

THE NEW CURRICULUM FOR WALES – A TOOLKIT FOR MUSEUMS

SUPPORTING MUSEUMS DELIVER ON THE NEW CURRICULUM AND ON SHARING BLACK, ASIAN AND MINORITY ETHNIC HISTORIES

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1. INTRODUCTION

OVERVIEW

The school curriculum in Wales has changed. There is now a requirement for learning to be more flexible, encouraging teachers to expand learning opportunities outside of the classroom. The concept of *cynefin* (loosely translated as locality or where you feel you belong – see Glossary for a broader definition) underpins all teaching, meaning that learning across all subjects must, at some level, include local elements. The inclusion of Black, Asian and minority ethnic histories is mandatory in the new curriculum.

Along with this, the Welsh Government has brought out its Anti-Racist Wales Action Plan (ARWAP), which requires the heritage and cultural sectors in Wales to [‘properly represent’](#) the histories and cultures of Black, Asian and minority ethnic communities.

Museums in Wales are ideally placed to support schools in this work, and this toolkit will help you as museum professionals to:

- Understand the new curriculum.
- Work with schools to support their teaching of the new curriculum.
- Understand and deliver on the ARWAP.
- Understand how your collections can support the teaching of Black, Asian and minority ethnic histories.
- Appraise your current education programme and/or develop a new one.
- Engage your staff and volunteers in this work.
- Reach out to schools.
- Look for further information.

Why I should do this at my museum

- Strengthen existing – or forge new – relationships with schools.
- Reassess your learning material in line with the new curriculum.
- Look at your collections anew in line with the ARWAP.
- Supports accreditation.
- Ensures your museum stays a vital part of your community, for all its peoples.
- Increase visitor numbers.
- Increase income.
- Reinforce community engagement.

To inspire you about what you might like to do, this toolkit contains case studies and links to ideas and information. Please note, however, that (as of May 2023) the changes to the curriculum and the ARWAP are new to everyone and so current examples are few. This is a work in progress for all of us, but this toolkit will help you on your journey.

The new curriculum is not based solely on facts. Core knowledge underpins it, but this is combined with developing the skills and experiences young people need for living ethical, informed lives.

2. THE CURRICULUM AND THE AWRAP

The aim of the new curriculum is not about children and young people simply learning facts but about encouraging them to think about the world, past, present and future, and how they can impact positively on it.

Key areas of the new curriculum

There are four key areas of the curriculum that are important for museum staff to know about. Familiarity with these will enable you to have meaningful conversations with teachers about how your objects and collections can support their work. The four areas are:

- *Cynefin*
- Six Areas of Learning
- Four purposes
- Black, Asian and minority ethnic histories

Going through teachers' minds when you talk to them will be the question 'How does this help me meet the requirements of the new curriculum'.

Click [HERE](#) for an overview of the new curriculum by the Welsh Government. Easy read version [HERE](#).

At the end of this section is a **case study** that demonstrates how a school partnership project can encompass all four areas identified above.

Cynefin

Cynefin is our locality or the place where we feel we belong (see Glossary for a broader definition). This is important because it encourages schools to personalise the curriculum for their pupils so they can make meaningful connections to their learning.

Teachers at Bishopston Primary School near Swansea outline [HERE](#) what *cynefin* means to them. What they say about the new curriculum:

“Our learners will have the opportunities to become enterprising, creative contributors, ready to play a full part in life and work, as well as opportunities to become responsible citizens, as they engage critically with local, national and global challenges and opportunities past and present, and seek to imagine possible futures. All the while, they will be encouraged to think about how they themselves can take positive action to improve the lives of people in their cynefin, in Wales and in the wider world.”

Six Areas of Learning and Experience (AoLEs)

Rather than teach individual subjects such as maths, geography, history and music, they have now been brought together to form a more integrated approach to learning. Teachers will now devise lessons and projects that encompass all subject areas. The

Welsh Government states that this will engender a more sophisticated understanding of context, rather than simply focusing on fact.

Scroll down the Welsh Government’s page [HERE](#) for an overview of the AoLEs. A summary is provided here (not in any order of priority):

Humanities	Languages, literacy and communication
The humanities are central to learners becoming ethical, informed citizens of Wales and the world. Learners will explore the creativity of humanity across disciplines such as history, politics, geography, sociology, economics and religion, along with the impact of these on the world.	Encourages an understanding of different languages, and developing skills in listening, speaking, reading and writing.
Expressive arts	Mathematics and numeracy
Encourages learners to explore issues and stories through art, dance, drama, film and digital media, and music.	Supports learners to solve problems in real-world contexts, helps them with critical thinking and encourages them to collaborate.
Science and technology	Health and wellbeing
Not only learning about the core disciplines of biology, chemistry, computer science, design and technology and physics, but about using that knowledge to evaluate and improve the world around them.	Helps learners develop the capacity to navigate life’s opportunities and challenges. Learners will be encouraged to explore issues, develop resilience and empathy, and to express ideas and emotions confidently.

Four purposes

The Welsh Government has identified the four purposes of the new curriculum. Click [HERE](#) for a bilingual model which provides an overview of the purposes. A summary is provided below.

Our young people will be:

Ambitious, capable learners	Healthy and confident individuals
They can explain ideas, undertake research and communicate effectively.	They can form positive relationships and have the skills and knowledge to manage everyday life independently.
Enterprising, creative contributors	Ethical and informed citizens
They can think creatively and identify and grasp opportunities.	They can engage with contemporary issues using knowledge and values and can respect the rights of others in a diverse society

The four purposes emphasise the ambition of the new curriculum, which is to prepare children and young people to be informed, ethical citizens of the world.

Black, Asian and Minority Ethnic Histories

Why Black, Asian and minority ethnic histories are now mandatory in the new curriculum:

Wales is becoming an increasingly diverse nation. Twelve percent of all learners in Wales over the age of five come from minority ethnic backgrounds ([data from 2019](#)). The percentage varies considerably around the country, from 34.4% in Cardiff to 4.1% on Anglesey, and there is hardly a single school in Wales that does not have some ethnically diverse learners or staff.

A working group chaired by Professor Charlotte Williams OBE produced a [report](#) for the Welsh Government that identified many failings of the old curriculum in supporting the learning and development of young people of diverse backgrounds. The report found that racial inequality in the educational environment led to poor attainment throughout life. The report identified that:

“Students from minority backgrounds want histories relevant to them and their lives and their history taught as part of Welsh / British history rather than separately.”

“Learners from minority backgrounds should expect a positive and enriched learning experience.”

This change is not just for ethnic minorities. The new curriculum emphasises that every learner should have the chance to explore the diverse experiences and contributions of ethnic minority groups. Museums are ideally placed to support this learning.

Case study 1: *Cynefin – Our Welcome*

Cynefin – Our Welcome is a collaborative project headed by [The Welfare](#), Ystradgynlais. It explores local immigration over time. Using research, collaboration and skills-based learning, pupils learned of the positive impact of refugees. The project incorporates *cynefin*, the six AoLEs, the four purposes and minority ethnic histories.

Learners produced two short videos on immigrants in their areas. One explored the story of a local Syrian birdkeeper (*Uncle Ahmad's Canaries*) and the other a Polish artist (*Cynefin*).

The strengths of this project included the number of partners, adequate funding, depth of historical research and a broad range of learning experiences for the pupils. This project satisfied all of the AoLEs and used *cynefin* to place minority ethnic histories at the centre of their work.

Partners: Primary and secondary schools, Ysgol Maesydderwen and Ysgol Dyffryn y Glowyr, and local Syrian families.

Funding: [Film Education](#) | [Ffilm Cymru](#)

“It’s been a fantastic opportunity for the children in helping them accept new people into their communities.”

“I never knew history could be this much fun. I learned so much about how to tell important stories.”

Research: To support their work, the learners explored a number of historical records and artefacts. This is where museums could support many school partnership projects.

Learning skills: Historical research, filmmaking, script writing, music, collaboration.

Relevance to museums: This project highlights how the new curriculum is encouraging schools to think creatively about how they explore the past. Museums could work in partnership with schools, community centres, and local creatives to produce similar projects.

Click here for a short video (6 minutes) on [The Making of Cynefin – Our Welcome](#).

The ARWAP

The endorsement of the [Anti-Racist Wales Action Plan](#) by the Welsh Government is ideally timed to coincide with the introduction of the new curriculum. The plan aims to tackle racism through positive action and to encourage all its citizens to work collectively to create a 'more equal Wales'. The plan charges heritage and cultural organisations to look at their policies, procedures and working practices, stating that they should:

“... fully recognise their responsibility for setting the historical narrative, promoting and delivering a balanced, authentic and decolonised account of the past, one that recognises both historical injustices and the positive impact of ethnic minority communities.”

The ARWAP requires heritage and cultural bodies to report on how they will review and redesign narratives at their sites, in ways that are informed by the histories and lived experiences of ethnic minority communities across Wales. Your work will help your museum deliver this criterion.

3. YOUR MUSEUM AND WHAT TO DO WITH IT

The section will support you to deliver on both the new curriculum and the ARWAP at your site. It provides you with ideas, links and case studies to help you assess what you have, consider what to change, and develop new strategies and programmes for schools.

Shock of the new – get in first

Many of the challenging conversations that are currently being held between museum staff and teachers are due to expectations not being met on either side. Teachers want resources ready for them and museum staff want teachers to have a clearer understanding of what museums can offer.

Kate Fellows, Head of Learning and Access at Leeds Museums and Galleries, sums up the frustration of many:

“Teachers might phone you up and say ‘What resources have you got on Windrush? We thought we would add that in to diversify our curriculum’. [Conversations like these do] not address some of the wider, deeper changes we would like to support schools to do using cultural learning.”

It is, though, as Kate points out, at least an opener for a more constructive conversation about making changes together. Kate’s article [HERE](#) identifies a number of steps you can take to build positive relationships with schools. Here’s a summary of her recommendations.

Get in first. Contact your schools and speak directly to teachers and ask them:

- Which themes are they exploring?
- What is the intent behind the curriculum they’re building?
- Where is the local relevancy to pupils in this?
- What do they want to achieve?
- Where’s the learning?
- Who will they partner with to deepen the learning?

In your conversations with teachers, use words and phrases from the new curriculum. They will identify with these very quickly.

Speaking directly to teachers in depth about their curriculum planning will help you focus on how to use your objects to develop new learning provision at your site.

The new curriculum moves away from topic-based learning to a more thematic approach. Ask teachers what themes they’ve chosen and how they’re exploring them. Use this knowledge to identify how your objects can support them.

What you need to know

- What you currently have.
- What you need to have.
- What will help you get there.
- Staff and organisational support.

Auditing your current educational provision

What do you currently provide for school visits/engagement?

This might include:

- Teacher-led activity sheets
- Museum-led activity sheets
- Museum-led programme
- Outreach boxes
- Booking information (print/admin staff/online)
- Online resources

This is a great opportunity to update your provision. Check them for:

- Date they were produced or last amended
- Language used (see Language p.15)
- How they comply with the new AoLEs
- Evidence of *cynefin*
- Evidence of Black, Asian or minority ethnic histories

Auditing your site and organisation

- What do you have that satisfies the new curriculum, minority histories and ARWAP? Think creatively around this – you may well have objects that you hadn't considered appropriate before.
 - See below for guidance on this.
- Include your whole site – think of labels, signs and interpretation panels.
- What are the organisational *opportunities* this work brings. How will you take advantage of them?
 - Check out your organisation's vision and mission statements. These should support this work. If not speak to your senior managers.
 - Some of your colleagues may have expertise you can draw on.
- What are the organisational *challenges* this work brings? How will you manage challenges or areas of resistance?
 - Identify what these challenges are and assess which you can address yourself and which you need additional support for. These might include limited access to information or staff and organisational resistance.

Auditing your staff and volunteers (you included)

- Are they all informed about what is going on? Are they all engaged in the process? Where and what are the gaps in knowledge? How will you embed change?
 - Discuss it at staff meetings and training sessions.
 - Leave crib sheets on staff tearoom tables or notice boards.
 - Invite staff to join your planning reviews, activities and conversations.
 - Seek senior management support in embracing change.
 - Look for courses or workshops to support them learn about and/or deliver this work.
 - What local, regional and national peer groups or networks can you engage with?
 - Do you need to bring in external consultants to provide training or collection reviews? Training grants may cover these or work in partnership with other museums to share the cost.

Designing new educational material/programme

What you do must be guided by these two priorities:

- How it fits the new curriculum – *cynefin*, AoLEs, four purposes, and minority histories.
- How it delivers on the ARWAP.

The best way to produce effective new learning material is to do it in partnership with teachers. Explore examples produced elsewhere (see resources list at the end of this document), and speak to educational specialists, especially those of minority ethnic heritage.

- Use key words and phrases from the curriculum in your new material for teachers to pick up.
- Illustrate clearly where the material connects to the AoLEs.
- Teachers are particularly interested in building stories around what you may have – finding out as much as possible about your object will be essential for this.
 - Do you have a collection of stuffed exotic birds? Who owned them and what can they tell us about attitudes to nature at that time? Can this help us explore contemporary issues such as the decline of wildlife?
 - Do you have an item of clothing such as a sari? Where did this come from and how did it come to the UK and to your museum? Is it made of silk, did the silk come from China)?
 - Do you have postcards or letters from other countries? Who wrote them and why? What can they tell us about how people saw the world at that time?
 - Do you have evidence of people of minority ethnic origin in items such as photographs, show bills, theatre programmes. These can be used to celebrate diversity in your area over time.

The emphasis now is not simply on what you have, but how and why you have it, and what you're doing with it.

Developing new material Q&A

Q: If the new curriculum is meant to be flexible, with every teacher building their own learning programme, am I wasting my time developing my own teachers' resources?

A: No – conversations with teachers and museum staff who are already engaged in this process state clearly that having a small number of readily available materials is extremely useful to support school visits.

Q: Should I work with partners to develop my resources?

A: Yes – seek advice from specialists or local interest groups or individuals. Find someone who has direct knowledge or lived experiences of the impact in the contemporary world of the subject you are researching. Don't expect them to represent *everyone* from that community. Asking them indicates that you are taking the subject seriously and want to learn.

Q: Do I need to pilot any material I develop?

A: Yes – trial activity sheets and tours with local schools. Offer them a free visit in return for feedback.

Q: Should I charge for educational material and programmes?

A: Be flexible. Gallery tours and some activity sheets could be made available for free, but schools should be expected to pay for more involved engagement. School visits form a valuable income generator for museums. Speak to your colleagues elsewhere for guidance on rates. See Promoting your Museum to Schools p. 15.

"Nothing about us without us"

[Norena Shopland](#)
emphasises the need to engage directly with people who are closely connected to the object or story you want to explore.

Black, Asian and minority ethnic histories and your museum

The new curriculum and the ARWAP provides museum staff with a great opportunity to reassess their collections, making them more relevant to an increasingly diverse Wales. Before you can work with schools on these histories, you will need to know what you have in your collections that connect to minority histories. For those who have not started exploring their collections, it can be surprising finding out just how many items they have.

- It's not only urban museums that have relevant objects, but rural ones, too.
- Don't expect the connection to be obvious – searching around an object can open a whole world of stories.

Read Sonia Sharma's blog [HERE](#) on decolonising learning in museums – one of GEM's online resources

Museums in Wales of all sizes will have some evidence of colonial and imperial trade and wealth. They are full of things that tell stories of the flow of people, materials and commodities (including people *as* commodities) over centuries and continents.

Consider the area around you – who or what are your street names or public buildings named after?

Background research is essential – make this part of your professional development. If you're unsure where to look, seek out expert help – use online resources (see Resources p. 16 at end of this toolkit), attend courses, contact organisations such as [DARPL](#) (Diversity and Anti-Racist Professional Training) or [Race Council Cymru](#).

Search [HERE](#) for individuals connected to slavery and empire in your area. This audit of commemoration was commissioned in 2020 by the Welsh Government to identify key figures in Wales linked to colonial exploitation who have been commemorated on memorials such as statues, plaques, civic and public buildings, and street names. It also notes memorials to minority ethnic people. There may well be other relevant figures not included on the list but this will give you a good source to start from.

[HERE](#) is an example of teaching material developed by DARPL on the story of John Ystumllyn, a Black man who was taken from Africa and who grew up working as a gardener on a landed estate by Pwllheli. This covers John's story and brings it to modern day by discussing how a rose has recently been bred to celebrate his story. This resource is an example of how a local historical figure can be used to explore issues of race, trauma, and contemporary celebration of diversity in Wales.

What to look for at your museum

When searching your catalogues, stores and displays you will have to contend with the interests and vocabulary of the original cataloguer or curator, and the use of words and phrases which are unacceptable to us now. Search terms to consider include:

- Slavery, empire, imperial.
- Places that were part of the British Empire, such as India, Jamaica or Kenya (also consider each individual Caribbean island, as well as the term West Indies). Use the old names for these countries; for example, Rhodesia instead of Zimbabwe, and Ceylon instead of Sri Lanka.
- Raw materials that were sourced in Wales but used for empire, such as iron, copper, lead and wool.
- Imported materials and consumer goods such as ivory, mahogany, silks, and cottons, Chinese wallpapers, sugar and tobacco.
- Manufactured goods to support the consumption of goods produced by enslaved or otherwise exploited people around the empire, such as tea sets, sugar tongs, tea caddies, tobacco implements and pipes, spice caddies and grinders.
- Militaria items and memorabilia, including uniforms and medals, letters home, photographs and other mementoes. Search for the names of key imperial conflicts.
- Check out photographs of local past events – it's surprising how diverse some gatherings were even decades ago.
- Seek out the names of local characters who were involved in empire, or people who moved into your area from parts of the empire or Commonwealth.

Cultural sensitivity and age appropriateness in teaching minority histories

It is essential that you seek expert advice and carry out detailed research when developing learning material on subjects such as transatlantic slavery or other forms of imperial abuse. Work closely with teachers on what is appropriate for the age of their pupils, as well as seek guidance from educational specialists and minority ethnic representatives.

Your objects can encourage critical thinking on how to recognise, respond to, and counter forms of racism. Effective communication with partners coupled with research will ensure you get the best out of your objects with schools.

- Some of you may have documents or objects that could cause distress to learners of all ages. Some items may not be appropriate for primary school children but could provide useful learning opportunities for older learners. Be guided by the teacher.
- We are increasingly aware of the challenges of teaching groups of mixed heritage pupils, especially if some are descended from the victims of imperial atrocity. Work with teachers to explore how to use your objects appropriately.
- We now know that exploring minority history *solely* through the prism of historical slavery can be damaging. It can ignore deeper complexities in the history of empire and colonialism, marginalise or target certain groups, and it may not be relevant to some minority ethnic communities you have around you. It can also inadvertently distract you from engaging with other communities and stories.

- This does not mean you can ignore it – it is essential that you understand that the impact of Atlantic slavery has left deep and traumatic consequences that reach out to modern day.
- When exploring the history of slavery or civil rights, don't just look to America for resources – we have the history and the material here in Wales to support you. See the resources list at the end of this document and seek advice from organisations such as DARPL or Race Council Cymru.
- Search [HERE](#) for beneficiaries of transatlantic slavery. The Centre for the Study of the Legacies of British Slavery has compiled a large database of individuals, families, estates and businesses with direct and close associations.

Here are some resources for teaching historical slavery (see list of resources at the end of this toolkit for more links):

- Hwb – Welsh Government's resource site for teaching the new curriculum – [Slavery and Wales: Past and present](#)
- International Slavery Museum (ISL), Liverpool – [Resources for schools](#) and [four workshops](#)
- Understanding Slavery Initiative – [resources for primary and secondary schools](#)
- National Museums Scotland – [Atlantic slave trade learning resources](#) written by museums for schools

Case studies 2 & 3 – Proud Valley and New Worlds

These two case studies offer great examples of effective partnership-working and creative outputs. Things to look out for include:

- Who they worked with as partners and how they worked together.
- How they wove in issues of colonialism, slavery and minority ethnic histories throughout their projects.
- What the outputs were.
- Who funded them.

Ask yourself:

- How would I have approached these projects?
- How they satisfy *cynefin*, the six AoLEs, four purposes, and minority ethnic histories?

Case study 2 – Proud Valley

- This was a partnership project between [Rhondda Heritage Park](#), Cardiff Metropolitan University, Swansea University, the South Wales Miners Library and Penyreglyn Primary School, Treherbert.
- It explored the story of the Black American actor, singer and political activist [Paul Robeson](#), his role in the film of the same name, [Proud Valley](#), and the impact of Robeson's visit to south Wales. Its aim was to explore a minority ethnic history that engaged directly with the local community through a spirit of solidarity and social justice.
- Robeson was chosen because of his civil rights activism in America (his father had been born into slavery) and his strong links to the south Wales miners. He formed strong bonds with the miners following his visit with them, supporting them through strikes. In

turn, the miners supported him when he lost his passport and was labelled a communist in America. There was a recognised history of compassion and loyalty, which the partners hoped the public would engage with to improve cohesion between local communities in present day.

- Penyreglyn Primary School created a series of videos about Paul Robeson and on their reflections on social struggle and solidarity.
- Several students of minority ethnic backgrounds contributed their lived experiences of racism to the background research.
- Other outputs of the project included an exhibition, a banner on solidarity and a booklet.
- The project was funded by the Federation of Museums and Galleries in Wales.
- The exhibition originally ran August to November 2022, but due to extremely positive public responses, the exhibition was reinstated January to March 2023.

Grateful thanks to Esta Lewis of RHP for providing this information.

Case study 3 – New Worlds

This was a collaborative project between [Race Council Cymru](#), [Festival of Humanities](#), the [National Trust](#) at [Penrhyn Castle](#), and a local primary school. It demonstrates the creative potential of exploring colonial connections through objects under the big themes of new worlds and being human. Even though this was based at Penrhyn Castle, a National Trust property on the outskirts of Bangor, north Wales, activities like this could take place at any museum.

The video below demonstrates the value of knowing your collection, working in partnership, and using the new curriculum to explore the past creatively. It encourages thinking about local heritage in a global context.



Case study 4 – Who was Joe Taylor?

You don't have to work in partnership to develop a great teaching resource. This was developed by Conwy Culture and was not part of a larger project. It was based on the discovery of a group photograph in their collection which featured a Black man – Joe Taylor. The team researched widely to build a profile of Joe, where he came from and what he did in north Wales.

By searching multiple resources, not only their own, they found that he had been born in Baltimore, Maryland, had been a professional boxer and that he went on to coach a local Llandudno football team. The records reveal that Joe lived an active life in Llandudno, working in and supporting his new community as best he could.

The value of this resource includes:

- Well researched with plenty of evidence.
- No claims to expert knowledge on what they don't know. When considering whether he experienced racism, they simply state 'We have no idea'.
- Plenty of scope for teachers to explore international migration, sport, race, and minority ethnic histories creatively through a variety of media.

Click [HERE](#) to find out Who was Joe Taylor.

Language – words and terms

- Black, Asian and ethnic minority, and its acronym BAME, is a much-used and much-contested catch-all phrase for non-white and non-indigenous white people. The Welsh Government has taken advice from the groups this term professes to represent and recommends that the words be used in full (and not BAME), but considers that 'ethnic minorities' can be used as an abbreviation. If in doubt, ask the groups or individuals you're working with how they would like to be identified. The UK government guidelines on terminology can be found [HERE](#).
- A broader discussion on race and language by the Law Society can be found [HERE](#).

4. MONITORING AND EVALUATION

This work is new for nearly everyone, museum staff and teachers alike. Evaluation is rarely done effectively yet it can provide useful and timely information on how you're doing and where to go next.

Set achievable targets for yourself within a limited timeframe that include tasks such as by when to speak to teachers, draw up draft resources, work with ethnic minority group, and pilot a workshop.

See page 23 for an evaluation template covering tasks over a six-month period.

5. PROMOTING YOUR MUSEUM TO SCHOOLS

- GEM has a number of excellent resources to support schools reaching out to schools. [HERE](#) is a link to one of them.
- Prepare an email (bilingual) and send it around schools in your area. [HERE](#) is a list of all schools in Wales provided by the Welsh Government, though note that, while this list includes addresses and telephone numbers, it does not provide email addresses. Use this list to see which schools are in your area, then search for them online for emails. Every local authority will have a list of the schools it is responsible for on its website; however, not all will include independent schools on their lists.

For those who haven't organised school visits before, you will need to provide practical information so that teachers can plan their visit successfully:

- Opening times and location
- How to book (online/phone/email)
- Do you offer teachers a free preliminary visit
- Cost per school or pupil
- Cost per activity sheet/guided tour/workshop
- Eating spaces or facilities and toilets
- Size of group your site can accommodate
- Any dedicated educational spaces
- Behavioural code of conduct
- Parking for coaches and facilities for drivers
- Advice for group leaders on safety and first aid facilities
- Risk assessment – prepare your own and ask schools to conduct their own

6. GLOSSARY OF WORDS AND PHRASES

Achievement Estyn (see below) measure achievement by how well learners are doing in relation to their ability and by the progress they make.

Additional Learning Needs (ALN) A person has ALN if they receive education and training and has a greater difficulty in learning than the majority of persons of the same age or have a physical or mental impairment or progressive health condition.

Aiming for Excellence Programme A Welsh Government initiative to improve transition and the levels of progress pupils make when they move from primary to secondary schools.

AOLE Area of Learning and Experience. The new Curriculum for Wales will comprise of six AOLES: expressive arts; health and well-being; languages, literacy and communication; mathematics and numeracy; and science and technology.

ARWAP Anti Racist Wales Action Plan

ASD Autistic Spectrum Disorder. A developmental disability caused by differences in the brain. Children and young people with ASD often have problems with social communication and interaction and have restricted or repetitive behaviours or interests.

Assessment Framework A tool for monitoring the progression of pupils in school

Association of Directors of Education in Wales (ADEW) the professional group of local authority (LA) officers accountable for statutory education functions in each LA in Wales.

Asylum seeker A person who has applied for leave to stay in the UK but has not yet been granted this status by the Home Office.

Attainment targets The knowledge, skills and understanding which pupils of differing ability and maturity are expected to have by the end of each Key Stage of the national curriculum.

Authentic Content Truthfully reflecting and embodying the cultural heritage values of a place

Behavioural difficulties Disruptive and disturbing behaviour that can include hyperactivity and a lack of concentration.

BESD Behavioural, emotional and social difficulties (see above).

Bilingualism The ability to speak, read and write in two languages. In Wales bilingualism relates to Welsh and English, as the official languages of Wales.

Blended learning (*sometimes called hybrid learning*) combines location-based learning with online and remote educational experiences.

CADW The Welsh Government's historic environment service

Catchment area A defined geographical area from which a school takes its pupils.

CCR The Cross-curricula responsibilities of a teacher

Child-led When a child is offered the opportunity to choose their own learning activity

(The) Children’s Commission for Wales An independent post established to be the champion of children’s rights in Wales.

Community School A school in Wales and England that is fully funded by the LA and where the LA holds the contracts of employment for staff.

Community Special School A state school in Wales and England that is wholly owned by and maintained by the LA providing for pupils with special educational needs.

Continual Professional Development (CPD) A process relevant to all staff, involving increasing staff skills, knowledge and understanding.

Critical Skills Operational abilities needed / required within existing occupations.

Cynefin This Welsh word translates as ‘habitat’. It has been identified within the new curriculum framework as a narrative that should thread through all of the learning experiences that learners are provided with. Cynefin is not just a place in a geographical sense, but a place of cultural, social and historical significance which has shaped and continues to shape the community that inhabits it. Providing opportunities for learners to explore their local areas will provide a rich and valuable understanding of their cynefin and how it has helped shape their communities and their interaction with wider communities, the nation and world.

DHT/DH Deputy Head Teacher / Deputy Head.

Digital Competence The critical and responsible use of and engagement with, digital technologies for learning, work, and participation in society

EDI (EDII) Equality, Diversity & Inclusion (Initiative)

eFSM Eligible for free school meals.

EP Educational psychologist. Educational psychologists are applied psychologists who work within the educational system, in the community and with individuals and families. They are concerned with children’s learning and achievement, well-being and development at individual, class, school and local authority levels. Their approaches include consultation, assessment, direct and indirect interventions, training and research.

Estyn The office of His Majesty’s Inspectorate for Education and Training in Wales. It is independent of, but funded by, the Welsh Government. The purpose of Estyn is to inspect quality and standards in education and training in Wales.

Expressive Arts Art, dance, drama, film, digital media and music

Extended Learning The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom

Foundation Phase Defines educational provision in Wales for early years learning. Replaced Key Stage 1.

(The) **Four Purposes** The shared vision and aspiration for every child and young person

FTE Fixed term exclusions. A fixed period of exclusion where a child is temporarily removed from school for a maximum of 45 school days in any one academic year.

GEM Cymru The Group for Education in Museums, Wales

Global Citizenship The ideas that as well as being a citizen of one's local community or nation, it is also possible to act as a citizen of the world. Global citizens recognise that people in different countries are increasingly connected to each other through trade, communication and the exchange of information.

HEI Higher Education Institution, such as a university.

HT Head Teacher

Humanities Subjects that study aspects of human society and culture (e.g. history, geography, RE etc)

ICT Information and Communication Technology

IEP Individual Education Plan. A legal document in Wales which describes a child or young person's additional learning needs, the support they need, and the outcomes they would like to achieve.

Integral Skills Creativity & innovation, personal effectiveness, planning & organising, critical thinking and problem solving

Key Stages Key Stages 2,3 and 4, which have defined teaching by age in schools across the UK for several years, are disappearing (KS 1 has already been replaced by the Foundation Phase). See Progression steps below for what replaces these categories.

LA Local authority. All authorities in Wales have the strategic lead for the education of children and young people. They have a legal duty to ensure that every child fulfils their potential.

Literacy The set of skills allowing an individual to engage fully in society and in learning, through different forms of language and a range of texts.

LOTC Learning Outside the Classroom

Problem Solving Defining a problem; determining the cause; identifying and implementing a solution.

Progression steps Key Stages 2,3 and 4 are disappearing and are being replaced by a seamless curriculum for children aged 3 to 16. Learners develop an increasing understanding of how the statements of what matters (see below) interlink in exploring and understanding topics and issues. Progression steps, for ages 5, 8, 11, 14, and 16 years of age, will now be used to assess a child's progress.

(The) **Statements of What Matters** Each of the new curriculum's AOEs (see above) has a statement of what matters, which focuses on developing an understanding of significant areas, enabling learners to revisit key concepts several times in different settings, enabling them to develop in-depth knowledge and understanding. Learners will work towards deepening their conceptual understanding as they approach ideas from a range of perspectives across multiple subject areas.

TA Teaching assistant. They support teachers and help children with their educational and social development both in and out of the classroom. In secondary schools, teaching assistants are often known as learning support assistants.

WB Welsh Baccalaureate. This qualification gives broader experiences than traditional learning programmes, to better suit the diverse needs of young people. The Welsh Bacc award is based on a combination of qualifications, experiences and skills.

WG Welsh Government. The governance of education has been devolved in Wales since 1999, along with other related policy areas such as the Welsh language policy and local government. This has led to the creation of a distinctive education system to that of the other constituent countries of the UK.

WJEC Welsh Joint Education Board. The examination board that provides examinations, resources and professional learning to schools and teachers in Wales.

7. RESOURCES AND LINKS

Government agencies, educational institutions, specialist providers of educational materials, ethnic minority groups and individuals have responded quickly to the new curriculum, producing a wide range of resources. Other resources are available from those who are carrying out similar work outside of Wales.

It can be daunting searching multiple sites for something that may be of use to you. Here is a short selection of sites that cover subjects such as the new curriculum, the ARWAP, the teaching of Black, Asian and minority ethnic histories, and museum education. Some sites offer advice, others courses or workshops, and others resources. These will help you as you form your own educational provisions.

Anti-Racist Wales Action Plan

- Produced by the Welsh Government to make Wales an Anti-racist nation by 2030.
- Outlines the government's policies for change across several of its departments, including culture and heritage.
- <https://www.gov.wales/anti-racist-wales-action-plan>

BAMEed Wales (Black, Asian and Minority Ethnic Educators Wales)

- Part of the UK national BAMEed Network.
- <https://www.bameedwales.org/>

Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum

- Report produced for the Welsh Government that led to the mandatory inclusion of minority ethnic histories in the new curriculum
- Contains over 53 recommendations on change, which may be of use to museum staff
- <https://www.gov.wales/working-group-black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum>

Black History Wales (BHW)

- Delivers black history learning and creative activities across Wales. Information and resources.
- <https://blackhistorywales.org.uk/>

Centre for the Study of the Legacies of British Slavery

- A comprehensive database of connections to transatlantic slavery.
- <https://www.ucl.ac.uk/lbs/>

Colonial Countryside

- A child-led writing and history project about connecting heritage sites with Caribbean and East India Company histories.
- Resources on creative work produced by children in response to learning about slavery and empire.
- <https://colonialcountryside.wordpress.com/>

DARPL (Diversity and Anti-Racist Professional Learning)

- A professional learning and resource hub for raising multi-disciplinary racial consciousness with the new curriculum for Wales.
- <https://darpl.org/>

Education Workforce Council

- Supports teachers and learning support staff in Wales
- Has produced guidance on teaching ethnic minority histories in the new curriculum
- <https://www.ewc.wales/site/index.php/en/>

Ethnic Diversity in Schools: Key Facts

- Produced by the Welsh Government
- Statistics of learners and educational staff of ethnic minority backgrounds
- <https://www.gov.wales/sites/default/files/publications/2020-12/ethnic-diversity-in-schools.pdf>

Festival of Humanities

- Organises 100s of events each year under the banner of Being Human. This is a collaborative activity between universities and cultural and community partners to explore what it means to be human.
- Several examples of past activities and suggestions for funding
- <https://www.beinghumanfestival.org/>

Hwb

- The Welsh Government's site for all things to do with the Curriculum for Wales. This includes statutory guidance and resources.
- <https://hwb.gov.wales/curriculum-for-wales>

International Slavery Museum (ISL), Liverpool

- Support material for teachers – useful examples for museums.
- [Resources for schools](#) and [four workshops](#)

Law Society guide to race and ethnicity terminology and language

- Guidelines for using words, phrases and acronyms associated with race and ethnicity
- <https://www.lawsociety.org.uk/topics/ethnic-minority-lawyers/a-guide-to-race-and-ethnicity-terminology-and-language>

Leeds Museums and Galleries – Decolonising the Curriculum

- Clearly written blog on what staff have done to engage with teachers and design learning material
- <https://museumsandgalleries.leeds.gov.uk/engagement/learning-engagement/decolonising-the-curriculum/>

Museums Association

- Guidance and resources on decolonising practices in museums
- Includes resources on managing negative communications
- <https://www.museumsassociation.org/campaigns/decolonising-museums/decolonising-practice/>

National Museums Scotland

- Resources for teachers on how to use their museums to explore Atlantic slavery.
- [Atlantic slave trade learning resources](#)

People's Collection Wales

- A free website holding a rich collection of Wales's heritage: photographs, documents, audio and video recordings and stories.
- Has a number of resources on minority ethnic histories in Wales
- <https://www.peoplescollection.wales/>

Race Council Cymru (RCC)

- An umbrella body representing ethnic minority community groups across Wales. Information and resource hub.
- <https://racecouncilcymru.org.uk/>

Schools in Wales

- Welsh Government list of all schools registered in Wales
- Comprehensive list including state-run and independent schools
- Contact details include address and telephone numbers do not include emails
- <https://www.gov.wales/address-list-schools>

Secret Life of Objects – Learning resource pack (PDF)

- Produced by the Arts & Education Network stimulate creative ways of exploring objects.
- Several examples of how to use objects to support broad curriculum learning.
- https://www.monlife.co.uk/wp-content/uploads/2019/12/ArtSEdNetwork_The-Secret-Life-of-Objects-English-V2.pdf

Slave Trade and the British Empire: an audit of commemoration in Wales

- A list of key figures commemorated in Wales with links to empire and slavery.
- Also lists memorials to significant minority ethnic individuals.
- <https://www.gov.wales/slave-trade-and-british-empire-audit-commemoration-wales>

Understanding Slavery Initiative

- Useful examples of teaching materials – [resources for primary and secondary schools](#)

8. Six-month monitoring and evaluation template

Within no. of months	Task	Achieved	Comments and actions
1	Reviewed existing educational provision	Y/N	
1	Spoken to four teachers about their curriculum plans	Y/N	
2	Conducted site and staff audit	Y/N	
2	Conducted collections review	Y/N	
3	Attended at least 2 external training sessions	Y/N	
3	Reviewed examples from elsewhere	Y/N	
3	Reached out to minority ethnic community to co-review object/s	Y/N	
4	Developed draft activity sheet and piloted with school	Y/N	
4	Ensured that all staff are informed and updated on progress	Y/N	
5	Worked with one school to develop partnership project.	Y/N	
6	Delivered partnership project with school.	Y/N	
7	Reviewed (internally and with teachers) past six months and identified ways forward for next six months	Y/N	