

**Pedagogical approaches to inclusive education and decolonising the curriculum as both sides of the spectrum: what does it entail for us as educators?**

# Focus

- Pedagogical approaches to inclusive education
- Decolonising the curriculum
- Are they both sides of the spectrum?  
What do you think

# Our position

- What are the previous learning/experience our trainees bring onto the course? Initial needs analysis, share with others
- How do they access our curriculum/information
- Recognise the backgrounds of our trainees and how this also helps them teach in a multicultural environment.

# Inclusive teaching and learning

- How is it evolving?
- Who are we supporting; SEND, learning needs, using GIP

## **Pedagogical approaches to inclusive teaching**

- PBL/drawing upon a systematic conceptual framework such as the **3C3R**; activities related to real-life scenarios
- Adaptive teaching techniques.
- Inquiry-based learning
- Develop community culture- students encouraged to talk about their backgrounds/culture etc

# Decolonising the curriculum

- What is it?
- Why decolonise our curriculum?
- Does testimonial injustice have a place here?
- Our approaches to decolonising the teacher education curriculum

## Note this

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- Decolonising the curriculum does not only mean adjusting the reading lists in our modules but there is more to this. We will share practical steps that we have used to decolonise our teacher education curriculum.

# Decolonising the science ITE curriculum with students

Step 1: “Decolonisation cleansing”

Teacher-led

Explore your own knowledge and cultural awareness. Eurocentric views, students' voices?

Step 2: Teacher-led dialogues with students

Give them directives to research other voices/variables relating to the content, history, philosophy and cultural perspectives about science and how this has evolved. They can discuss inventions and inventors in the field of STEM, especially from different backgrounds, and own ethnicities.

Step 3: review curricula contents/materials, what you teach and how. Ask students the type of content they want to see in the NC. Big ideas in science, is the equitable?

Step 4: Lesson planning and engaging with the NC- opportunities for decolonisation. From step 2, did they recognise contributions to STEM from their ethnicity that fit into the NC

Step 5: Assessment- altering the assessment regime to consider students' voices. Project work- choosing areas of interest, researching a problem, reviewing and reflecting. Assessment rubrics to grade the outcomes.

Decolonised curriculum

Outcome: for each step, note down identified contents/processes and finally reach a consensus.

Decolonising- ongoing process with students/staff- keep listening/reviewing/diversifying

# Decolonising PE curriculum

- Step 1: Consider various voices beyond a Eurocentric perspective which can support the Physical Education curriculum delivery and avoid any bias or prejudice towards one race.
- Step 2: PE teacher should talk about history, philosophy and cultural perspectives about PE and how this has evolved. Looking at the history of different activities and where these have emerged from and also the reasons why.
- Step 3: Reviewing the curriculum and considering the government's 3 pillars of physical education (motor competences; rules, strategies and tactics; and healthy participation) how can decolonisation be integrated into these key concepts? What are the voices that are represented such as students from different ethnic groups, cultural awareness and how they learn, is the curricula contents dominated by one perspective such as the reading materials and activities?
- Step 4: Through lesson planning and curricular contents, teachers may identify aspects that lend themselves to decolonisation and explore this in their planning by using structured activities.
- Step 5: Students could be assigned tasks to find information on sportspeople from their ethnic origin who may have contributed to the development of sport and physical activity and how their presence is useful to the world. This simple task will help students to appreciate what people who look like them have achieved.
- Step 6: Assessment is central to promoting students' progress in learning. How are students assessed in PE lessons, do they have the choice to contribute to their assessments? In decolonising the curriculum the assessment regime could be altered to consider the students' voices. This could be through project work that allows students to choose areas of interest and explore them through researching a problem, reviewing, and reflecting on its impact on their development. Teachers can design an assessment rubric to grade the outcome of the work as contributions to their final assessments.



# Decolonising the Maths curriculum

- Difficult concept with maths trainees as though it is decolonised due to being a universal subject.
- Teaching the history of maths is relevant and can be enhanced by teaching how current inventions and discoveries many of which are used in everyday life.
- For example, the Indus Valley people of India invented the system of measuring- not culturally biased.
- Research mathematicians from all races.
- Research a mathematician and their discoveries and run a small presentation to the class where the resources will then be kept on Moodle for the class to share good practice.
- Shanghai' or 'Mastery' methods of teaching from South Asia and looks at how these methods could be incorporated into trainees' teaching practice to promote and aid pupils' understanding of the concepts taught.
- Compare and analyse other countries' mathematical pedagogical approaches including the assessment systems with our own. Moving away from a Eurocentric curriculum of teaching and learning.
- Incorporating social injustice into the maths curriculum e.g. using graphs and diagrams to show the distribution of wealth across the world and discussing areas such as power relations.
- Literacy in maths: correct vocabulary, modelling and feedback

# Argument

- We argue that epistemic injustice has a place in the decolonisation agenda, with special reference to **testimonial injustice**, and until this is resolved, the epistemic agents' knowledge will be less important

# Finally

- Decolonising the curriculum is an ongoing process and we encourage our trainees to keep engaging with it.
- We keep listening/reviewing/diversifying

**Thankyou.**