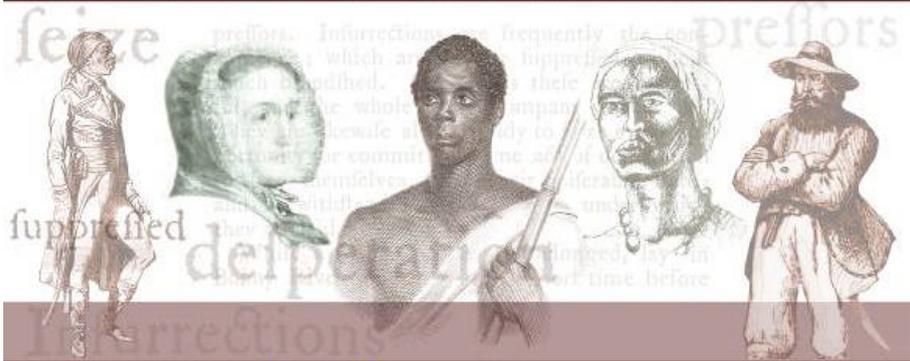




Recovered Histories: Reawakening the narratives of enslavement, resistance and the fight for freedom.



www.recoveredhistories.org

Free resources on the Transatlantic Slave Trade



Education aspect of the Recovered Histories project

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The education aspect of the project consisted of a series of four teacher training days, schools outreach, a conference and the production of an education resource.

The INSET days, conference and education pack are all underpinned by the thinking that the history of the Transatlantic Slave Trade is not one that should be commemorated at anniversaries but instead is a living history with visible legacies which can and should be accessed and owned by all in the UK. Whilst a controversial and emotive history, it can be used to foster community cohesion and create a sense of citizenship among students if it is taught accurately and sensitively. The conference speakers and workshops explored how such a big aim could be achieved.

Educational outreach work was undertaken during 2007-2009 to publicise the Recovered Histories resources and engage students and communities around discussions on the Transatlantic Slave Trade and its contemporary legacies. Over 5000 people were reached at presentations in schools, libraries, universities, museums, youth groups, conferences local authorities and racial equality councils. Outreach activities included presentations, workshops, debates and teacher training events.

The Recovered Histories resources (website, exhibition and education pack) all follow the ethos of teaching the Transatlantic Slave Trade as not via a deficit or victimisation model, but through an active agency and citizenship model. In practice this means, teaching about the history of Africa prior to the slave trade as a functioning continent equal or in some instances surpassing its European contemporaries, the action of the enslaved Africans in securing their freedom and not being passive victims, as well as the role of the working classes in Britain. Using this method can counteract the difficulties addressed in the Historical Association's T.E.A.C.H report

The following government directives were used to illustrate how teaching about the Transatlantic Slave Trade could be used to foster greater community cohesion and active global citizenship:

Identity and Diversity: Living Together in the UK – "...pupils to learn about national, regional, ethnic and religious cultures, the connections between the UK and the wider world and explore the concept of community cohesion and the different forces that bring about change in communities over time. Young people need to develop the ability to see themselves as part of this diversity, and to critically reflect on who they are. Schools can give them the opportunity to explore their identities in a safe and positive environment, and to discuss what is important to them and their families. This develops a sense of belonging to a community that values them and improves their understanding of what binds people in communities together. When individuals recognise and value their own culture, beliefs and traditions, they can better understand how others develop their identities.

The identity and cultural diversity curriculum dimension helps learners to gain a broad understanding of the country they are growing up in: its past, its present and its future. They learn about its range of cultures and traditions, its political system, values and human rights, how it has evolved to be as it is, and in particular, how they are able to contribute through democratic participation to its future development.”

Guidance on Community Cohesion, LGA 2002 -Definition of community cohesion:

”Working towards a society in which there is a common vision and 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 life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed.”

Race Relations Amendment Act, 2000 Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

INSET DAYS

Main aims of the INSET day:

- Inform teachers about transatlantic enslavement; and offer an opportunity to work with the Recovered Histories Exhibition, Resource Pack, and website
- Discuss best practise in teaching a controversial and emotive subject matter; and how to make useful connections between the history, legacies, and issues of citizenship/social cohesion
- Promote the use of artefacts and museum visits, and encourage links to the Museum in Dockland's London, Sugar and Slavery gallery
- To use the training as the basis for a one-day conference to open up discussion about the needs of educators and the best practise when teaching this history

Main drivers in offering the INSET days:

- The new key stage 3 slave trade curriculum
- A desire to offer teachers support when delivering a very controversial and emotive subject
- To create a dynamic post-Abolition 200 legacy project and ensure that the positive work done by individuals and institutions in 2007 is built upon and maintained

Project partners:

Anti-Slavery international (ASI) was founded in 1839 and is committed to eliminating all forms of slavery by: campaigning for its eradication; supporting local organisations' initiatives to release and rehabilitate people; pressing for implementation of laws against this abuse. ASI also supports educators to make useful teaching links between transatlantic enslavement and contemporary slavery in order to increase an understanding of the need for Global Citizenship and social cohesion.

Inner Vision is an arts-educational project that devises work in museums and libraries for 'hard-to-reach' groups; and trains adults to deliver controversial subjects. The project has worked in partnership with the National Union of Teachers and MLA London to deliver national teacher training programmes on transatlantic enslavement.

The Museum in Docklands houses the *London, Sugar and Slavery* Gallery which is the only permanent exhibition in London that details the history of transatlantic enslavement.

In creating the INSET days, the project partners were keen to meet already identified needs. The initial ***Understanding Slavery Initiative*** consultation found that: '***Students were ready to engage with the history of the Transatlantic Slave Trade...[but] Teachers seemed less confident... [and] expressed concerns, particularly with regards to the sensitivities related to discussing race and identity.***'

Recovered Histories participants were offered the chance to discuss the very real challenges they face when delivering a controversial and emotive subject matter, and to work in small groups to identify possible strategies to help improve their knowledge/confidence.

In order to facilitate these discussions the number of participants was limited to ten per training day.

As the training was open to all 'educators' the groups were unique in that they contained teachers, museum facilitators and artists – groups that rarely have the opportunity to share their different creative strategies for doing this work.

CHALLENGES

Participants were first invited to think about Challenges in teaching this subject matter and identified several major difficulties that included:

- Institutional racism
- Teacher's lack of knowledge
- The need for ongoing training
- Use of language/terminology
- White teachers feel guilt around this history ("Being white and teaching this!")
- It needs to be seen in the wider context of British History and not limited to Black History
- Emotions of teacher/pupils; fear (of making young people feel ashamed, angry, defensive or cut off)
- Anger about the horror of this history
- The curriculum needs to be more inclusive
- Empathy (and lack of it)
- Sensitivity
- Parental prejudices impact on classroom learning
- Access to museums, and problematic exhibitions
- The need to avoid the portrayal of enslaved Africans as passive victims
- Media misrepresentations of the African Continent
- Lack of black role models in some areas

REWARDS

In order that they did not feel completely daunted, participants were then asked to think about the Rewards that they and young people can gain from researching/knowing about this history. These included:

- Increased self-esteem – ('It was a traumatic journey but 'they/we' are still here')
- A sense of belonging
- Self-discovery and Personal Enrichment
- Awareness of resilience
- Inspired to find out personal histories
- Pride in name, identity, homeland
- New views of Africa
- Discovery of heroes
- An improved and increased understanding of world history
- Knowledge of the built environment

Several participants noted on their evaluation forms that they 'particularly liked' the discussion about Rewards; and it was felt that this is an aspect of the teaching and training that needs to be emphasised in the future as it links most directly to ideas around Citizenship and Social Cohesion.

During the first INSET day a participant fed back that she really wanted more time to talk about Legacies of transatlantic enslavement and it was felt that this was an important part of the history that needed to be looked at.

LEGACIES

As a result, the lead facilitator added this to the discussion and there were a selection of responses to the idea of Legacies that included:

- Racism/Living with stereotypes
- Inequality of opportunity in housing, jobs, healthcare, mental health – Poverty; Classism
- Low self-esteem and lack of confidence amongst some of the descendents of those who were enslaved
- Economic dominance by post-colonial powers (at the expense of others living in poverty)
- Family dysfunction
- Lack of respect for the African Continent
- Commonwealth/Empire
- Language lost/gained
- New societies/ Multicultural communities
- Arts and Creativity

As with challenges, the Legacies seemed daunting until participants were able to see that Rewards were also part of the legacy. For many this confirmed their belief that this history cannot be effectively taught as a deficit model if we hope to fully engage diverse groups of young people and ensure that they do not become defensive/angry/cut-off/guilty. It is essential therefore that we must teach this as a history of resilience and human strength/survival which, again, would make the history crucial in looking at ideas around Citizenship and Social Cohesion.

The lead facilitator felt that it was really important to offer participants their own reading lists (as well as resource lists for young) so that the educators could do their own research in order to build knowledge/confidence. But the difficulty of finding time to do research was seen as a real issue by participants who also gave a list of the Needs they have if they are to feel supported to do this work:

- Ongoing training
- Resources that are engaging, relevant, accessible, and child-friendly;
- Support from Head teachers and colleagues;
- Links with other organizations engaged in delivering this work;
- Time to do their own primary research and process new areas of learning

This led to a key discovery which is that educators will struggle to emphasize the positive aspect of this history if they do not feel supported in preparing/teaching this history.

The Recovered Histories sessions invited participants to view the exhibition and assess the best ways to discuss the order in which the Transatlantic Slave Trade could be taught

Participants carried out an exercise identifying the visible contemporary legacies of the Transatlantic Slave Trade; and there was a great deal of inspired discussion about the usefulness of using the built environment to teach about the living legacies of slavery and impact on the British economy and landscape. Participants were also keen to adapt the resource to use with their students and felt that it, along with the visit to the gallery, gave them a really grounded sense of how best to take the work forward.

FEEDBACK FROM EVALUATION FORMS:

The feedback was overwhelmingly positive with 90 percent of participants stating that the training was a great stimulus to their learning. One participant wrote in her evaluation that she felt the training helped her to have 'more positive thoughts' about the history. Another wrote that he will now 'teach slave trade in a more positive and representative way'; and several stated that they were keen to share their learning with others. One participant also wrote: 'I feel inspired to read on!' and another stated that she would do 'more research, more planning'.

A museum practitioner on the training course wrote that she will 'apply what [she] learnt to [her] Museum and interpretation techniques'. Another wrote that he will now use the Recovered Histories website for 'further research', and a participant working on another HLF project said she will now 'link with ASI to host the Recovered Histories exhibition'.

The training also seemed to help meet emotional needs with one participant feeding back that it 'was an excellent opportunity to revisit what [her] spirit knows' and also saying that the 'day was too short due to the exciting and stimulating conversations'.

This suggests that the training had a positive impact, and that it will have long-term repercussions in the way that participants now prepare and teach this work.

There were also participants who felt that they were not giving enough time to talk and that 'time was tight' but this was a tiny minority and, interestingly, they also stated that the training was a great stimulus to their own learning and that they planned to do 'more outreach work' as a result of the INSET day.

As a result of the feedback about time being too tight, the facilitators were able to think of ways to simplify the programme so that there was more time built in for discussion and this seemed to be one of the key pieces of learning in terms of best practice when offering this training.

RECOMMENDATIONS

- The training needs to be offered over more than one day so there is more time for discussion as this seemed to support/stimulate participants to do their own research.
- A two-day training programme would also allow participants to trial lesson plans/ideas with young people and feedback/share results with colleagues.
- Participants identified the need for on-going training and felt that without it they were very challenged to teach this history.
- Is there also a need for regional support groups so that people have the chance to talk to others about the very real emotional processing that goes on when doing work on a controversial subject?
- The feedback was that the small group sizes worked best because they allowed more intimate discussions about racism in the classroom/staffroom.
- Should there be a way in which good practice can be more effectively shared by participants?

LIST OF PARTICIPANTS AT INSET DAYS

| ATTENDANT | ORGANISATION | JOB TITLE |
|----------------------------------|--|---|
| 22nd September | | |
| Clare Harvey | Alameda Middle School, Bedford | Head of History |
| Yvette Allen Ivy Scott | EMAS, Islington EMA Newham | Consultant Consultant |
| Arthur Torrington | The Equiano Society | Coordinator |
| Jacqueline Brooks | 6 Generations | Lecturer |
| Jacinth Martin | Croydon Supplementary Education | Project Coordinator |
| 25th September | | |
| Rosemin Najmudin | WAIFS | Project Coordinator |
| Geraldine Lowman | WAIFS | |
| Lilian Quamina Reddie | British Museum | |
| Mbeke Wasame | Lewisham College | Higher Education Coordinator |
| Beverley Hillman | Lambeth Education Authority | Education Consultant |
| 2nd October | | |
| Clodaugh McCahill | Copthall School | History Teacher |
| David Neita | | Artist and Poet |
| Sophie Kingscote | Thomas Keble School | Teacher |
| Yvonne Archer | | Consultant |
| Aishia Lorimer | Central Sussex College | Lecturer |
| Pearl Agana Gail Arnold | Barnados Norwich Millennium Library | LSA Project-Coordinator |
| Mike Snow | Mayfield CE Middle School | KS2/KS3 Teacher |
| Barbara Cole | | |
| 6th October | | |
| Cheryl Gibson | Futures Community College | Teacher |
| Rowena Hammal | | GTP History Teacher |
| Richard Wilkinson | Hipperholme and Lightcliffe High School | Teacher |
| Katie Potter | Imperial War Museum | Education Officer |
| Phillipa Heath | Museum of Richmond | Education Audience Development Officer |
| Margaret Perry | Pestalozzi Education Centre | Education Officer |

RECOVERED HISTORIES CONFERENCE

The INSET days culminated in an all day conference on 22nd October 2008 entitled **Fostering community cohesion and global citizenship through teaching the Transatlantic Slave Trade** held at the Museum in Docklands. The conference aimed to bring together practitioners in a shared learning environment and further assess the Transatlantic Slave Trade with a focus of teaching in a way to foster community cohesion and actively engage students as global citizens.

CONFERENCE PROGRAMME

Fostering community cohesion and global citizenship through teaching the Transatlantic Slave Trade - free conference on 22 October 2008 at Museum in Docklands, London E14 4AL

PROGRAMME

- 9:00 Registration and refreshments
- 9:30 Jenny Mitchell - Chair and Recovered Histories Training Project Partner, Founder-Manager Inner Vision
- 9:45 Dr. June Bam Hutchison – Heritage and Education Consultant
- 10:30 Keynote address - Sir Keith Ajegbo
Author of Curriculum Review: Diversity and Citizenship
- 11:15 Refreshments
- 11:45 Workshops and peer led gallery tours
- 1:00 Lunch
- 2:00 Professor David Richardson
Director of Wilberforce Institute for the Study of Slavery and Emancipation (WISE) – University of Hull
- 2:45 Workshops and Museum in Docklands Visitors Services gallery tour
- 3:45 Refreshments
- 4:15 Teachers showcase
- 4:30 Plenary
- 4:55 Launch of the Recovered Histories education pack
- 5:00 Video link with the Institute for the Public Understanding of the Past (IPUP – at the University of York)

PROGRAMME DETAILS

Jenny Mitchell – Feedback from the Recovered Histories INSET days at the Museum in Docklands

Dr. June Bam Hutchison - How can teachers overcome the challenges of teaching the sensitive history of the Transatlantic Slave Trade, and develop innovative ways of teaching about Africa pre the slave trade and its unrecognised contributions to world development?

Sir Keith Ajegbo - How can teachers effectively teach about the Transatlantic Slave Trade and foster greater citizenship awareness and social cohesion among students?

Professor David Richardson – Effectively disseminating academic research on the Transatlantic Slave Trade to teachers

Morning Workshops

Jenny Mitchell – Overcoming the personal challenges in teaching about the Transatlantic Slave Trade

Anti-Slavery International – Exploring Recovered Histories resources for teaching about the Transatlantic Slave Trade, meeting learning objectives, strengthening citizenship, and social cohesion

Angelina Osborne – Using the physical environment to teach about the slave trade

Afternoon Workshops

Steve Martin – The role of fiction in increasing students' understanding of the slave trade

Understanding Slavery Initiative – Teaching approaches for conveying the slave trade accurately and sensitively

Anti-Slavery International (morning workshop repeated)

LIST OF PARTICIPANTS

| PARTICIPANT | ORGANISATION |
|------------------------|--|
| Philip Arkinstall | Impington Village College |
| Aretha George | Heritage Lottery Fund |
| Alma Simpson | Sugar Media |
| Bev Wright-Douglas | Nipton County Council |
| Calire Croch | Nipton County Council |
| Jacinth Martin | CSEP |
| Jason Grant | Goldsmiths College |
| June Bam -Hutchison | World Equals |
| Ruth Fisher | Understanding Slavery |
| Claire Nacamuli | JCORE |
| Sarah Nunn | Creative Elements |
| Janet Browne | Victoria and Albert Museum |
| Kath Housden | Understanding Slavery |
| Martine Miel | Rendezvous of Victory |
| Anne Brevik | UNESCO UK |
| Maureen James | Clarkson Society |
| Anna Salaman | National Maritime Museum |
| Jane Carpenter | Harambee Centre |
| Clayton Lavanin | Harambee Centre |
| Beverley Hillman | Consultant |
| Francesca Harrison | London Metropolitan University |
| Rosemin Najmudin | WAIFS |
| Arthur Torrington | The Equiano Society |
| M Lukhozi | Consultant |
| Angelina Osborne | Consultant |
| David Neita | Elect Education |
| David Richardson | WISE |
| Pearl Agana | Barnados |
| Nicole Wilson | Freelancer |
| Yvette Allen | Islington City Council |
| Marie Bernard | Freelancer |
| Kojo Jantuah | Education consultant |
| Rachel Osterman | Anti-Slavery International |
| Jeff Howarth | Anti-Slavery International |
| Sir Keith Ajegbo | Author of Curriculum Review: Diversity and Citizenship |
| Jenny Mitchell | Inner Vision |
| Michaela Alfred-Kamara | Anti-Slavery International |
| Dan Jones | Amnesty International |
| Sofia Ali | London Borough of Barnet |

FEEDBACK AND QUESTIONS

The plenary and video link with the Race and Faith Forum at the Institute for Public Understanding of the Past (IPUP) gave participants a chance to engage in discussions around the issues raised during the day.

The main points discussed were around the need for education decision makers to be engaged at all level of the implementation of teaching about the Transatlantic Slave Trade, hence:

- Teachers should be given time to attend training programmes
- There should be a whole-school approach to teaching about the Transatlantic Slave Trade in order to counteract the time restrictions on History teachers
- As such there should be a cross-curricular approach to teaching which would embed learning for students
- The low attendance at such an important conference was seen as indicative of the lack of importance given to the subject by heads who could not allow time-constrained teachers to attend

The issue of addressing the Transatlantic Slave Trade within a global human rights education framework was also discussed, particularly during the video link with IPUP. Participants discussed the importance of ensuring that teaching the history of transatlantic enslavement inspires students to fully grasp the concepts of human rights and ensure its application in daily living. The main points raised were:

- The education system needs to be reformed to ensure that the concept of human rights underpins all teaching
- Global justice is an important element that is missing from education today – need to use the example of agency of enslaved Africans' fight and success in emancipation to inspire young people to fight for global justice today.

FEEDBACK FROM PARTICIPANTS

- *“Teachers in this area have to become transitional figures, therefore they must be equipped with the necessary skills such as emotional intelligence, empathy, facilitation skills, conflict resolution, listening, self-awareness, imagination, conscience, will to act.”*
- *“I would just like to thank you for the excellent conference at the museum yesterday. It was not only an excellent opportunity to share ideas, but the resources we were given are excellent. Please let me know if there are any similar events in the future.”*
- *“Congratulations for organising such an interesting and inspiring conference .“*
- *“Thank you so much for such a wonderful day. It was excellently organized and very stimulating.”*
- *“Very organised, very informative, again where are the teachers? Missed opportunity for many.”*
- *“Excellent day – rich, thought provoking. I have a lot of research to do.”*
- *“Thanks, do you have [INSET days] outside London?”*
- *“It would be good to see a day targeted training for headteachers/pushing the importance of cross-curriculum working and decision makers.”*

RECOMMENDATIONS FROM PARTICIPANTS

- Continuation of outreach work to the regions – many participants had from outside of London and felt that it would be beneficial for access to training to be provided more locally.
- Ensure that the TST is not taught using a deficit model – work with current training providers like the Understanding Slavery Initiative and International Slavery Museum to consolidate and disseminate good practice.
- Decision makers to be actively engaged in the process from start to finish. The teaching of the Transatlantic Slave Trade should be embedded within the school using a whole school approach. Whilst passionate teachers who feel that the subject is an important one to teach find innovative ways to include it within tight time-frames, they need to be given support by the head and governors
- The diverse skills of communities need to be brought into classrooms in order to create a meaningful dialogue between the education system and local communities.
- More Initial Teacher Training needs to incorporate training around effective teaching of the Transatlantic Slave Trade. Policy makers and the HLF need to invest sufficient resources to ensure that this happens.

There needs to be better sharing of good practice as many schools are doing really good work around this history but it is not being evaluated and therefore best practice is not being effectively shared.

EDUCATION PACK

A 120 page education pack was produced and launched at the conference. A cross-curricular resource to encourage community cohesion and active citizenship through teaching about enslavement. The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and the Recovered Histories education pack helps teachers to deliver this. It provided activities that engage students in the history of Britain and its involvement in the slave trade, the role of ordinary British citizens in fighting for its abolition, and promotes the agency of enslaved Africans in gaining their freedom as well as their contribution to the industrialization of Britain.

Produced to accompany the website and exhibition of the same name, it aims to encourage educators and students alike to undertake research on the Transatlantic Slave Trade using primary resources consisting of narratives and images from enslaved Africans, anti-slavery campaigners, plantation owners, ship captains, freedom fighters and African leaders. These narratives bring the history to life using the voices of those present at the time.

The resources are aimed at educators teaching students at Key Stage 3. They enable students to discuss, interpret and evaluate issues relating to the Transatlantic Slave Trade within historical contexts and the impact of the legacies on modern life. The resources tackle the subject sensitively and accurately and encourage students to grapple with a sensitive and difficult subject. They also ensure that learning objectives are met within different curriculum subject areas, primarily History, but also across Citizenship, Geography and utilizing skills in English and ICT. Whilst primarily aimed at Key Stage 3 subjects, it can also be adapted for other Key Stages, as well as for informal education and to fit the Wales, Scotland and Northern Ireland curricular.

The education pack has been well received and below is a sample of feedback

“The resources and teaching ideas are fantastic and I am looking forward to working through them

“Although it is a difficult subject you have made it more accessible through a comprehensive and very user-friendly resource which teachers will be eager to use.”

Copies of the education pack were distributed to over 533 institutions including Initial Teacher Training Institutions, Global Youth Work groups, museums, Development Education Centres and Local Education Authorities.

CONCLUSION

Anti-Slavery International and partners were at the forefront of lobbying activities for the compulsory inclusion of the Transatlantic Slave Trade into the national curriculum and the Recovered Histories project provided a platform to dialogue and training for educators to increase their confidence and provided resources for teaching this history.

The education programme of the Recovered Histories project was successful in complimenting the outreach programme. Participants in the outreach programme articulated the need for an accurate and sensitive teaching of transatlantic enslavement as well as the role that the local community should play in facilitating this education.

The Recovered Histories website and exhibition provide a chronological history of enslavement using primary resources while the education pack provides lesson plans linked to curriculum objectives, making it relevant to teachers and students. The pack was well received and many educators have stated that it has enhanced their understanding and teaching of the subject.

The INSET days and conference were a necessary aspect of the project, as many educators in various national surveys have remarked that whilst resources are made available, accompanying training would aid in increasing their confidence to teach the subject. In this instance the INSET days and conference were successful in providing educators, community workers and museum workers with a range of activities (workshops, presentations and peer education through visits to the Museum in Docklands gallery and sharing of good practice) to increase knowledge of transatlantic enslavement and confidence in delivering the subject matter to students.

As feedback from the outreach programme, INSET days and conference has indicated, the momentum of 2007 should not be lost. Further outreach work needs to continue to increase awareness of transatlantic enslavement and its contemporary legacies. Anti-Slavery International also continues to provide training opportunities for educators, however for this work to be fully effective and far-reaching continued funding needs to be obtained.