

Pedagogical approaches to decolonising the teacher education curriculum: a co-creative process.

Decolonising the curriculum

A co-creative process



Pedagogical approaches to
decolonising the curriculum



Inclusive approach to teaching and
learning in HE

Professional Standards Framework (PSF) 2023

Evidencing Professional Values

V1: respect individual learners and diverse groups of learners

V2: promote engagement in learning and equity of opportunity for all to reach their potential

Can decolonising the curriculum contribute to this process?

What do we know about our students?

- What are the previous learning/experience our trainees bring onto the course?
- Cultural/social capital
- How do they access our curriculum, choices and information.
- Backgrounds of our trainees, cultural awareness, ethnicity/race etc. How does this impact on teaching in a multicultural environment?

Decolonising

- Arday et al (2021) argue that decolonisation involves interrogating accepted and dominant knowledge and can be seen as a shift away from Eurocentric views of education to a more global and inclusive approach. This involves changing how we work and adapting our curriculum to cater to the needs of all students, including the most marginalised in our institutions.

Decolonising the curriculum

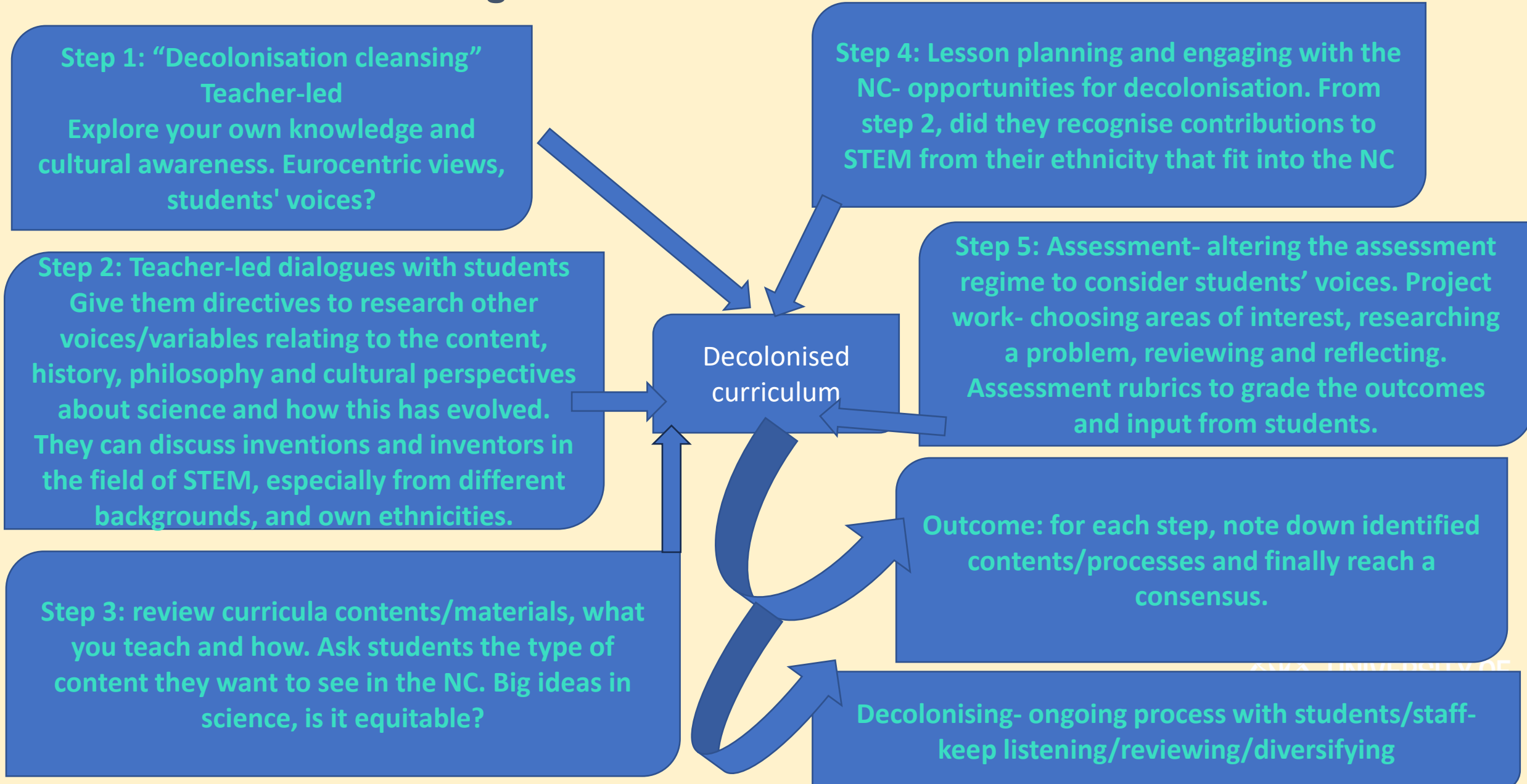
Co-creative process

- Why decolonise our curriculum?
- Decolonisation cleansing
- Learning needs of students
- Building community culture- what are the set of values, behaviours, and practices we share in our learning community. Do students perceive this as a relationship that can enhance their learning, as educators may assume?
- How do you drive collaboration and innovation.? Are teachings adapted to students' needs?
- Do you encourage students to talk about their backgrounds/culture etc, and how is this communicated?

Key points to note

- Decolonising the curriculum does not only mean adjusting the reading lists in our modules but there is more to this. So, what else can you do?
- The epistemic agents' knowledge is very important/students' voice and assessment experience. **How do we listen to them.**
- This also include those involved in teaching the modules- are they diverse in terms of their race/ethnicities/experience? **Explain our Getting into HE teaching scheme and why**
- **Next slide talk about pedagogical approaches to decolonising the science education curriculum**

Decolonising the science ITE curriculum with students



Summary from previous slide

- Consider various voices beyond a Eurocentric perspective which can support the science curriculum delivery and avoid any bias or prejudice towards one race.
- Talk about history, philosophy and cultural perspectives about science and how this has evolved. Looking at the history of different activities and where these have emerged from and the reasons why.
- Reviewing the curriculum and considering how decolonisation can 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, delivery of sessions and by who?
- 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.
- Students could be assigned tasks to find information on scientists from their ethnic origin who may have contributed to the development of science and how these have been useful to the world. This simple task will help students to appreciate what people who look like them have achieved.
- Assessment is central to promoting students' progress in science. How are students assessed in science lessons, do they have the choice to contribute to their assessments?

Thankyou.