

Part A - General Information

Charity Name

The Black Curriculum

Charity Type/Structure

Community Interest Company (CIC)

Project Name (if same as Charity Name, please leave this blank)

The Black Curriculum School of Learning

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<http://www.theblackcurriculum.com>

Social media handles (Twitter, Facebook, LinkedIn, Instagram etc):

Instagram: www.instagram.com/theblackcurriculum

Twitter: www.twitter.com/curriculumblack

Facebook: @TheBlackCurriculum

LinkedIn: @TheBlackCurriculum

Part B - Project Proposal

Project Mission: A snapshot of the project's intention (50 words max)

The Black Curriculum School of Learning is a holistic service that provides industry leading teacher training and cross marketable accreditation. It is designed to develop systemic inclusivity by enabling teachers to engage with diverse student bodies, learning practices and content on Black history with our bespoke resources.

Situation (250 words)

Our education system in the UK has failed many young people. The problem is that nationally, we have a Eurocentric curriculum that limits the learning potential of young people. 75% of secondary schools are academies, which are not required to follow the national curriculum. Even with the flexibility to teach an independent curriculum, there is no statutory incentive to redress a Eurocentric curriculum, pedagogy or the lack of teaching around Black history. The onus thus falls on individual teachers to present a case for diverse histories, including migration and colonial history, and this presents a case of time and accessibility constraints on already under-resourced teachers. More importantly, it also impacts the student body at large who are not learning about an important part of their history in a mandatory or consistent manner.

Xenophobic and racist attacks in the UK increased during the political climate of Brexit and the latest Home Office figures show that in 2017/18, there were 94,098 hate crime offences recorded by the police in England and Wales, 76% of which were racially aggravated. These realities show that racism, a lack of education around cultural diversity and exposure to Black British History on the curriculum, are urgent issues which affect people's wellbeing. Following the killing of Stephen Lawrence, the Macpherson Report produced 20 years ago and the Windrush Lessons Learned Review of 2020 show that cultural diversity within the curriculum is a key way to address systemic racism.

Complication (250 words)

The underlying problem we are aiming to tackle is a Eurocentric curriculum within the education system that limits the outcomes of young people. The current curriculum in the UK excludes significant histories of Black people in Britain that started centuries before Windrush, stories of migrations and fundamentally, colonial history - which is a key part of British history. Without this education, young people are not given the opportunity to become fully rounded citizens, with full access to the knowledge of Britain, its exploits and its citizens. The curriculum that young people are exposed to informs their sense of the world and their identity, and so the information the curriculum holds is vital. Equally as important is the information it wilfully excludes. The current curriculum does not encourage a democratic society in which we all live, share and belong to, as it reinforces notions of exclusivity. If the curriculum constantly marginalises people through erasure, the goal of achieving true equality cannot be achieved.

It is also the case that teachers are not professionally trained on how to teach Black history or supported with adequate resources to continue this learning in their schools. There are also little incentives from a statutory level and the lack of specifications around Black history on exam board criteria make this learning less of a priority. In attempts to rectify the issue of a Eurocentric curriculum, teachers are often limited by the lack of time and existing knowledge/access to Black history resources.

Solution (250 words)

Our solution is to create a consolidated version of our teacher-focused work via the School of Learning which is a cross-marketable consultation and training service available to new and already qualified teachers. The first section of this School of Learning will consist of providing teachers with the training we have developed, which is based on a holistic and pragmatic framework designed to facilitate teachers through creative pedagogy, and practical examples of teaching methods. To compliment the training package, we plan to also add and license our 12 topic syllabus and materials which we have expertly created on Black history during the autumn months of 2019, to teachers who undergo the training. These materials include x12 PowerPoints, research guides, lesson plans, lesson activities and full animation videos which are suitable for KS2 + KS3 student bodies and therefore are practical tools for teachers to use. The final element of The School of Learning is to offer an accreditation service via an audit of schools who have participated in our training, made full use of our resources and can sufficiently evidence inclusive teaching practices in their school.

The School of Learning will be a point transformation for new and existing teachers who are looking for school wide strategies to include the teaching of Black history outside the month of October. This long term solution can support schools to create an inclusive curriculum and one that supports all young people in their discovery of the world to prepare them for a diverse landscape.

Part C - Wider Support

How would the Stephen Lloyd Award network of partners' support be beneficial to your project? (250 words max)

The Stephen Lloyd Award network of partners will be vital to the success of this project as they can provide access to key partners and experts in this field, such as Teach First who have a great network of teachers.

I think the partners of Stephen Lloyd Awards can really help us to boost our profile, increase the potential for future sustainability and also provide a mutual space of learning and capacity building. I will make full use of these connections and build lasting relationships, if given the great opportunity.

Part D - Financial Justification

In general terms, please explain how the funding would be used to carry out your project. (50 words max)

Overheads - CEO Remuneration = £9k, Legal = £1k
Project Costs - Freelancer Remuneration £5k, Training and Development = £1k Content Development and Accreditation = £2500k, Marketing, Printing and Merchandising = £500, Independent Evaluation = £1k

Part E - Supporting Information

Governing Documents: Where relevant, please upload any recent charity accounts and governing documents as attachments.

- [cic36-upload.pdf](#)

Team: We would like to learn a little more about the individual or team invested into the project. What are your individual credentials? Is there a story behind how you or your team all came together to support the project? (75 words max)

Since graduating with a First Class honours last year from studying Development and African studies at SOAS, I have worked on building The Black Curriculum with all my passion. I am a multi award winning, published historian, writer for Quartz, and currently the UK's #2 UK Future Leader. The idea developed whilst in my last year of university. I expanded the team through personal networks. The team includes 25 people from a range of backgrounds.

Additional References: You are welcome to provide a list of up to 5 links with relevant supporting material as further reference.

Our BBC Feature: <https://www.bbc.co.uk/news/av/education-51650417/black-history-should-it-be-part-of-the-wider-curriculum>

Our Guardian Feature: <https://amp.theguardian.com/world/2020/jan/08/black-british-history-should-be-in-mainstream-says-campaigner>

Our GUAP Feature: <https://www.guap.co.uk/blog/2020/01/27/the-black-curriculum/>

Snapshot of our Animation Series: https://www.youtube.com/watch?v=M6FJoTn_3L8

Me speaking about The Black Curriculum: <https://youtu.be/6fhvZomsTRw>