

**NSEAD Continuing Professional Development for Art, craft and design teachers**

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| Name of teacher requesting CPD | (Teacher to complete) |
| Title of the Course: | Better Practice in Art, Craft, and Design: Developing an Anti-Racist Curriculum |
| Course Tutors: | NSEAD anti-racist action group members:Emily Gopaul Frances AkindeKevin Dalton-Johnson Rayvenn D’Clark Clare StanhopeMarlene Wylie   |
| Focus of this course: | To guide and support the ongoing development of inclusivity and equity in your art, craft, and design curriculum |
| What will attendees learn? | **This course includes workshops on:****Cultural Capital** Explore the essential knowledge that children need to prepare them for their future success. Join Course Facilitator Emily Gopaul to unpack and address Cultural Capital through our subject. This workshop will explore how your curriculum allows students to explore the world around them both historically and through contemporary art and culture. **Colonial Legacy** Join Course Facilitator Frances Akinde to unpack how the lasting influences and outcomes of colonialism and European expansion has impacted our subject. This course explores how to acknowledge colonial legacy through the art curriculum and practical guidance on how to plan for contextualising art and artists.**Criticality** Join Course facilitator Kevin Dalton-Johnson for this workshop on criticality, exploring the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression through our subject and curriculums. This workshop unpacks how to provide opportunities to discuss, question and explore historical and contemporary issues around race and ethnic identities. **Intersectionality** Join course facilitator Frances Akinde to explore intersectionality through our subject and how we can ensure our art curriculums value alternative ways of being and doing in the world. This workshop explores how you can ensure your curriculum inspires and acknowledges complex identities to support your student’s learning and support their ability to live, work and socialise in a multicultural country. **Context and Terminology** Join course facilitator Rayvenn D’Clark to investigate the importance of using correct context and terminology throughout your curriculum and teaching. This course will support you to feel confident in making positive and inclusive changes when interrogating your curriculum. **Unconscious Bias**Join course facilitator Rayvenn D’Clark to explore how you support yourself and your colleagues to have potentially challenging conversations about unconscious biases. This workshop will provide you both practical guidance and advice on how to address potential unconscious biases that are detrimental to our students’ learning and wellbeing. **Diversity and Belonging** Join course facilitators Marlene Wylie and Clare Stanhope to address how your curriculum includes artists, makers and designers from a range of ethnically diverse communities and provides opportunities to ask about the cultures, makers, artworks and objects that you and your students use. |
| How will this develop professional practice for specialist art craft and design teachers? | * By the end of this course your department will feel confident to critically review, revise and decolonise your art curriculum.
* You will be able to explore and address equity and inclusion in and through our subject.
* You will have an introduction and access to the ARAEA Checklists, resources, reading lists and prompt cards to continue your journey and to apply this learning to your curriculum planning, practice and pedagogical approaches.
* You will feel empowered to lead conversations and drive change for our subject and our learners.
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For teachers to complete

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| How will my students benefit? | (may relate to: embed skills, knowledge and understanding, ‘cultural capital’, progress, achievement, motivation, aspiration, positive attitudes, community engagement, transferred skills) |
| How will my learning contribute to whole school improvement priorities? | (may relate to: Behaviour and attitudes, attendance, personal development, leadership and management, improving staff’s subject, pedagogical and pedagogical content knowledge; curriculum development, assessment, community engagement, workload and well-being, equity, diversion and inclusion,  |
| Links to performance review and personal development goals |  |
| Cost | NSEAD member: £175Non member: £350 |