

- Respond to these statements in a list.
 - Your responses can be from anyone in the world.
1. Write the name of an author
 2. Write the name of a scientist
 3. Write the name of a philosopher
 4. Write the name of a director
 5. Write the name of an artist

'Bronze, Silver, Gold'; 'Must, Should, Could'; 'Red, Amber, Green': rethinking our planning for inclusive teaching'.

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About me

- 2014: PGCE in Secondary English at Oxford
- 2014-17: Worked at The Oxford Academy [from special measures to good with outstanding leadership] 2014-2017
- 2015 – 2017: Studied the MLT at Oxford
- 2017- :Work at Didcot Girls School [focusing on curriculum and progress in Y9 and 10 and KS5 Lang/Lit]
- 2018 - :Work at Department of Education on PGCE & MLT
- 2018 -2021: DPhil in Education

Purpose of today

...is to experiment ways to appeal to the students from different ethnic or cultural backgrounds. we can begin to fine-tune our approach to inclusion in the classroom by critically analysing and diversifying our curriculum content choices.

- ❖ To think about *differentiation* from a different angle
- ❖ To think about ways we can incorporate this new angle into our curriculum [assessment]
- ❖ To think about ways we can incorporate this new angle into our teaching

The curriculum is a powerful political tool

- *Knowledge differentiation*
- *Epistemic violence*
- *Diversify or decolonise*
- *Assessment as equally powerful*

Subjects:

- English
- Geography
- History
- Art
- Philosophy

Are there culturally/socially diverse texts or perspectives on your schemes of work?

The lens we use in the classroom to look at the world

- ✓ Representation
- ✓ Reception
- ✓ Resistance

‘Much of the ‘high culture’ and our understanding of cultural capital depends upon the praise of knowledge produced in white, Western framework and the derision of works from the Global South’ (Olufemi et al., 2019).

The position of teachers and students in the classroom

‘Presently, the classroom has the potential to be one of the safest places to dispel one’s ignorance of the experience of ethnically marginalised groups. From my experience, with the growth of social media, secondary students are becoming more aware of the differences in racial experiences. However, these students are usually exposed to the stark differences between the races or the racial tension more specifically experienced in America. This focus on America is misleading for British students. It is therefore our duty as educators to allow students to be privy to the racial experiences portrayed in British literature’.

How can we 'sharpen' the lens to establish a broader and larger sight?

Think about the topic you are working on now

How can you embed more diverse knowledge?

For example: Teaching a unit on: Everest – Edmund Hillary... what about Tenzing Norgay?

How can you include how the text fits into the wider discourse of society and culture?

How can you explore postcolonial and decolonisation perspectives in an appropriate way for all levels?

How does the 'new voice' challenge or adhere to expectations we may have?

How can create a culture of applying a critical lens as the standard way of engaging with texts, to avoid inadvertently promoting homogeneity?

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