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High School**

Mobilising Leadership, Engaging Parents
and Rethinking the Curriculum

No learner left behind - no school left behind



Stoke Newington School's Journey

- Mobilising leadership
- Engaging parents/carers
- Rethinking the curriculum



Mobilising Leadership

- Recognising the need for disrupting the status quo
- Identifying your partners in this goal
- Creating a strong vision
- Devising a clear strategy to becoming an anti-racist comr
- Devoting time and energy
- Keeping it on every agenda
- Reflecting and adapting
- Student voice



Engaging parents/carers

- Recognising our parents as co-partners
- Engaging parents key – our communities want change
- Be comfortable in being uncomfortable
- Hear their voices
- Reviewing impact
- Safe space
- Bringing on the allies

**MOST PEOPLE
DO NOT LISTEN
WITH THE INTENT
TO UNDERSTAND;
THEY LISTEN
WITH THE INTENT
TO REPLY.**
KUSHANWIZOOM

Rethinking the curriculum

Decolonising and diversifying the curriculum is a lifetime endeavour that involves significant critical reflection, learning and action.

When 12-year-old Rose learned about the Bristol bus boycott in her history class, she felt an immense sense of pride. She knew there was a civil rights movement in the US, but wasn't aware of the UK's own struggle for racial justice.

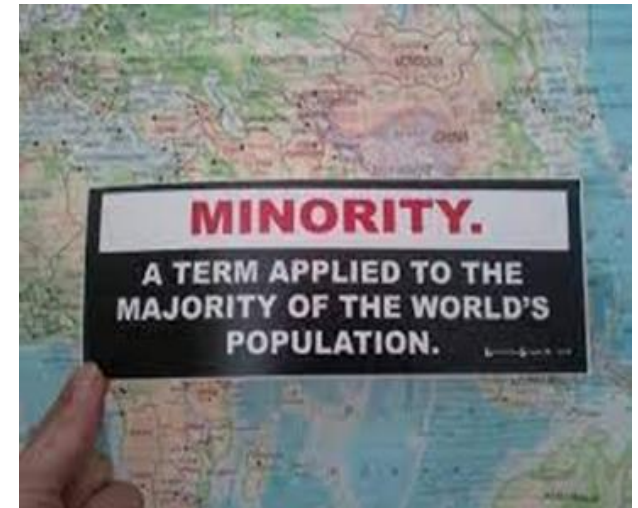
"I've felt quite proud that there were big stands here as well," she says. Her schoolmate Ruqiiya, also 12, agrees and spoke of her frustration of initially struggling to find more information about the boycott online. They both love learning about it in class.



How?

- Dedicate time and resources
- Time to share and celebrate
- Model best practice
- Co-produce with our community
- Be -loud and proud – get validation

An example...



Decolonising the curriculum in Photography and Art

So what can we do as teachers of art and photography in order to diversify and decolonise our curriculum?

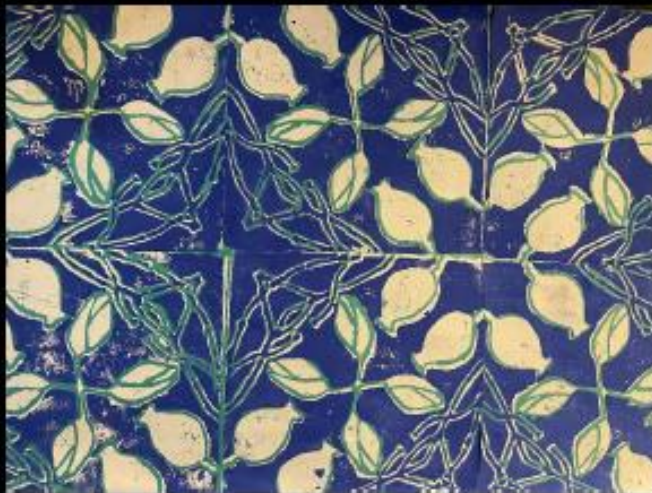
We ensure that artists of colour are fully visible to our students. We learn from a range of contemporary black artists in order to design engaging schemes of work.



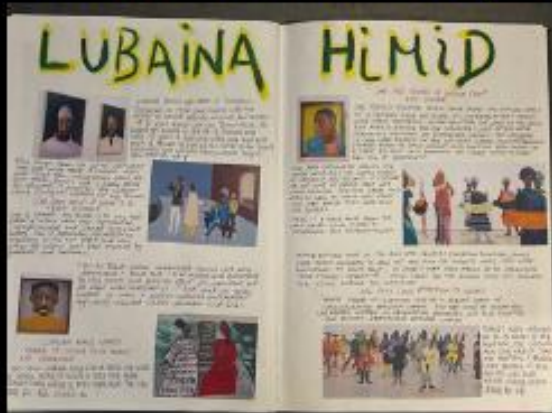
KS3 Art

Iznik Tiles KS3

With each year group we have always ensured that our students' own experiences are valued and that minority voices are prioritised.



Lubaina Himid KS3/4/5



Deborah Roberts KS3/4

The art of Deborah
Roberts makes a
powerful statement
on Black Identity.



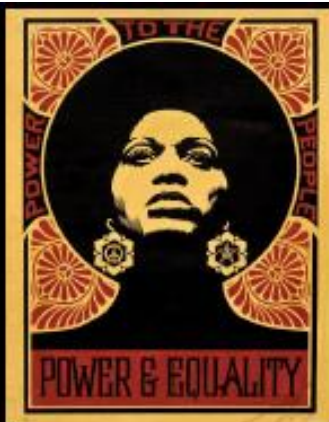
KS4 Art

Their exhibitions explore issues of identity, representation and social justice.

Students from ethnically diverse communities have often been presented with negative images of themselves by the media. Teachers have a vital role to play in finding and sharing positive images of black creativity to offset this damaging legacy. We use images of and by black people so that they are viewed as culturally rich and visually engaging.



Shepard Fairey
KS4



JR Chronicles KS4

JR's recent
digitally
collaged
murals
create
collective
portraits of
diverse
communities



KS5 Art

As teachers, we must be aware of the organisations that exist to celebrate the cultural contribution made by black artists and find ways to collaborate with them in order to build a rich and varied curriculum.

'Soul of A Nation: Art in the Age of Black Power' has inspired our students to feel empowered to take forward themes that they feel strongly about, such as Black Lives Matter.



HARRY GUMA



TRAYVON BENJAMIN MARTIN



USANDRO GUMAN FELIX (JUNIOR)



TATE MODERN

SOUL OF A NATION: ART IN THE AGE OF BLACK POWER

12 JULY – 22 OCTOBER 2017



Last year the Photography Department made links with Autograph, an organisation who champion photography that explores issues of race, identity, representation, human rights and social justice. Their aims mirror our own – sharing how photographs reflect lived experiences and shape our understanding of ourselves and others.

We were lucky enough to be made guardians of the Exhibition in a Box – The Missing Chapter: Black Chronicles which is a pop up archive of 30 incredible photographs portraying people of African, Caribbean and South Asian descent during the Victorian era in Britain.

The photographs are a unique snapshot of black lives and migrant experiences during the decades following the birth of photography in 1839. They represent a diverse range of people and they reveal an important, complex black presence in Britain long before the SS Empire Windrush arrived in 1948.

We show this exhibition in the foyer for Black History Month, taking students from all photography classes to tour it, discuss the images and respond to them with their own work.

There is also a permanent display of the work in the Humanities Corridor.

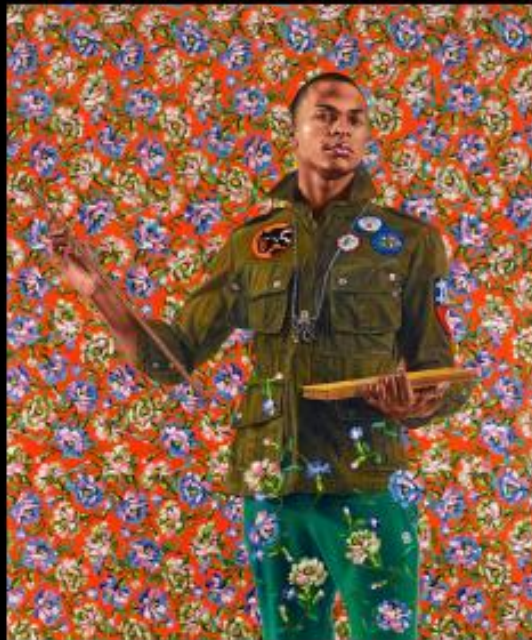


KS4 Photography

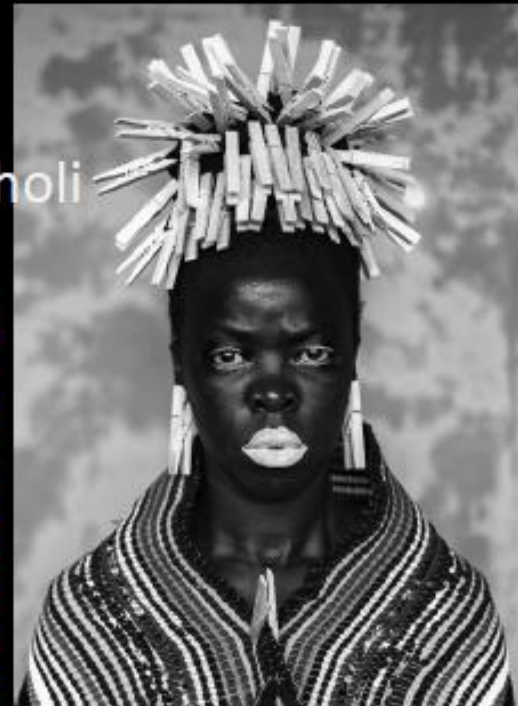


Adde Adesokan

Zanele Muholi



Kehinde Wiley



The Identity project in the coursework gives students the opportunity to explore and discuss their own cultural heritage through visual creativity that challenges perceptions of colonialism.



Students in year 10 re-create classic paintings (by white people of white people!) in the style of photographer and painter Kehinde Wiley who uses contemporary sitters from a range of ethnic and social backgrounds in the poses of the original historical, religious or mythological figures. His images raise questions about power, privilege, identity, and above all highlight the absence or relegation of Black figures within European art. We welcome the discussion of these themes in GCSE and A Level Photography.

KS5 Photography



Carrie Mae Weems



Thandiwe Muriu



Shirin Neshat



Photographers of colour are used throughout the both the GCSE and A Level course as inspiration for development of personal work by our students. Their work often carries a powerful narrative to be frankly discussed with students. This leads students to consider the messages raised in the work and interpret them in their own ways. This example of work from Carrie Mae Weems's Kitchen Table Series explores themes of relationships and intimacy and a personal response from a Year 13 Photography student considered how these themes are played out in her own life.

Shadi Ghadrian



Gordon Parks



Jamel Shabazz



Zanele Muholi



Chris Ofili



Deborah Roberts



Ellen Gallagher



Yinka Shonibare



Jean Michel Basquiat

We are visual subjects and we are fortunate enough to have a huge range of resources readily available both in our own collection and online. These resources include much work from photographers and artists of colour and who represent a diverse community which mirrors our own community closely. Our growing knowledge of their work helps us to think about the relevance of art and photography for young people today so that they can understand the world and can change it for the better.