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AN ROINN  
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MÁNNYSTRIE O  
**Lear**



## COMMUNITY RELATIONS, EQUALITY & DIVERSITY POLICY

### GUIDANCE NOTES

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## Foreword

There is a concerted focus across government departments to improve the lives of our children and young people. This is reflected in the Executive's draft Programme for Government 2012-15 and through the ten year strategy for children and young people (*Our Children and Young People – Our Pledge 2006-16*).

The society in which we live is continuing to change. In recent years political and societal developments have impacted on community relations at a strategic level outside of education. In addition a range of equality and human rights legislation has been published, including the United Nations Convention on the Rights of the Child (*UNCRC*) and there have been significant political changes as we continue to emerge from years of conflict.

There has also been an increase in the number of people from other countries settling here, resulting in a range of cultures which enhance and enrich our communities. Our children and young people need to continue to build positive relationships with others from different backgrounds and to dispel negative perceptions and images about those who they perceive to be different from themselves.

One of the tasks for education is to prepare children and young people for living in a society that is diverse. I am therefore committed to encompassing a wider approach to improving relations for everyone by educating children and young people to develop self-respect and respect for others, where equality, inclusion and rights are the cornerstones of an education system which enables every learner to fulfil their potential.

I wish to see a fully inclusive education system which welcomes the wide diversity already existing in our schools and youth work settings which ensures every learner is given an equal chance and that all children and young people are provided with the necessary support to help them achieve their potential and to take their place in a society as it continues to evolve. For this reason I regard the Community Relations, Equality and Diversity Policy as an integral part of my Department's Raising Standards agenda.

This guidance document is intended to supplement the Community Relations, Equality and Diversity Policy by providing specific practical

advice to assist in the implementation of the policy across the range of educational settings, provide links to the revised curriculum and to outline the range of support available to assist in its implementation.

I trust you will find this guidance helpful as together we seek to ensure good relations across all of our communities, promote equality and encourage acceptance of diversity in all its forms.

**JOHN O'DOWD MLA**  
**Minister for Education**

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The Department also wishes to acknowledge the work of University of Ulster, through funding from the International Fund for Ireland, in developing the *Teaching for Good Relations Incremental Competency Framework*, which is replicated in Annex 1.

## 1. Background

- 1.1 The first public statement of commitment to the development of a community relations policy came in the Department of Education (DE) Circular 'The Improvement of Community Relations: The Contribution of Schools' in 1982. This stated that every teacher, school manager, Board member and trustee and every educational administrator within the system has a responsibility to help children and young people to learn to understand and respect each other and their differing customs and traditions, and to prepare them to live together in harmony in adult life.
- 1.2 Since that first public statement, Community Relations policy has continued to develop and evolve in line with the changing political, economic and social environment within which education operates (both in formal and non-formal settings), as well as changes in the curriculum which offer more opportunities for children and young people to learn about difference.
- 1.3 Recent changes in these wider environmental factors prompted the Minister of Education to initiate a review of the policy, which resulted in the publication of the Community Relations, Equality and Diversity in Education (CRED) Policy on 24 March 2011. The policy can be accessed at <http://www.deni.gov.uk/index/20-community-relations-pg.htm>
- (Definitions of Community Relations, Equality and Diversity can be found under Useful Links and Information)
- While the primary focus of the policy is on schools (primary, post-primary and special) youth work settings and statutory early years settings, other organisations involved in education are strongly encouraged to adopt the principles of the new policy.
- 1.4 As well as continuing to address issues affecting the two main communities as society in the north of Ireland continues to emerge from the legacy of conflict, the CRED policy also recognises and seeks to address issues relating to all groups in

Section 75 of the Northern Ireland Act 1998 within our community.

- 1.5 The policy aims to enable children and young people to understand and deal with difference in whatever form – religious, cultural, gender, sexual orientation, disability or political affiliation – and is premised on equality, human rights and the United Nations Convention on the Right of the Child (UNCRC). The policy reflects commitments within the Good Friday, St Andrews and Hillsborough agreements.
- 1.6 The CRED policy seeks to use the platform afforded by the education curricula to ensure that every child and young person has access to opportunities provided through the policy so that, at each key stage, they have the opportunity to put their learning in practice through meaningful interaction, understanding and appreciation with other young people from different social, cultural or religious backgrounds.
- 1.7 The policy seeks to embed Community Relations, Equality and Diversity as an integral part of the life of every formal and non-formal educational setting in a way that recognises the needs of children and young people learning through that setting.
- 1.8 Community Relations, Equality and Diversity is about working towards a society in which there is a sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar opportunities are open to all; and a society in which strong and positive relationships exist and continue to be developed in schools, youth groups and the wider community.
- 1.9 Without ensuring equality it is impossible to foster community relations and diversity. The spirit of Community Relations, Equality and Diversity is about equality in terms of life opportunities and achievements, appreciation of difference, acceptance of different views, resilience to manage change and connections between different communities and active citizenship.

## Roles & Responsibilities

1.10 All those involved in the management, planning and delivery of education have a role to play in ensuring Community Relations, Equality and Diversity is fully embedded within the education system. Specific roles and responsibilities of key stakeholders are as follows:

1.10.1 Department of Education (DE)

DE has responsibility for developing and reviewing CRED policy and for ensuring that other relevant education and government policies address connections.

1.10.2 Education & Skills Authority (ESA)

ESA will be accountable to DE for the effectiveness of the implementation of the policy by

- the establishment of appropriate support services;
- ensuring consistent application of the policy throughout all educational settings;
- ensuring support staff have the skills needed to support the education workforce to facilitate expected policy outcomes;
- where necessary, developing resources to support the policy in the various educational settings;
- holding schools and youth work settings to account for delivery of the policy and challenging them, where necessary;
- regularly providing monitoring and evaluation reports to DE.

Until ESA is established, this responsibility will be shared across the five Education and Library Boards and Youth Council for NI (YCNi), taking into account convergence plans.

1.10.3 Schools and other educational settings

Management/Advisory Committees and Leaders in early years, schools and youth work settings will be responsible for developing a culture of inclusiveness in which there are high expectations and aspirations for all children and young people. This should be on a 'whole organisation' basis,

Boards of Governors will play a key role in ensuring schools are open and welcoming to those from all areas of society and in actively promoting and encouraging the practical implementation of the CRED policy on a whole school basis.



Similarly those in management positions within Early Years and Youth Service settings should promote and encourage implementation of the policy.

## 2. Community Relations, Equality & Diversity Policy: Aims and Core Principles

### Policy Aim & Objectives

2.1 The aim of the policy is to:

- Contribute to improving relations between communities by educating children and young people to develop self respect and respect for others, promote equality and work to eliminate discrimination by providing children and young people, in formal and non-formal education settings, with opportunities to build relationships with those of different backgrounds and traditions within the resources available.

2.2 The objectives of the policy is to:

- Ensure that learners, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination.
- Educate children and young people to live and participate in a changing world, so that they value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society.
- Equip children and young people with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for, difference.

2.3 The intended outcome of the policy is to develop learners who:

- Understand and respect the rights, equality and diversity of all; and
- Develop the skills, attitudes and behaviours that enable them to value and respect difference and engage positively with it.

## **The Implementation of the Policy**

2.4 The CRED policy focuses on the needs of the learner, and will apply to children and young people in early years, primary, post-primary and youth work settings. It will also engage staff, including ancillary staff, managers, Boards of Governors, Voluntary Committees, parents and carers, and the surrounding communities in those settings.

## **Core Principles Underpinning the Policy**

2.5 The following core principles underpin the policy. It should:

- Adopt an approach in which the needs of children and young people are paramount;
- Support the development of young people's self-esteem and their knowledge of diversity in a way that encourages progression;
- Be responsive to the needs of young people and their communities and clearly set out the outcomes expected for young people;
- Involve young people in planning and evaluating the effectiveness of CRED programmes;
- Demonstrate its relevance and connectedness to the curriculum, to improving outcomes for children and young people, and link to other education and wider Government policies, including strengthening the economy;
- Encourage the concept of active learning which is underpinned by the formal and non-formal curricula;
- Complement what education settings are striving to achieve for young people, it should not be, or be perceived to be, burdensome or another initiative;
- Recognise the collaboration and partnership that already exists, including between pre schools, schools, youth

groups, colleges and training organisations, and build on this in a way that meets the needs of young people;

- Take account of the different starting positions for each individual and education setting and the communities around them;
- As far as possible, within resources available, provide opportunities for meaningful interaction between different groups with a view to impacting positively on relationships in the community; and
- Show case best practice and support and encourage the sharing of skills across and between the formal and non-formal sectors.

### 3. General Guidance

- 3.1.1 Children and young people need to have an understanding of and respect for the rights, equality and diversity of all without discrimination. They need to be equipped with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of and respect for difference. Early Years providers, schools and youth work settings have a key role in this.
- 3.1.2 All children and young people can benefit from meaningful interaction and early years settings, schools and youth groups should seek to give the children and young people the opportunity to mix and learn with those from different backgrounds and with different circumstances as resource constraints allow.
- 3.1.3 Education Curricula (whether Curricular Guidance for Pre-School Education, the NI Curriculum or the Youth Service Model for Effective Practice) already includes measures that deal with CRED issues at teaching/youth work practice level. Implementation of the CRED Policy will support and enhance the work which educational settings should already be addressing.
- 3.1.4 The Education (Curriculum Minimum Content) Order (NI) 2007 for Personal Development and Mutual Understanding at Primary level and Learning for Life and Work at Post Primary level requires schools to address the Community Relations, Equality and Diversity issues, including citizenship. This provides a clear link with the Community Relations Equality and Diversity Policy.
- 3.1.5 The Curriculum includes a citizenship element for all key stages which aims to develop the capacity of all young people to participate positively and effectively in society, to influence democratic processes, and to make informed and responsible decisions as local and global citizens throughout their lives.
- 3.1.6 At primary level through Personal Development & Mutual Understanding (PDMU) pupils examine diversity, cultural

heritage, promoting inclusion, human rights, causes of and responses to conflict and playing an active and meaningful part in the community.

- 3.1.7 At post-primary level, the Local and Global Citizenship aspect of, Learning for Life and Work (LLW) provides pupils with the opportunity to explore issues such as diversity, prejudice and racism, promoting inclusion and reconciliation, mutual respect, equality and human rights, social justice and exclusion, democracy and participation., Learning for Life and Work is compulsory for all pupils at Key Stages 3 and 4 and pupils can also take this as a GCSE option if they wish.
- 3.1.8 Citizenship education provides the opportunity to investigate topics such as diversity, inclusion, cultural heritage, equality, democracy, participation and human rights.
- 3.1.9 The Council for the Curriculum Examinations and Assessment (CCEA) has produced guidance for teachers for the delivery of these topics. While it is a matter for schools to determine the resources or programmes they use in their delivery of the curriculum, there are a number of PDMU/LLW resources available to teachers on the NI Curriculum website such as Living.Learning.Together and Insync - see <http://www.nicurriculum.org.uk>.
- 3.1.10 Resources are also available on the CREDNI website. ([www.CREDNI.org](http://www.CREDNI.org))
- 3.1.11 The YCNI provides resources and support for youth work settings ([www.ycni.org](http://www.ycni.org)).
- 3.1.12 Additional resources are available from organisations dealing with particular Section 75 issues [e.g. LGBT, disability etc] and from voluntary sector websites. It is the responsibility of educational settings to determine which are the most relevant and age appropriate.
- 3.1.13 The CRED Policy as well as having important links through Education Curricula has also links to the following:
- Every School a Good School;
  - Every School a Good School : Supporting Newcomer Pupils;

- The Education (Curriculum Minimum Content) Order (NI) 2007;
- Extended Schools: Schools, Families, Communities working together;
- Way Forward for Special Educational Needs and Inclusion (issued for public consultation);
- Priorities for Youth (under development);
- Early Years Strategy (issued for public consultation);
- Teacher Education in a Climate of Change (issued for public consultation);
- Education of Children and Young People from the Traveller Community (school circular).

- 3.1.14 An important aspect is ensuring practitioners are competent and have the confidence to address what can be difficult and challenging issues for educators and young people alike. Consequently the policy focuses on capacity building, to ensure work is firmly embedded within educational settings and to reduce the dependency on external organisations. In the current economic climate this provides the best way to ensure that CRED work is sustainable. The following chapters provide additional information relevant to each educational setting.
- 3.1.15 Practitioners, Management/Advisory Committees and Boards of Governors all have a vital role to play in providing a culture of inclusion and embedding CRED aims within their organisations. Evidence indicates that a whole organisation approach is essential to embed this culture within education settings. In particular the schools' ethos should demonstrate a concern to promote equality, good relations and respect for diversity and should link clearly to the School Development Planning process.
- 3.1.16 All CRED development and evaluation should encompass, where possible, the wider community.
- 3.1.17 While availing of funding opportunities through the statutory bodies provides a valuable resource, other funding sources through non statutory organisations can contribute to and enhance the overall implementation of the CRED policy.
- 3.1.18 Children and young people within the setting should be active participants in the planning for and integration of CRED policy. Feedback from children and young people has indicated that

appropriate measures should be put in place to address feedback and recommendations. This can be achieved through a range of mechanisms focus groups, school councils, committee representation, questionnaires, etc.

- 3.1.19 Community Relations, Equality and Diversity issues should not be regarded as an issue to be addressed in certain locations or communities. All schools and youth work settings should seek to address the full range of CRED issues through the relevant curricula.
- 3.1.20 While the requirement is to address all Section 75 groups this should be implemented in a way which is age appropriate and be flexible enough to focus on particular issues relevant to the needs of the learners and the communities within which the policy is delivered. In particular it is important that issues relevant to the recipients, which are considered as difficult or controversial, are given the due regard that they require.
- 3.1.21 Specific guidance relating to each educational setting is provided in the following chapters.



## **4. Pre School/Early Years Education**

### **4.1 The Role of Pre School/Early Years Education**

In order to place CRED within the context of the overall school improvement agenda the guidance has followed the four main characteristics of Every School a Good School (DE, April 2009).

4.2 All pre schools have a key part to play in promoting CRED through their approach to:

1. Child Centred Provision
2. High Quality Teaching and Learning
3. Effective Leadership
4. A School Connected to its Local Community

| <b>CHARACTERISTIC</b>   | <b>INDICATORS</b>  |
|-------------------------|--|
| Child Centred Provision | <ol style="list-style-type: none"> <li>a. The school's ethos reflects a clear commitment to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity/or CRED principles and aims.</li> <li>b. A whole school approach is recommended whereby all staff and young people are involved in learning about CRED</li> <li>c. Within the school ethos/prospectus it should be visible that there is an acceptance of difference and a valuing of diversity.</li> <li>d. Staff recognise the importance of modelling appropriate use of language and behaviour and demonstrating this.</li> <li>e. The school's approach to CRED implementation reflects the needs of all children.</li> <li>f. Schools are sensitive to and welcoming of the diverse identities of all members of the school community.</li> <li>g. There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.</li> <li>h. Encouraging pupils to actively engage with other schools and other communities of different backgrounds and traditions.</li> <li>i. Schools should be aware and encouraging of deepening emotional intelligence in their relationships and view of themselves.</li> </ol> |

| CHARACTERISTIC                     | INDICATORS  |
|------------------------------------|---|
| High Quality Teaching and Learning | <ul style="list-style-type: none"> <li>a. Curriculum planning includes provision for learning about the aims of CRED.</li> <li>b. There should be a process of plan, do, review as in other areas of the curriculum to allow for continuous improvement.</li> <li>c. Teachers reflect on their own work and the outcomes of individual pupils.</li> <li>d. All staff and young people have opportunities to engage in CRED initiatives if possible.</li> <li>e. Teachers, in line with the statutory requirements of the pre school/early years curriculum, should engage with the more challenging aspects of diversity and inclusion reflecting the issues in the local context.</li> <li>f. Teachers should be supported to engage with controversial and sensitive issues in an age appropriate manner.</li> <li>g. Opportunities are given across the curriculum to promote shared values and to help young people to value and respect difference.</li> <li>h. Promote an emphasis and understanding of human and children's rights.</li> </ul> |
| Effective Leadership               | <ul style="list-style-type: none"> <li>a. Staff and management have access to appropriate training opportunities in CRED.</li> <li>b. Staff have management support to initiate and sustain CRED practice.</li> <li>c. Support of Board of Governors/Management Committees in following the main principles of CRED.</li> <li>d. Resources are managed properly and effectively, with appropriate arrangements in place for financial management.</li> <li>e. School leadership demonstrates clear vision and commitment to CRED policy and practice.</li> <li>f. There is a promotion of an inclusive ethos within the school.</li> <li>g. There is a commitment to planning, monitoring and evaluating and time given to allow this to be meaningful.</li> <li>h. Engagement with external agencies (such as ETI, ELBs) in relation to monitoring and evaluation.</li> </ul>  |

|  |  |
|--|--|
| <p>A School Connected to its Local Community</p> | <ul style="list-style-type: none"> <li>a. Parents, carers and the wider local community are informed about the organisation’s commitment to CRED.</li> <li>b. Parents, carers and the wider community are given the opportunity to engage with members of a different tradition/community.</li> <li>c. Appropriate local connections are sought where possible and relationships developed,</li> <li>d. The school uses its involvement in other programmes to further support the aims of CRED.</li> <li>e. Explore/encourage opportunities for young people to engage with others from different backgrounds/traditions and build positive relationships.</li> </ul> |
|--|--|

### 4.3 Curricular Guidance for Pre-School Education

4.3.1 The Curricular Guidance for Pre-School Education identifies the importance of helping young children to understand that we see the world in many different ways depending on our cultural, social and religious viewpoints. The guidance identifies the need for staff to acknowledge and respect the culture, beliefs and lifestyles of the families of all the children, and consequently encourages respect for diversity within our society. This clearly aligns with the aims and objectives of the Community Relations, Equality and Diversity policy.

4.3.2 Of the six discrete headings within the Curriculum for Pre-school education, Personal, Social and Emotional Development most closely aligns with the CRED policy. Young children are encouraged to understand their feelings and the needs and feelings of others, and discussing how their actions can affect others and why we need rules can help them develop respect for others and appreciate the differences between people – like race, culture and disability. This work will provide a firm foundation to meet the on-going and progressive development which is necessary for achievement of the intended outcomes of the CRED policy.

4.3.3 The World Around Us aspect of the Curriculum for Pre-school education also links to the CRED policy. Opportunities provided to talk about themselves, including where they live, the members of their extended family and events in their lives (both past and present), and learning about the work of some of the people in the

local community can also provide opportunities to build on and support the aims and objectives of the CRED policy.

### 5. SCHOOLS

#### 5.1 The Role of Schools

In order to place CRED within the context of the overall school improvement agenda the guidance has followed the four main characteristics of Every School a Good School – a policy for school improvement (DE, April 2009).

#### 5.2 All schools have a key part to play in promoting CRED through their approach to:

1. Child Centred Provision
2. High Quality Teaching and Learning
3. Effective Leadership
4. A School Connected to its Local Community

These in turn link clearly with the School Development Planning and the central role of the school's ethos in underpinning the life and work of the school.

In particular, Annex H of the Guidance on School Development Planning strongly encourages schools to address ways to support community links and contribute to sustainable communities. It also addresses the importance of promoting the knowledge, skills and understanding to make informed and responsible decisions.

The indicators of effective performance associated with each characteristic in relation to CRED are set out in the table below.

| CHARACTERISTIC          | INDICATORS  |
|-------------------------|---|
| Child Centred Provision | <ul style="list-style-type: none"> <li>a. Inclusion of CRED principles and aims should feature in School Development Plan.</li> <li>b. A whole school approach is recommended whereby all staff and young people are involved in learning about CRED</li> <li>c. Within the school ethos/prospectus it should be visible that there is an acceptance of difference and a valuing of diversity.</li> <li>d. Staff recognise the importance of modelling appropriate use of language and behaviour and demonstrating this.</li> <li>e. The school's approach to CRED implementation reflects the needs of all children.</li> <li>f. Schools are sensitive to and welcoming of the diverse identities of all members of the school community.</li> <li>g. There is a commitment to involve young people in discussions and decisions.</li> <li>h. Encourage children and young people to actively engage with other schools and other communities of different backgrounds and traditions</li> <li>i. Schools should be aware and encouraging of deepening emotional intelligence in their relationships and view of themselves.</li> <li>j. The development of a meaningful school council would be viewed as an essential part of real delivery of child centred provision including issues of rights, equality, democracy and pupil voice.</li> </ul> |

| CHARACTERISTIC                     | INDICATORS  |
|------------------------------------|---|
| High Quality Teaching and Learning | <ul style="list-style-type: none"> <li>a. Curriculum planning includes provision for learning about the aims of CRED.</li> <li>b. There should be a process of plan, do, review as in other areas of the curriculum to allow for continuous improvement.</li> <li>c. Teachers reflect on their own work and the outcomes of individual children and young people.</li> <li>d. There is evidence of critical reflection by staff and young people.</li> <li>e. All staff and young people have opportunities to engage in CRED initiatives if possible.</li> <li>f. Young people where possible are involved in making choices which have a positive impact on their learning.</li> <li>g. Teachers should, in line with the statutory requirements of the curriculum, engage with the more challenging aspects of PDMU/Citizenship.</li> <li>h. Teachers should be supported to engage with controversial and sensitive issues.</li> <li>i. Opportunities are given across the curriculum to promote shared values and to help young people to value differences and to challenge prejudice, discrimination and stereotyping.</li> <li>j. Promote an emphasis and understanding of human rights and equality within the UNCRC.</li> </ul> |
| Effective Leadership               | <ul style="list-style-type: none"> <li>a. Staff have access to appropriate training opportunities in CRED.</li> <li>b. Staff have management support to initiate and sustain CRED practice.</li> <li>c. Support of Board of Governors in following the main principles of CRED.</li> <li>d. Resources are managed properly and effectively, with appropriate arrangements in place for financial management.</li> <li>e. School leadership demonstrates clear vision and commitment to CRED policy and practice.</li> <li>f. There is a promotion of an inclusive ethos within the school.</li> <li>g. There is a commitment to planning, monitoring and evaluating and time given to allow this to be meaningful.</li> <li>h. Engagement with external agencies (such as ETI, ELBs) in relation to monitoring and evaluation.</li> </ul>   |

| CHARACTERISTIC                            | INDICATORS   |
|---|--|
| A School Connected to its Local Community | <ul style="list-style-type: none"> <li>a. Parents, carers and the wider local community are informed about the organisation’s commitment to CRED.</li> <li>b. Parents, carers and the wider community are given the opportunity, where possible, to engage with members of a different tradition/community.</li> <li>c. Appropriate local connections are sought where possible and relationships developed.</li> <li>d. The school uses its involvement in other programmes to further support the aims of CRED (for example extended schools).</li> <li>e. Explore/encourage opportunities for young people to engage with others from different backgrounds/traditions and build positive relationships.</li> </ul> |

### 5.3 The Curriculum

5.3.1 The NI Curriculum requires schools to address issues around diversity and inclusion and to consider how people of differing political, religious and cultural traditions can live together in a climate of mutual respect. Work related to the CRED policy will make a valuable contribution to curriculum provision.

5.3.2 The Curriculum provides increased flexibility which will enable schools as part of the whole school approach to incorporate the aims and principles of CRED. CRED aims and principles are very much in parallel to the aim of the NI Curriculum. Namely the Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

#### The Primary Curriculum

5.3.3 The main area of learning that CRED sits most naturally in (from Foundation to the end of Key Stage 2) is PDMU (Personal Development and Mutual Understanding). However, the Curriculum provides opportunities to address CRED issues across other areas of learning



(e.g.: language & literacy, the Arts, Religious Education and Physical Education).

- 5.3.4 The aim of PDMU which follows on from the overall aim of the curriculum is to, 'Encourage each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives; to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives'.
- 5.3.5 PDMU is comprised of 2 Strands, Strand 1: Personal Development and Health (this strand will be the focus for any introductory work in CRED). Strand 2: Mutual understanding in the Local and Global Community (the content of this strand should form the basis for any concentrated work on CRED).
- 5.3.6 Also contained within Strand 2 are the main challenges for delivery of high quality teaching and learning that relate to the more sensitive areas of the policy and the biggest challenge in terms of support and training.
- 5.3.7 Whilst PDMU is one of the obvious areas that can contribute to the policy it should be recognised that other learning areas and cross curricular skills should contribute to the aims and objectives of CRED. It is important that teachers make these connections through their planning and teaching and focus on thinking skills and personal capabilities.
- 5.3.8 Through the topics that teachers plan with their children and young people it is expected that connections are made across all the 6 learning areas and the cross curricular skills of ICT, Communication and Numeracy. Teachers should be selective in the content of these topics and should choose areas that pick up on the statutory elements of the curriculum. For example topics that lend themselves to exploring issues of diversity, equality, different cultures and conflict would meet the needs of both CRED and the curriculum.

## The Post Primary Curriculum

- 5.3.9 The Curriculum at Post Primary level offers a substantial opportunity to educate in relation to the principles and aims of the Department of Education’s CRED policy and outworkings.
- 5.3.10 As such they may require teachers to explore subjects and issues which are sensitive and/or controversial. This in turn may require appropriate professional development and personal reflection.
- 5.3.11 Appreciating always that the Curriculum is premised upon the transfer of skills, knowledge and understanding across the learning areas, this initially may be reflected in the content or potential content of the following:

| Subject   | Content   |
|---|---|
| <p>Learning for Life and Work<br/>(comprised of four strands, two of which are directly relevant)</p> | <p><u>Local and Global Citizenship</u>: at Key Stage 3, specific reference is made to addressing Community Relations and Diversity issues. It is important that an appropriate proportion of this is related to the historic conflict in Northern Ireland and the knowledge, skills and values which allow our young people to live in a post conflict society where appreciation of diversity is an important part of their overall education.</p> <p>Moreover, Local and Global Citizenship at Key Stage 3 is underpinned by and requiring of specific knowledge of Human Rights education and equality principles.</p> <p><u>Personal development</u>: This can contribute to personal and social education, including dealing with the emotional responses relevant to living in a diverse post conflict society.</p> |
| <p>Environment and Society</p>  | <p><u>History</u>: At Key Stage 3 there is a specific requirement to deal with the causes and consequences of Irish Partition. This provides a unique opportunity to explore the complexity of Irish history and how differing perspectives and traditions have emerged which have over time conflicted with varying degrees of trauma resulting. A balanced and well informed view of such events is clearly a key element in providing an educational dimension to the overall solution of resolving such issues.</p>   |

|                           |   |
|---------------------------|---|
| Language and Literacy     | <p><u>English / English Literature:</u> Throughout post primary education, use of specific texts, both factual and fictional can provide a significant element in allowing young people to engage with their culture, the culture of others and how such life experiences have developed historically and in the present day.</p> <p>Moreover composition and free writing by young people may enable them to explore similar themes while at the same time allowing them to express their own opinions and perspectives.</p> |
| Religious Education       | <p>Religion has been a key element in shaping belief, identity and culture in Irish and British society. Given the multi-faith context which almost all European peoples' experience, a well informed and balanced religious education is clearly an important vehicle in bringing about a tolerant and mutually respectful world, both locally and globally.</p>   |
| The Arts                  | <p>The Arts, most evidently music, art and drama have long been recognised as mediums for exploration of cultures and indeed for bringing young people of differing cultures together to do so.</p>   |
| Physical Education /Sport | <p>In a modern world, sport has become one of the most powerful indicators of identity and culture. Potential therefore exists for schools to familiarise their young people with not only the sports with which they have traditionally been associated, but with a range of games, both local and global which may provide an enriched learning experience.</p>   |
| Languages                 | <p>Languages are an integral part of understanding the experience and culture of others, while having strong links to tradition and identity. As such, linguistic study may allow learning which embodies aspect of fostering respect, understanding and appreciation of diversity.</p>   |

## **5.4 Enrichment/Extra Curricular Activities Cross Community Contact and Learning**

- 5.4.1 Contact and appropriate educational experiences based on diversity, community relations and conflict resolution are an integral part of effectively implementing the CRED policy and indeed in securing long term peace, cohesion and stability in society. In this regard, availing of funding opportunities through the statutory educational bodies will allow a considerable deepening and qualitative enhancement of CRED aims and objectives.
- 5.4.2 Bringing young people from differing religious and cultural traditions together to focus on the significant issues which have caused conflict and distress in the past is seen as an integral element of education which works toward insuring a peaceful and stable shared society in the future.

## **5.5 Teacher Competencies**

- 5.5.1 Teachers in schools, both newly qualified and experienced, will also be required to follow the guidelines from the General Teaching Council in terms of teacher competencies. Particular attention should be paid to competency 8 and 12.

Competency 8: Teachers will have developed a knowledge and understanding of the need to take account of the significant features of children and young people' cultures, languages and faiths and to address the implications for learning arising from these.

Competency 12: Teachers will have developed a knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.

Annex 1 provides an outline of the teacher competences which relates to the CRED policy across the key stages in teacher development.

## **5.6 Area Learning Communities and the Entitlement Framework**

The Entitlement Framework (EF) is the counterbalance to the reduced core curriculum at KS4 and beyond. Through it, young people will have the opportunity to access a broader and more balanced curriculum; a curriculum that interests and excites them, raises their aspirations and to which all have equal access regardless of the school they attend or where they live. The curriculum offer will meet the needs of the local economy, with qualifications that are credible and with clear progression routes into further and higher education and on to successful careers.

To achieve this aim and in putting the needs of the young person first, almost every school is a member of an Area Learning Community. These voluntary coalitions, many of which have grown organically, allow schools to expand the opportunities and curricular offer available to the young people they serve. Working together allows schools to pool resources and share expertise amongst teachers. There are already good examples of collaboration between schools that serve different communities working together to achieve the full implementation of the EF by 2013. Collaboration is thus a means to an end (and not an end in itself) where the young person's needs sits firmly at the centre of the thinking.

### 6. YOUTH WORK

6.1 The CRED policy is relevant to the ethos, principles and practice of all youth work and should be considered alongside and within the following:

- A Model for Effective Practice;
- Professional and National Occupational Standards for Youth Work;
- Priorities for Youth;
- The wider government policy and funding environment;
- Existing Organisational Ethos.

6.1.2 Partnerships between schools and the youth service are recognised as having particular potential in the field of CRED education.

6.1.3 Regional Voluntary Youth Organisations and their affiliated units are major deliverers of services to young people, with 87% of youth service membership supported by the voluntary sector. Youth Council NI has a key role in implementing CRED within regional voluntary youth organisations. Further details are available on YCNI's website ([www.ycni.org](http://www.ycni.org)).

### 6.2 Developing Youth Work Practice: A Model for Effective Practice

6.2.1 The aims and objectives of CRED rest easily within the central theme and core principles outlined within the youth service curriculum "A Model for Effective Practice".

6.2.2 The personal and social development of young people requires youth workers to prepare young people for participation, support them to test values and beliefs and promote acceptance and understanding of others. These practices are most effective when underpinned by an understanding of, and respect for, diversity, equality and the rights of all without discrimination. There is an

ongoing need for additional, explicit work on community relations, equality and diversity.

### 6.3 Integrating CRED Policy into the Ethos and Strategic Planning of Youth Work

Young people do not commonly have sustained access to sharing learning experiences with those from a different background. There is an ongoing need for additional, explicit work on community relations, equality and diversity, including sustained access to sharing learning experiences with those from a different background. Youth work, both statutory and voluntary, has a vital role to play in creating such opportunities.

6.3.1 The aims of the CRED Policy need to be integral to the ethos and strategic planning of all youth work. This guidance draws upon the Quality Assurance Framework for Youth Work in order to place CRED within the cycle of continuous improvement.

6.3.2 The CRED policy should be integrated into on-going work aimed at:

1. Developing Youth Work Practice
2. Developing People
3. Developing the Organisation

Indicators of effective performance in relation to CRED are set out below.

| CHARACTERISTIC                 | INDICATORS  |
|--------------------------------|---|
| Developing Youth Work Practice | <ol style="list-style-type: none"> <li>a. Programme planning includes provision for learning about the aims of CRED.</li> <li>b. A curriculum and programme development cycle is applied to promote continuous improvement.</li> <li>c. Youth workers reflect on their own work and the outcomes for individual young people.</li> <li>d. There is evidence of critical reflection by youth workers and young people.</li> <li>e. All youth workers and young people have opportunities to engage in CRED initiatives.</li> <li>f. Young people are involved in making choices</li> </ol> |

|                             |  |
|-----------------------------|--|
|                             | <p>which have a positive impact on their experiences.</p> <ul style="list-style-type: none"> <li>g. Practice is underpinned by participation principles.</li> <li>h. Youth workers are appropriately trained and confident in dealing with controversial and sensitive issues.</li> <li>i. Opportunities are given throughout programme delivery to promote shared values and to help young people to value differences and to challenge prejudice, discrimination and stereotyping.</li> <li>j. Opportunities are provided to promote an understanding of equality, human rights and the UNCRC. The unit/local group provides opportunities for young people to engage with others from different traditions and communities, and to build positive relationships.</li> <li>k. There are opportunities to promote and celebrate CRED work within the community.</li> </ul>  |
| Developing People           | <ul style="list-style-type: none"> <li>a. Management, staff and volunteers have access to appropriate training opportunities in CRED.</li> <li>b. Staff and volunteers have the support of management/advisory committees to initiate and sustain CRED practice.</li> <li>c. Resources are managed properly and effectively, including financial management arrangements.</li> <li>d. The leadership of the agency/unit demonstrate clear commitment to CRED policy and practice.</li> <li>e. There is a commitment to planning, monitoring and evaluating the work of the agency /unit and time given to that.</li> <li>f. There is engagement with external agencies (such as ETI, ELBs) in relation to monitoring and evaluation. Parents, carers and the wider local community are informed about the units/local groups commitment to CRED.</li> <li>g. Parents, carers and the wider community are given opportunities to engage with others from different traditions and communities.</li> </ul> |
| Developing the Organisation | <ul style="list-style-type: none"> <li>a. The inclusion of CRED in the Service Level Agreement.</li> <li>b. A whole organisational approach is evident – all staff, volunteers and young people involved in learning about CRED.</li> <li>c. The unit/local group uses its involvement in other programmes to further support the aims of CRED. Umbrella/regional bodies support units and local groups to establish effective networks within their local communities.</li> </ul>   |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>d. Units/local groups develop effective networks to ensure appropriate local connections.</li> <li>e. There is a visible commitment to acceptance and understanding of others, inclusion and the promotion of the EDI principles.</li> <li>f. Staff and volunteers recognise the importance of modelling appropriate attitudes, language and behaviour and demonstrating these.</li> <li>g. The work of the organisation takes account of the needs of all children and young people.</li> <li>h. Youth work settings are sensitive to the diverse identities of all members of the community.</li> <li>i. There is a commitment to involve young people in discussions and decision making.</li> </ul> |
|--|--|

## 6.4 Provision of Progression and Accreditation Routes

All youth work programmes (both statutory and voluntary) should seek to provide progression and appropriate accreditation routes for participants. A number of programmes accredited at a variety of levels compliment the CRED policy and principles, including existing Citizenship modules, the existing Youth Work Training Board Leadership for Youth Work and the Good Relations and Cultural Diversity OCN level one.

6.4.1 The suite of EDI training developed to support youth workers, managers and policy makers is also relevant to the implementation of the CRED Policy. The suite includes:

- Introduction to CR/EDI;
- Programme Development for Introductory CR/EDI work with Young People;
- CR/EDI for Practitioners Working with Young People;
- EDI Strategic Planning.

## 6.7 Professional and National Occupational Standards for Youth Work

The following Professional and National Occupational Standards for Youth Work are particularly relevant:

| Ref                 | Occupational Standard  |
|---------------------|--|
| 1.1.3               | Encourage young people to broaden their horizons to be active citizens.            |
| 1.3.1               | Facilitate young people's exploration of their values and beliefs.                 |
| 2.1.1               | Ensure that the rights of young people are promoted and upheld.                    |
| 2.3.1               | Promote equality of opportunity and diversity in your area of responsibility.      |
| 2.3.2               | Develop a culture and systems that promote equality and value diversity.           |
| 2.3.3               | Challenge oppressive behaviour in young people.                                    |
| 3.2.1               | Engage with the local community.   |
| 4.1.1               | Investigate the needs of young people and the community in relation to youth work. |
| 4.3.1/ 4.3.2/ 4.3.3 | Lead, Plan and Implement Change.   |

Further detail on these Standards can be found at:  
[http://www.lluk.org/documents/whole suite of Professional and National Occupational Standards for Youth Work.pdf](http://www.lluk.org/documents/whole%20suite%20of%20Professional%20and%20National%20Occupational%20Standards%20for%20Youth%20Work.pdf)

## 7. Evaluation

- 7.1 Having a robust evaluation process is a key aspect of the implementation of the CRED policy.
- 7.2 In line with other DE's policies for school improvement the principle of self evaluation and self improvement should also apply to CRED. Educational settings should carry out self evaluation in line with the indicators set out in Every School a Good School (ESAGS) and the School Development Planning Guidance (which align to Together Towards Improvement).
- Child centred provision
  - Effective leadership
  - High Quality teaching and learning
  - A school connected to its community
- 7.3 It is recognised that changes in behaviour and outcomes in this area are more difficult to measure and to assist educational settings in self evaluation, a range of Quality Indicators has been developed which will be used to assess the impact of CRED policy (annex 3).
- 7.4 In developing Quality Indicators the Department consulted with a range of organisations and benchmarked against other frameworks which seek to measure Community Relations, Equality and Diversity and attitudinal change.
- 7.5 The Department has sought to identify measures over time to assess the impact of the policy as well as measures which can be used to monitor and predict future performance. A range of indicators have been drawn from existing frameworks (e.g. OFMDFM's Good Relations Indicators, Young Life & Times Survey & Annual School Census) and emerging best practice to assess the impact of the policy over time and to avoid the introduction of a new set of measurements and additional associated work (Annex 2). These measures will provide one mechanism to enable the Department to evaluate the

impact of the policy over time. It is however recognised that the CRED policy is just one of a number of complex variables and initiatives which impact on these measures. Therefore, in addition to monitoring these indicators, the Department will, at an appropriate timeframe, commission a report to consider the impact of the delivery of the CRED policy on the attitudes of children and young people as part of the ongoing policy review process.

- 7.6 In addition, the Department has identified a number of quantitative target measures related to funding priorities. A mechanism will be established to monitor progress against expected targets and will further inform evaluation of the policy. Target measure include numbers of teachers and youth workers trained; number of schools and youth organisations that have received advice/support; usage of CREDNI website; and number of schools and youth organisations in receipt of funding through the CRED enhancement scheme.
- 7.7 In line with the policy, the Department will work with Education & Training Inspectorate (ETI) colleagues to take stock of the effectiveness of the policy implementation in improving the attitudes of participants towards others and towards their own learning.

### **The Quality Indicator Framework**

- 7.8 To assist educational establishments in the process of self evaluation and planning, a Quality Indicator Framework has been developed (Annex 3). This has been designed to align with ESAGS and ETI's Together Towards Improvement framework.
- 7.9 The Quality Indicator Framework has been designed to provide a means to assess how an early years, school or youth work setting is addressing the range of section 75 issues and to identify those which are most prevalent to the context and wider community within which it sits. The Quality Indicator Framework will help in identifying specific areas for development and can be used to help in action planning.

7.10 The Quality Indicator Framework is divided into eight areas covering:

- Educational provision;
- Participants learning experiences;
- Quality of external links;
- Leadership and management;
- Effective use of resources/value for money;
- Pastoral care & ethos;
- Child protection; and
- Equality of opportunity.

Each area is underpinned by a series of statements.

7.11 Each statement can be rated as very good, good, satisfactory or as an area for development, and provides for recording of evidence to support the rating.

7.12 Completing the Quality Indicator Framework will allow educational establishments to assess what they are doing well, where there are gaps, and to identify areas for improvement. Where several areas for improvement have been identified, these should be prioritised – it may not be practical to take forward all areas for improvement in parallel. Any identified actions should be reflected in development plans for the setting (e.g.: school improvement plans).

7.13 Reviewing the Quality Indicator Framework on a regular basis will enable progress to be monitored and priorities changed as appropriate to the needs of the individual setting. The Quality Indicator Framework includes two appendices which provide a useful checklist to ensure all aspects of the policy are being addressed. They can also be used as a quick check mechanism to assist in monitoring progress.

## 8. Training & Support

### 8.1 Training

- 8.1.1 The importance of equipping those at the front line of delivering CRED policy (early years practitioners, teachers, youth workers etc) is recognised by DE.
- 8.1.2 To date, there has been an over-reliance on support from external organisations for the delivery of community relations and with little or no opportunity for a skills transfer.
- 8.1.3 CRED Policy seeks to strengthen pre and post qualification training on community relations and diversity for the education workforce (both formal and informal), including staff ancillary to education and volunteers in education setting.
- 8.1.4 DE will work with ESA and the Department for Employment and Learning to strengthen existing and where necessary, develop new community and diversity modules and a programme of continued professional development with the focus on capacity building and skills transfer.
- 8.1.5 Those involved in the delivery of education in both formal and non-formal settings should conduct an audit of community relations, equality and diversity knowledge and skills across their workforce and avail of opportunities to address identified skill gaps as part of their development planning process on a whole school/educational setting basis.
- 8.1.6 A key factor in assessing skills are recognising those environmental factors within which CRED will be delivered, such as the readiness of staff (particularly where it touches on values, beliefs and personal experiences), readiness of parents and the wider community.

8.1.7 The need for continuous professional development in the area of community relations, equality and diversity should be recognised and encouraged.

## **8.2 Support**

8.2.1 ESA will ensure the necessary support mechanisms are in place to deliver CRED policy for all educational settings under its direct control.

### **Definitions of Community Relations, Equality and Diversity**

**Community Relations** is to encourage greater cross-community contact and co-operation; to support encourage and develop mutual understanding; and to promote recognition of and respect for cultural diversity.

**Equality** is about creating an equal society, where everyone can participate and has the opportunity to fulfil their potential.

**Diversity** is about recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community.

### **Research**

There are a number of research studies which indicate that strong emotional intelligence in young children will be an important precursor to developing inclusion and respect for others.

Frames of Mind (1983) by Gardiner H., Harvard School of Education discussed emotional intelligence and how important this was for developing respect for self and others. Goleman, D. (2001) validated this in his book entitled "Emotional Intelligence: Issues in Paradigm Building."

The Boulder Centre for the Study of and Prevention of Violence discusses the programme "Promoting Alternative Thinking Strategies" and stresses that when children feel listened to, respected by and nurtured by the adults around them, they develop high levels of emotional intelligence and learn to respect others as well as themselves. The study also stresses that these aspects of socialisation must be taught to children and to become truly socialised, children must internalise and embrace them as their own.

Greenberg (1993) Director of the Prevention Research Centre at Penn State University promotes the development of emotional literacy for developing respect for self and for others, as do Mayer and Salovey (1995).



There was also a Times Educational Supplement (TES) article from October 2004 by Steven Hastings that discussed research on emotional intelligence and its impact. The article states that many cognitive skills taught in schools and used to measure IQ (problem-solving for example) are separate from skills that deal with emotions. For the full article see [www.tes.co.uk/article.aspx?storycode=2042477](http://www.tes.co.uk/article.aspx?storycode=2042477)

Research published by Early Years (2010) into the Media Initiative for Children Respecting Difference Programme showed that children participating in the programme were able to express and recognise emotions and feelings in others (an important part of emotional intelligence) and that the programme was having positive effects regarding children's cultural awareness and inclusive behaviour. The programme was also found to strongly promote emotional intelligence and children's rights.

### **Newcomer Pupils**

With the increase in the number of people from various parts of the world the school community has become truly diverse and multicultural. Children will be attending school who will not have the satisfactory language skills to participate fully in the school curriculum and who do not have a language in common with the teacher. These children are referred to as newcomers. For those children identified as newcomers extra funding is available directly to their school to provide extra help and support as required.

The Department of Education provides funding for a regional **Inclusion and Diversity Service** (IDS) which was established in April 2007. Its role is to strengthen and improve support to newcomer children and young people and their parents, primarily working through all schools i.e. nursery, primary, post-primary & special schools. IDS offer services such as interpreters, a multi-lingual website for teachers and newcomer parents, diversity officers, in-service training and toolkits.

In December 2007 the 'Toolkit for Diversity in the Primary School', developed in collaboration with Integrate Ireland Language and Training (IILT), was launched with the aim at providing help and support for teachers and schools of newcomer children and young people. The Toolkit addresses issues that schools must deal with

if they are to be genuinely welcoming and inclusive and develops dealing with integration of children and young people from other countries, cultures and ethnicities, acknowledging that inclusiveness is a never-ending process.

Following the success of the Primary Toolkit further Toolkits for post-primary, nursery and special schools were launched by the then Minister for Education, Caitríona Ruane, in March 2010.

These Toolkits are available from IDS or can be found on the website [www.education-support.org.uk/teachers/ids](http://www.education-support.org.uk/teachers/ids)

Teachers also received training from IDS in the use of the Common European Framework of Reference for Languages (CEFR) i.e. a tool for describing language proficiency.

A 'co-ordination training tool' for teachers is also currently being developed to help school co-ordinators disseminate good practice and allow schools to gain a deeper understanding of intercultural education and the diversity within schools.

Inclusion & Diversity Service staff will work with CRED staff and the wider CASS service to ensure a joined up approach.

## **Together Towards Improvement [TTI]**

The process of self evaluation is now well established within the education sector. The ETI document Together Towards Improvement: A process for self evaluation sets out the process together with a number of Quality Indicators.

### **Pre School**

<http://etini.gov.uk/index/together-towards-improvement/together-towards-improvement-pre-school.htm>

### **Primary**

<http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>

### **Post Primary**

<http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>


## **Special Education**

<http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-special-education.htm>

| COMPETENCE  | ITE  | INDUCTION                  | EPD  | CPD   |
|---|--|----------------------------|--|---|
| 2 A knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented. | <p>Understanding of the implications of 'The Shared Future' policy.</p> <p>Develop personal understanding and positioning which informs their educational philosophy:</p> <p>Pluralism v assimilation<br/>Commonality v difference<br/>Individual v society<br/>Oasis of calm v addressing issues<br/>Utilitarian v common good<br/>Rights v Human Rights v Religious Values</p> <p>To be able take this knowledge and understanding and reflect (personally) in the context of the statutory obligations.</p> | <p>→</p> <p>→</p> <p>→</p> | <p>Reflecting and clarifying individual educational philosophy in the context of the schools values and policies.</p> <p>Being able to use the statutory curriculum to explore these issues.</p> | <p>Contributing to shaping school values and policies.</p> <p>Be able to engage colleagues in reflection on these issues within the curriculum.</p> |

| COMPETENCE   | ITE   | INDUCTION                  | EPD  | CPD   |
|--|---|----------------------------|--|---|
| <p>6 Knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.</p> | <p>Has knowledge and understanding of how emotional reaction, stereotyping, discrimination may hinder effective learning.</p> <p>Awareness and understanding of children and young people personal biographies and possible impact and ability to learn.</p> <p>Knowledge of how social, psychological, developmental and cultural influences can affect children's attainment/learning in a positive or negative way.</p> <p>Understanding the importance of developing a classroom culture of trust and respect.</p> <p>Understanding the importance of developing a classroom culture of inquiry and evidence based opinions.</p> <p>Awareness of learning approaches in the area of cit and CR.</p> | <p>→</p> <p>→</p> <p>→</p> | <p>Develop a more shared balance of power between pupil and teacher.</p> <p>Provide opportunities for children and young people to explore others view points and defend or modify their own in the light of new evidence.</p> | <p>Being able to balance the cognitive and emotional dimensions in order to challenge stereotyping and effective learning.</p> <p>Be able to use the pupil biography and experiences to develop effective learning.</p> <p>Skilled in being able to facilitate active participatory learning.</p> |

| COMPETENCE  | ITE   | INDUCTION   | EPD   | CPD  |
|---|---|---|---|--|
| <p>8 A knowledge and understanding of the need to take account of the significant features of children and young people’s cultures, languages and faiths and to address the implications for learning arising from these.</p> | <p>Willingness to enquire openly into other culture, religions and languages.</p> <p>Capacity to recognise prejudices in yourself and the challenges this might bring.</p> <p>Recognising the features of their own cultural, religious and political identity and the significance of this for their professional role.</p> <p>Explore and understand their own level of emotional literacy.</p> | <p>Capacity to recognise prejudices in yourself, peers and children and young people and the challenges this might bring.</p> <p>Recognising opportunities to use presence of pupil from another culture as potential to celebrate diversity.</p> <p>Explore and understand their own emotional literacy.</p> | <p>Capacity to recognise prejudices in yourself, peers and children and young people and the challenges this might bring.</p> <p>Develop opportunities to use presence of pupil from another culture as a means of celebrating diversity.</p> <p>Being able to respond to a wide range of positive and negative emotions appropriately.</p> <p>Knowing your group and preparing for the unexpected.</p> <p>Understanding where group are coming from; being sensitive to personal biographies and using professional judgement.</p> | <p>Capacity to recognise prejudices in yourself, peers and children and young people and the ability to challenge these.</p> <p>Create opportunities to use presence of pupil from another culture as a means of celebrating diversity.</p> <p>Being able to respond appropriately to a wide range of positive and negative emotions in oneself and others.</p> <p>Learning to manage and legitimise environment where strong opinions can be expressed without rancour.</p> |

| COMPETENCE   | ITE  | INDUCTION   | EPD   | CPD   |
|--|--|---|---|---|
| <p>1 A knowledge and<br/>2 understanding of the inter-relationship between schools and the communities they serve and the potential for mutual development and well-being.</p> | <p>Have knowledge of:<br/>the policy context relevant to community relations and education for diversity in Northern Ireland;<br/>the concept of Social Capital and the related issues of bonding/bridging.</p> <p>Understand the potential for teachers to be agents of social change.</p> <p>How principles of democracy and social justice can be modelled in the school community.</p> <p>Ways in which school and community agencies can work together to establish partnerships and support education for community relations.</p> <p>The potential and skills of using ICT to network within, and across communities.</p> |  | <p>Modelling democracy in the classroom as an exemplar.</p> <p>Work together with community agencies to support pupil learning within the curriculum.</p> | <p>The discussions, debates and relationships between the concepts of:<br/>community development;<br/>community education;<br/>community relations in creating the necessary conditions for lasting peace with social justice.</p> <p>Influencing policy and practice and in its relationships with wider communities.</p> <p>Modelling democracy in the classroom as an exemplar.</p> <p>Building partnerships with the local community through young people, e.g., community service, action projects, local &amp; oral history, connections across the communities - sharing and developing class, school &amp; community profiles.</p> <p>Using online discussion groups to explore issues within the wider community including controversial issues.</p> |

| COMPETENCE  | ITE   | INDUCTION   | EPD  | CPD  |
|---|---|---|--|--|
| <p>2 To contribute to the development and life of the schools, collaborating with teaching and support staff, parents and external agencies.</p> <p>3</p> | <p>Development of interpersonal skills and the ability to negotiate and resolve conflict.</p> <p>Clarified personal values in relation to education.</p> <p>Understand the purpose of a school mission statement and shared vision.</p> | <p>Development of interpersonal skills and the ability to negotiate and resolve conflict and provide guidance if requested.</p> <p>Can establish effective working relationships with parents.</p> <p>Knowledge and understanding of the school's mission statement and shared vision which would include values and aspirations.</p> <p>Knowledge and understanding of the schools mission statement and shared vision which would include values and aspirations.</p> <p>Ability to form open positive support/effective relationships with teaching and support staff and parents.</p> | <p>Development of interpersonal skills and the ability to negotiate and resolve conflict and provide guidance if requested.</p> <p>Can establish effective working relationships with parents.</p> <p>Develop effective relationships with staff in associated schools when necessary.</p> <p>Knowledge and understanding of the schools mission statement and shared vision which would include values and aspirations.</p> <p>Ability to form open positive support/effective relationships with teaching and support staff and parents.</p> | <p>Development of high level interpersonal skills and the ability to negotiate and resolve conflict and provide guidance if requested.</p> <p>Can establish effective working relationships with parents and deal with a wide range of challenging issues.</p> <p>Knowledge and understanding of the schools mission statement and shared vision which would include values and aspirations.</p> <p>Be involved in the formulation of the school's mission, statements of values aims and objectives.</p> <p>Ability to form open positive support/effective relationships with teaching and support staff, parents, external agencies and all those who have concerns regarding the welfare of the child.</p> |



## Annex 2: Quality Indicators

A number of indicators directly relate to children and young people and will be monitored by DE over time as additional indicators to assess the effectiveness of the policy. These indicators include:

- Number of school/children and young people participating in community relations, equality and diversity programmes (% of all school children and young people)<sup>1</sup>;
- % of children and young people (age 16) who think relations between Protestants and Catholics are better than they were five years ago<sup>2</sup>;
- % of children and young people (year 6 & 9) who think it is wrong to bully other pupils because of either race or skin colour, disability or religion<sup>3</sup>;
- % of children and young people (year 6 & 9) who think it is always wrong to bully other pupils because of their race or colour<sup>3</sup>;
- % of children and young people (year 6 & 9) who think it is always wrong to bully other pupils because of their disability<sup>3</sup>;
- % of children and young people (year 6 & 9) who think it is always wrong to bully other pupils because of their religion<sup>3</sup>;
- % of children and young people (year 9) bullied with mean names, comments or rude gestures with a sexual meaning<sup>3</sup>;
- % of those who have children at school who think that their child's school is a shared space<sup>4</sup>;
- % who believe government encourages sharing of facilities by schools of different religions<sup>4</sup>;
- % who believe that schools are effective at preparing children and young people for life in a diverse society<sup>4</sup>;

- % who believe that schools are effective at encouraging understanding of the complexity of our history<sup>4</sup>;
- % children and young people (age 16) indicating that schools are covering issues of diversity<sup>5</sup>;
- % children and young people (age 16) indicating positive impact of activities on participants understanding of section 75 groups<sup>5</sup>.

Source:

<sup>1</sup> CRED Statistical Returns

<sup>2</sup> ARK Young Life & Times Survey

<sup>3</sup> DE Research into Nature & Extent of Pupil Bullying in Schools in North of Ireland

<sup>4</sup> ARK Northern Ireland Life & Times Survey

<sup>5</sup>As these are new measures further work will be required to define exact wording and hence these are indicative at present. Initial outcomes will not be available before April 2013.

## Annex 3: QUALITY INDICATOR FRAMEWORK

### **Overarching Aim of CRED Policy**

To contribute to improving relations between communities:

- a) by educating children and young people to develop self-respect and a respect for others, to promote equality and to work to eliminate discrimination; and
- b) by providing opportunities for them to build relationships with those of different backgrounds and traditions through formal and non-formal education within the resources available.

### **Core Principles:**

The principles which guide the CRED policy, and consequently those who receive funding through the policy, are to:

- Adopt an approach in which the needs of children and young people are paramount;
- Support the progressive development of the self-esteem of children and young people and their knowledge of the importance of equality and diversity;
- Be responsive to the specific CRED needs of children and young people and their communities and set out clearly the agreed expected outcomes for meeting those needs effectively;
- Involve children and young people in planning, for, and evaluating the effectiveness of, CRED interventions;
- Provide equal access to opportunities for meeting and working with others to children and young people both within and outside mainstream formal and non-formal education;
- Provide opportunities for meaningful interaction between different groups with a view to having a positive influence on the development of improved understanding and relationships in their community;
- Demonstrate the relevance and connectedness of CRED activities to the formal and non-formal curricula, to improving outcomes for children and young people, and to linking to other education and wider Government policies, including strengthening the economy;
- Encourage the concept of active learning which is underpinned by the formal and non-formal curricula;
- Complement and support the work of formal and non-formal education settings in improving the achievements of children and young people;
- Recognise and add to the existing collaboration and partnership between schools, youth groups, colleges and training organisations to meet better the needs of children and young people;

- Take account of the different starting positions for each individual, group of children and young people, formal or non-formal education setting and the communities in which they live and work; and
- Show case best practice and support and encourage the sharing of skills across and between the formal and non-formal sectors.

**In each of the following evaluate the stage at which you think you are operating by indicating:**

- **Very Good**
- **Good**
- **Satisfactory or**
- **Areas for development [progress still to be made]**

**Please include supporting evidence.**

**Q1 EDUCATIONAL PROVISION: OUTCOMES FOR PARTICIPANTS:**

Ensure that participants, at each stage of their development, have an understanding of difference and diversity.

**To evaluate this consider the extent to which CRED interventions\* meet the following statements**

|  | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|--|--|---|
| Q1a CRED interventions provide opportunities for the participants to take part in a range of activities in formal and non-formal settings which increases their knowledge and understanding of difference and diversity. |  |   |
| Q1b CRED interventions are closely aligned with CRED policy aims/objectives and intended outcomes and are planned to include progression in the participants' knowledge and understanding.                               |  |   |
| Q1c CRED interventions make productive links to, and support, other curriculum areas, where appropriate, and complement current educational provision.   |  |   |
| Q1d CRED interventions are age-appropriate and meet the needs and interests of individual participants enabling progression in the skills, attitudes and behaviours needed to develop mutual                             |  |   |

|     |  |  |  |
|-----|--|--|--|
|     | understanding and recognition of, and respect for, difference.   |  |  |
| Q1e | CRED interventions reflect clearly the context of the community and circumstances in which the participants live.  |  |  |
| Q1f | CRED interventions set out clearly the expected outcomes for the participants, including how their participation in the interventions will support the raising of standards and achievement. |  |  |
| Q1g | CRED interventions provide opportunities for the participants to contribute actively to their own learning through being part of the planning and assessment of the interventions.           |  |  |
| Q1h | CRED interventions provide opportunities for the participants to gain accreditation.   |  |  |
| Q1i | CRED interventions develop, where appropriate, new resources and make effective use of suitable existing resources to support learning and teaching.   |  |  |
| Q1j | CRED interventions include agreed monitoring, evaluation and review procedures, which are understood by all and are used for planning and setting  |  |  |

|   |  |  |
|---|--|--|
| <p>targets to improve the outcomes for the participants.</p>  |  |  |
| <p>Q1k CRED interventions are managed and led by staff with appropriate qualifications and training, and the ability to build the capacity of the staff with whom they are working.</p> |  |  |

**Q2 PARTICIPANTS' LEARNING EXPERIENCES: [ACHIEVEMENTS & STANDARDS]:**

Educate participants to live and participate in a changing world, so that they value and respect difference and value and engage positively with it, taking into account the ongoing intercommunity division arising from conflict and increasing diversity within our society.

**To evaluate this consider the extent to which CRED interventions meet the following statements**

|   | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|---|--|---|
| Q2a The participants work collaboratively with others from different traditions and backgrounds and gain positive learning experiences in a safe and caring environment which promotes equality, inclusion, reconciliation and values difference. |  |   |
| Q2b CRED interventions enable the participants to become more confident about their community background and contribute to building their self-esteem.  |  |   |
| Q2c The participants engage positively with others who are different, develop relationships with others from different traditions and backgrounds and develop an understanding and respect for them.  |  |   |
| Q2d The participants are able to apply their knowledge and understanding and respect for rights, equality and diversity for all in everyday formal and informal situations.   |  |   |



|     |  |  |
|-----|--|--|
|     |  |  |
| Q2e | The participants change their attitudes and behaviour towards others, reflecting a better understanding of respect for rights, equality and diversity for all.                               |  |
| Q2f | The participants demonstrate improved outcomes as a result of participating in CRED interventions, including communication skills, self-management, problem-solving and working with others. |  |

**Q3 QUALITY OF EXTERNAL LINKS:**

The interventions ensure that the participants are involved with relevant partners and stakeholders and have opportunities to build on previous experiences with others.

**To evaluate this consider the extent to which CRED interventions meet the following statements**

|  | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|--|--|---|
| Q3a There is effective communication and, where appropriate, collaborative working with other organisations, agencies and educational bodies to gain the most from the CRED interventions. |  |   |
| Q3b There are strong, supportive and effective links with the local community and a range of representative minority groups.   |  |   |
| Q3c There are opportunities for the participants to work within the community to improve their understanding of it and to contribute positively to it.                                     |  |   |
| Q3d There are opportunities for the participants to engage with local decision-makers e.g. councillors, MLAs and to learn about their rights and their responsibilities.                   |  |   |

**Q4 LEADERSHIP & MANAGEMENT:**

Leaders and managers help to remove 'barriers to learning', and, as a consequence, raise standards for all and close the performance gap, through increasing access and equity.

**To evaluate this consider the extent to which CRED interventions meet the following statements**

|   | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|---|--|---|
| Q4a CRED practice is addressed in the School Development Plan or the Area Youth Plan.   |  |   |
| Q4b Individual roles and responsibilities are clearly defined at all levels of management and the staff, participants and their parents are aware of the intended outcomes of the intervention.                       |  |   |
| Q4c There are effective communication networks and procedures established with internal and external partners.  |  |   |
| Q4d The management uses monitoring, review and evaluation procedures effectively to provide accurate and reliable information about the progress of CRED activities to inform future decision-making and improvement. |  |   |
| Q4e CRED interventions promote progression in tolerance, mutual understanding and inclusivity/ integration; there are effective procedures to deal with inappropriate behaviour.                                      |  |   |

**Q5 QUALITY OF EFFECTIVE USE OF RESOURCES [VALUE FOR MONEY]:**

Resources are used efficiently and provide age appropriate value for money

**To evaluate this consider the extent to which CRED interventions meet the following statements.**

|  | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|--|--|---|
| Q5a There is an appropriate and sufficient range of age-appropriate, good quality learning resources and materials to meet the needs and interests of the participants and to achieve the best CRED outcomes for them and the community. |  |   |
| Q5b There is a robust financial system for keeping accurate, up-to-date records of budget and spend.   |  |   |
| Q5c Those involved in the CRED interventions manage financial resources effectively to ensure that the provision is both high quality and cost-effective, and avoids any unnecessary duplication.  |  |   |

**Q6 QUALITY OF PASTORAL CARE AND ETHOS:**

How effectively the staff work to ensure the welfare and enjoyment of the participants and to encourage their personal development.

**To evaluate this consider the extent to which CRED interventions meet the following statements**

|  | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|--|--|---|
| Q6a Ensure that the participants are given appropriate support and advice.   |  |   |
| Q6b Support the participants in representing themselves in local and wider contexts.   |  |   |
| Q6c Establish an environment which promotes mutual respect, trust and positive relationships and attitudes towards others.                                   |  |   |
| Q6d Help the participants to develop an understanding of how to behave appropriately in different situations, including listening to the opinions of others. |  |   |

**Q7 QUALITY OF CHILD PROTECTION AND THE PROTECTION OF VULNERABLE ADULTS:**

The project has procedures and arrangements in place to promote and safeguard the welfare and protection of participants.

**To evaluate this consider the extent to which CRED interventions meet the following statements**

|  | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|--|--|---|
| Q7a Policies and procedures meet the current legislative requirements.   |  |   |
| Q7b The organisation delivering the project and the receiving organisation are clear as to the procedures being used and the responsibilities within the project delivery.               |  |   |
| Q7c There is a code of conduct to guide staff and participants with regard to appropriate behaviours; there is also up-to-date training.   |  |   |
| Q7d There are clear and effective policies and procedures in place for the protection of participants including the provision for the recruitment and selection of staff and volunteers. |  |   |
| Q7e The organisation informs regularly the participants, their parents and all relevant parties of the current policies and of the procedures for dealing with complaints.               |  |   |

|   |  |  |
|---|--|--|
| Q7f There are appropriate procedures to deal with complaints by, and against, the participants and staff. |  |  |
|---|--|--|

**Q8 EQUALITY OF OPPORTUNITY:**

The organisation is effective in promoting social inclusion and mutual respect which will support the participants' learning, and widen their access to life-long learning opportunities and positive experiences.

**To evaluate this consider the extent to which CRED interventions meet the following statements**

|  | <b>Evaluation with strengths of intervention</b> | <b>Areas for development with actions to be taken</b> |
|--|--|---|
| Q8a The content of the interventions supports the curriculum and reflects the diverse and particular needs of the participants involved.   |  |   |
| Q8b All participants can access the interventions irrespective of their additional needs or diversity of background.   |  |   |
| Q8c The organisation provides positive opportunities for learning which promote mutual understanding and trust through developing an appreciation of difference and of similarities. |  |   |
| Q8d There are effective procedures in place to eliminate hurtful or oppressive behaviour.  |  |   |



|   |  |  |
|---|--|--|
| <p>Q8e There are links with a range of groups to include, for example, minority or ethnic groups within the area.</p> |  |  |
|---|--|--|

\* Interventions in this context mean addressing ethos, culture, respect etc by a variety of approaches including participation, procedures and programmes.

## Appendix 1

### Opportunities for participation, from all Section 75 groups, in CRED interventions

| <b>Opportunities for the participants to meet and work with:</b>     | <b>Pre school</b> | <b>4 -11 yrs male-female</b> | <b>12-16 yrs male-female</b> | <b>17-18 yrs male-female</b> | <b>Over 18 male-female</b> |
|--|-------------------|------------------------------|------------------------------|------------------------------|----------------------------|
| Others from a different religious background in a formal setting     |                   |                              |                              |                              |                            |
| Others from a different religious background in a non-formal setting |                   |                              |                              |                              |                            |
| Others from a different ethnic background in a formal setting        |                   |                              |                              |                              |                            |
| Others from a different ethnic background in a non-formal setting    |                   |                              |                              |                              |                            |
| Others with/without dependants in a formal setting                   |                   |                              |                              |                              |                            |
| Others with/without dependants in a non-formal setting               |                   |                              |                              |                              |                            |
| Others with a disability in a formal setting                         |                   |                              |                              |                              |                            |
| Others with a disability in a non-formal setting                     |                   |                              |                              |                              |                            |
| Others from the LGBT community in a formal setting                   |                   |                              |                              |                              |                            |
| Others from the LGBT community in a non-formal setting               |                   |                              |                              |                              |                            |
| Others of a different marital status in a formal setting             |                   |                              |                              |                              |                            |
| Others of a different marital status in a non-formal setting         |                   |                              |                              |                              |                            |

## Appendix 2

| <b>As a result of their involvement in the CRED interventions the participants know more about and respect:</b>   | <b>Yes: with evidence</b> | <b>Maybe: with evidence</b> | <b>Not sure</b> |
|---|---------------------------|-----------------------------|-----------------|
| the culture and traditions of people from a Catholic community background   |                           |                             |                 |
| the culture and traditions of people from a Protestant community background   |                           |                             |                 |
| the culture and traditions of people from a different community background which is represented in the area in which they live                              |                           |                             |                 |
| the culture and traditions of people of a different race or colour  |                           |                             |                 |
| religions other than Christianity   |                           |                             |                 |
| those who are lesbian, gay, bi-sexual or transsexual  |                           |                             |                 |
| those who have a disability   |                           |                             |                 |
| those who speak a different language to English   |                           |                             |                 |
| And feel comfortable being friends with someone of a different religion, race, colour, those with a disability and those of a different sexual orientation. |                           |                             |                 |
| And have the opportunity to give their views, and to listen to others' views, about issues that affect them.  |                           |                             |                 |



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