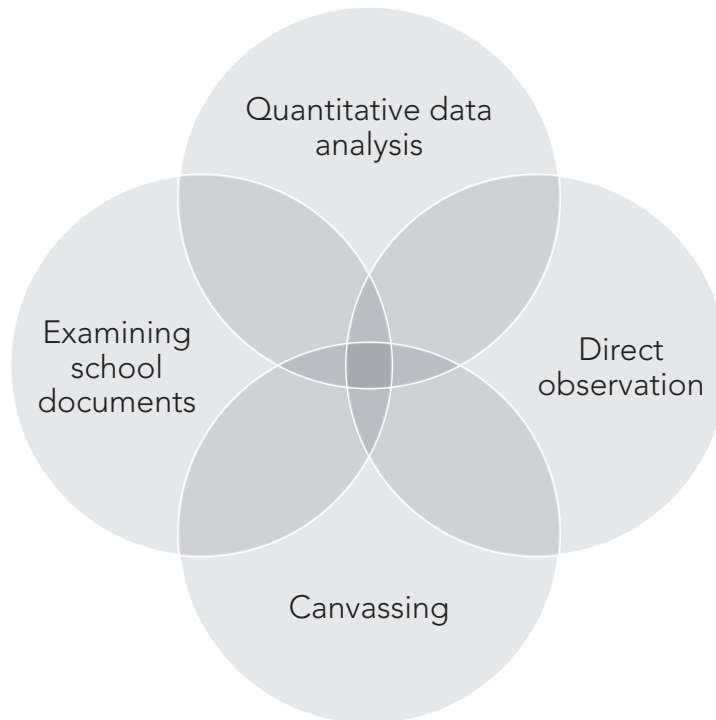
- Is there a school development plan?
- Does the school development plan reflect *Teaching Respect for All* principles?
- Is the school development plan supported by national and local principles of *Teaching Respect for All*?
- Are all members of staff involved in formulating the development plan?
- Is the development plan based on reliable pupil data?
- Are there opportunities for professional development at all levels of staffing?

TABLE 3: For further consideration

Quality indicator	Sample question (from table 1)	What evidence is there?	Suggested methods for satisfying quality indicator
Indicator 1 Is there evidence of an adequate place for <i>Teaching Respect for All</i> in the school's goals, policies and curriculum plans?	Are up-to-date policies in place to address potential areas of discrimination and lack of respect: gender, language, disability and access, racist, sexual incidents?	<ul style="list-style-type: none"> • When were they written? • How often are they reviewed? • Is each teacher aware of the content? • Is implementation monitored? • Are they easily available for public scrutiny? • Is there a public complaints procedure? 	<ul style="list-style-type: none"> • Is there policy advice from local authorities? • Can local specialist groups/NGOs provide advice? • Can meetings be held to share policies with the community? • Are pupils consulted?
Indicator 2 Is there evidence of pupil and teachers acquiring understanding of <i>Teaching Respect for All</i> and applying its principles to everyday practice?	Are staff including references to <i>Teaching Respect for All</i> in everyday practice?	<ul style="list-style-type: none"> • Do staff members talk to or talk <i>with</i> children? • Do staff ask pupils for their opinions? • Do children feel confident in asking for help? 	<ul style="list-style-type: none"> • Staff training in conflict resolution. • Peer discussions amongst staff. • Role-play exercises.
Indicator 3 Is the design and practice of assessment within the school in agreement with the principles of <i>Teaching Respect for All</i> ?	Do pupils know what is expected of them?	<ul style="list-style-type: none"> • Do teachers share learning objectives with pupils for each lesson? • Are all pupils aware of what is expected of them for each lesson/week? • Are all children expected to achieve at the same level? 	<ul style="list-style-type: none"> • Display/explain learning objectives for each session. • Ask why pupils think they are learning certain topics.
Indicator 4 Does the school ethos adequately reflect the <i>Teaching Respect for All</i> principles?	Are pupils/parents involved in decision-making?	<ul style="list-style-type: none"> • Are children asked for their opinions and are they acted upon? • Is there an effective school council? 	<ul style="list-style-type: none"> • Set up child club/school council. • Hold open elections for membership. • Questionnaires or open meetings to canvass opinions.
Indicator 5 Is there evidence of effective school leadership based on the <i>Teaching Respect for All</i> principles?	Is leadership and decision-making perceived as being fair and inclusive?	<ul style="list-style-type: none"> • Do staff and pupils believe problems are dealt with effectively? • Are all members of staff involved in decision-making? 	<ul style="list-style-type: none"> • Questionnaires to all staff which are evaluated independently from the education setting
Indicator 6 Does the school have a sound development plan reflecting the <i>Teaching Respect for All</i> principles?	Are all members of staff involved in formulating the development plan?	<ul style="list-style-type: none"> • Are all actors consulted as development planning takes place? • Is a draft plan shared and discussed with staff? 	<ul style="list-style-type: none"> • Whole school planning meetings (according to size of school).

Methodology for evaluation

In order to properly answer the above questions, you should draw on your experiences, facilitate stakeholders to share their opinions and collect information or data. The following methods of information gathering are provided for reference to assist the self-evaluation process. These are just suggestions. You should use methods and means applicable to you and your setting.



1. Quantitative data analysis

Enrolment records: A school cannot begin to understand whether or not it is discriminating in favour of particular groups if it is unaware of the pupils registered within the setting. In some developing contexts data may not be available from local or national sources. Therefore it will be valuable to begin to keep a register of attendees, even over a short period of time, as this can be used to inform those in charge not only who is but more importantly, who is not attending on a regular basis. Once this is known, steps can begin to be taken to address the situation.

Examination records: Examination results for individual children can be used to inform the school which groups are succeeding over the years and whether changes are taking place. For example, are there gender differences, are children with disabilities achieving, or is there evidence that migrant groups are low-achievers? The school should ask itself why examination results are higher or lower for different groups. Are pupils dropping out of school, or is their attendance dependent on having to repeat years of failure?

Attendance records: Attendance records for each class and year group should be analysed so as to understand who is coming to school, who attends erratically and who might have dropped out. Records over previous years should be studied as they may show significant changes.

Demographic records: Household surveys can be utilized to provide information on those families who live in the school catchment area, their ethnicity, religion, incidence of disability, number of siblings, etc. although accuracy of these depends on the individual or family's ability or willingness to disclose their details. This information can be used with caution and in conjunction with school records and local knowledge to examine whether the school is providing for those families.

2. Canvassing

In the process of introducing *Teaching Respect for All*, it is useful to find out what pupils/parents/staff think about different aspects of the school within each of the 3 core development areas. Questionnaires in local languages can be sent to members of staff, children, parents and others involved in the school community. Focus groups are a valuable means to orally canvass opinion of all actors, particularly if they cannot read or write in the language used, holding one-off or regular meetings for parents (encouraging both sexes) in accessible areas and at convenient times for those at work. Local community or religious groups or NGOs might be asked to help in reaching those who are sometimes reluctant to become involved.

3. Direct observation

Fellow teachers or the headteacher can carry out observation of teaching. It should be undertaken with clear objectives in mind, agreed between all parties. Evaluation should be positive and provided solely in line with these objectives. Opportunities could be provided for teachers to exchange classes or to shadow more experienced fellow teachers, with time provided afterwards for feedback. Individuals or groups of pupils can be observed over a period of time in order to track differences in engagement, responses, learning and behaviour.

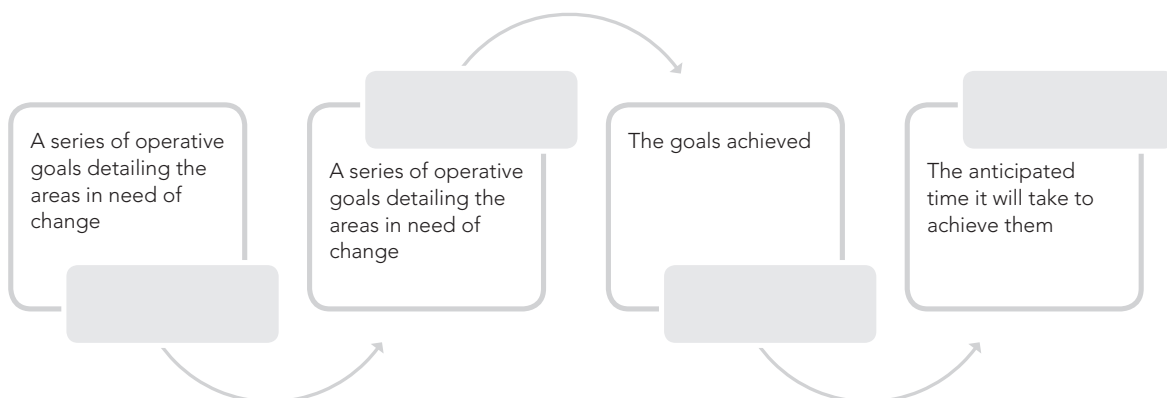
4. Examining school documents

Cross samples of pupils' exercise books will provide evidence of achievement, continuity and teacher feedback, enabling further understanding of progress within different pupil groups. Teachers' lesson plans will show degrees of awareness of children's individual needs and whether or not differentiation in teaching is taking place. Textbooks in all subjects should be analysed for evidence of discriminatory content (both text and illustrations), relevance to the context in which the child is learning, and degree of historical accuracy and fairness. Policies relating to individual subjects and wider school issues should be scrutinized to assess whether they show awareness of inclusion or opportunities for active learning (as opposed to the situation in which pupils are passive recipients of teacher-led instruction), group working, questioning and debate. An examination of minutes of meetings can provide a useful way of monitoring the content or attendance of staff or school management committee meetings.

Stage 3: Devising objectives

Once the self-evaluation questions have been asked, answers documented, and an assessment made of the current situation, the school as a team can begin to define the operative goals that are necessary to bring about successful implementation of *Teaching Respect for All*. For instance, if policies are found not to be in place for each curriculum area, or if the policies do not include ways of developing and promoting the values of *Teaching Respect for All* in terms of curriculum content or means of curriculum delivery, then this gap constitutes an area for future development and will become an operative goal.

The Development Plan will consist of:

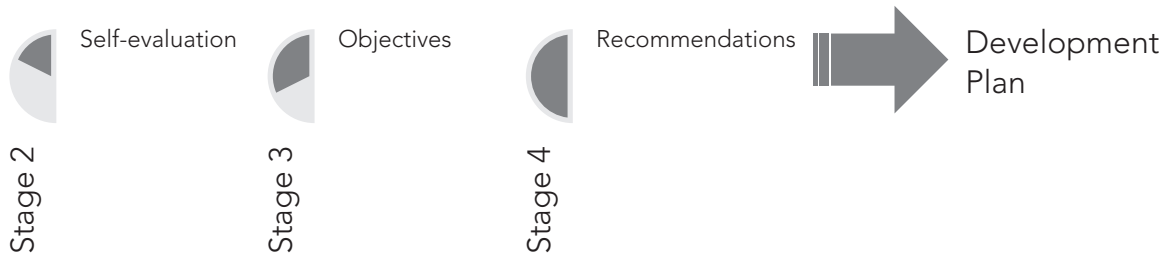


Stage 4: Devising and implementing a development plan

This stage suggests ways in which the principles of *Teaching Respect for All* can be woven into the 3 core development areas of an existing curriculum structure. In settings dominated by traditional pedagogical practices - whereby teachers deliver a set curriculum to passive learners - teacher training, including the provision of opportunities for teachers to observe and discuss real or digital examples of inclusive teaching practices, will be essential. Here, too, the modification of existing policies and the long-term development of critical thinking skills and debate are likely to be key. As sensitive issues of discrimination will be confronted at all stages of the change process, the role of the facilitator within meetings and discussion groups for teachers and community members, as outlined in Stage 1, is central to the success of whole school development. The facilitator of discussion groups must be mindful of feelings of anger, anxiety, fear, pride, guilt, avoidance, and denial.¹⁹

It is advised that the following recommendation sets are considered as plans to implement operative goals and are drawn up, as they will all have a degree of bearing on the success of the implementation of the development plan. Many goals are likely to take several years of collaborative development before they are fully achieved.

Drawing from your self-evaluation in Stage 2 and objectives from Stage 3, as a group, you should now use the recommendations in this Stage to devise a development plan. Recommendations are thus broken down by the 3 core development areas as well as some initial overarching recommendations.



Recommendation set 1: General recommendations on developing partnerships

External advice and support from specialists who have a good understanding of the local context will be essential throughout the introduction of the *Teaching Respect for All* Project. Monitored collaboration between the school and outside agencies is important both to enlist support and draw on the expertise of others in building capacity for *Teaching Respect for All*, without reproducing or contradicting messages or activities. Local NGOs, traditional leaders, religious groups, teachers' unions, development partners, and the private sector are all key to developing a homogenous approach to the principles, so long as they are all working to achieve the same overall objectives. It is important that the individual or group responsible for coordinating, monitoring and developing the project insists on regular updates on activity.

Example: UNICEF's Child Friendly Schools

UNICEF's Child Friendly Schools (<http://www.unicef.org/cfs/>) is an example of an external initiative, which has been developed in practical ways by international NGOs²⁰. Child-friendly schools are designed to develop inclusivity and children's rights, academic effectiveness, safety and protection, gender equality, and school/community linkages.

Civil society groups with particular concern and expertise in combating discrimination through developing respect and tolerance - the specific target areas of *Teaching Respect for All* - should be involved, as they have the capacity to broaden the range of involvement between and across communities.

¹⁹ In N. Lynagh and M. Potter, 2005, *Joined Up: Developing Good Relations in the School Community*, (<http://www.nicie.org/archive/Joined-Up.pdf>).

²⁰ UNICEF, 2012, *Child friendly schools* (http://www.unicef.org/lifeskills/index_7260.html#A%20Framework%20for%20Rights-Based,%20Child-Friendly).

Recommendation set 2: Implementing operative goals – curriculum, teaching and learning

The following are recommendations for various inputs into the first core area for development. Each of these inputs impacts the others, therefore all should be considered.



Educators. Teachers should ideally be recruited to reflect the demographic of the school. Teachers from indigenous groups will be most able to introduce and develop understanding of indigenous culture into a whole-school curriculum.

Teaching methods. Many schools throughout the world teach via traditional western-style pedagogy of the teacher leading from the front of the class, guided systematically by a textbook, which may provide the only source of information for both teacher and pupil. This method serves to satisfy the need to maximize school attendance figures (in that it can contain a large number of children in one setting) and teach all curriculum subjects necessary for examination purposes, although it does not guarantee learning or examination success. In addition, teaching as *instructing* can too easily teach passive learning habits in which pupils simply listen and copy, limiting their opportunities to explore and question beliefs, and interact with one another through mediated discussion in the safety of a structured environment. This traditional pedagogy makes few links between the pupil and the curriculum to be learned, frequently denying lived experiences and taking little account of individual difference.

Traditional teaching methods in which the teacher leads throughout each lesson have the capacity to sustain power relations and open the space for biased attitudes between learners, providing dangerous ground for the reinforcement of dominant and discriminatory behaviour, targeting differences in areas such as gender, caste and poverty. Schools must be aware that teachers may themselves hold prejudices towards certain groups of pupils. Teachers may model their teaching in the manner in which they themselves were taught, perhaps coming straight to the job after completing their own school education. This has the potential to reproduce long-held beliefs such as gender stereotyping.

Teachers should employ a problem-based learning methodology focusing on group activities and hands-on learning.

Training for the adoption of new methods in learning and teaching. In order for schools and teachers to effectively and confidently adapt their traditional ways of working, and for pupils to adapt their learning behaviour, there must be sufficient professional training opportunities for teachers, either from government or from external bodies who understand the context and existing knowledge base. Changes in approach demanded by the *Teaching Respect for All* project require State investment in widespread and systematic training at all levels of expertise, and will perhaps only fully evolve over generations. Staff development through facilitated discussion, non-threatening peer observation, and modelling of inclusive practice is vital in order to provide teachers with the confidence to successfully trial new and sometimes very unfamiliar methods of working.

Professional learning communities (PLC). PLCs^{21,22} can lead to improved pupil learning and social development, and enhance staff practice and morale. Collaborative working (to discuss planning, curriculum, and pedagogy) within PLCs between groups of staff members and managers at all levels across clusters of schools has been found to result in:

- shared values and vision; collective responsibility for pupils’ learning;
- reflective professional enquiry;
- collaborative focus on learning;
- group as well as individual professional learning;
- openness, networks, and partnerships;
- inclusive membership;
- mutual trust, respect and support.

Consequently, the introduction of PLCs is recommended to reinforce the process of *Teaching Respect for All* development, as collaborative working will provide a useful forum for essential racial dialogue. To be effective, PLCs must be endorsed and supported by leadership within each education setting and provide all groups with sufficient time and space for regular meetings to take place.

Example: The Experiential Learning Project across Asia

The Experiential Learning Project (ELP) to promote Learning to Live Together encouraged participatory learning and critical thinking within Asia.²³

Work took place within a school in Japan to bring deeper understanding between Japan and Korea, including exchange visits between the two countries and history teaching which took the viewpoint of each country. Active learning, in contrast to traditional pedagogy where pupils are passive learners, allowed teachers to encourage pupils to express, share and present their own ideas. This was found to encourage deeper understanding of other people.

In Indonesia, the ELP project was led by a researcher to raise awareness of prejudice by skin colour. Existing pupil bias was identified from the results of questionnaires, and then over a six-week period, lessons were delivered to raise awareness of prejudice and encouraged pupils to collect information about inspirational figures from all races. Self-reflection and open discussion were encouraged through a range of activities as pupils were asked for their opinions of people based solely on different skin colour, through an exploration of multi-cultural stories and through drawing. It was found that although pupils who took part in the project retained deep-seated prejudices, their bias towards favouring the appearance of white Europeans was reduced. It was observed that ‘pupils become aware that racism dehumanized and discriminated the victims, made people stupid and feel stupid, and caused anger, loneliness and distrust’. The project concluded that it is possible to modify entrenched feelings of prejudice through practical activities and discussion but that work to do this should take place over a longer period of time.

Differentiation. Differentiation is the process of modifying or adapting the curriculum according to the different ability levels of the pupils in one class and is the only teaching method that ensures all children can access the curriculum. It can be a challenge for teachers trained in traditional teaching methods (especially those with large classes) to ensure that the work being done in the classroom is relevant to the children and their contexts, that it respects their world and responds to their particular needs; however, to not do this is to open the way for them to lose interest and drop out. Differentiation of the learning process can take place through different methods of presentation, practice and performance, and different methods of assessment. It may be organised in a number of ways, depending on the experience of the teacher and their knowledge of the ability, background and interests of children in the class. Simple methods can be valuable, such as asking a range of questions that reach children at all levels of ability, building their confidence and helping them to feel involved.

21 See National College For School Leadership, 2006, *Creating and sustaining an effective professional learning community*, (<http://networkedlearning.ncsl.org.uk/knowledge-base/programme-leaflets/professional-learning-communities/professional-learning-communities-05-booklet2.pdf>).

22 In SEDL, 2012, SEDL, (<http://www.sedl.org/>).

23 UNESCO EIU Experiential Learning Programme, 2007, *Practical Research on Current Issues: Studies on Global Perspectives in Schools in Japan*.

Example: Differentiating for hearing in Australia

In the Northern Territory of Australia, indigenous children are significantly more likely than their non-indigenous peers to be affected with hearing disorders, affecting in turn their ability to acquire basic skills of numeracy and literacy. Despite the installation of hearing loops and microphones, indigenous pupils were still disproportionately unable to follow class instruction. Thus, it has become clear that training of teachers in more inclusive, visual teaching methods is necessary to increase pupil retention and learning.

Activities within all subject areas may sometimes be better suited to changed seating arrangements and group work, providing opportunities for teaching children according to different levels of ability, for encouraging them to collaborate over problem-solving tasks or enabling them to share ideas through discussion. In multi-grade classes, which accommodate children of different ages within one class, differentiation of activity is of particular importance, although also dividing children into groups of varying ages can enhance the development of social skills.

If children fall behind, opportunities are ideally provided for them to be taught within small-group or individual remedial teaching sessions. Links with parents to help them to become involved in their child's learning might be established, although it is important to consider whether there is time and space for children to undertake any study at home if the home is shared between several family members, many of whom have to work long hours to sustain a livelihood.

Curriculum content. 'When governments deliver education in ways that are seen to violate basic principles of fairness and equal opportunity, the ensuing resentment can inflame wider tensions. And when classrooms are used not to nurture young minds by teaching children to think critically in a spirit of tolerance and mutual understanding, but to poison those minds with prejudice, intolerance and a distorted view of history, they can become a breeding ground for violence'.²⁴

In order to integrate *Teaching Respect for All* into the curriculum, teachers should be helped to develop the confidence to incorporate active learning and critical thinking skills into their lessons. This can be done within an existing published curriculum by encouraging questioning and discussion and by considering the content in relation to the children's own experiences. New learning takes place most successfully when a pupil can connect it to something they already understand, thus local knowledge from local people provides an ideal starting point for branching out into wider curriculum development.

Example: Thinking Cards from Ireland

Thinking Cards for pupils of all ages (4-18) have been developed in Northern Ireland, UK, to promote the development of reflective and active thinking skills through small group work.²⁵ These follow the belief that for pupils to become skilful thinkers, they should be encouraged to talk about and reflect on their thinking. The Thinking Cards can be used in many learning situations and could be adapted for use in a wide range of contexts. They are organised into five categories:

1. Working with others
2. Thinking
3. Problem solving and decision-making
4. Self-management
5. Managing information and being creative.

The hidden/informal curriculum. The hidden or informal curriculum refers to the unofficial rules, routines and structures of schools through which pupils learn behaviours, values, beliefs and attitudes. Elements of an informal curriculum do not appear in schools' written goals, formal lesson plans, or learning objectives, although they may reflect culturally dominant social values and ideas about what schools should teach.²⁶ This is the space where pupils learn about beliefs, behaviour, attitudes and relationships between teachers, pupils and teachers, and between one another. It can be in tune with the school's philosophy, reinforcing a positive ethos, or it can be

²⁴ In UNESCO, 2011, *Global Monitoring Reports*.

²⁵ See North Ireland Curriculum, 2013, *Thinking skills and personal capabilities*, (<http://www.nicurriculum.org.uk/TSPC/>).

²⁶ See L. Hamilton and B. Powell, 2007, Hidden Curriculum in G. Ritzer (ed), *Blackwell Encyclopedia of Sociology*.

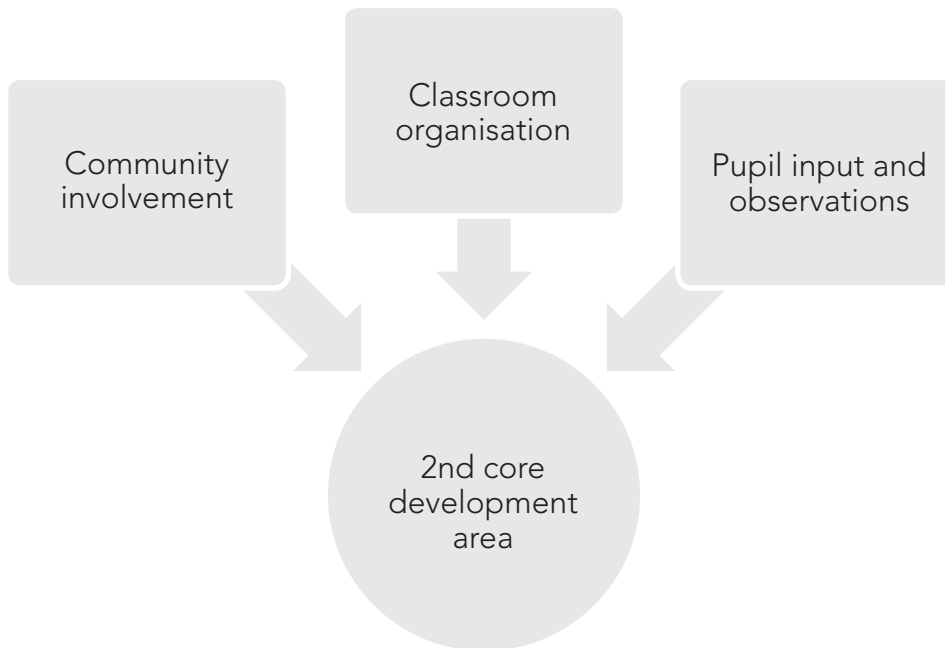
contradictory. It is here that microaggressions²⁷ - the subtle acts of discrimination and bullying which can affect any marginalized group and can undermine a school's development process - might be active. Listening to pupils, respecting their experiences and opinions, and devolving responsibility will help to ensure the informal curriculum does not become corrosive.

Policies. In many countries, districts and education settings throughout the world, policies to address discrimination may be in place, but are either out-dated or not followed. In some places, policies fail to reflect local needs or teachers are unaware of their existence. Policies should state the intention of the organization and be accessible to all stakeholders. A review of existing policies is part of the process in implementing *Teaching Respect for All*.

Textbooks. Textbooks can reinforce stereotypes and perpetuate discrimination. For example, language-teaching materials can surreptitiously provide misleading and simplistic interpretations of other cultures²⁸. When curriculum or textbook content explicitly or implicitly disparages some social groups, schools can inculcate intolerance and reinforce social divisions. While schools have the potential to provide a peaceful environment in which children learn and interact with each other, they can also play a role in normalizing violence, and in undermining attitudes conducive to peaceful conflict resolution'.²⁹

Recommendation set 3: Implementing operative goals – school ethos and climate

The following are recommendations for various inputs into the second core area for development. Each of these inputs impacts the others, therefore all should be considered.



Community involvement. Involving the community³⁰ in activities and projects to introduce and develop *Teaching Respect for All* will help to build understanding and links with those outside the school. Parents, local NGOs, community or religious groups, local police and the private sector should all be considered as development partners in this project. As part of the self-evaluation process it should have been decided whether or not the school system accommodates or discriminates against the cultural practices of those in its catchment area - and if so, an operative goal might be necessary in order to address this possible prejudice. For instance, in some regions it may be important for pupils to attend family funerals, but as in some indigenous cultures the funeral cannot take place until all family members have arrived, this can result in a pupil having to take a long period of absence.³¹

27 IN D. W. Sue, 2010a, *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ, and Sue, D. W., 2010b, *Microaggressions, marginality and oppression: An introduction*. in D. W. Sue (ed.), *Microaggressions and marginality: Manifestation, dynamics, and impact* (pp. 3–22), Hoboken, NJ, Wiley.

28 See H. Starkey, 2007, *Language Education, Identities and Citizenship: Developing Cosmopolitan Perspectives in Language and Intercultural Communication no. 7, vol. 5*, pp 56–71, (<http://www.tandfonline.com/doi/pdf/10.2167/laic197.0>).

29 In UNESCO, 2010, *Global Monitoring Reports*.

30 In N. Lynagh and M. Potter, 2005, *Joined Up: Developing Good Relations in the School Community*, (<http://www.nicie.org/archive/Joined-Up.pdf>).

31 See P. Lorretta de P, 2007, *Systemic Racism: the hidden barrier to educational success for indigenous school students*, in *Australian Journal of Education* (http://www.acer.edu.au/documents/AJE_51-1_Plevitz_e.pdf).

Ideally, if children fall behind, opportunities are provided for them to be taught within small-group or individual remedial teaching sessions. Links with parents to help them to become involved in their child's learning might be established, although it is important to consider whether there is time and space for children to undertake any study at home if the home is shared between several family members, many of whom have to work long hours to sustain a livelihood

Classroom organization. Changes in classroom organization and seating can encourage the development of confidence in using critical thinking skills, which are vital to challenge entrenched racist views..

Pupil input and observations. Training pupils (15-16 years old) to be researchers within a school to help management learn more about classroom relationships between teachers and pupils, from a pupil perspective, can provide valuable information. In order to carry out this type of exercise, teachers must feel confident in their roles. In traditional pedagogy, pupils expect teachers to take the lead in decision-making and teachers feel it is their professional duty to do so. To deviate from these roles is to introduce feelings of risk, but also to open the classroom to mutual trust.

Circles

Working within a circle for example allows all members of a group to make eye contact with each other and reduces the hierarchical divisions, which can easily predominate within meetings and classrooms. It also encourages participation.

Object facilitated discussion

Sometimes discussion can be facilitated by the use of an object, which is passed from one to another, possession of which permits that person to speak. In settings where seating is permanently fixed in rows of benches, it may be easier for the teacher to initiate discussion and debate within small groups.

Circle time

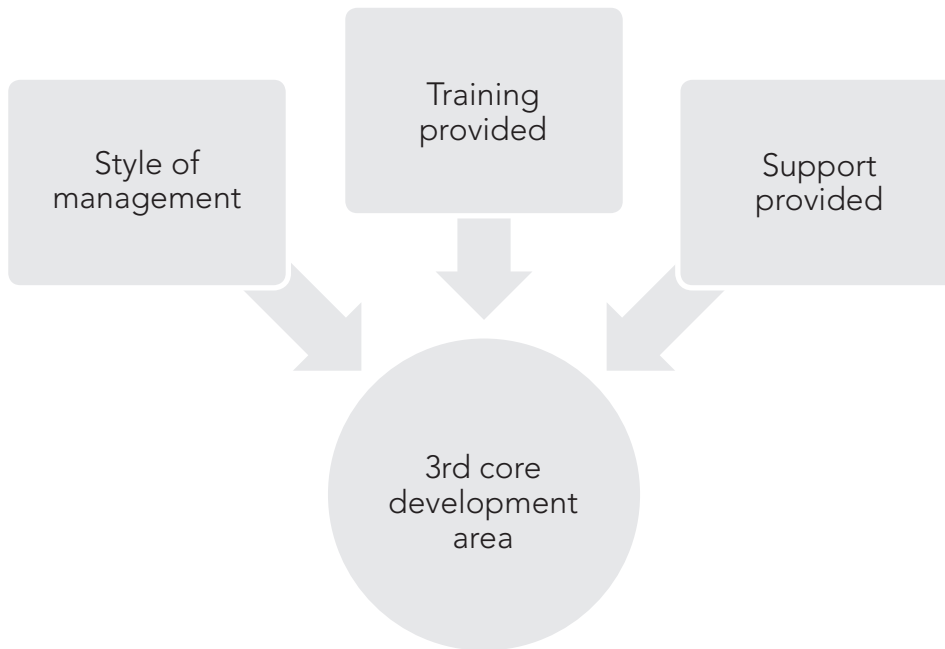
'Circle time' works most successfully when it is clearly structured with opening and closing activities around the main discussion so that participants become familiar and confident within the format. Teachers will initially need to be taught through modelling how to incorporate this into their teaching. Working within a circle provides a good way for exploring controversial issues and to discuss incidents of discrimination as they arise. Puppets, role-play, music and drama can encourage children to explore and speak about unfamiliar ideas. In order to develop conflict resolution skills, specific language for reconciliation has to be taught. If a curriculum emphasises the equal value of every human being, then ideas, which promote racism, should not be tolerated, although it is suggested that extremist ideas can only be influenced by making them the subject of intellectual discussion within a moderated environment.

Example: Including pupils in change

Teaching Respect for All seeks to help young people to deepen their understanding of the world and begin to influence decisions that affect them directly. Ultimately, this will help pupils to fight against discrimination and to build tolerance. The following are two examples of this in action:

- The People's Action Forum (PAF) is an NGO in Zambia aiming to encourage community participation through the participatory 'reflect' methodology of critical analysis. PAF works with women and children to develop community participation in school governance in non-threatening informal environments in which participants feel safe and can acquire life skills. Involving children in decision-making encourages parents and the community to become involved, but also highlights the traditional views on the relationship between adults and children.
- Children's clubs in Nepal appear to have reduced incidents of corporal punishment within schools. However, although outlawed by the Convention on the Rights of the Child, incidents had still been happening. Children learned skills to communicate and fight against this injustice.

Recommendation set 4: Implementing operative goals – management and leadership



As local, regional or national means of achieving operative goals are decided upon and put into place, the style of management will influence the degree to which members of staff and the wider school community are motivated to initiate and sustain change. Training and support for headteachers and managers in democratic leadership skills is crucial in order to help them to develop the skills to democratically and effectively balance both local and national needs with possible changes in pedagogical practice.

Stage 5: Assisting and evaluating progress

The success of Whole School Development for *Teaching Respect for All* will be measured by the changes that take place when judged in relation to the findings of the self-evaluation exercise and the specific operative goals.

Evaluation should consist of the following:

- Self-evaluation using the checklist provided in Tool 3.
- Self-evaluation compared to a realistic timetable with long-term and short-term goals for the achievement of objectives, which should be set out at the point at which *Teaching Respect for All* is introduced into the school community.
- External Evaluation done by inspectors. Inspectors should be trained in the principles behind *Teaching Respect for All* in order to offer each education setting constructive advice where necessary and to evaluate progress fairly against targets. The achievements of each setting should be judged in relation to its unique context rather than against national or international expectations that may be unrealistic. To reflect the mutual respect and community commitment promoted by *Teaching Respect for All*, it is important that representatives of all actors within the school community are involved in the inspection process.

Achievements will depend entirely on the unique setting and the specific needs identified from self-evaluation.

Throughout the evaluation process, collaboration between all stakeholders, external evaluators and internal facilitators is necessary. Collaborative evaluation will strengthen future progress and make the evaluation richer in quality.

Some of the broad changes resulting from successful achievement of the operative goals might be:

- A shift in pupil demographics
- Increased admission
- Retention
- Reduction in drop-out rates
- Improved and active pupil engagement
- Pupil and teacher satisfaction
- Confidence and motivation
- Parental empowerment and involvement
- Increased exam success and links with employment opportunities

Concept check: 5 stages of change

This tool is designed to provide headteachers and NGO managers with the skills necessary to oversee the implementation and evaluation of *Teaching Respect for All*.

By the end of this section, you should be able to:

- ✓ introduce concepts to *Teaching Respect for All* to all stakeholders;
- ✓ select facilitator(s) to oversee the development of a shared vision for implementing *Teaching Respect for All*;
- ✓ manage and organize conversations to evaluate where the school stands in relation to respect in the 3 core development areas;
- ✓ coordinate stakeholders to use the self-evaluation to devise objectives for what needs to happen in order to achieve a whole school approach to *Teaching Respect for All*;
- ✓ construct a plan for each of the 3 core development areas to incorporate *Teaching Respect for All* into the backbone of the school;
- ✓ lead a self-evaluation of progress towards *Teaching Respect for All*, based on UNESCO's Learning for Life initiative question checklist;
- ✓ hire, work with and learn from an external inspector's evaluation.

Tool 3: Checklist for evaluating progress in the 3 core development areas

Self-evaluation is not an easy task. In order to facilitate discussion, the following checklists have been adapted from the UNESCO Learning for Life initiative³², and provide a comprehensive list of questions, which can help evaluate progress within the 3 core development areas:

What do learning results indicate about developing knowledge and understanding of:

1. Human rights, including: child rights, women's rights, political & cultural rights, equal access to education for all (especially for marginalised groups), and humanitarian norms in times of conflict?

³² UNESCO Learning for Life, Checklist for the assessment of *Learning to Live Together* initiatives. Source: Compiled from Monitoring and Evaluation Framework for LTLT, a draft preliminary document of the joint GTZ and IBE initiative on developing a Monitoring and Evaluation Tool (M+E Tool) for Learning to Live Together (LTLT), in UNESCO/IBE Tools for Curriculum Development, Module 8, Activity 3. This set of questions builds on a number of evaluation instruments or research studies, including Birthistle's evaluation of the Social Civic and Political Education project in Northern Ireland (2001); Tibbitts and Torney-Purta's 1999 study *Citizenship education in Latin America: preparing for the future* (in particular, chapters IV and V); the OHCHR/UNESCO draft action plan for the first phase (2005-2007) of the *World Programme for Human Rights Education*, focusing on the primary and secondary school system; the tool for quality assurance of education for democratic citizenship in schools developed by the Centre for Educational Policy Studies and UNESCO project (2004 draft); and studies such as Sinclair (2004) *Learning to live together: building skills, values and attitudes for the twenty-first century*, and Tibbitts' *Literature review on outcomes of school-based programmes related to 'learning to live together'* (August 2004 draft) prepared by the International Bureau of Education. The framework also takes into consideration the literature on conflict sensitivity (International Alert 2004) and working in conflict zones (see Paffenholz 2005).

2. Knowledge of own and other cultures and lifestyles?
3. Minority issues?
4. Stereotyping and bias (including socialization, role of culture, formal education and media)?
5. Local, national, global citizenship, interdependence?
6. Conflict, peace and non-violence (including causes and consequences of armed conflict, conflict resolution, mediation, etc.)?
7. Causes and consequences of poverty?
8. Causes and consequences of environmental degradation?
9. Strategies for preservation and sustainable exploitation of natural resources?
10. Multiple identities?
11. Self and others?
12. Health behaviours affecting self and others?
13. Democratic processes (at school, local, national and international levels)?
14. Other?

What do learning results indicate about developing skills and competencies in:

15. Critical thinking and reflection?
16. Problem solving?
17. Communication?
18. Conflict management - negotiation – mediation?
19. Negotiation?
20. Ability to take on multiple perspectives?
21. Identifying bias?
22. 'Democratic' decision-making?
23. Participation - taking action?
24. Assertiveness - refusal skills?
25. Relationship competence?
26. Other?

What do learning results indicate about adopting and reinforcing the desired values and norms of:

27. Non-violence and peace?
28. Equality?
29. Social justice?
30. Non-discrimination?
31. Respect for life
32. Respect for health?
33. Respect for human dignity?
34. Respect for diversity?
35. Empathy and care?
36. Cooperation?
37. Solidarity?

- 38. Taking action?
- 39. Other?

What do the learning results indicate about the demonstration of attitudes and behaviours towards:

- 40. Reduced levels of violence and aggression in schools and communities?
- 41. Increased pupil participation in the life of the school?
- 42. Pro-active and responsible civic engagement at local, national or international levels?
- 43. Understanding and cooperation among different social/cultural groups in and out of school?
- 44. Promoting and defending human rights principles in and out of school?
- 45. Reduced levels of sexual harassment and transmission of diseases?
- 46. Other?

How learning results are evaluated:

- 47. How are learning outcomes assessed?
- 48. What methods are used?
- 49. Are non-traditional ways of assessment used?
- 50. Are they consistent with the learning goals and approaches of the programme (reflecting equality, transparency, fairness, etc.?)
- 51. Are the approaches varied?
- 52. Do they reinforce the multi-dimensional nature of this area of learning?
- 53. Does the assessment cater for diverse learning styles?
- 54. Is assessment continuous?
- 55. Is assessment related to the measurement of attitudinal and behavioural change?
- 56. Is assessment meant to foster overall pupil development?
- 57. Who conducts the evaluation?
- 58. Are pupils involved in developing assessment procedures?
- 59. Does the assessment seek to ascertain pupil perceptions of their learning and of the programme itself?
- 60. Are parents and community involved in assessment?
- 61. Are parents and community regularly informed of the outcomes of assessment?
- 62. Are teachers' reactions to the programme assessed?
- 63. Is evaluation used as an inclusive participatory learning tool?
- 64. Has the peace and conflict situation (conflict dynamics, root causes and peace issues) been assessed for the school, the community and the wider context?

Intended or unintended effects (outcomes and impact):

In addition to individual learning outcomes, projects may have intended and unintended impact on pupils, the school more generally, or the wider community. The following questions will help to determine this:

- 65. What has been the effect – impact of the programme among pupils?
- 66. What has been the impact of the programme on the overall school community? How is this assessed?
- 67. What has been the impact of the programme in/on families and the wider community? How is this assessed?
- 68. What has been the impact of the conflict situation on the programme (risks, problems)?

69. What has been the impact of the programme on the immediate and the wider conflict and peace environment?

To what extent the initiative is a) compatible with and b) endorsed by:

70. Broad political vision?
 71. Curriculum policy statements?
 72. Curriculum programme development team?
 73. National or state-level curriculum frameworks/guidelines?
 74. Syllabi for learning area or subjects?
 75. Teaching and learning resources (teacher manuals, textbooks, other learning materials)?
 76. Teacher education curricula?
 77. Training programmes for school principals and inspectors?
 78. National standards and assessment frameworks?
 79. Official examinations?
 80. Conflict and peace situation?
 81. Other?

What types of resources and materials have been developed or adapted?

82. Textbooks?
 83. Sourcebooks?
 84. Teaching guides?
 85. Videos?
 86. IT and multimedia?
 87. Photos, posters, and other visuals?
 88. Training materials?
 89. Storybooks?
 90. Other?

Is the material available in schools in appropriate quantities?

91. Are they of suitable quality, variety and relevance?
 92. Do they promote open discussion on essential issues?
 93. Do they promote participatory and experiential approaches?
 94. Do they model *Teaching Respect for All* skills, values and behaviours?
 95. What, if any, materials have been developed by teachers?

Have the materials been designed or reviewed in view of reducing/eliminating bias and stereotypes concerning:

96. Gender?
 97. Linguistic, religious, ethnic, caste, or other cultural minorities?
 98. Individuals with disabilities?
 99. Other disadvantaged groups?
 100. Is there coherence between curricular goals, content and teaching methods?

101. Are pupils aware of the goals and objectives of the programme?
102. Are the approaches varied and innovative, catering to the needs of different learning styles and capabilities?
103. Are the approaches skills-based? Learner-centred and participatory - providing for free expression, exploration, and discussion of issues, attitudes and beliefs? Focused on experiential and activity-based and cooperative learning?
104. Is there adequate balance between knowledge, skills and values teaching?
105. Are they actively linked to the concepts of learning in the home and community and lifelong learning?
106. Are they adapted to local contexts?
107. Are various interpretations/analyses of important topics allowed?
108. Are there opportunities for active pupil participation in both in-school and out-of-school activities and organizations?
109. Do the approaches seek to foster self-esteem, empathy, communication, cooperation, critical thinking and enquiry, decision-making, problem solving, assertiveness, conflict resolution?

Teacher profile and training:

110. Is the existing profile of teachers of this curricular area appropriate to handle the knowledge, skills and values being taught?
111. Does the recruitment reflect ethnic, religions, gender, language and other diversities?
112. Have teachers presently involved in the programme received training?
113. Apart from training, are other forms of support provided for teachers? Give details.
114. Is training provided for school principals, department heads, district/state /provincial education officers, in-service advisors, etc.?
115. Are steps being taken to include *Teaching Respect for All* in the training of all teachers?
116. What on-going professional development activities are there in this initiative for teachers and principals and how often?
117. Are there possibilities for teachers to share their learning and experiences with other teachers?

School ethos/culture (school climate):

118. Does the initiative aim at promoting principles of *Teaching Respect for All* as part of the basic ethos of the educational institution, in terms of school organization and management, attitudes and rules concerning pupils and teachers, human rights approaches, gender-sensitive approaches, extra-curricular activities, etc.?
119. Do classroom practices and school philosophy, management and organization more generally, support and facilitate the initiative? What evidence is there of this?
120. Does the school leadership actively support the programme and the principles of *Teaching Respect for All* more generally with respect to both staff and pupils?
121. Does the school leadership actively promote participation in the school management and teaching?

Out of school links and support:

122. Does the initiative seek to develop links with the community beyond the school: parents, families, civil society more generally? How is this done?
123. Are there mechanisms to make the initiative and its results known to the wider school community and the community outside of the school?
124. Are workshops in *Teaching Respect for All* offered to parents and other members of the wider community?
125. Are activities used to promote respect and tolerance transformation in the community?

Levels of institutional support:

- 126. What is the level of financial support? Is it adequate? What are the sources?
- 127. What support and management structures exist within the educational institution(s)?
- 128. What support and management structures exist outside the educational institution(s)?
- 129. How will you ensure the continuity of this initiative?

Concept check: Checklist for evaluating progress in the 3 core development areas

This tool provides headteachers and NGO managers with the categories and questions to be used in a self-evaluation of progress towards incorporating concepts of respect into the 3 core development areas.

By the end of this section, you should be able to: use the checklists and questions to conduct a self-evaluation of where the education system/school stands in relation to *Teaching Respect for All*.