



# DUBAI COLLEGE

*A tradition of quality in education*

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## Diversity, Equity & Inclusion Impact Report 2020/21

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# The Dubai College DEI Journey

July

Alumni of Dubai College set up @unsettled on Instagram in early July calling out instances of racism in the school

September

DC subscribes to tootoot, an anonymous reporting app, and runs Speak Up Training for all staff and students in Year 8-13

November

DC establishes a Diversity, Equity and Inclusion Parent and Alumni Working Party to address the open letter in detail

March

The Parent and Alumni Working Party and the Head draft a diversity statement and the DEI pages on the school website

May

The Headmaster speaks to the annual COBIS conference and shares the DC journey as a case study for others

2020-  
2021

August

Alumni invite the Head and the Head of Sixth Form to a Town Hall for a question-and-answer session and to present an open letter

October

DC establishes a student Diversity, Equity & Inclusion society to produce age-appropriate Speak Up training for Year 7

January

Deputy Head: Learning & Teaching establishes links with the University of Birmingham to introduce a framework to decolonize the curriculum

April

The Headmaster writes a call-to-arms article in the Times Education Supplement in the run up to the COBIS conference

All-year

Since September, the Headmaster has been enrolled on the DEI Leadership Training from Diverse Educators. Five more staff are now enrolled for 2021-22.

# The Dubai College DEI Journey

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## July 2020

Like many colleges and universities across the world (some 1,500 organisations according to various newspaper articles last summer) students and alumni of Dubai College demanded that we examine our school in the light of the public outrage, collective anger and shared grief following the murder of George Floyd last May. They were interested to know if they set up an Instagram account to collect stories of historic racism at our school, would it gain traction.

## August 2020

In mid-August after @unsettledc had grown to have over 2000 followers and had catalogued over 220 instances of racism, the alumni behind the account wrote an open letter to the school, detailing what they hoped we would do to ensure that these events were less likely to happen again in the future.

Their requests were organised into four parts. Truth and reconciliation, Transparency and Accountability, Faculty, Staff and Administrator Diversity, Education and Training and Justice and Equity.

Following the publication of the open letter we were invited to a town hall with the alumni. At the Town Hall, the Head of Sixth Form and I listened and were quizzed as to what we were and were not aware of happening at Dubai College and what we were going to do about it.

Despite having engaged with our Sixth Form students through a series of focus groups on the issue of racism just prior to the summer break, we had to admit that we had a problem that was bigger than any of us knew. And that admission was the key to unlocking the rest of the puzzle.

After the Town Hall, we started what is known as “doing the work” - educating ourselves about all the multifarious and nefarious ways in which racism can be found baked into any system. This work included reading the likes of Rene Eddo-Lodge’s book *Why I Am No Longer Talking to White People about Race*, learning about effective anti-racism strategies which have been successfully deployed in schools across the United States of America, researching the Olweus Bully-Victim Questionnaire and understanding how it could provide us with a baseline to know exactly how widespread an issue this was in our school, and downloading and adapting resources from [learningforjustice.org](https://learningforjustice.org) which we would use throughout a series of training events to staff and students during the course of the academic year.

## September 2020

The first thing we learnt from the Instagram account and from our alumni is that students are afraid to report these problems. Not just in our school but in every school. Numerous research studies have shown that most young people are afraid to tell parents and school leaders about these issues. They may be fearful of retaliation from classmates, afraid of being ostracized by their peer group, fear that they will get in trouble themselves, or

simply believe that nothing will be done to fix the problems. Our students wanted anonymity and that is what Instagram gave them.

Our solution was to subscribe to tootoot. tootoot is an (pseudo) anonymous reporting system for school children. Each child is given a login code and the issues they raise are distributed among tutors and heads of year without revealing their identity. However, should anything come to light which requires you as Head to know the identity of a victim or a perpetrator you can click a button to reveal their name. This mechanism is made known to the students before they sign up.

The second thing we did was to devise a Speak Up Training module for students in Years 8-13 and staff which introduced them to the idea of biased language and the difference between intention and impact. To do this, we used some of the excellent materials produced by [learningforjustice.org](http://learningforjustice.org), a US not-for-profit organisation which provides free resources to educators. They rightly say that a school climate that encourages inclusion and promotes tolerance does not guarantee that bias incidents won't happen. But what it does do is create an atmosphere in which these acts are less likely to gain momentum and more likely to be quickly and widely denounced.

### **October 2020**

The third action we took was to invite our students to set-up their own diversity, equity and inclusion society, which as Head I promised to attend as often as it met, so that I could learn about the student experience first-hand and fast track any actions or initiatives which the students hoped to see. In its first year, what this has led to is a far more explicit celebration of the diversity of religious experience within our school. As a British School Overseas, we have over 50 nationalities, 12 religions and numerous ethnicities represented within our student body. We had, as a British school, always celebrated Christmas and Remembrance Day and talked about the Easter holiday, and because we are located in the UAE we also celebrate the holy month of Ramadan, which has just come to an end. However, we have not always celebrated Diwali or Chinese New Year or Holi or Jamshedi Noruz, which is the Zoroastrian New Year.

The students then took it upon themselves to re-record some of the [learningforjustice.org](http://learningforjustice.org) materials to make them more relevant to the UAE. They then ran the Speak Up Training for our new Year 7s using these materials. By this stage the DEI society felt more like it was becoming an embedded part of the school culture and not simply some bolt on training.

### **November 2020**

The fourth action we took was to establish the Diversity, Equity and Inclusion Parent and Alumni Working Party. We wanted to involve those alumni who had initially set up the Instagram account in our discussions about how to move forward, as well as those parents with students currently at Dubai College who also felt strongly about the issue. This group was their group and I worked with them to define their terms of reference which would enable them to achieve the outcomes which they felt were important to our school.

### **January 2021**

Dee Saran, Deputy Head: Learning & Teaching, has attended the student diversity, equity and inclusion society since October working alongside staff and student to consider how DC can diversify and decolonise the curriculum. After several collaborative discussions

with heads of faculty, we are now collaborating with the University of Birmingham here in Dubai to help us evaluate our curriculum. In the pipeline is a joint research project on the implementation and evaluation of the framework. Six members of the teaching faculty have opted into the project, and there is appetite from our students to contribute to the discussions as well.

### **March 2021**

In March I worked alongside the Diversity, Equity and Inclusion Parent and Alumni Working Party to draft our diversity statement and answer frequently asked questions which parents had about the school, including our approach to the recruitment of staff and students, nominations for leadership, student voice and how to get involved. By this stage, our work in the region was being noticed and we were fielding enquiries from HMC Middle East, the British Schools in the Middle East (BSME) and the Council of British International Schools (COBIS) about our work and I was invited to write a case study for the Independent Schools Council (ISC) website. I also published this case study as a publicly available article on LinkedIn. Following on from this I was invited to the annual COBIS conference in May to present our journey.

### **April 2021**

In the lead up to the annual COBIS conference TES published an article I had written detailing some of the challenges facing international schools in conservative jurisdictions while still encouraging school leaders to act and take on the never-ending challenge of building and promoting positive cultures in their schools.

### **May 2021**

In May 2021 I delivered a version of this journey to the annual COBIS conference, and we have subsequently been invited to share our experience with a number of delegates who also operate schools in the Middle East.

Finally, as Head, I enrolled on the DEI Leaders in School Programme run by Hannah Wilson and Angie Brown of Diverse Educators. Their 10-month programme brings together those people in schools interested or entrusted with developing diversity, equity and inclusion in their schools. While this Impact Report is the final direct outcome of that training, the programme asks schools to address the other eight protected characteristics of the UK Equality Act 2010 in addition to race.

The programme, the leaders and the other participants have all been very sensitive to the values, ethics, and traditions of the country in which we operate. This has allowed me to consider how to systemically embed a culture of diversity, equity and inclusion while considering the context of our school.

After 10 months of this programme, it feels like we have only just begun to scratch the surface of this fundamental and existential item of school culture: who are we and how can we all feel safe enough to flourish? As Hannah and Angie told us, when you start work on diversity, equity and inclusion it is like unpeeling an onion. No sooner have discovered one layer than you reveal another.



# Dubai College DEI Statement

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Since its foundation in 1978 the mission of Dubai College has been to provide within the emirate of Dubai a modern secondary education in the British style to both expatriates and UAE citizens who wish to experience this type of education. For this reason, we are committed to celebrating diversity within our school community while respecting the values, ethics and traditions of our hosts.

## DEI vision, mission & values

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Today some 70% of our graduates attend university in the UK and a further 25% head to the US, to which end we are committed to providing our students with a modern and comprehensive personal, social and health education curriculum which equips them for life in their university destinations.

The school now has a Student-led Diversity, Equity and Inclusion Society which meets weekly to plan educational events for students, to celebrate the diverse religious festivals and national holidays of our community and to review the contents of our curriculum.

Our Parent and Alumni Diversity and Inclusion Working Party also brings together supportive advocates for diversity, equity and inclusion. The working party shares the inclusive educational goals of the College and provides advice and support to the Headmaster and the College community.

Our values have not changed but we certainly have a renewed focus on promoting on certain key aspects of our values statement highlighted in bold below:

Members of the Dubai College community are curious and open-minded individuals with a desire to learn and a **cosmopolitan outlook**. Parents, staff and students each recognise that commitment, hard work and resilience are the key qualities which have contributed to the school's success over time and are the same qualities which our students will need in order for them to succeed. As members of a community we work together, we like to be consulted and we like to co-create our school in **harmonious synergy**. This means that we are each committed to the highest standards of honesty and integrity and we respect ourselves and one another. We recognise that our students are driven, the world is their oyster and Dubai College exists to help them realise their ambitions. We believe these are admirable qualities and explain much of the success of Dubai College. And yet, our drive and ambitions must always make room for **kindness, compassion and empathy**. We are committed to the broader wellbeing of every member of the Dubai College community and we must remember that we are but one part of a much bigger picture. When we do these things we create a nurturing academic community which is second to none. Dubai College really does have a great feel about it and we are committed to this, our own tradition of excellence in education.

# The legal framework

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As a British School Overseas (BSO) in the Middle East under the jurisdiction of the United Arab Emirates judiciary, ministries and authorities, our operating environment is complex. In order to be accredited by the Department for Education in the UK, as a BSO we must be inspected against the BSO Inspection Framework which includes reference to the Equality Act 2010.

While the Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all in Britain, it has no jurisdiction in the UAE. As a school we support any law which protects individuals from unfair treatment and promotes a fair and more equal society, however, not all of the 'protected characteristics' of the Equality Act 2010 are recognised in the UAE. The nine protected characteristics in the UK are:

1. age;
2. disability;
3. gender reassignment;
4. marriage and civil partnership;
5. pregnancy and maternity;
6. race;
7. religion or belief;
8. sex;
9. sexual orientation.

The UAE has several laws in place that aim to prohibit discrimination and hatred on the basis of caste, race, religion or ethnic origin. Further, there are laws to protect the rights of people of determination (those with special needs) and laws for equal pay to women. These laws are:

1. Anti-discrimination/Anti-hatred law
2. Laws on equal wages for women and men
3. Federal Law No. 29 of 2006
4. No discrimination against people of determination in public and private sectors
5. People of Determination protection from abuse policy
6. Law on Domestic Workers
7. Discrimination (Employment and Occupation) Convention, 1958

Having spoken with the education authority it is clear that the school must not promote any behaviour which goes against the UAE values, ethics and traditions. Celebrating Pride month, for example, goes against the culture of the UAE and Article 13. 33 of the school resolutions states that schools should "ensure that school programmes and activities; Student counselling; healthcare, social, and psychological programmes; and any other programmes do not conflict with public order and morals;"

As such the work of Dubai College will focus on the 7 protected characteristics of the Equality Act 2010 which do not conflict with the public order and morals of the UAE.

# The social justice case

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As a school our priority is always the safety of our students, both physical and psychological. As such promoting and supporting diversity, equity and inclusion within our school is a moral imperative. Not only do we wish to protect and enhance the self-esteem of all our own students whilst they are in our care, we also have a moral obligation to raise tolerant and caring young adults who will go out into the world and be a positive influence on their peers and society. It is useful to have a legal framework to underpin our efforts and to serve as a stick, however, the carrot of improving social justice is a more driver than this legal imperative alone.

## Personal & professional drivers

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As a parent I have always raised my children to be well-mannered and tolerant citizens of the world, proud of their own heritage and open to others. As a Head I have always tried to run a school that I would be proud for my own children to attend, an open-minded and ambitious school that seeks to lead the way today for a better tomorrow. As a family we chose to leave the sometimes-inward-looking parochialism of the UK for a more globally minded working life overseas. To have been presented with the inescapable truth that some students at the school I ran felt unsafe during their time on campus felt like a personal failing on my part as the Head. While it takes a village to raise a child, all it takes is for a few good people to do nothing for evil to prevail. These personal and professional drivers, so inextricably linked, will forever ensure that we do our utmost to promote the physical and psychological safety of every one of our students hereafter.

## Discoveries from staff

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Our priority in this first year of our DEI work has been the children. The introduction of the student diversity, equity and inclusion society, the whole school assemblies, the whole school celebrations of our multi-cultural student body, the curriculum working party and the positive education day planning team have all given students a voice to speak up and to call out instances of injustice.

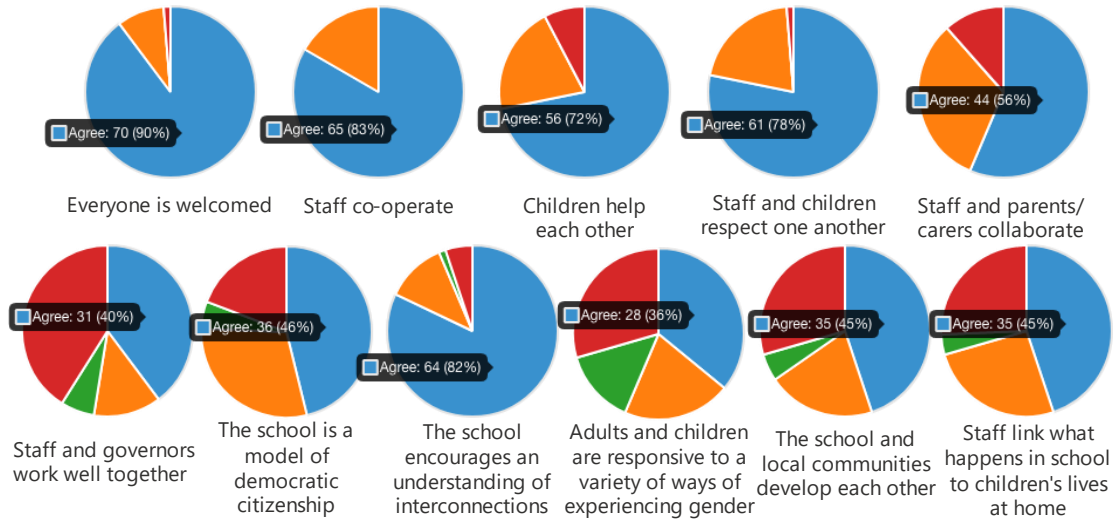
However, apart from the speak up training for staff at the start of the year and the distribution of the minutes of every meeting of the parent and alumni working party, we only conducted one audit of staff perceptions of the inclusivity of our school using the Index for Inclusion devised by the UK's Centre for Studies on Inclusive Education.

The Index for Inclusion is built around three key dimensions:

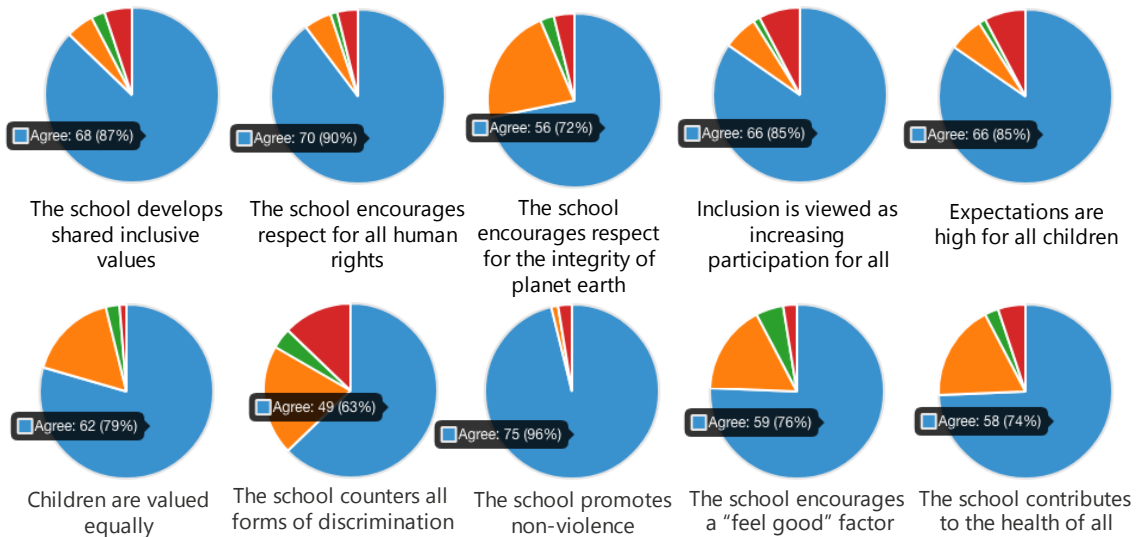
- Dimension A – Creating inclusive cultures
- Dimension B – Producing inclusive policies
- Dimension C – Evolving inclusive practices



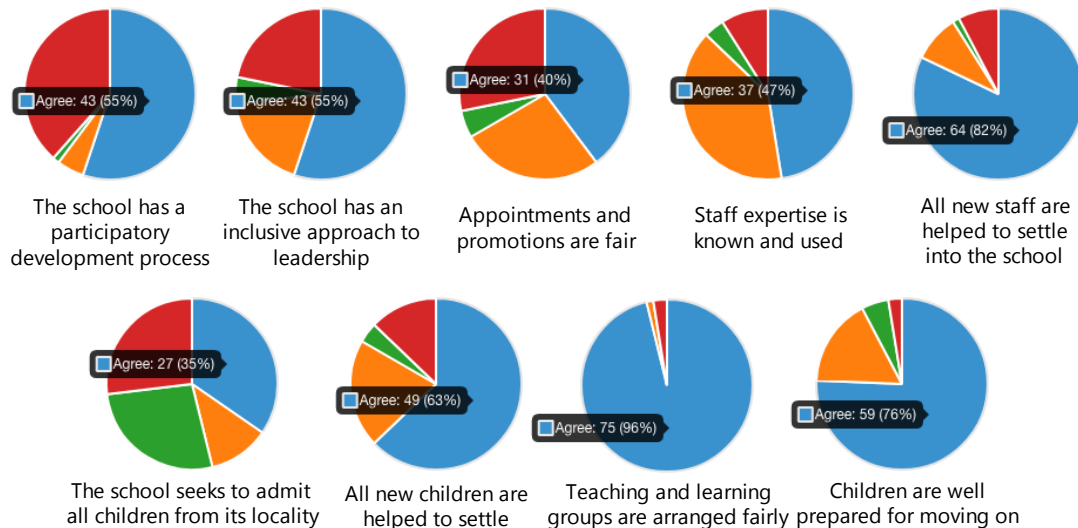
## A1: Building Community



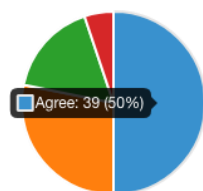
## A2: Establishing inclusive values



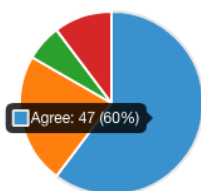
## B1: Developing the school for all



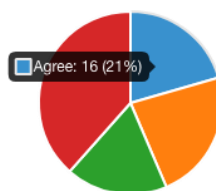
## B1: Developing the school for all



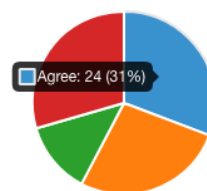
The school makes its buildings physically accessible to all



The buildings and grounds are developed to support participation of all

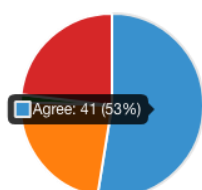


The school reduces its carbon footprint and use of water

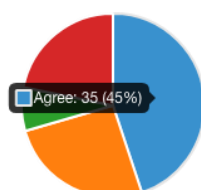


The school contributes to the reduction of waste

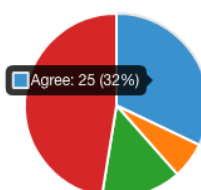
## B2: Organising support for diversity



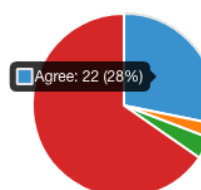
All forms of support are co-ordinated



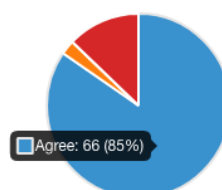
Professional development helps staff respond to diversity



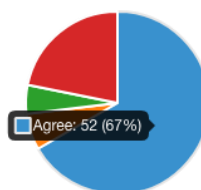
EAL support is a resource for whole school



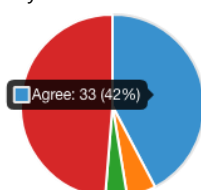
School supports education for children in public care



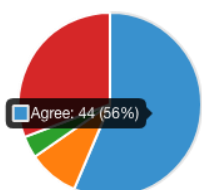
School ensures SEN policies support inclusion



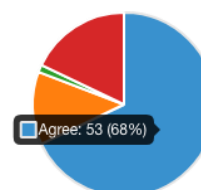
Behaviour policy is linked to learning and curriculum



Pressures for exclusion are decreased

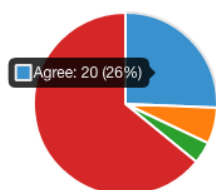


Barriers to attendance are reduced

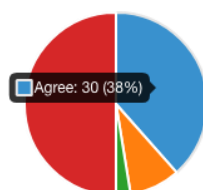


Bullying is minimised

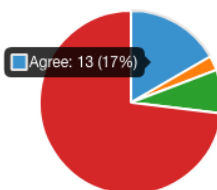
## C1: Constructing curricula for all



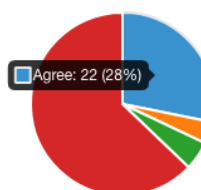
Children explore cycles of food



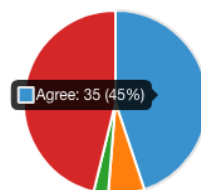
Children investigate the importance of water



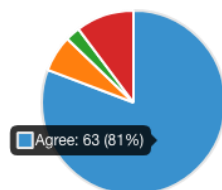
Children study clothing and body decoration



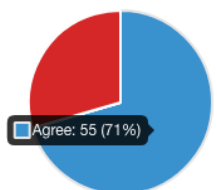
Children learn about housing and built environment



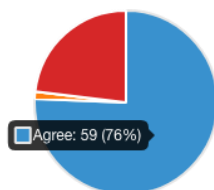
Children consider how and why people move



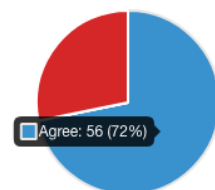
Children learn about health and relationships



Children investigate earth, solar system etc

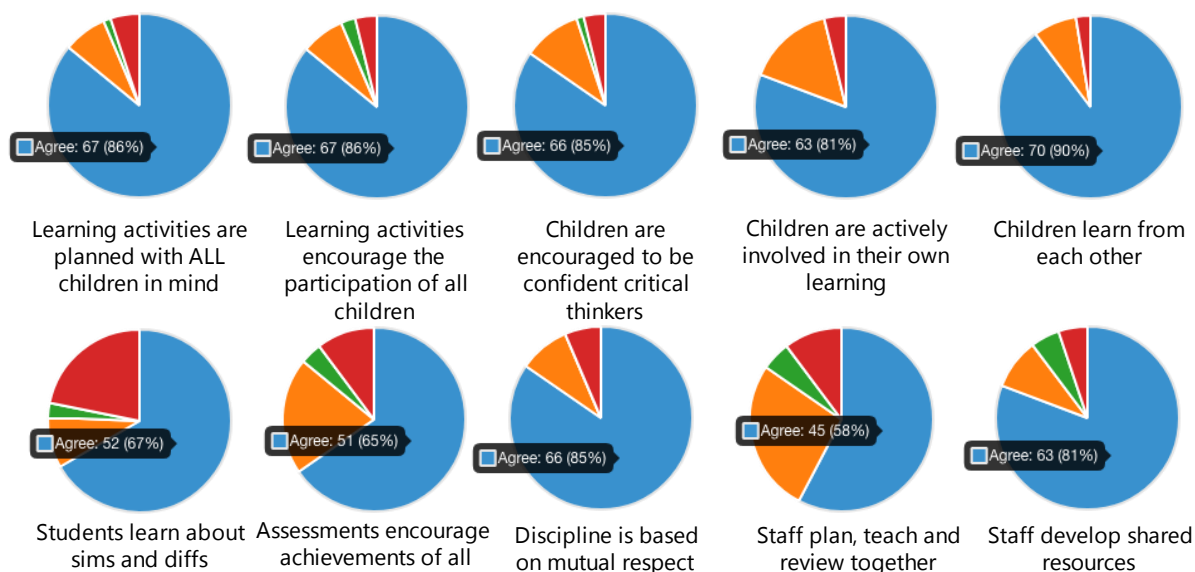


Children study life on earth

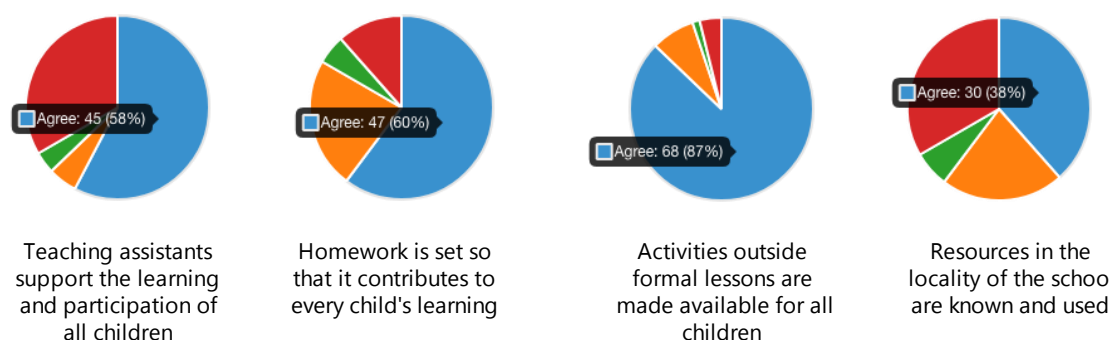


Children investigate sources of energy

## C2: Orchestrating learning



## C2: Orchestrating learning



In summary, when it came to **A1: Building Community** the following proportion of staff either agreed, disagreed, did not know enough about it or both agreed and disagreed with the statements:

Agree: 60%

Disagree: 3%

Both: 21%

Don't Know: 16%

When it came to **A2: Establishing inclusive values** the following proportion of staff either agreed, disagreed, did not know enough about it or both agreed and disagreed with the statements:

Agree: 81%

Disagree: 2%

Both: 12%

Don't Know: 5%

When it came to **B1: Developing the school for all** the following proportion of staff either agreed, disagreed, did not know enough about it or both agreed and disagreed with the statements:

Agree: 81%

Disagree: 2%

Both: 12%

Don't Know: 5%

When it came to **B2: Organising support for diversity** the following proportion of staff either agreed, disagreed, did not know enough about it or both agreed and disagreed with the statements:

Agree: 53%

Disagree: 5%

Both: 10%

Don't Know: 32%

When it came to **C1: Constructing curricula for all** the following proportion of staff either agreed, disagreed, did not know enough about it or both agreed and disagreed with the statements:

Agree: 58%

Disagree: 2%

Both: 5%

Don't Know: 35%

When it came to **C2: Orchestrating learning** the following proportion of staff either agreed, disagreed, did not know enough about it or both agreed and disagreed with the statements:

Agree: 73%

Disagree: 3%

Both: 13%

Don't Know: 11%

In short, there was less agreement on the areas of **Organising support for diversity** and **Constructing curricula for all**. Focusing on how to action these findings will be one of the goals for next year.

# Internationalising the curriculum

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Since January of this year the Curriculum Sub-Group of the Diversity, Equity and Inclusion Society have been engaged in discussions with Heads of Department and Heads of Faculty about students' perspectives around representations in the current taught curriculum. Discussions surrounded the need to make some amendments to what was taught and how we teach topics to ensure that there is greater international representation which in turn would be more reflective of our wider community. Some students spoke about the need to address the Eurocentric nature of our curriculum. In some subjects like History, it was suggested that rather than holding onto the last vestiges of a traditional curriculum, students would like to work with faculties to diversify the resources to encompass a wider intellectual body of work.

As a result of the feedback from our students we began to reach out to universities such as Leeds Beckett and The University of Birmingham in Dubai to request the use of any existing frameworks that the school could utilise to allow us to take an evidence-based approach to evaluating the curriculum. We met with Vini Lander from Leeds Beckett about the possibility of using their Anti-Racist Award framework, a well-constructed framework mainly focused on anti-racism. We also reached out to our partners, The University of Birmingham who were immensely helpful in sharing frameworks that centred around inclusivity, decolonisation and anti-racism. Coupled with the work of Betty Leask around internationalising the curriculum, we have used these to design our own framework to help departments and Year 11 students to begin a curriculum review in September 2021 (see appendix).

There is a great deal of debate as to whether schools should seek to diversify or decolonise their curriculum. Some argue that diversifying the curriculum continues to authorise the pre-existing advantage of the dominant group by merely include 'other' people, while decolonising the curriculum actively seeks to rehabilitate those marginalised by the current systemic bias. Conversely, others argue that decolonisation is authoritative in its methods and totalitarian in its objectives, seeking the complete overthrow of the current order.

As educators, particularly educators in a British School Overseas in the UAE, it is important that we remember the law prohibits promotion of partisan political views in teaching. Schools must take reasonable steps to ensure that, where political issues are brought to pupils' attention at school or school extra-curricular activities, there is a balanced presentation of opposing views.

Through our weekly discussions it became abundantly clear that the most important aspect in all of this is that we listen to our students, who are essentially driving for the curriculum to represent the lived experiences of our wonderfully diverse international student body. They want us to educate them using this broader knowledge base. By focusing on internationalising our curriculum, we will be able to incorporate an international and intercultural dimension into the content of the current curriculum as well as the teaching and learning arrangements and support services of students.

## **Our key objectives will ensure we are:**

- Developing faculty staff and students as global learners and citizens
- Preparing students to perform capably and sensitively in international and multicultural societies
- Facilitate collaborative links between international communities, especially those located in local and regional areas
- Encourage staff to develop their knowledge of international perspectives and embed these into their schemes of work using and our evaluation framework (appendix)

# Successes

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1. DEI is on the agenda
2. Whole School Speak Up Training for all staff and students
3. The introduction, use and monitoring of tootoot
4. The creation of the student DEI Society
5. The creation of the parent and alumni DEI Working Party
6. Publication of DEI webpages
7. Transparency of meeting through public minutes
8. More whole school cultural celebrations
9. Greater discussion of the DC values by student leaders in their speeches
10. Partnership with University of Birmingham to decolonise the curriculum
11. Conference appearance, TES article, advice calls to fellow leaders
12. Radical transparency of our journey for the benefit of others

# Challenges

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## **1. Competing values, ethics and traditions**

As detailed in the legal framework above, the social justice movements of the West, which have been enshrined in legislation in the UK as the Equality Act 2010, are not equally recognised worldwide and in some countries directly challenge and offend the values, ethics, and traditions of our host nation. Teaching our staff, children and their parents that they sometimes need to set aside their principles when outside their home country will be a challenge we will continue to manage.

## **2. The full spectrum of responses from staff, parents and students**

While many students, parents and indeed other school leaders have been encouraged by our openness and transparency and have welcomed our work on diversity, equity and inclusion this year, others have seen our disciplinary response to further instances of racism, sexism and ableism, which have occurred in school this year as being an overreaction. We have been advised that such exchanges between friends are little more than the kind of jocular reference that is, not untypically, exchanged between schoolboy pupils in any school and in any context.

## **3. Bandwidth and building the culture across the whole school**

The other key challenge has been the amount of work which I, as the Head, ably supported by a small team of staff and students, have been able to achieve, with everything else which has been happening this year with COVID-19, not to mention the day-to-day leadership and management of a busy school. With further staff on the programme, my hope is that next year we can pick up the pace.



# Impact and Influence

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Our impact and influence have been both great and small. We have been a beacon of transparency to all schools within the BSME and COBIS networks. We have spared no blushes or details about the situation which led to the creation of @unsettledc and everything which we have done since that point in time. For some educators, this has been immensely encouraging as they embark upon their own journey. Indeed, one delegate from the COBIS conference wrote to me afterwards to say:

“Just a quick note to say how moved I was by your presentation which you delivered recently during the COBIS Conference. I was touched by your sincerity, honesty, humility, courage and your resilience. True leaders like yourself do take responsibility, never shy away from responsibility and will always go the extra mile to harness input from everyone (students, parents, staff).”

The impact within our own school community has also been positive if small. There has certainly been a lot more discussion and awareness raising among the staff and student body. We have updated our recruitment practices on the advice of parents to ensure that the staff who join the school are actively supportive of diversity, equity and inclusion within the school.

Our students have shown great courage and confidence in speaking up this year, calling out their peers and looking to improve the culture. Individual staff members have also taken it upon themselves to run sessions for their tutor groups on issues relating to diversity, equity and inclusion and our PSHE programme has been responsive to the issues which have arisen this year.

However, it still feels like our work is happening in pockets and has yet to become part of the whole school culture. For one year, I am pleased with our work and I am excited about the prospect of what we can achieve next year as we build upon these foundations.

## Goals for 2021-22

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1. Train more staff through Diverse Educators DEI Leadership Programme
  2. Appoint one or more staff DEI leads
  3. Replenish and re-energise parent and alumni DEI working party
  4. Appoint new leaders to student DEI society
  5. Review uniform policy to ensure it more inclusive and gender neutral
  6. Review discipline and sanctions policy to incorporate restorative justice
  7. Map at least one DEI module into each of the 5 professional development days
  8. Initiate parental education via a DEI bulletin
  9. Introduce careers mentorship programme for Year 8 girls
  10. Challenge hegemonic masculinity through Beyond Equality partnership
- ... and retain and build upon this year's roadmap including further work on decolonising the curriculum, speak up training, whole school celebrations and staff and student awareness.



## Internationalising the Curriculum Research Project



### Departmental Self-evaluation Tool

This self-evaluation tool aims to encourage reflections on our current curriculum provision and to collaboratively identify areas for improvement for the school' Diversity Equity and Inclusion strategy. Please read the statements under each topic. We ask that you use the framework to self-assess your department against each statement to the best of your knowledge, indicating whether you think evidence can be provided to show the extent to which these questions have been considered and mapped into the curriculum.

TOPIC	STATEMENT	NOTES/COMMENTS
<b>Profile and Orientation</b>  To what extent do the content of our schemes of work presume a particular profile or orientation to the world?  <b>Rating:</b>	What are the characteristics of this profile?	
	Who is represented as an 'other' in my teaching and how?	
	Is this potentially problematic and for whom?	

1 2 3 4 5 6		
<p><b>Local, National and Global Perspectives</b></p> <p>To what extent does the course/unit promote a global perspective? (Examples could include international case studies, comparative studies, articles or texts.)</p> <p><b>Rating:</b> 1 2 3 4 5 6</p>	Are units of work informed by local, regional or national contexts only?	
	Do schemes integrate a range of international case studies that progressively promote a global perspective?	
	How far are international cultural perspectives clearly articulated, and systematically developed throughout units of work?	
	Are these an afterthought or more central to the mode of study?	

<p><b>Teaching Controversies</b></p> <p>To what extent could particular topics/units or readings on the syllabus/schemes of work be potentially traumatic or painful to students either in general or in particular?</p> <p><b>Rating:</b></p> <p>1   2   3   4   5   6</p>	<p>Should this be examined / acknowledged / managed?</p>	
	<p>If so, how?</p>	

<p><b>Heritage and Lived Experience</b></p> <p>To what extent do we engage with our students' families and communities on interpreting national curriculum requirements in a way that aligns with their experiences ?</p> <p><b>Rating:</b></p> <p>1 2 3 4 5 6</p>	<p>To what extent does our curriculum engage the lives and heritage of our international student body ?</p>	
<p><b>Texts and Resources (images, videos, films, instruments, books)</b></p> <p>To what extent is the demographic profile of authors and resources on the syllabus / schemes of work internationalised?</p>	<p>What is the effect of this on the diversity of views with which the students are presented ?</p>	
	<p>What is the effect of this on student engagement? How do you know?</p>	

