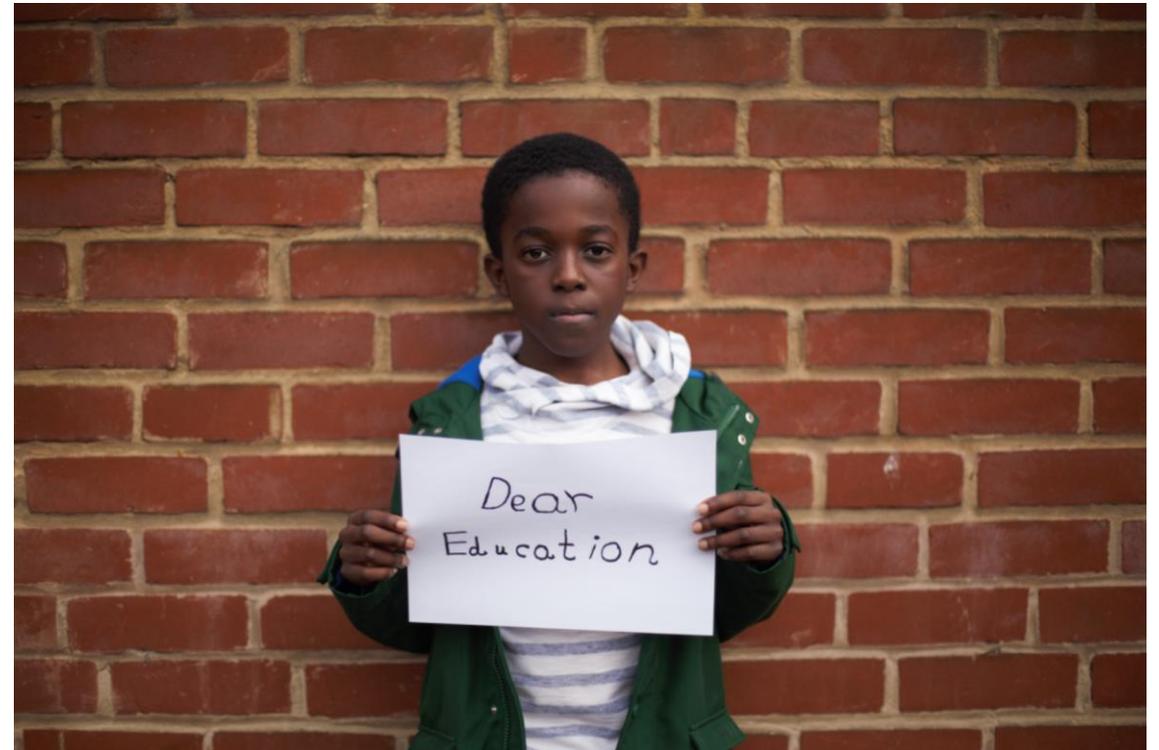


Introduction to Decolonising the Curriculum

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What's wrong with the current curriculum?

- Content is centralized around White European males
- It reinforces unequal power structures within society and globally
- Overlooks the flaws of the British Empire and excludes Black / Asian history
- Lack of non-European authors and protagonists in core text

Oshun Education

Definition of Decolonising the Curriculum

Decolonisation is about challenging and changing a Eurocentric curriculum which does not recognise the heritage, achievements and history of African and south Asian people and tells a partial and therefore inaccurate account of British history.

Decolonisation within education expands the opportunities to acknowledge and raise global awareness.

A decolonised curriculum aims to provide students with a learning experience that:

1. Portrays a more balanced and factual account of British history including the global impact it had on people from the 1500's onwards.
2. Afrocentric Approach - highlighting, within all subjects, the achievements and contributions of people from across the globe especially Africa
3. Reflects the learner's heritage in areas of multi-ethnic communities to create inclusivity
4. Recognises and includes the global contributions that created the vast wealth of the UK

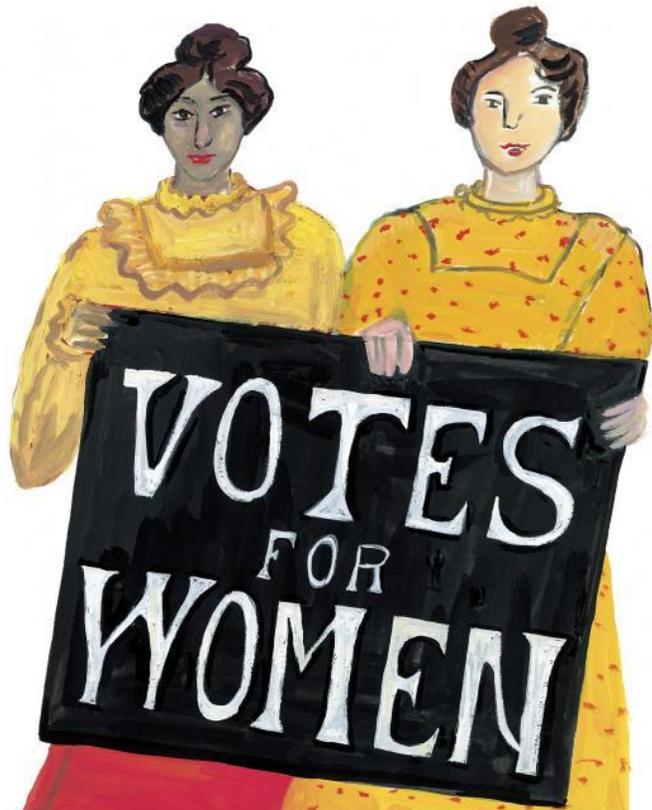
Name of Resource / lesson Plan	
Subject / topic/ module title	
Age Group / stage	

Decolonising the Curriculum - Check list	
Builds diverse perspectives into the lesson plan resource as an integral part of learning rather than as an add on.	
Includes sources written by non-European people whether from a British or global perspective.	
Focuses on similarities as well as differences when sharing personal stories about tradition and heritage and expects the same level of sharing from ALL learners.	
Features characters from non-European background in stories who have their own narratives and voices, are authentic and are free of harmful stereotypes.	
Makes links between everyday objects and practices in the UK and its global past and history of migration.	
Explores historical and world events to create understanding of current inequalities.	
Introduces and discusses topics which may be distressing for Black/Brown learners with care and sensitivity.	



Women's Suffrage

REPRESENTATION

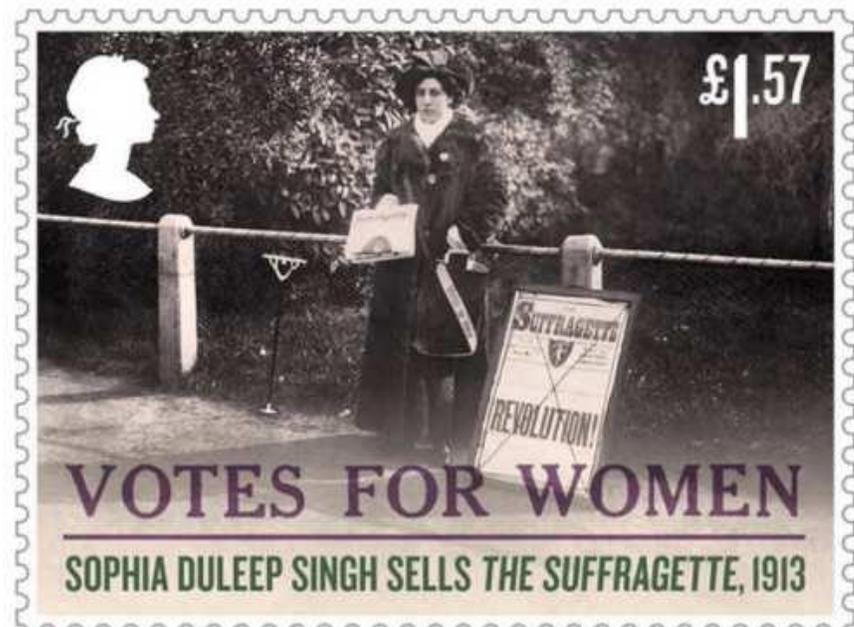


1. **TOKENISIC**
2. **A MISREPRESENTATION OF THE TRUTH**

WOMEN'S SUFFRAGE IN AMERICA

MARCH ON WASHINGTON





DIVERSIFICATION AND INCLUSION

In which decade/year did Women gain the right to Vote?

UK

- United Kingdom - In 1918 The Representation of the People Act was passed which allowed women over the age of 30 who met a property qualification to vote - only two thirds of the total population of women in the UK.

INDIA

- India - Women in India were allowed to vote in the first general elections after the independence of India from Britain in 1947.

CARRIBEAN

- Caribbean - Women across the Caribbean were granted the right to vote from 1944 onwards

SOUTH AFRICA

- 1930 – White women only, Black women gained the right to vote in 1997

AMERICA

- America - In 1920 the 19th Amendment in the US stated that: *voting shall not be denied or abridged by the US or any State on account of sex.*

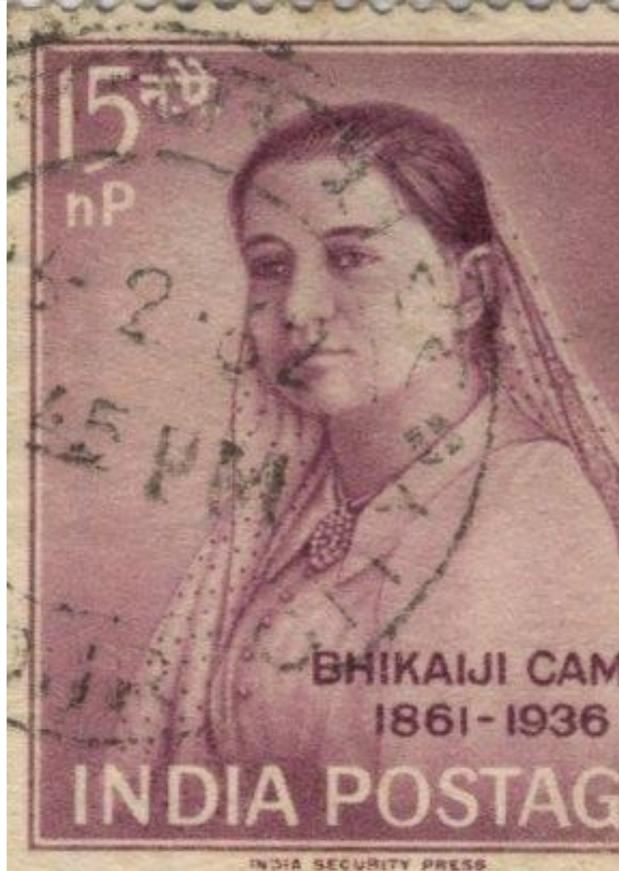
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You Didn't Learn: Black Women and the Right to Vote

TIME

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Black Suffrage



WOMENS SUFFRAGE - DECOLONISED

3 Components of an Anti Racist Curriculum

- Decolonisation
- Building intercultural competence
- Reducing racism, prejudice and discrimination

EXAMPLES OF INTERCULTURAL COMPETENCES

Attitudes	SKILLS	KNOWLEDGE/UNDERSTANDING
Respect Tolerance of ambiguity	Interaction, including listening, communicating, reacting and clarifying	About different forms of interaction
Open mindedness and curiosity	Multiperspectivity (seeing things from a range of perspectives)	About social practices
Empathy Self awareness	Critical thinking Problem solving	About the role of social and political factors
Confidence to challenge and be challenged	Ability to grow / adaptability	About world views and belief systems (inc. reflecting on your own and understanding that these can influence but don't determine, group and individual identity)

Reducing Racism, Prejudice & Discrimination

1. Using strong arguments in favour of equality, avoiding weak arguments, irrelevant information or anything that repeats a negative message directly.
2. Emphasizing learner's individual accountability for challenging racism, rather than general social accountability.
3. Promoting desirable behaviour as the norm for learners instead of prohibiting undesirable behaviours.
4. Avoid presenting information or using activities which are likely to make learners feel guilty, angry, defensive, upset or stupid.

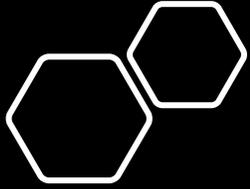
CELEBRATING CULTURAL DIVERSITY

'The Feel-Good Factor'

Try to avoid:

- Stereotypes
- Presenting unachievable 'role models' who are celebrities, sportspeople, musicians
- Solely relying on parents and teaching staff of colour to organise the event





Things to consider when teaching

1. Whose point of view is this information portraying?
2. What was happening in other parts of the world when 'this event' happened?
3. Where are all the people of colour and women?
4. Sensitivity when teaching on topics that involve harm to people of colour.
5. Is a European country, tradition, person, architecture, history, language etc. the only examples I can provide?
6. How can you create the right balance in discussions around heritage, culture and ethnicity, avoiding over-reliance on non-white learners' experiences?
7. What will be the views of non-white learners in your class and how can you make the environment safe for them?
8. If you feel uncomfortable delivering a lesson discuss your feelings with a colleague, do further research talk to friends, practice your delivery.

IN SMALL GROUPS

Agree on a topic / subject that you have previously taught and identify ways in which it can be decolonised



Questions



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